

PARTICIPATORY GOVERNANCE

HANDBOOK

2024-2027

Barstow Community College District



*College Governance Council (CGC) Approved: April 24, 2024
Board of Trustees Approved: June 20, 2024
Next Revision Date: Spring 2027*



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Introduction

Dear Member of the Barstow Community College District:

The purpose of this guide is to clarify for constituents the participatory governance process used at Barstow Community College. It describes key campus bodies, their responsibilities, and their relationships with each other. This publication describes how individuals are involved in the various processes that lead to recommendations and describes the focus of authority, responsibility, and accountability for decisions made. It also includes definitions of facets of decision making as defined and prescribed by law, regulation, and good judgment.

Effective participatory governance is built on intelligent and inclusive communication of needs by and between those charged with making recommendations and those held accountable for results. Dedication and good faith efforts on the part of all participants are critical to understanding the challenges and ensuring that constituent recommendations are made in the best interest of students, the College, its long-range goals, and its day-to-day functioning.

The information contained in this guide will enhance our decision-making processes while providing a clear road map of how College recommendations are developed. This road map will enable all of us to chart a clear course for the future together.

[Paul Wilkey \(Jul 29, 2024 08:42 PDT\)](#)

President, Board of Trustees

[Sakiya Davis \(Jul 29, 2024 09:13 PDT\)](#)

President, ASG

[Eva Bagg \(Jul 29, 2024 09:54 PDT\)](#)

District Superintendent-President

President, CSEA

President, Academic Senate

President, BCFA



College Mission Statement

Barstow Community College is committed to providing an equitable, accessible, and affordable education to its diverse student body, including local, military, distance education, and historically marginalized student populations. Through a variety of high-quality and comprehensive degree, certificate, and job skills training programs, we provide holistic student support with clear and diverse educational pathways that provide students with life-long learning and networking opportunities, critical thinking skills, and success in a globalized world.

Board Approved: December 20, 2023

Institutional Values

Barstow Community College considers the employees of the district its greatest asset. One of the characteristics of BCC that makes it a unique place to work is its leadership across the campus. The College is strongly committed to valuing people—the people the College serves and the people who do the serving.

Members of the College are one community, whether staff, faculty or student we are all Vikings! We care about student success and care about the success of each other.

We are VIKINGS!

- V** Vision for the Future
- I** Innovation and Collaboration
- K** Kindness and Integrity
- I** Inclusivity and Equity-minded Action
- N** Nurturing Community
- G** Growth and Improvement
- S** Superior Service and Support

Board Approved: December 20, 2023



College Vision Statement

Barstow Community College will be a hub of innovation and educational excellence, fostering a culture of growth, partnership, and inclusion as the premier college of the California High Desert.

Board Approved: December 20, 2023

Strategic Plan Priorities

1. *Become a dynamic community hub of innovation*
2. *Implement equitable pathways to student completion*
3. *Provide flexible, high-quality programs & services*
4. *Ensure effective stewardship of college resources*
5. *Create an engaged vibrant community*

Board Approved 2/21/2024

Planning and Budget Process

The College's planning process is a collaborative effort to connect the fiscal, physical, human and technological resources of the College to improve student learning and achievement and meet community needs. The ultimate goal of the College's planning efforts is sustainable continuous quality improvement in everything we do.

The College uses process of inquiry as a tool to

- *examine credible evidence*
- *view pressing issues from multiple vantage points*
- *utilize ideas and energy from all constituency groups*
- *brainstorm all possible solutions to the questions at hand*
- *make the best decisions among available options*

At the heart of the BCC planning process is our commitment to diversity, success and equity for all constituency groups, and the financial stability of the College. All planning documents are built upon the Mission and Strategic Priorities of the College and are systematically reviewed



and assessed. Integral for success is the interrelationship of the plans and how they support each other. From the Board of Trustees' goals to the daily operation of the College, the participatory governance bodies described in this document focus on programs and procedures with measurable outcomes leading to sustainable continuous quality improvement.

Trustees enhance the planning process through a willingness to evaluate planning recommendations, guiding institutional change and improvement.

Trustees ensure that the planning process meets policy guidelines and that all planning efforts are directed toward the Board-adopted mission, vision, and values. The Board ensures that the District's budgeting process and resource allocation are linked to its institutional planning activities

Governance Philosophy

Through the values embodied in We Are V.I.K.I.N.G.S., the governance philosophy of Barstow Community College is one of inclusion and diverse perspectives. The District maintains an integrated system of participatory involvement for our constituent groups and community members in meeting the District's mission.

This participatory involvement:

- *Does not always imply complete agreement;*
- *Implies varying degrees of participation by constituent groups based on the focus of the committee and required expertise;*
- *Places the ultimate responsibility for decisions with the Board of Trustees and Superintendent-President as its administrative agent; and*
- *Requires all parties to be responsible and accountable for their roles in the governance process.*

Governance Relationships

The governance processes at BCC are designed in accordance with the California Education Code (70902.stats.1988, c 973) and are intended to ensure that decisions are based on well-informed recommendations, support sound college functioning, and are made at the level and



with the participation of those who can contribute to their effectiveness, efficiency, and implementation.

There are three corresponding processes that function within the College:

- *The administrative/management process deals with the operation of the College within established policies and procedures, and recommends policies and procedures and their evaluation;*
- *The collective bargaining process deals with matters relating to wages, hours, and other terms and conditions of employment within the meaning of the Educational Employment Relations Act; and*
- *The participatory governance process deals with the review, development, and recommendation of policies, regulations, and College priorities which are forwarded to the Superintendent-President and the Board of Trustees for their consideration.*

The Law (*Education Code 70901(b)(e) and 70902(b)(7)*)

The Board of Governors of the California Community Colleges shall establish “minimum standards” and local governing boards shall “establish procedures not inconsistent” with those minimum standards to ensure:

- *faculty, staff and students the right to participate effectively in District and College governance; and*
- *Academic Senates retain their recommendatory character—an action that is advisory in nature rather than one having any binding effect. “An organization whose primary function is, as the representative of faculty, to make recommendations to the administration of the college and to the governing board with respect to academic and professional matters...” (Legislative Council, State of California opinion letter 1991, regarding Education Code 70901);*
- *the right of Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards (Education Code Sections 70901 and 70902); and*
- *participatory governance is that process in which members of the College community take an active role in influencing the direction of the College, as envisioned in AB 1725.*

Participatory governance is not the replacement of administration. The administration plays the crucial role of managing the activities necessary to meet the goals of the College and enabling the work priorities of the College to move forward. Participatory governance recognizes that, in order to bring as much information, analysis, and perspective as possible to the decision-making and planning processes, the administration needs to rely on input from the College community during the goal-setting process and as action priorities are implemented.

The intent of AB 1725 at BCC is actualized via a spirit of cooperation, collaboration, and collegiality. Functionally, this participatory process is organized and carried out through a



system of committees, staff meetings, and organizations designed to facilitate communication on topics important to the College, solve issues at levels closest to the individual and work units affected, develop effective plans and processes, and provide the Superintendent-President's Cabinet with information to assist the College in achieving its goals. Many cross-departmental groups on campus interact on a regular basis to make this possible.

The State Academic Senate and Community College League of California jointly prepared a set of guidelines (questions and answers) to assist local colleges in the implementation of participatory governance. Those guidelines are included in the appendix of this handbook.

Constituent Roles and Responsibilities

BOARD OF TRUSTEES

Trustees are guardians of and stewards for the public's interests. The Board's primary responsibility is to establish policy. The Board approves a mission and vision that clearly defines the expected impact of the District on the areas served by the College. The Board remains outside the operations of the District but ensures, through the Superintendent-President, that the work is accomplished.

The Board of Trustees governs on behalf of the citizens of the Barstow Community College District in accordance with the Authority granted and duties defined in Education Code Section 70902.

As stated in Board Policy (BP 2200) the Board is committed to fulfilling its responsibilities to:

1. *Represent the public interest*
2. *Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations*
3. *Assure the Board operates in an open, accessible, welcoming spirit, and maintains an anti-racist (inclusive and equitable) culture.*
4. *Establish policies that ensure the District operates in an anti-racist (inclusive and equitable) manner.*
5. *Hire and evaluate the CEO*
6. *Delegate power and authority to the chief executive to effectively lead the District*
7. *Assure fiscal health and stability*



8. *Monitor institutional performance and educational quality and the achievement of equitable outcomes.*
9. *Advocate and protect the District*

TRUSTEE MEETINGS AND THE RALPH M. BROWN ACT

California State Agencies exist to aid in the conduct of the public's business. Barstow Community College District Trustees as a legislative body conduct their deliberations and actions openly within the realm of public scrutiny consistent with Government Code Section 54953.

Every regular Board meeting agenda provides an opportunity for the public to address Trustees on any item of interest to citizens within the jurisdiction of the Board. No action is taken on an issue unless it has first been noticed on the Board agenda. Barstow Community College District policies 2345 and 2350 govern public presentations before the Board to ensure the proper functioning of meetings.

In response to public comments, Board members and staff may only:

1. *Briefly respond to statements made or questions posed by persons making public comments;*
2. *Ask questions for clarification or make a brief announcement;*
3. *Provide a reference to staff or other resources for factual information;*
4. *Request staff to report back to the body at a later meeting; and*
5. *Direct staff to place the matter on a future agenda.*
6. *It is good governance practice for the Board president to be the person interacting with the public Gov. Code 54954.2(a); CCLC Board Training (www.ccleague.org)*

Individual contacts or conversations between a member of the Board and any citizen is lawful and authorized provided it does not violate protected closed session considerations of Trustees. The Board meets in closed session for the following purposes. (BP 2315)

1. *The appointment, employment, evaluation of performance, discipline or dismissal of a public employee;*
2. *Consideration of charges brought against an employee by another;*
3. *Consideration of National or public security;*
4. *Confer with legal counsel regarding litigation;*
5. *Consideration of student disciplinary actions;*
6. *Consideration of real property transactions;*



7. *Confer with District representatives within the scope of collective bargaining; and*
8. *Consideration of honorary degrees or gifts from anonymous donors.*

Prior to holding a closed session, the Board discloses in its open meeting the items to be discussed. This announcement is printed on the Board agenda.

Following a closed session, the Board reconvenes in open session prior to adjournment and makes necessary oral disclosures required by Government Code Section 54957.1. The Board announces any action taken and the vote or abstentions of its members. Trustees do not disclose personnel, collective bargaining or other discussions or considerations prohibited by law. Minutes are taken recording all actions taken by the Barstow Community College District Board of Trustees. The minutes serve as the District public records.

SUPERINTENDENT- PRESIDENT

The Superintendent-President is the administrative agent of the Board of Trustees and as such, is responsible directly to the Board. The Superintendent-President is responsible for the operation of the District and for providing policy recommendations to the Board. College employee recommendations are sent to the Board through the Superintendent-President.

The Superintendent-President has the right to reject or modify committee recommendations. However, the Superintendent-President informs the respective committee(s) of the objections (if any) to their recommendations. The Academic Senate, California School Employees Association (CSEA), BCC Faculty Association (BCFA), and/or the Associated Student Government (ASG) retain the right to present their concerns with the Superintendent-President's decisions to the Board of Trustees.

ASSOCIATED STUDENT GOVERNMENT (ASG)

Title 5 regulations of the California Education Code, adopted by the Board of Governors recognizes Student Senates. Section 50002 was added to Subchapter 1 (commencing with Section 50001) of Chapter 1 of the Division 6 of Title 5 of the California Code of Regulations.

Students learn through enrollment in approved courses and involvement in college life. The ASG of BCC is the elected representative body of the student population and is responsible for appointing student representatives to serve on District committees. The ASG and its representatives make recommendations to the administration through this participatory governance process regarding policies and procedures that affect students in all aspects of college life.



Students are provided an opportunity to participate in the formulation and development of College policies and issues that have or will have a significant effect on students. Areas that have or will have a “significant effect on students” are as follows.

1. *Curriculum, including establishing prerequisites and placing courses within disciplines;*
2. *Standards or policies regarding student preparation and success;*
3. *Grading policies;*
4. *Processes for institutional planning and budget development;*
5. *Educational program development;*
6. *Academic Standards;*
7. *Code of Conduct;*
8. *Student Services planning development;*
9. *Student fees; and*
10. *Any other District and College policy, procedure, or related matter that the District governing board determines will have significant effect on students.*

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 formulate recommendations through committee participation.

ADMINISTRATORS AND MANAGERS

Administrators, managers, and supervisors are expected to provide effective leadership and support in the planning, implementation, and monitoring of College activities. They are accountable for uniform execution of District policies and procedures as well as making appropriate decisions within their respective areas of responsibility.

FACULTY

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



THE ACADEMIC SENATE REPRESENTS FACULTY MEMBERS WITH RESPECT TO ACADEMIC AND PROFESSIONAL MATTERS.

Areas specified by Title 5 (subsection 53200 c), “Academic and Professional Matters,” where the BCC Administration obligates itself to rely primarily upon the advice of the Academic Senate with regard to the following academic and professional 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 the accreditation process, 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 Academic Senate.*

In the above areas, the recommendation of the Senate will normally be accepted. Only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. When the Administration does not wish to accept the advice of the Senate on these matters, the Board’s agent (or designee) will send a written communication to request that the Senate reconsider the recommendation(s) taking into consideration the issues raised by the Administration and Board. If, upon reconsideration, the Senate does not change its initial recommendation, and if it is the opinion of the Board that the exceptional circumstances and compelling reason(s) still exist, the Board may reject the advice of the Senate and take appropriate action. Rejection of the Senate’s proposal(s) shall be placed in the form of a resolution, outlining the Senate’s position(s) and the Board’s rationale for the rejection of the Senate recommendation(s). This being the case, the final determination with rationale will be communicated to the Senate in writing by the Superintendent-President.

BARSTOW COLLEGE FACULTY ASSOCIATION (BCFA)

BCFA, an affiliate of the California Teachers Association, dates from the founding of the College. The purposes of the association are to:



1. *Provide an opportunity for continuous study and action on the problems of the profession;*
2. *Advance the general welfare of education;*
3. *Represent its members in relations with their employer; and*
4. *Maintain its status as the exclusive representative of the appropriate unit of certificated personnel in all matters relating to employment conditions and employer-employee relations, including wages, hours, and other terms and conditions of employment.*

BCFA operates under a contract negotiated and approved by its members. Its elected officers include a president, vice president, secretary, and treasurer.

SENATE/BCFA RELATIONSHIP

Faculty believe that participatory governance is not designed to empower one teacher organization at the expense of another. The Academic Senate is responsible for academic and professional matters, while BCFA responds to matters within the scope of its representation, such as wages, hours, and working conditions.

The Academic Senate is responsible for the appointment of faculty members to participatory governance committees; however, this does not preclude BCFA from making appointments to its own committees, or participatory governance committee membership on committees concerning hiring, working conditions and other contractual concerns of the faculty.

STAFF IN THE REPRESENTED CLASSIFIED SERVICE

Staff in the classified service includes all College employees except academic staff, short-term and/or substitute classified employees, students, confidential, and management staff.

Classified staff shall be 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. Prior to the Board of Trustees taking action on such matters, classified staff will be provided with the opportunity to participate in the areas which affect them. The Board shall give every reasonable consideration to recommendations and opinions of staff. The California School Employees Association represents classified employees.

When a classified staff representative is to serve on a college or district task force, committee, or other governance group, the exclusive representative of classified employees of that college or district shall appoint the representative for the respective bargaining unit members.



CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA)

The (CSEA) represents nearly 250,000 California classified school and community college employees in technical, maintenance, custodial, secretarial, instructional assistant, and other positions.

CSEA Chapter 176 of BCC was organized in 1964 to represent its classified employees in the pursuit of fair salary, to strengthen job security, and to provide good working conditions and dignity on the job. As the exclusive bargaining representative, CSEA is responsible for terms and conditions of classified employment, hours of employment and related contract issues.

CSEA meets regularly to discuss issues that directly affect members including negotiations, grievances, and training, as well as goals and objectives of the membership.

Through active participation on College committees and task forces, classified employees provide advice and counsel regarding relevant policies and procedures affecting their membership. Classified committee representatives are also appointed by CSEA to:

1. *Serve to enhance communication among classified staff and between classified staff, administration, and faculty in a productive setting;*
2. *Facilitate classified staff recognition and in-service training;*
3. *Provide for ongoing opportunities of involvement in College events and activities and social functions; and*
4. *Develop and encourage a spirit of college unity among classified staff and between the entire college community.*

Staff Development

Involvement in recommendation-making reflects a broad-based movement in organizations to include people at various levels. It reflects a movement from hierarchical structures to those in which decisions, responsibility, and accountability are distributed at all levels of the organization. In order for it to be successful, employees must have access to and use the information necessary to make good decisions. Conflict resolution, teamwork, and other communication and collaboration skills must be taught through professional development activities. Inclusive participation is empowering, but to be performed well and wisely,



employees must enter into it with an attitude of respect for others and a sincere desire to use their own power to make recommendations for the benefit of the entire organization.

It is the intent of the Barstow Community College District to ensure that its employees are well trained in the mechanics of successful participatory decision-making. Professional development training will be provided on an ongoing basis.

Guidelines for Participation in the Governance Process

In order for the governance process to work, all of the steps in the process must be clear, and the roles and responsibilities of individuals who are committee members must be completely understood. Committees are designated by four main categories: 1) Strategic Planning and Communication Process Committee, 2) Subcommittee 3) Standing Committee and 3) Taskforce and/or Workgroups 4) Advisory. To ensure success, the following are necessary:

COMMITTED, PURPOSEFUL MEMBERSHIP

Collegiality, professionalism and respect are honored at Barstow Community College (BCC). Through the Participatory Governance Committee structure Barstow Community College provides opportunities for all groups to be represented and involved in the governance of the college.

All members of the College community are expected to be involved in setting the direction of the College for the future. The College community includes students, classified staff, faculty, and administrators. Committee members keep their constituency groups fully informed of committee developments and uphold member responsibilities found earlier in this handbook. The opinions, ideas, solutions, and interests of all members of the campus community are heard through the College committee process. Results of committee proposals and recommendations will follow the Strategic Planning and Communication Process in the diagram located in the appendix.

Constituent groups appoint or elect representatives and hold them accountable to the responsibilities of their committee.



COMMITTED TEAM MEMBERS

Everyone assigned to committees within the process will understand the dynamics of working as a team and acknowledge the following principles:

- *Come prepared to present and participate;*
- *Listen to the contributions and reactions of fellow committee members;*
- *Refrain from interrupting;*
- *Commit to achieving the committee's purposes;*
- *Keep actions purposeful;*
- *Make sure the recorder expresses the intent of the committee members;*
- *Take responsibility for changing one's own non-constructive habits or negative attitudes;*
- *Present positions as clearly as possible and avoid blindly arguing for individual ideas;*
- *Avoid changing one's mind just to agree and avoid conflict. Support only ideas one can live with;*
- *Acknowledge and accept differences of opinion that improve committee chances of reaching the best solution;*
- *Look for the next most acceptable alternative that all team members can live with when the team reaches a stalemate;*
- *Value the unity of the committee; and*
- *Share meeting records and information with your constituency group(s).*

ACCESS TO MEETINGS

Schedules of meetings will be made available to participants. Meetings should be set on regular schedules posted in BoardDocs. There should be no surprise meetings.

Committee meetings are open to all members of the College community. Meetings should be set at a recurring time (if at all possible) and approved by the reporting committee with notification sent to College Governance Council. so as to support coordination of committee scheduling across campus. Meeting times should be set by the committees themselves and not an outside entity. The teaching schedules of faculty committee members shall be taken into consideration when scheduling meetings.

A distinction will be made between the size of committees that primarily are for discussion and distribution of information and those that are primarily concerned with forwarding specific time-sensitive recommendations to the Superintendent-President. Those committees concerned with formulating time-sensitive recommendations will strive to be smaller in size.



Staff members who serve on College committees are expected to demonstrate positive attendance. Staff work in committee settings falls within the provisions of existing contract language.

OPERATIONS

Committees will establish a structure and processes that are clearly understood by all committee members.

- *Constituent leaders should appoint individuals to membership with the expectation that they will work to successfully meet the charge(s) of their committee. Each committee should follow the approved meeting schedule.*
- *When appropriate, committees should have tri-chairs. These tri-chairs will have the responsibility for determining agendas, procedures, meeting times (if not designated), as well as presiding at meetings.*
- *Each committee will establish a set procedure to determine recommendations (voting, discussion, and consensus), set annual goals and evaluate progress, complete a committee effectiveness survey and assess the results, review the committee Purpose Statement, Description, and membership structure annually.*
- *Changes to committee membership structure, purpose statement, and description must be pre-approved by the reporting committee with notification sent to College Governance Council.*
- *Matters decided by committees will be acted upon irrespective of absent members, so regular attendance is of great importance.*
- *Any individual or group should be allowed to submit ideas and agenda items to committee chair(s) for consideration.*
- *Appointments to committees will be reviewed annually.*

DISSEMINATION OF INFORMATION

The work of committees is important and will be shared.

1. *Committees will utilize BoardDocs for their meeting agendas and minutes.*
2. *Every committee will designate a recorder for the purpose of providing a record of the meeting.*
3. *The recorder of every committee will distribute copies of notes to the members of the committee and post the meeting records in BoardDocs for public view. Committee members will keep their constituencies informed by providing feedback.*
4. *Recommendations that are rejected, overturned, or modified by the Superintendent-President (or designee) shall be reported back to the committee and appropriate representative organizations as necessary.*



CONTINUAL IMPROVEMENT

The College Governance Council (CGC) will annually discuss the participatory governance process in order to continually improve the recommendation-making processes at BCC.

Committee Definitions and Reporting Structure

DEFINITIONS

Strategic Planning & Communication Process Committee – Composed of constituent and department representatives participating in the communication and decision-reaching process to advance the work of the District’s Strategic Plan and continuous improvement efforts. Meets regularly according to a set schedule. Reports to College Governance Council who is responsible for guiding committee goals, objectives and action plans as well as monitoring progress toward the implementation of all institutional plans.

- College Governance Council (CGC)
 - Academic Support Committee
 - Business & Finance Committee
 - Equal Employment Opportunity (EEO) and Diversity Committee
 - Institutional Effectiveness Committee (IEC)
 - Professional Development & Recognition Committee
 - Safety Committee
 - Student Equity & Achievement Committee
 - Technology Committee



Subcommittee – Composed of constituent and department representatives considering focused ongoing matters. Reports to one of the Strategic Planning & Communication Committees. Meets regularly according to a set schedule.

- Reports to IEC
 - Enrollment Management Committee
 - Program Review Committee
- Reports to Academic Senate
 - Curriculum Committee
 - Distance Education and Instructional Technology Committee (DEITC)
 - Outcomes Assessment Committee (OAC)

Standing Committee – Composed of constituent and department representatives and considers matters pertaining to a single designated charge or subject. Meets as needed according to required timelines/deadlines.

- Calendar Committee
- Health and Welfare Benefits Committee
- Commencement Committee
- Scholarship Committee

Taskforce/Workgroup – Created on an as-needed basis for an isolated topic or project. Assigned at the institution level through CGC or by one of the committees. Membership as needed based on the topic and reports to the committee that assigned it.



Advisory – Comprised of subject matter experts/industry leaders to provide input in guiding programs. Meets as needed according to program requirements. Under the direction of Program leaders. Reports to area administrators.

- Career and Technical Education Programs
- EOPS, CARE, NextUp, ACCESS, Transfer Center, Adult Ed and CalWorks



Appendices

Appendix I : Commonly Used Terms (*CCLC, 2023*)

Appendix II : Participating Effectively in District and College Governance (*AS for CCC and CCLC, adopted Fall 1998, Revised and Updated 2020*)

Appendix III: Strategic Planning & Communication Process Diagram

Appendix IV: Committee Details



Appendix I

Commonly Used Terms

In California Community College Administration

By

The Community College League of California, 2023



Commonly Used Terms

*IN CALIFORNIA COMMUNITY
COLLEGE ADMINISTRATION*

Community College
League of California

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75/25 RATIO

The goal established by AB 1725 for the ratio of full-time faculty to part-time faculty.

10+1 (THE 11 RESPONSIBILITIES)

Ed Code Section 70902 (b) (7) provides that the Academic Senate of a college has primary responsibility for “academic and professional matters.” Title 5 Section 53200 (c) describes the ten areas of responsibility with the addition of one more (+1). The +1 provides for the Academic Senate and the governing board to mutually agree upon other academic and professional matters for consideration. 10 + 1 defined:

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 mutually agreed upon between the governing board and the academic senate

A.A./A.S. DEGREES

A.A. - An Associate Degree may be obtained by the completion of all required courses for a major (18 units or more) with grades of “C” or better in each course, fulfill general education requirements, satisfy competencies, and sufficient electives to meet a minimum total of 60 units with a grade point average of 2.0 (“C” average).

A.S. - An Associate in Science degree may be met by completing an approved California Community College Certificate Program of 24 semester units or more, and as specified in the General Education Requirements.

AB 1725

Shared governance is a process created by the California state legislature that guarantees faculty input in the decision-making process of community colleges. The purpose of the law, AB 1725, was to provide a mechanism to insure that the expertise of the faculty would be used in developing college policies. Although the phrase “shared governance” is not found in the legislation, it has become the commonly used description of the process that provides for faculty input.

AB 705

The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.

ACADEMIC CALENDAR YEAR

Begins on July 1 of each calendar year and ends on June 30 of the following calendar year. There are two primary terms requiring instruction for 175 days. A day is measured by being at least 3 hours between 7:00 AM to 11:00 PM.

Basis/Rationale: 175 days ÷ 5 days per week = 35 weeks ÷ 2 primary terms = 17.5 week semester.

175 days X 3 hours = 525 hours, which equals one (1) full-time equivalent student.

Notes: Community colleges in California are required by code to provide instruction 175 days in an academic calendar year (excluding summer sessions).

ACADEMIC SENATE (ASCCC)

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 decision-making.

ACCREDITATION TERMS

Show Cause – when the Commission finds an institution to be in substantial non-compliance with its Eligibility Requirements, Accreditation Standards, or Commission policies or when the institution has not responded to the conditions imposed by the Commission. The institution must demonstrate why its accreditation should be continued within a stated period of time.

Warning – when the Commission finds that an institution has pursued a course deviating from the Commission’s Eligibility Requirements, Accreditation Standards or Commission policies to an extent that gives concern to the commission, it may issue a warning to the institution to correct its deficiencies, refrain from certain activities, or initiate certain activities.

Probation – when an institution deviates significantly from the Commission’s Eligibility Requirements, Accreditation Standards or Commission policies, but not to such an extent as to warrant a Show Cause order or the termination of accreditation, or fails to respond to conditions imposed upon it by the Commission, including a warning, the institution may be placed on probation.

Reaffirmed – the institution substantially meets or exceeds the Eligibility Requirements, Accreditation Standards and Commission policies. Recommendations are directed toward strengthening the institution not correcting situations. A Midterm Report must be submitted by the third year of the six-year accreditation cycle.

Mid-Term Report – a written response to the recommendations from an accreditation report demonstrating how deficiencies have been resolved and describing progress on self-identified issues from the self-study.

Self-Study – (Institutional Self Evaluation Report) a comprehensive review of the institution using institutional data analyzing its strengths, weaknesses, and achievements against its mission and objectives.

Visiting Team – a team of trained external peer reviewers appointed by the Commission selected on the basis of their professional expertise in higher education and areas of specialization.

NOTE: All definitions taken from the Accreditation Reference Handbook or other ACCJC publications at www.accjc.org.

ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES (ACCT)

The Association of Community College Trustees (ACCT) is a non-profit educational organization of governing boards, representing more than 6,500 elected and appointed trustees who govern over 1,200 communities, technical, and junior colleges in the United States and beyond.

ALLOCATION

Division or distribution of resources according to a predetermined plan.

APPORTIONMENT

Federal, state or local monies distributed to college districts or other governmental units according to certain formulas.

ASF

Assignable Square Feet used in conjunction with the Taxonomy of Programs to define capacity space standards in terms of square footage allowable per 100 Weekly Student Contact Hour (WSCH).

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AUDIT

An examination of documents, records and accounts for the purpose of determining 1) that all present fairly the financial position of the district; 2) that they are in conformity with prescribed accounting procedures; and 3) that they are consistent with the preceding year.

AUXILIARY OPERATIONS

Service activities indirectly related to teaching and learning. Food service and dormitories are considered auxiliary operations.

BASIC AID DISTRICT

Some districts, known as "basic aid" or "community supported" districts, fund their revenue limit entirely through property taxes and receive no general purpose state aid. They also retain any excess property taxes within their district.

BASIC SKILLS

Courses in reading, writing and computation that prepare students for college level work. May also be called development or remedial skills.

BACKFILL

Funds allocated by the Legislature to make up for revenues (e.g. student fees, property taxes) that were projected but not received.

BASE YEAR

A year to which comparisons are made when projecting a current condition.

BLOCK GRANT

A fixed sum of money, not linked to enrollment measures, provided to a college district by the state.

BOARD SELF-EVALUATION

The process of annually evaluating board performance by the Trustees to identify areas of board functions that are working well or need improvement. The process is an accreditation requirement.

BOARD OF GOVERNORS (BOG)

The Board of Governors set policy and provides guidance for the 73 districts and 115 colleges. The 17-member board is appointed by the governor and formally interacts with state and federal officials and other state organizations.

BONDS

Investment securities (encumbrances) sold by a district through a financial firm for the purpose of raising funds for various capital expenditure.

BUDGET ACT

The legislative vehicle for the State's appropriations. The Constitution requires that it be passed by a majority vote of each house and sent to the Governor by June 15 each year. The governor may reduce or delete, but not increase, individual items.

BUDGET DOCUMENT

A written statement translating the educational plan or programs into costs, usually for one future fiscal year, and estimating income by sources to meet these costs.

CALIFORNIA COLLEGE PROMISE GRANT

For eligible California residents, the California College Promise Grant (formerly known as the Board of Governor Fee Waiver) permits enrollment fees to be waived. (Assistance for the purchase of books and supplies must be applied for separately.)

CALIFORNIA COMMUNITY COLLEGE SYSTEM OFFICE

The administrative branch of the California Community College system. It is a State agency which provides leadership and technical assistance to the 115 community colleges and 73 community college districts in California. It is located in Sacramento and allocates State funding to the colleges and districts.

CAPACITY

The amount of enrollment that can be accommodated by an amount of space given normal use levels. In terms of facility space standards, it is defined as the number of ASF per 100 WSCH.

CAPACITY/LOAD THRESHOLD RATIOS (AKA "CAP LOAD(S)")

The relationship between the space available for utilization (square footage that is assignable) and the efficiency level at which the space is currently being utilized. The State measures five areas for Capacity Load: Lecture, Laboratory, Office, Library and AV/TV. The Space Inventory (Report 17) provides the basis for this calculation.

CAPITAL PROJECTS

Construction projects, such as land, utilities, roads, buildings, and equipment which involve demolition, alteration, additions, or new facilities.

CARNEGIE UNIT

A unit of credit; a student's time of 3 hours per week is equivalent to one unit of credit.

CATEGORICAL FUNDS

Also called restricted funds, these are monies that can only be spent for the designated purpose. Examples: funding to serve students with disabilities (DSPS) or the economically disadvantaged, low-income (EOPS), scheduled maintenance, instructional equipment, and matriculation.

CAREER DEVELOPMENT COLLEGE PREP (CDCP)

A specific category of Career Development and College Preparation (CDCP) program courses, sometimes referred to as "enhanced noncredit" courses. These courses provide sequences of instruction that lead to a certificate of completion leading to improved employability or a certificate of competency in a recognized career field articulated with degree-applicable coursework, completion of an associate degree, or transfer to a baccalaureate institution.

CCFS

320 ("The 320 Report"): One of the primary apportionment (funding) documents required by the State. It collects data for both credit and noncredit attendance. Three reports are made annually: the First Period Report (P-1), the Second Period Report (P-2) and the Annual Report. The importance of this report is whether the college or district is meeting its goals for the generation of full-time equivalent students.

CCLC/CCCT/CEOCCC

CCLC/League - Community College League of California
CCCT - Community College of California Trustees
CEOCCC - Chief Executive Officers of California Community Colleges

CENSUS

An attendance accounting procedure that determines the number of actively enrolled students at a particular point in the term. Census is taken on that day nearest to one-fifth of the number of weeks a course is scheduled.

CEO

A Chancellor in a multi-college district or a Superintendent/President in a single college district.

CEP (COMMUNITY ENRICHMENT PROGRAM)

Classes that provide lifelong learning opportunities or development of new skills and upgrading existing ones.

CERTIFICATES OF COMPLETION

Students must complete the number of units required by the College. No certificate shall consist of less than 12 semester units.

CERTIFICATES OF PARTICIPATION (COPS)

Certificates of Participation are used to finance the lease/purchase of capital projects. Essentially, they are the issuance of shares in the lease for a specified term.

COR

Course Outline of Record

COURSE ARTICULATION

The process of developing a formal, written agreement that identifies courses (or sequences of courses) on a “sending” campus that are comparable to, or acceptable in lieu of specific course requirements at a “receiving” campus. Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured, enabling progression to the next level of instruction at the receiving institution.

CTE (CAREER TECHNICAL EDUCATION)

A program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. <http://www.cde.ca.gov/ci/ct/>

CURRENT EXPENSE OF EDUCATION

Usually regarded as expenses other than capital outlay, community services, transportation (buses) and selected categorical funds.

DACA

Deferred Action for Childhood Arrivals (DACA) is a United States immigration policy that allows some individuals with unlawful presence in the United States after being brought to the country as children to receive a renewable two-year period of deferred action from deportation and become eligible for a work permit in the U.S.

DEIA

This term stands for Diversity, Equity, Inclusion and Accessibility. A full glossary of DEIA terms begins on page 26.

DIGITAL DIVIDE

The gap between demographics and regions that have access to modern information and communications technology, and those that don't or have restricted access. This technology can include the telephone, television, personal computers and the Internet.

DISABLED STUDENT PROGRAMS & SERVICES (DSPS)

Categorical funds designated to integrate disabled students into the general college program.

DISAGGREGATED DATA

Data that has been divided into detailed sub-categories. In the higher education data is often broken down into categories such as region, gender, age, race and ethnicity. It can reveal inequalities between different sub-categories that aggregated data cannot.

DOE

The U.S. Department of Education. Visit their website at www.ed.gov

DREAM CENTER

A safe space for undocumented students on campus.

DUAL ENROLLMENT

Dual enrollment programs allow students to be enrolled in two separate academically related institutions. Generally it refers to high school students taking college classes.

EAP (EARLY ASSESSMENT PROGRAM)

The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year. For details, visit <http://www.calstate.edu/EAP/>.

EDUCATION CODE

The body of law which regulates education in California. Implementing regulations are contained in the California Administrative Code, Title 5, the Government Code, and general statutes.

EDUCATIONAL CENTERS

A postsecondary institution operating at a location remote from the campus of the parent institution which administers it, and recognized by the Chancellor's Office as a Center.

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EDUCATIONAL MASTER PLAN

A part of the College's Master Plan that defines the education goals of the College as well as the current and future curriculum to achieve those goals. The educational master plan precedes and guides the Facilities Master Plan.

ENCUMBERED FUNDS

Obligations in the form of purchase orders, contracts, salaries, and other commitments for which part of an appropriation is reserved.

ENDING BALANCE

A sum of money available in the district's account at year end after subtracting accounts payable from accounts receivable.

ENROLLMENT CAP

A limit on the number of students (FTES) for which the state will provide funding.

ENROLLMENT FEE

Charges to students on a per-unit basis, and established in the Education Code.

ENROLLMENTS (UNDUPLICATED)

A student enrollment count (also referred to as "Headcount") based on an Individual Student Number or Social Security Number that identifies a student only once in the system.

EQUALIZATION

Funds allocated by the legislature to raise districts with lower revenues toward the statewide average.

ESTIMATED INCOME

Expected receipt or accruals of monies from revenue or non-revenue sources (abatements, loan receipts) during a given period.

ETHNIC STUDIES

The interdisciplinary study of difference—chiefly race, ethnicity, and nation, but also sexuality, gender, and other such markings—and power, as expressed by the state, by civil society, and by individuals. In California, the four racial/ethnic groups included in ethnic studies are: Asian American, Black/African American, Latinx, and Native American.

ETP

Excellence in Trusteeship Program. A competency-based curriculum for trustee education created and administered by the Community College League of California

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)

Categorical funds designated for supplemental services for disadvantaged students.

FACILITIES

All of the capital assets of the College including the land upon which it is located, the buildings, systems and equipment.

FACILITIES MASTER PLAN

The Facilities Master Plan is an inventory and evaluation (condition/life span) of all owned facilities (the site, buildings, equipment, systems, etc.). It identifies regulations impacting those facilities and any deficiencies, and defines a plan to correct those deficiencies. It also identifies the adequacy, capacity and use of those facilities; identifies the deficiencies relative to those criteria; and defines a plan of correction. It draws on information contained in the Educational Master Plan.

FACULTY LOADS

The amount of "teaching time" assigned/appropriated to a given instructional class, i.e. lecture or laboratory, for a given semester or for an academic year (two semesters). It is typically defined in terms of 15 "teaching hours" per week as being equal to one (1) full-time equivalent faculty; a "full faculty load." Actual faculty loads are generally governed by negotiated agreements and collective bargaining.

FCMAT

Fiscal Crisis Management Advisory Team – www.fcmat.org

FEE

A charge to students for services related to their education.

FIFTY-PERCENT LAW

Requires that fifty percent of district expenditures in certain categories must be spent for classroom salaries and instruction.

FINAL BUDGET

The district budget that is approved by the board in September, after the state allocation is determined.

FIRST GENERATION STUDENT

A student who is the first person in their family to attend college.

FISCAL YEAR

Twelve calendar months; in California, it is the period beginning July 1 and ending June 30. Some special projects use a fiscal year beginning October 1 and ending September 30, which is consistent with the federal government's fiscal year.

FON

Faculty Obligation Number

FORM 700

Statement of Economic Interest – www.fpcc.ca.gov

FPPC

Fair Political Practices Commission – www.fpcc.ca.gov

FTEF

An acronym for "full-time equivalent faculty." Used as a measure by the State to calculate the sum total of faculty resources (full-time and part-time combined) that equate to measurable units of 15 hours per week of "teaching time," i.e. as being equal to one (1) full-time equivalent faculty. All academic employees are considered to be faculty for this purpose including instructors, librarians and counselors.

FULL TIME EQUIVALENT STUDENTS (FTES)

A measure used to indicate enrollment and workload. The State General Apportionment is based on FTES.

FTES is an acronym for a "full-time equivalent student." Used by the State as the measure for attendance accounting verification. Also used as a student workload measure that represents 525 class (contact) hours in a full academic year.

FUND

An independent fiscal and accounting entity with a self-balanced set of accounts for recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein.

FUND BALANCE

The difference between assets and liabilities.

GANN LIMITATION

A ceiling on each year's appropriations supported by tax dollars. The limit applies to all governmental entities, including school districts. The base year was 1978-79. The amount is adjusted each year, based on a price index and the growth of the student population.

GOLDEN FOUR

The CSU transfer requirement includes English composition, critical thinking, speech communication, and transfer-level math.

GOVERNOR'S BUDGET

The California Governor proposes a new state budget every year on January 10th.

GUIDED PATHWAYS

The Guided Pathways framework creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns to promote better enrollment decisions and prepare students for future success.

IEPI

Institutional Effectiveness Partnership Initiative

INFLATION FACTOR

An increase in apportionment provided by the state to reflect the increased cost of operation due to inflation.

LGBTQ

Lesbian, gay, bisexual, transgender, queer

LOTTERY FUNDS

The minimum of 34 percent of lottery revenues distributed to public schools and colleges must be used for "education of pupils." Lottery income has added about 1-3 percent to community college funding.

MANDATED COSTS

College district expenditures that occur as a result of federal or state law, court decisions, administrative regulations, or initiative measures.

MASTER PLAN

An extensive planning document which covers all functions of the college or district. Master Plans typically contain a statement of purpose, an analysis of the community and its needs, enrollment and economic projections for the community, current educational program information and other services in relation to their future requirements, educational targets and the strategies and current resources to reach those targets, and a comprehensive plan of action and funding.

MAY REVISE

The Governor revises his budget proposal in May in accordance with up-to-date projections in revenues and expenses.

MIDDLE COLLEGE

Middle College High Schools are secondary schools, authorized to grant diplomas in their own name, located on college campuses across the nation. The Middle Colleges are small, with usually 100 or fewer students per grade level. They provide a rigorous academic curriculum within a supportive and nurturing environment to a student population that has been historically under-served and under-represented in colleges. While at the Middle College, students have the opportunity to take some college classes at no cost to themselves. (For details, visit <http://www.mcnc.us/faqs.htm>).

MOU

Memorandum of Understanding

NONCREDIT FTES

FTES earned in noncredit courses, generally Adult Education.

NONRESIDENT TUITION

A student who is not a resident of California is required, under the uniform student residency requirements, to pay tuition. The fee shall not be less than the average statewide cost per student, and is set by the board.

OBJECT CODE

Classification category of an item or a service purchase. The general classification numbers are:

- 1000 Certificated salaries
- 2000 Classified salaries
- 3000 Employee benefits
- 4000 Books, supplies, materials
- 5000 Operation expenses
- 6000 Capital outlay
- 7000 Other outgo
- 8000 Revenues

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OPEN EDUCATIONAL RESOURCES (OER)

Open Educational Resources are no/low cost alternatives to high-priced textbooks.

OUTSOURCING

The practice of contracting with private companies for services such as financial aid programs or food services.

PELL GRANTS

A federal program that provides funds for student expenses related to education (including living expenses, fees, and supplies).

PERS

Public Employees' Retirement System. State law requires school district classified employees, school districts and the State to contribute to the fund for full-time classified employees.

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POST Academy

Peace Officers Standards and Training

PRIDE CENTER

Safe space on campus for LGBTQ students

PROGRAM-BASED FUNDING

The budget formula used by the System Office to determine state allocations to local districts. It does not specify where and how the funds must be spent.

PROGRAM REVIEW

A review of each college program completed on a three year cycle to determine the program's educational value and whether updates are required to retain the relevance of the instructional materials and content.

PROMISE GRANT

A grant that provides free tuition for first-time, full time students

PROPOSITION 13

An initiative amendment passed in June 1978 adding Article XIII A to the California Constitution. Tax rates on secured property are restricted to no more than 1 percent of full cash value. Proposition 13 also defined assessed value and required a two-thirds vote to change existing or levy new taxes.

PROPOSITION 98

An initiative passed in November 1988, guaranteeing a portion of the state's budget for K-12 and the community colleges. The split was proposed to be 89 percent (K-12) and 11 (CCC), although the split has not been maintained.

PRT

Partnership Resource Team

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QUALIFIED AUDIT

When an auditor is not willing to certify the District's financial statements are fully accurate.

RESERVES

Funds set aside in a college district budget to provide for future expenditures or to offset future losses, for working capital, or for other purposes. There are different categories of reserves, including contingency, general, restricted and reserves for long-term liabilities.

RESTRICTED FUNDS

Money that must be spent for a specific purpose either by law or by local board action.

REVENUE

Income from all sources.

REVENUE LIMIT

The specific amount of student enrollment fees, state and local taxes a college district may receive per student for its general education budget. Annual increases are determined by Proposition 98 formula or the Legislature.

SB 1440 – STUDENT TRANSFER (CHAPTER #428 STATUES OF 2010)

Established Associate Degrees for Transfer (ADTs), which enables the CCC's and the CSU's to collaborate on the creation of Associate in Arts Degree (AA) and Associate in Science (AS) Degree transfer programs. Students are given guaranteed admission into the CSU system, and further are given priority consideration when applying to a particular program that is similar to the student's community college major.

SCHEDULED MAINTENANCE

Major repairs of buildings and equipment. Some matching state funds are available to districts to establish a scheduled maintenance program.

SERVICE AREA

Any community college's service area is usually defined by geography, political boundaries, commuting distances and the historical agreements developed with adjacent community colleges. In most situations the district boundary is not the best measure of potential student participation at a given college, since students tend to look for options, including distance education.

SHARED GOVERNANCE

As outlined in AB 1725 listed on page 4.

SHORTFALL

An insufficient allocation of money, requiring an additional appropriation, and expenditures reduction, or deficits.

SLO

Student Learning Outcomes – knowledge, skills, abilities, and attitudes that a student has attained at the end (or as a result) of his or her engagement in a particular set of collegiate experiences. www.accjc.org/glossary

STATE APPORTIONMENT

An allocation of state money to a district, determined by multiplying the district's total FTES times its base revenue per FTES.

STEM/STEAM

STEM: Science, Technology, Engineering, Math
STEAM: Science, Technology, Engineering, Arts, Math

STRATEGIC PLAN

Strategic planning is an organization's process of defining its strategy, or direction, and making decisions on allocating its resources to pursue this strategy, including its capital and people. Various business analysis techniques can be used in strategic planning, including SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) and PEST analysis (Political, Economic, Social, and Technological analysis). The outcome is normally a strategic plan which is used as guidance to define functional and divisional plans, including Technology, Marketing, etc.

STRS

State Teachers' Retirement System. State law requires that school district employees, school districts and the State contribute to the fund for full-time certificated employees.

STUDENT CENTERED FUNDING FORMULA

Enacted in the 2018-19 Budget Act, the Student Centered Funding Formula (SCFF) consists of three components:

- 1) Base Allocation—Enrollments (FTES),
- 2) Supplemental Allocation—Counts of low-income students, and
- 3) Student Success Allocation—Counts of outcomes with higher funding for outcomes of low-income students.

STUDENT EDUCATION PLAN (SEP)

SEP is a counseling tool used to assist students in planning their educational goals. Some student groups are required to complete an SEP for their program e.g., athletes, pre-nursing, veterans.

STUDENT EQUITY AND ACHIEVEMENT PROGRAM (SEAP)

Effective Fiscal Year 2018-19, the Basic Skills Initiative, the Student Equity (SE), and the Student Success and Support Program (SSSP) categorical programs were consolidated into a single program known as the Student Equity and Achievement Program (SEAP). Funds for SEAP are intended to increase achievement for all students with an emphasis on eliminating achievement gaps for students from traditionally underrepresented groups.

STUDENT FINANCIAL AID FUNDS

Funds designated for grants and loans to students. Includes federal Pell grants, College Work-Study, and the state funds EOPS grants and fee waiver programs.

SUBVENTIONS

Provision of assistance or financial support, usually from higher governmental units to local governments or college districts, for example to compensate for loss of funds due to tax exemptions.

SUNSET

The termination of the regulations for a categorical program or regulation.

TECHNOLOGY MASTER PLAN

A five year plan for the modernization and security of the District's electronic equipment and software.

TENTATIVE BUDGET

The budget approved by the board in June, prior to when state allocations have been finalized.

TMC'S

Transfer model curriculums (AATs: Associate Arts Transfer; AST; Associate Science Transfer)

TITLE 5

The Section of the Administrative Code that governs community colleges. The Board of Governors may change or add to Title 5.

TOP CODE

The "Taxonomy of Programs" (TOP) is a common numeric coding system by which the College categorizes degree and certificate programs. Each course or program has a TOP code. Accountability to the State is reported through the use of TOP codes. The taxonomy is most technical in the vocational programs (0900's).

Example: The taxonomy uses a standard format to codify the offerings. The first two-digits are used for a number of State purposes including educational master planning purposes. A four-digit code is necessary for reports in the Five-Year Capital Outlay Plan.

1500 – Humanities (Letters)
1501 – English
1509 – Philosophy
2200 – Social Sciences
2202 – Anthropology
2205 – History

TOP/CSS CODE

Taxonomy of Programs. Numbers assigned to programs to use in budgeting and reporting. Rooms or space are assigned for a particular use and function or a specific discipline or service. The State has a numeric code, a four-digit number that identifies the "type" of use that is supported by a particular room/space. (see TOP Code) Space Utilization: assumed by most faculty and staff on campus to mean the level or degree to which a room is utilized. It is the room's capacity expressed as the percentage that the room is actually used.

Example: If the lecture weekly student contact hours were 27,500 and the classroom capacity for weekly student contact hours were 35,000, the utilization would be identified as 78.6%.

Stations: The total space to accommodate a person at a given task (classroom- laboratory-office, etc.). The number of appropriate student work spaces within a defined area. It generally represents the best space apportionment for a given educational program.

TOTAL COST OF OWNERSHIP (TCO)

Total Cost of Ownership (TCO), as used for college facilities, is defined for these purposes as the systematic quantification of all costs generated over the useful lifespan of the facility (30-50 years). The goal of TCO is to determine a value that will reflect the true, effective cost of the facility including planning, design, constructing and equipping of the facility and also the recurring costs to operate the facility over the useful lifespan of the facility (30-50 years).

TRANS

Districts finance short-term cash flow needs by issuing Tax and Revenue Anticipation Notes (TRANS) through bond underwriters. The notes are paid off with operating revenue.

UNENCUMBERED BALANCE

That portion of an appropriation or allotment not yet expended or obligated.

UNFUNDED FTES

FTES that are generated in excess of the enrollment/FTES cap.

UNIT PLANS

An annual plan by college unit designed to describe the college unit's support to the college's educational master plan.

UNQUALIFIED AUDIT

When an auditor finds that the District's financial statements comply with acceptable accounting practices.

UNRESTRICTED FUNDS

Generally those monies of the General Fund that are not designated by law or a donor agency for a specific purpose. They are legally regarded as unrestricted since their use is at the Board's discretion.

WASC/ACCJC

Western Association of Schools and Colleges/Accrediting Commission for Community and Junior Colleges

WSCH

"Weekly Student Contact Hours." WSCH represents the total hours per week a student attends a particular class. WSCH are used to report apportionment attendance and FTES. One (1) FTES represents 525 WSCH.

WSCH/FTEF

Represents the ratio between the faculty's hours of instruction per week ("faculty load") and the weekly hours of enrolled students in his/her sections. It is the total weekly student contact hours (WSCH) divided by the faculty member's load. The State productivity/efficiency measure for which funding is based is 525 WSCH/FTEF.

Examples: A faculty member teaching five sections of Sociology, each section meeting for three hours per week with an average per section enrollment of 30 students, equals 450 WSCH/FTEF. (5 class sections X 3 hours/week X 30 students = 450 WSCH/FTEF). A faculty member teaching three sections of Biology, each section meeting for six hours per week with an average section enrollment of 25 students, would be teaching 450 WSCH/FTEF. (3 class sections X 6 hours/week X 25 students = 450 WSCH)

DIVERSITY, EQUITY, INCLUSION AND ACCESSIBILITY (DEIA) GLOSSARY OF TERMS*

Accessibility: Accessibility allows everyone to easily and safely access information, technology, activities, environments and services. An accessibility culture supports an inclusive environment providing equal access for all.

Ally: Person in a dominant position of power actively working in solidarity with individuals that do not hold that same power or they do not share a social identity with to end oppressive systems and practices. In the context of racial justice, allyship often refers to White people working to end the systemic oppression of people of color.

Anti-Racist: Person who actively opposes racism and the unfair treatment of people who belong to other races. They recognize that all racial groups are equal (i.e. nothing inherently superior or inferior about specific racial groups) and that racist policies have caused racial inequities. They also understand that racism is pervasive and has been embedded into all societal structures. An anti-racist challenges the values, structures, policies, and behaviors that perpetuate systemic racism, and they are also willing to admit the times in which they have been racist. Persons that say they are 'not a racist' are in denial of the inequities and racial problems that exist.

Anti-Racism: A powerful collection of antiracist policies that lead to racial equity and are substantiated by antiracist ideas. Practicing antiracism requires constantly identifying, challenging, and upending existing racist policies to replace them with antiracist policies that foster equity between racial groups.

Bias: Is an inclination, feeling, or opinion, especially one that is preconceived or unreasoned. Biases are unreasonably negative feelings, preferences, or opinions about a social group. It is grounded in stereotypes and prejudices.

Co-conspirators: Are people who are willing to put something on the line to use their privilege to disband systems of oppression. In contrast to allyship, co-conspirators do not just educate themselves about systemic injustice and racism, but like modern-day activists, they take personal risks to pursue meaningful action.

Color Blindness: Is a racial ideology that assumes the best way to end prejudice and discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity. This ideology is grounded in the belief that race-based differences do not matter and should not be considered for decisions, impressions, and behaviors. However, the term "colorblind" de-emphasizes, or ignores, race and ethnicity, a large part of one's identity and lived experience. In doing so, it perpetuates existing racial inequities and denies systematic racism.

Color-Evasiveness: Is a racial ideology that describes the same concept as color blindness where individuals reject or minimize the significance of race. Color-evasiveness, however, avoids describing people with disabilities as problematic or deficient by using blindness as a metaphor for ignorance.

Covert Racism: A form of racial discrimination that is disguised and indirect, rather than public or obvious. Covert racism discriminates against individuals through often evasive or seemingly passive methods. Since racism is viewed as socially unacceptable by mainstream society, people engage in covert racism in subtle ways, and therefore it may go unchallenged or unrecognized.

Culture: Is the values, beliefs, traditions, behavioral norms, linguistic expression, knowledge, memories, and collective identities that are shared by a group of people and give meaning to their social environments. Culture is learned and inherited behavior that distinguishes members of one group from another group. Culture is not static and can change over time.

Cultural Change: Refers to the stages of development or new patterns of culture that occur as a response to changing societal conditions. Within an organization, cultural change is a new method of operating and reorientation of one's role and responsibilities. In the organization. Effective cultural change in an organization involves moving the organization toward a new vision or desired state. This change is influenced by many factors including effective leadership in all aspects of the change process, intentional alignment of structures, systems and policies with the new culture, ensuring staff and stakeholder participation, clear and frequent communication regarding the cultural change, obtaining feedback and evaluating progress, and managing any emotional response to the change.

Cultural Competence: Is the ability to honor and respect the beliefs, language, interpersonal styles and behaviors of those receiving and providing services. Individuals practicing cultural competency have knowledge of the intersectionality of social identities and the multiple axes of oppression that people from different racial, ethnic, and other minoritized groups face. Individuals striving to develop cultural competence recognize that it is a dynamic, on-going process that requires a long-term commitment to learning. In the context of education, cultural competence refers to the ability to successfully teach students who come from cultures other than one's own. It entails developing personal and interpersonal awareness and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills for effective cross-cultural teaching.

Cultural Fluency: Is the ability to effectively interact with people from different cultures, racial, and ethnic groups. It includes an awareness of how to properly respond to differences in communication and conflict as well as the appropriate application of respect, empathy, flexibility, patience, interests, curiosity, openness, the willingness to suspend judgement, tolerance for ambiguity, and sense of humor.

Deficit-Minded Language: Is language that blames students for their inequitable outcomes instead of examining the systemic factors that contribute to their challenges. It labels students as inadequate by focusing on qualities or knowledge they lack, such as the cognitive abilities and motivation needed to succeed in college, or shortcomings socially linked to the student, such as cultural deprivation, inadequate socialization, or family deficits or dysfunctions. This language emphasizes "fixing" these problems and inadequacies in students. Examples of this type of language include at-risk or high-need, underprepared or disadvantaged, non-traditional or untraditional, underprivileged, learning styles, and achievement gap.

Discrimination: The unequal treatment of members of various groups based on race, ethnicity, gender, social class, sexual orientation, physical ability, religion, national origin, age, physical/mental abilities and other categories that may result in disadvantages and differences in provision of goods, services or opportunities.

Diversity: The myriad of ways in which people differ, including the psychological, physical, cognitive, and social differences that occur among all individuals, such as race, ethnicity, nationality, socioeconomic status, religion, economic class, education, age, gender, sexual orientation, marital status, mental and physical ability, and learning styles. Diversity is all inclusive and supportive of the proposition that everyone and every group should be valued. It is about understanding these differences and moving beyond simple tolerance to embracing and celebrating the rich dimensions of our differences.

Equality: The condition under which every individual is treated in the same way, and is granted the same access, rights, and responsibilities, regardless of their individual differences. People who support equality believe that different circumstances and identities should not prescribe social disadvantage; therefore, equality is the elimination of this disadvantage.

Equity: The condition under which individuals are provided the resources they need to have access to the same opportunities, as the general population. Equity accounts for systematic inequalities, meaning the distribution of resources provides more for those who need it most. Conversely equality indicates uniformity where everything is evenly distributed among people.

Educational Equity Gap: The condition where there is a significant and persistent disparity in educational attainment between different groups of students.

Equity-Minded: Is a schema that provides an alternative framework for understanding the causes of equity gaps in outcomes and the action needed to close them. Rather than attribute inequities in outcomes to student deficits, being equity-minded involves interpreting inequitable outcomes as a signal that practices are not working as intended. Inequities are eliminated through changes in institutional practices, policies, culture, and routines. Equity-mindedness encompasses being (1) race conscious, (2) institutionally focused, (3) evidence based, (4) systemically aware, and (5) action oriented.

Ethnicity: Is a category of people who identify as a social group on the basis of a shared culture, origins, social background, and traditions that are distinctive, maintained between generations, and lead to a sense of identity, common language or religious traditions.

Gender: Is separate from 'sex', which is the biological classification of male or female based on physiological and biological features. Gender is socially constructed roles, behavior, activities, and attributes that society considers "appropriate" for men and women. A person's gender may not necessarily correspond to their birth assigned sex or be limited to the gender binary (woman/man).

Gender Identity: One's internal sense of being a man, woman, both, in between, or outside of the gender binary which may or may not correspond with sex assigned at birth. Gender identity is internal and personally defined, it is not visible to others, which differentiates it from gender expression (i.e., how people display their gender to the world around them).

Implicit Bias: Bias that results from the tendency to process information based on unconscious association and feelings, even when these are contrary to one's conscious or declared beliefs.

Inclusion: Authentically bringing traditionally excluded individuals and/or groups into processes, activities, and decision/policy making in a way that shares power.

Intersectionality: The acknowledgement that within groups of people with a common identity, whether it be gender, sexuality, religion, race, or one of the many other defining aspects of identity, there exist intragroup differences. In other words, each individual experience social structure slightly differently because the intersection of their identities reflects an intersection of overlapping oppressions. Therefore, sweeping generalizations about the struggle or power of a particular social group fail to recognize that individuals in the group also belong to other social groups and may experience other forms of marginalization. Unfortunately, institutions and social movements based on a commonly shared identity tend to disregard the presence of other marginalized identities within the group.

Institutional Racism: Particular and general instances of racial discrimination, inequality, exploitation, and domination in organizational or institutional contexts. While institutional racism can be overt (e.g., a firm with a formal policy of excluding applicants of a particular race), it is more often used to explain cases of disparate impact, where organizations or societies distribute more resources to

one group than another without overtly racist intent (e.g., a firm with an informal policy of excluding applicants from a low income, minority neighborhood due to its reputation for gangs). The rules, processes, and opportunity structures that enable such disparate impacts are what constitute institutional racism (and variants such as "structural racism", systemic racism', etc.)

Low Income: Is defined per federal guidelines as household incomes that are or below 100% of their poverty threshold. These boundaries are considered "in poverty." Household incomes that are below 50% of their poverty threshold are considered "severe" or "deep poverty." Low income person have less disposable income than others and may sometimes struggle to cover their basic needs. In addition, low income persons also face housing, food, transportation, and health disparities.

Marginalized/Marginalization: The process by which minority groups/cultures are excluded, ignored, or relegated to the outer edge of a group/society/community. A tactic used to devalue those that vary from the norm of the mainstream, sometimes to the point of denigrating them as deviant and regressive. Marginalized (groups) have restricted access to resources like education and healthcare for achieving their aims.

Merit: A concept that at face value appears to be a neutral measure of academic achievement and qualifications; however, merit is embedded in the ideology of Whiteness and upholds race-based structural inequality. Merit protects White privilege under the guise of standards (i.e., the use of standardized tests that are biased against racial minorities) and as highlighted by anti-affirmative action forces. Merit implies that White people are deemed better qualified and more worthy but are denied opportunities due to race-conscious policies. However, this understanding of merit and worthiness fails to recognize systemic oppression, racism, and generational privilege afforded to Whites.

Microaggressions: Are brief and commonplace daily verbal, behavioral and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative racial slights and insults that potentially have harmful or unpleasant psychological impact on the target person or group.

Minoritized: Describes the process of “minoritization” whereby individuals are afforded less power and representation based on their social identities. These social identities, such as race and ethnicity, are socially constructed concepts that are created and accepted by society. They are used to minoritize individuals in specific environments and institutions that sustain an overrepresentation of Whiteness and subordinate other groups.

Obligation Gap: Is the call for civic consciousness and acts of genuine care with the intention of catalyzing change toward becoming a more equity-centered college through epistemological disruption and the reconstruction of educational structures and policies that negatively impact poor and ethno-racially minoritized students. It places the onus of change on the higher education institution rather than the student.

Oppression: The systemic and pervasive nature of social inequality woven throughout social institutions as well as embedded within individual consciousness. Oppression fuses institutional and systemic discrimination, personal bias, bigotry and social prejudice in a complex web of relationships and structures that saturate most aspects of life in our society. Oppression also signifies a hierarchical relationship in which dominant or privileged groups benefit, often in unconscious ways, from the disempowerment of subordinated or targeted groups.

Overt Racism: Is an unconcealed, unapologetic form of ethnocentrism and racial discrimination that is observable. Historically, overt racism is a creation and product of white supremacy. Characterized by blatant use of negative and/or intentionally harmful attitudes, ideas, or symbols and actions directed at a specific racial group or groups deemed nonwhite or colored, overt racism persists in many forms throughout contemporary society. Overt racism occurs in individual and group interactions, institutions, nations, and international relations, spanning micro- and macro-level social realities.

Power: Is the ability to exercise one’s will over others. Power occurs when some individuals or groups wield a greater advantage over others, thereby allowing them greater access to and control over resources. There are six bases of power: reward power (i.e., the ability to mediate rewards), coercive power (i.e., the ability to mediate punishments), legitimate power (i.e., based on the perception that the person or group in power has the right to make demands and expects others to comply), referent power (i.e., the perceived attractiveness and

worthiness of the individual or group in power), expert power (i.e., the level of skill and knowledge held by the person or group in power) and informational power (i.e., the ability to control information). Wealth, Whiteness, citizenship, patriarchy, heterosexism, and education are a few key social mechanisms through which power operates.

Prejudice: A hostile attitude or feeling toward a person solely because he or she belongs to a group to which one has assigned objectionable qualities. Prejudice refers to a preconceived judgment, opinion or attitude directed toward certain people based on their membership in a particular group. It is a set of attitudes, which supports, causes, or justifies discrimination. Prejudice is a tendency to over categorize.

Privilege: Is unearned social power (set of advantages, entitlements, and benefits) accorded by the formal and informal institutions of society to the members of a dominant group (e.g., White/Caucasian people with respect to people of color, men with respect to women, heterosexuals with respect to homosexuals, adults with respect to children, and rich people with respect to poor people). Privilege tends to be invisible to those who possess it, because its absence (lack of privilege) is what calls attention to it.

Race: A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance (particularly skin color), cultural affiliation, cultural history, ethnic classification, and the social, economic and political needs of a society at a given period of time. There are no distinctive genetic characteristics that truly distinguish between groups of people. Race presumes human worth and social status for the purpose of establishing and maintaining privilege and power. Race is independent of ethnicity.

Racial Justice: The systematic fair treatment of people of all races, resulting inequitable opportunities and outcomes for all. Racial justice or racial equity-goes beyond “anti-racism.” It is not just the absence of discrimination and inequities, but also the presence of deliberate systems and supports to achieve and sustain racial equity through proactive and preventative measures.

Racism: Is the intentional or unintentional use of power to isolate, separate and exploit others on the basis of race. Racism refers to a variety of practices, beliefs, social relations, and phenomena that work to reproduce a racial hierarchy and social structure that yield superiority, power, and privilege for some, and discrimination and oppression for others. It can take several forms, including representational, ideological, discursive, interactional, institutional, structural, and systemic. Racism exists when ideas and assumptions about racial categories are used to justify and reproduce a racial hierarchy and racially structured society that unjustly limits access to resources, rights, and privileges on the basis of race.

Reverse Racism: A term created and used by White people to erroneously describe the discrimination they experience when racial minorities allegedly receive preferential treatment. Propagated by segregationist and those against affirmative action, reverse racism is a form of racism that denies the existence of White privilege and assumes that White people have a superior claim to the opportunities that racial minorities earn. This term is also generally used to describe hostile behavior or prejudice directed at White people.

Sex: Is the biological classification of male or female based on physiological and biological features. A person's sex may differ from their gender identity.

Structural Racism: Is the normalization and legitimization of an array of dynamics historical, cultural, institutional and interpersonal that routinely advantage Whites while producing cumulative and chronic adverse outcomes for people of color. Structural racism encompasses the entire system. White domination, diffused and infused in all aspects of society including its history, culture, politics, economics and entire social fabric. Structural racism is more difficult to locate in a particular institution because it involves the reinforcing effects of multiple institutions and cultural norms, past and present, continually reproducing old and producing new forms of racism. Structural racism is the most profound and pervasive form of racism all other forms of racism emerge from structural racism.

Transgender: Is an umbrella term for people whose gender identity and/or gender expression differs from their assigned sex at birth (i.e. the sex listed on their birth certificates). Transgender people may or may not choose to alter their bodies through the use of hormones and/or gender affirmation surgery. Transgender people may identify with any sexual orientation, and their sexual orientation may or may not change before, during, or after transition. Use “transgender,” not “transgendered.”

Underserved Students: Are students who have not been afforded the same educational opportunities and equitable resources as some of their peers or as other students in the academic pipeline. This group of students includes low-income, minoritized, disabled, and first-generation students.

White Immunity: Is a product of the historical development and contemporary manifestation of systematic racism and White supremacy. White immunity describes how White people are immune from disparate racial treatment and their privileges are elevated, while people of color are marginalized and denied their rights, justice, and equitable social treatment due to systematic racism. White immunity is used to more accurately engage and describe White privilege.

White Privilege: Refers to the unquestioned and unearned set of advantages, entitlements, benefits and choices bestowed on people solely because they are White. Generally White people who experience such privilege do so without being conscious of it.

White Supremacy: Is a historically based, institutionally perpetuated system of exploitation and oppression of continents, nations and peoples of color by White peoples and nations of the European continent; for the purpose of maintaining and defending a system of wealth, power and privilege.

*NOTE: This glossary derives from the California Community Colleges Chancellor's Office DEI of Glossary of Terms. For questions about these terms please refer to their original glossary.



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Appendix II

Participating Effectively in District and College Governance

By

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

Adopted Fall 1998 (Revised and Updated 2020)

Participating Effectively in District and College Governance

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

*Adopted Fall 1998
Revised and Updated 2020*

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INTRODUCTION

The following guidelines on local decision-making processes were originally developed jointly by the Community College League of California (CCLC) and the Academic Senate for California Community Colleges (ASCCC) in 1992. They were endorsed by the boards of directors of the California Community College Trustees (CCCT) and Chief Executive Officers of the California Community Colleges (CEOCCC) and by resolution of the Academic Senate for California Community Colleges. The guidelines were augmented in 1998 by joint task forces of the CCCT, CEOCCC, and ASCCC and have now been updated and revised for currency in 2020.

The guidelines are grouped by issue area and are in the form of questions and answers. The questions and answers are not intended to cover all situations that may be encountered but address questions most frequently raised. In the answers developed, use of the word “should” refers to a good practice but one that is not required. The word “must” indicates the action outlined is required by law or state regulation. Examples to further demonstrate the application of effective governance procedures are included in the companion document *Scenarios to Illustrate Effective Participation in District and College Governance*.

The purpose of the guidelines is to provide assistance to trustees, CEOs, academic senate leaders, bargaining units, administrators, classified staff, and students that will enable them to fulfill the intent of effective participation in local decision making as delineated in state law under California Education Code and in Title 5 regulations.

PART I. THE LOCAL BOARD POLICY ON COLLEGIAL CONSULTATION

1. QUESTION: What is meant by the term “shared governance?”

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

The intent of the legislature in enacting this section of AB 1725 (Vasconcellos, 1988) was “to authorize more responsibility for faculty members in duties that are incidental to their primary professional duties” and to assure that “increased faculty involvement in institutional governance and decision making” does not conflict with faculty rights in collective bargaining (Section 4n). This shared involvement in the decision-making process does not necessarily imply total agreement, nor does it abrogate the ultimate decision making responsibility of the local governing board.

Title 5 §§51023.7 and 51023.5 state requirements for the “effective participation” of students and staff, respectively, in the development of recommendations to the governing board. Title 5 §53203 requires the governing board to “consult collegially” with the academic senate on academic and professional matters as defined in §53200.

Consequently, the more precise terms call for the governing board to assure “effective participation” of students and staff and to “consult collegially” with academic senates. Later questions will give guidance on these two processes. The term “shared governance” can take on many meanings, and thus its use may better be curtailed in favor of the more precise terms.

2. QUESTION: What needs to be done by local boards and academic senates to comply with the regulations that ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of academic and professional matters?

Each district should have an approved board policy, developed and modified as necessary through collegial consultation between the academic senate and the local board or its designee—usually the chancellor, superintendent/president, or president and senior administration—to ensure the rights of the academic senate to collegial consultation on decisions regarding academic and professional matters. This policy can be very general—i.e., a statement that the district will operate according to the provisions of Title 5 §§53200-53204—or more specific in terms of how the district carries out the regulations.

Different boards and districts may include different levels of procedural detail in district policy. Questions 4 and 5 offer recommendations on selecting rely primarily or mutual agreement options for collegial consultation.

3. QUESTION: In adopting or modifying policy on academic and professional matters, does the governing board have to meet directly with the senate?

No. The governing board and the senate may each designate appropriate representatives as their voices in the mutual development or modification of policy on academic and professional matters.

The designees are responsible for communicating with their respective constituencies on an ongoing basis in order to best represent them.

4. QUESTION: The regulations list eleven areas defined as academic and professional matters. The local board must adopt procedures identifying how it will consult collegially in these eleven areas. Those procedures include either to “rely primarily upon the advice and judgment of the academic senate” or to “reach mutual agreement.” Must a local board select only one procedure for addressing all of the identified academic and professional matters or can there be a different approach used for the different matters?

Either one of the procedures can be used to address each of the eleven areas defined as academic and professional matters; the procedure need not be the same for all eleven. CCLC and the ASCCC recommend, although it is not required, that the specific procedure selected be identified in policy for each of the academic and professional matters.

5. QUESTION: Who decides which of the two processes in the regulations—“rely primarily” or “mutual agreement”—should be used on a given issue related to academic and professional matters?

The local governing board. However, Title 5 §55203(b) states, “In adopting the policies and procedures [regarding academic and professional matters], the governing board or its designees shall consult collegially with representatives of the academic senate.” Policies regarding consultation on the eleven categories of academic and professional matters listed in the regulations should be the subject of local consultation so that all concerned will know in advance which issues will be dealt with according to which process.

6. QUESTION: Why do CCLC and the ASCCC recommended that the governing board policy specify either the rely primarily or mutual agreement mode of collegial consultation for each of the eleven academic and professional matters?

In preparing recommendations to the governing board, all parties should know in advance their responsibilities for determining recommendations. The governing board should communicate its expectations for the process of developing recommendations. Prior agreement on process has the advantage of allowing the board to focus on the content of recommendations rather than on procedural details.

PART II. ACADEMIC AND PROFESSIONAL MATTERS

7. QUESTION: The regulations list eleven areas defined as “academic and professional matters.” What is the scope of each of the academic and professional matters?

The intent of the list of academic and professional matters is to state more specifically the breadth of the legal requirement for the academic senate to assume primary responsibility for making recommendations on “curriculum and academic standards” (Education Code §70901(b)(7)). These guidelines do not attempt to further define the list of academic and professional matters. Often, the context of an issue determines whether it is an academic and professional matter. To assist in this determination, the companion document “Scenarios Illustrating Effective Participation in District and College Governance” gives examples of particular issues and good practice for their resolution through collegial consultation.

The point at which collegial consultation must take place is also often dependent on context. Some of the items listed in Title 5 §53200 as academic and professional matters specifically indicate “standards and policies” or “policies,” while others directly indicate “processes” as the level for consultation. Some items are broader, indicating “faculty roles” regarding a specific item or even listing the item with no qualifier as to the level at which consultation should take place. Chancellor’s Office Legal Opinion M 97-20 (October 23, 1997) Item 12 states that “the overall intent of the regulation is that the academic senate should be involved once the proposal moves beyond the conceptual stage.” Thus, whenever any proposal dealing with academic and professional matters moves beyond initial discussion and into planning and development, consultation with the academic senate should be initiated.

Furthermore, the eleventh item in the list of academic and professional matters allows the academic senate and the governing board to mutually agree on adding other issues as being subject to collegial consultation. Academic senates, along with governing boards and their designees, are encouraged to establish processes through which the status of any issue as an academic and professional matter is determined.

8. QUESTION: Should a district have a process through which issues are determined to be academic and professional matters?

Yes. Because academic and professional matters are broad in scope, colleges and districts should have an agreed-upon mechanism for clarifying when an item is an academic and professional matter and thus requires collegial consultation. Good practice for developing this mechanism involves agreement between the academic senate or its representatives and the board or its designee.

9. QUESTION: One of the eleven areas of academic and professional matters is district and college governance structures, as related to faculty roles. Must the district consult collegially on the administrative organization chart of the district or college?

No. How the administration is organized may be a matter for wide participation by the affected parties but is outside the scope of the district’s responsibility to consult collegially with the senate. However, organizational changes that affect academic and professional matters such as curriculum or faculty roles in governance would require consultation with the academic senate.

10. QUESTION: Another one of the eleven areas of academic and professional matters is “processes for institutional planning and budget development.” Does this regulation relate to the institutional plans and budgets themselves, or only to the process by which plans and budgets are developed for presentation to the board?

The regulation relates only to the process. The academic senate must be consulted collegially in shaping the processes used for developing the plans and budgets to be acted upon by the governing board. The board is not required to either “rely primarily” on the senate’s recommendations or reach mutual agreement with the senate on the plans and budgets themselves unless such consultation is indicated in locally agreed-upon processes.

PART III. MUTUAL AGREEMENT AND RELY PRIMARILY

11. QUESTION: If the governing board chooses the option to “rely primarily” on the

advice of the academic senate in any of the eleven areas of academic and professional matters, is the board required to accept the recommendation of the senate?

No. Title 5 regulations clearly state that in most circumstances under the “rely primarily” option, the recommendation of the academic senate will be adopted. However, under some conditions the local board may need to make a decision different from the senate's recommendation. The circumstances covering such a decision are addressed in the next question.

12. QUESTION: A district governing board that chooses the “rely primarily” procedure is normally expected to accept recommendations of the senate unless “exceptional circumstances” or “compelling reasons” are indicated. What do these phrases mean?

The regulations do not define the terms “exceptional circumstances” and “compelling reasons,” and these terms are not intended to have a legal definition outside the context of this law. However, these regulations do have the force of law (See Question 35). These terms mean that boards must usually accept senate recommendations and that in instances where a recommendation is not accepted, the reasons for the board's decision must be presented in writing and based on a clear and substantive rationale that puts the explanation for the decision in an accurate, appropriate, and relevant context.

As a matter of good practice and depending on circumstances, boards tempted to reject an academic senate recommendation might instead ask the senate to reconsider the recommendation in light of the issues that have not been resolved to the board's satisfaction or in cases in which the clarity, accuracy, or completeness of the recommendation needs improvement.

13. QUESTION: A district governing board that chooses the “mutual agreement” procedure is supposed to reach written agreement with the academic senate. When may the board act if it is not able to reach mutual agreement with the academic senate?

Under normal circumstances, if mutual agreement is not reached, the previously established policy remains in effect. However, if no established policy exists, the regulations say that the board may act without reaching mutual agreement if it finds “compelling legal, fiscal or organizational reasons” as to why it must do so. The word “compelling” is not defined in the regulations and is not intended to have a legal definition outside the context of this law. Again, the regulations have the force of law (See Question 35). Both the board or its designee and the academic senate must engage in a good faith effort to reach agreement before any decision can be made. In instances where mutual agreement with the senate cannot be reached, a board decision must be based on a clear and substantive rationale that puts the explanation for the decision in an accurate, appropriate and relevant context.

14. QUESTION: When an established policy does exist, is the board permitted to act without mutual agreement?

Generally, no. If an established policy exists, that policy simply stays in effect until mutual agreement is reached. However, circumstances may exist in which the existing policy “exposes the district to legal liability or causes substantial fiscal hardship.” In these circumstances, a board may act without reaching mutual agreement provided that it has first made a good faith effort to reach agreement and has “compelling legal, fiscal or organizational reasons” to act without waiting any longer for agreement.

15. QUESTION: The “mutual agreement” procedure appears to contain de facto ability to block changes in policy when an existing policy is in place by failing to agree to needed action. What would happen if this occurs?

Either the board or the academic senate would be acting in bad faith by using the regulations in order to block changes in policy when an existing policy is in place through failing to agree to needed action. If a board refuses or fails to participate or consult constructively in the attempt to reach mutual agreement, a senate may choose to initiate the technical assistance process delineated in the ASCCC/CCLC document “Collegiality in Action: Assistance to Assure Effective Participation in District and College Governance” (See appendix). On the other hand, if the senate attempts to use the regulations process to block board action by refusing or failing to participate or consult constructively, the board and chief executive officer may seek help through the technical assistance process as well.

PART IV. IMPLEMENTING THE COLLEGIAL CONSULTATION PROCESS

16. QUESTION: How can procedures, structures, and committees be developed to ensure the college governance process follows the intent of board policies on collegial consultation and effective participation?

Establishment of the governing board policy on collegial consultation is only the first step in complying with the regulations. Procedures, structures, and committees must be reviewed and revised regularly to ensure consistency with the policy.

The academic senate and the governing board designee should periodically examine existing structures that deal with academic and professional matters. Committees that are charged with work relating to academic and professional matters, such as curriculum and staff development, should be reviewed to assure that their structures and charges are appropriate. (See Question 17 on committee structure.) Where committees may not exist to deal specifically with an academic and professional matter, a new committee may be needed or, perhaps, the charge of a related committee can be modified. For example, an existing student success and support committee might be charged with developing proposals for new issues that arise regarding student preparation and success.

Throughout this document, the work products of committees pertaining to academic and professional policies and procedures will be referred to as “proposals.” These proposals should be available for review by college groups as part of the process to assure the effective participation of those affected by such proposals. As part of their reporting processes, committees should forward these proposals to the academic senate for consideration and refinement. After approval by the senate, the proposal becomes a recommendation of the academic senate. Beyond their charge to develop such proposals, committees also may be involved in implementation of existing policies and procedures. See Question 19 for a distinction among policy, procedure, and implementation. For example, curriculum committees implement curriculum policies by reviewing proposals for new and revised courses.

In all procedures, structures, and committees, students and staff should be assured the opportunity for effective participation in matters that affect them. See Questions 31 and 32 for more on effective participation of staff and students.

17. QUESTION: What essential elements need to be defined in order to ensure that the

committee structure used in collegial consultation is functional and provides for effective participation?

The charge of each college or district committee should be clearly defined. This practice permits matters within the scope of the charge to be handled by the committee without overlapping responsibilities with other groups. A clear charge also lessens the tendency to create a new committee for every new issue. For use of a college council to do issue management for committee referrals, see the next question.

Committees should have clearly defined membership. Members should be chosen for their expertise or potential contributions in the area of responsibility, to develop experience in college leadership and governance, and to provide appropriate diversity, not simply to fill a seat to represent a constituent group. For each seat on the committee, the following should be specified: appointing body, term length, voting status if votes are to be taken, and term limits if appropriate.

Reports or other work products expected from each committee should be delineated, including to whom the reports are submitted. Committee proposals for policies and procedures on all academic and professional matters should be submitted to the academic senate as well as being available for review by other affected groups. See the previous question regarding how a committee proposal becomes an academic senate recommendation.

Operation of the college committee structure takes a commitment of the time and effort of the participants as well as a commitment of resources by the institution. All parties should weigh carefully the developmental needs of the college. To the extent possible, consideration and accommodation should be given to the time required for student, faculty, and staff participation that may be above and beyond the members' regular duties. Examples of accommodation include convenient times and locations of meetings, reassigned time, and granting of flexibility in work schedules, especially for classified staff. Consideration may also be needed for technical and clerical support for committees with such needs. Operational requirements should not be ignored: written minutes should be kept of all committee meetings. Meeting times should be arranged so that all members are available, with all reasonable consideration given to the class schedules of student representatives. Agendas should be distributed with adequate time and with all needed reference materials in order to allow members to prepare for meetings. Orientation and training of members should be provided regularly.

18. QUESTION: Some institutions have college or district coordinating councils consisting of representatives of the academic senate, unions, classified staff, administrative staff, and students. What is the role of such a council within the dictates of the law and regulations?

Neither the law nor regulations call for any specific coordinating committee or structure, nor is a coordinating council prohibited. Many colleges have found coordinating councils useful, but some cautions are warranted.

A coordinating council can serve a useful function as a forum for communication on common issues and for reporting group activities. Often a particular matter may have implications for various groups that are not evident without discussion.

Issue management can be another useful activity for such councils. Broaching topics when they initially arise can give all parties the opportunity to participate in devising a common strategy for addressing that topic. Within this forum, the academic senate may identify issues that are academic

and professional in nature. These discussions can assure that topics are properly referred to the committee appropriately charged with handling each matter. Coordinating councils also provide a venue to resolve conflicts that may arise as issues work their way through the governance process.

However, a coordinating council is not the appropriate body to make recommendations to the governing board or designee on academic and professional matters. These issues are appropriately within the purview of the academic senate. Such recommendations should come directly from the academic senate in the case of primarily rely matters or from direct consultation between the designee of the governing board—usually the college administration—and the academic senate in the case of matters indicated for mutual agreement. Furthermore, care should be taken in placing decision-making authority in the hands of coordinating councils. The strength of participatory governance lies in recommendations being made by those who have the necessary expertise and are most affected by the decision.

19. QUESTION: The law and regulations use the terms “district and college governance,” “policies,” “policy development and implementation” and “policies and procedures.” What are the distinctions among policy, procedures, and implementation?

Distinctions among policy, procedures, and implementation are not exact, and specific delineations should be made locally on a case-by-case basis. However, some generalizations may be useful.

Policies give the college general direction to accomplish its mission. They create the context for action as well as foster a positive climate in which change can occur. Policies delineate the conditions that procedures must meet and state the expectations for what is to be accomplished. They are of a sufficient scope and significance that they are adopted by public action of the governing board. Procedures define the steps to be taken to carry out a policy. They specify those responsible for carrying out each step and may include a timeline by which tasks are to be completed. Implementation means carrying out the steps called for in the procedure.

20. QUESTION: For those matters that the governing board delegates to the chief executive officer, does collegial consultation still apply? Is the governing board still responsible to assure the effective participation of affected groups?

Yes to both questions. Education Code §70902(d) gives the governing board authority to delegate certain responsibilities to groups or individuals employed within the district. Those to whom those responsibilities are delegated must themselves consult collegially with the academic senate on academic and professional matters. Before agreeing to delegation, boards should carefully consider whether decisions are of a nature that they should be made in the public forum of the board meeting. Note that the Brown Act, Government Code §54950-54962, specifically requires open meetings of groups to whom boards have delegated authority, such as the academic senate.

Even on matters delegated to others, the governing board still maintains the responsibility to assure effective participation of students, faculty, and staff. The academic senate still retains its right to place issues on the board agenda and to present its views to the board (Title 5 §53203), with the understanding that reasonable, accepted procedures will be followed.

21. QUESTION: What features characterize an effective collegial consultation process?

Collegial consultation requires mutual understanding among the faculty, the administration, and the governing board. Such understanding requires an awareness of interdependence, a commitment to

communication, and the exchange of ideas as well as a commitment to joint action in the interests of solving educational problems or setting educational policy.

No one best method applies in all cases for implementing collegial consultation. Each college tends to develop a culture of its own within which collegial consultation takes place. Nevertheless, a few features seem to be common among those colleges with effective processes.

One such feature is a clearly defined governance structure that includes an organizational chart, charges of all councils or committees, and defined memberships and processes. A regular orientation program should be established for old and new members of the governing board, administration, and faculty to acquaint them with the principles and practices of the collegial consultation structure. When everyone understands how the process works and the structure is used consistently, success is far more likely.

Communication is also a hallmark of a good collegial consultation process. Venues are created for key leaders to discuss matters in formal settings, such as a coordinating council. See Question 18 on the role of councils. Informal meetings can be held among key leaders between formal meetings to further understanding, but official conclusions should be a part of the formal process. All participants must make a conscientious effort to keep one another informed.

The need for trust will often be raised in the context of shared decision making. Trust is fostered when well established principles and practices of collegiality are adhered to by all. In addition, trust can be built by creating opportunities for individuals to establish professional relationships in a variety of venues.

Collegial consultation works best in well-run districts where expertise and delegation of authority is respected and where representatives of all constituencies are open and honest and are committed to working together for the benefit of the students.

22. QUESTION: Can a CEO make faculty appointments to committees, task forces, or other groups dealing with academic and professional matters?

No. Title 5 §53203(f) requires that appointments of faculty to groups dealing with academic and professional matters be made by the academic senate after consultation with the CEO or the CEO's designee. Furthermore, consultation is required in establishing committees if the purpose of the committee is to develop policy or procedures related to an academic and professional matter or as part of the basic governance structures set forth in the board's policy on collegial consultation. See Chancellor's Office Legal Opinion M 97-20, October 23, 1997.

23. QUESTION: What do the law and regulations say about participation in collegial consultation of college and district senates in multi-campus districts?

Delegation of authority and responsibility by a governing board under Title 5 §53203(a) can be to its college senate, district senate, or both. In districts with a district academic senate established pursuant to Title 5 §53202(b), governing boards may establish policies delineating collegial consultation with college senates only, district senates only, or to both.

When collegial consultation involves both college and district academic senates, distinction should be made between recommendations that involve college matters only and those that have district scope. This matter should be determined locally among the senates and the board or its designees.

On district matters, the board would normally specify the chancellor as its designee, and on college matters the designee would normally be the college president.

24. QUESTION: How can the timelines of collegial consultation be respected while addressing opportunities and requirements to which a college must respond quickly?

Development of effective policies and procedures takes time. Issues requiring the development or revision of policies and procedures should be identified as early as possible and the consultation process initiated immediately, with all appropriate constituencies involved from the beginning. Development in isolation of proposals that are then brought into consultation is not a productive methodology, and such a practice is likely to slow the process rather than accelerate it as concerns over the process will overshadow the consideration of the proposal in question. Prolonged debate without constructive recommendations needlessly extends resolution of the issue. All parties should agree to reasonable timelines at the beginning of the consultation process.

Particularly stressful is the need to make a decision in a short timeframe imposed by external considerations. Districts that seem to handle these situations best are those that have a comprehensive planning process. If the institution has foresight and agreed-upon goals and objectives, new challenges can be more quickly integrated into the district's plans. An atmosphere of trust in the leadership is critical as well, considering that recommendations on items with short deadlines often necessitate the academic senate president and college president collaborating without opportunity to obtain full input from the various constituents. Even in such circumstances, the actions of both presidents are expected to be consistent with the established positions of their respective groups.

Difficulties often arise when decisions must be made outside of primary academic terms, such as in summer, when fewer faculty are on campus and academic senates and other constituent leadership groups may not be meeting regularly. Colleges cannot cease to operate during such periods, but requirements for collegial consultation and effective participation still exist. Planning for decisions as far in advance as possible can help to avoid this situation, but issues that need immediate resolution may sometimes arise unexpectedly. Districts and colleges should avoid making major decisions outside of primary terms to the greatest degree possible and must allow for appropriate consultation and participation in all situations. Academic senates and other leadership groups must also develop processes and provisions that allow them to participate in college governance and exercise their voices when necessary outside of primary academic terms.

PART V. ROLES OF THE ACADEMIC SENATE AND EXCLUSIVE BARGAINING AGENT

25. QUESTION: Can the local board choose the academic senate to be the organization that represents faculty in matters that have previously been collectively bargained or are within the legal scope of bargaining? Can the local board accept recommendations from the academic senate or reach agreements with the academic senate that contradict a collective bargaining agreement?

The answer to both questions is no. The governing board may not legally delegate to the academic senate any responsibilities or functions that belong to the exclusive bargaining representative. Education Code and Title 5 do not change collective bargaining law—i.e., the Educational

Employment Relations Act, Government Code §3540 et sec.—nor the legal scope of bargaining. Title 5 regulations specifically point out that nothing in the Board of Governors’ regulations may be construed to “detract from any negotiated agreements between collective bargaining and district governing boards” (Title 5 §53204).

26. QUESTION: Can a board and a union, through a collective bargaining agreement, change a policy previously adopted by a board based upon recommendation of the academic senate or mutually agreed to with the academic senate?

Yes. Matters appropriately within the scope of collective bargaining may be negotiated between collective bargaining representatives and district governing boards regardless of previous policies. According to the Educational Employment Relations Act in Government Code §3543.2(a), “The scope of representation shall be limited to matters relating to wages, hours of employment, and other terms and conditions of employment.” These terms and conditions are then enumerated in the act. Furthermore, exclusive bargaining agents have the right to “consult on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks. . . .” However, the EERA does not supercede Education Code provisions and, as stated in Government Code §3540, “shall not restrict, limit, or prohibit the full exercise of the functions of any academic senate or faculty council established by a school district in a community college to represent the faculty in making recommendations to the administration and governing board of the school district with respect to district policies on academic and professional matters, so long as the exercise of the functions does not conflict with lawful collective agreements.”

27. QUESTION: May the collective bargaining agent delegate matters within the scope of bargaining to the local senate, and may the senate delegate matters within the scope of the eleven defined areas of academic and professional matters to the collective bargaining agent?

Yes, to the extent permitted by collective bargaining laws. The regulations state that the intent is to “respect agreements between academic senates and collective bargaining representatives” (Title 5 §53204).

PART VI. STUDENTS AND STAFF

28. QUESTION: Does the phrase “rely primarily upon the advice and judgment of the academic senate” mean that the governing board should not receive and consider the advice and judgment of others on issues of academic and professional matters?

No. Indeed, other regulations and laws address the participation of the public, students, staff, and unions in district governance.

Title 5 §51023.7 requires the governing board to “adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance.” Students are to participate in “formulation and development” of policies and procedures that have a “significant effect” on them. The regulation lists ten areas of such significant effect, most of which are quite similar to the academic senate’s academic and professional matters. Boards are not to act unless students have had the opportunity to participate, with the exception of “unforeseeable, emergency situations,” and must give positions of the students “reasonable consideration.” The regulation states the intent that boards are to respect the agreements with senates and unions while working with students.

Title 5 §51023.5 requires the governing board to “adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance.” However, areas that affect staff are not defined in the regulation but remain matters “that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.”

The role of exclusive bargaining agents is explicitly protected in Title 5 and is cited in the Educational Employment Relations Act (See Government Code §3543.2.) The public is granted access to the governing board through the open meeting provisions of the Ralph M. Brown Act (See Government Code §54950-54962.)

29. QUESTION: What are good practices to assure the effective participation of students and staff in the process of formulating recommendations that affect them?

Student participation can be strengthened in several ways. Student leaders can work with the college leadership to identify committees whose charges incorporate the ten areas of significant effect on students as delineated in Title 5 §51023.7. Student membership can be specified on those committees. The names of the students who will participate on committees can be identified early in the year by the college’s student government organization. Committees should meet at regularly scheduled times convenient to students interested in being members. Student members can benefit from orientation and training and from having an assigned mentor to assist in getting to know the work of the committee. An effective strategy to strengthen leadership skills is to have a student government course as part of the curriculum. Finally, student views must be encouraged and given fair consideration in meetings; if student perspectives are not welcomed or are met with dismissive reactions, students will not see their participation as meaningful and may, understandably, stop attending.

Communication between the student government, the academic senate, and other groups can be improved by having liaisons attend one another’s board meetings.

Administrative staff have a role beyond that of the chief executive officer functioning as the board’s designee. Committees dealing with specific topics should have the participation of mid-level administrators in whose areas of responsibility those topics fall. That participation may be as a resource, as a member, or as chair, depending on the local college decision-making process and the specific committee and issue.

Classified staff should participate in the formation and development of policies and procedures on matters that significantly affect staff. Committees and task forces on campus that deal with those issues should have classified staff as members. As with all committee members, classified staff can benefit from orientation and training and from a mentor relationship with a seasoned committee member. Administrators should also work to accommodate classified staff members they supervise so that staff members are released from normal duties to participate in college governance meetings.

30. QUESTION: Should the advice and judgment of the academic senate be accorded greater weight than the advice and judgment of other groups and constituencies in connection with academic and professional matters?

Yes. Subject to Questions 25, 26, and 27 regarding bargaining units, the intent of the regulations

is to ensure that, while all relevant constituencies should have the opportunity to participate, boards must accord the greater weight to academic senates in academic and professional matters by consulting collegially with the senates, as described in these guidelines.

31. QUESTION: What are the responsibilities of the academic senate to obtain input from staff and students on academic and professional matters that have a significant effect on these groups?

In the creation of college governance structures, procedures, and committees for collegial consultation (see Question 16), provisions must be included for the effective participation of students and staff on matters that affect them. Proposals that come from committees that deal with academic and professional matters should be available for review by all college constituencies and considered in open deliberations at academic senate meetings. When such proposals are heard by the academic senate, every effort should be made to engage affected parties in the deliberations. In this manner, the academic senate will have considered the input of students and staff before making recommendations to the governing board or its designee on matters that affect students and staff. Of course, all parties may directly address the board as it deliberates on its ultimate decision.

32. QUESTION: What can be done to educate all members of the college community participating in the collegial processes concerning the law, regulations, best practices of decision making and the issues under discussion?

Good practices might include the following: All participants in the governance process should be provided copies of the relevant laws, regulations, and district policies and procedures. Each standing governance committee might be provided with a handbook of such information as well as reports and minutes generated in previous years. The first annual organizational meeting of each committee should be devoted to orientation and training on the committee charge and procedures. The leadership of constituency groups might convene in a retreat format at the beginning of each academic year to review the governance process, consider priorities for the coming year, and build personal relationships. Finally, colleges might consider a periodic presentation—perhaps every few years—from the ASCCC/CCLC Collegiality in Action program (see appendix) as a refresher for all members of the college community on their legal and regulatory roles, rights, and responsibilities in college and district governance.

PART VII. KEEPING PARTICIPATORY GOVERNANCE STRONG

33. QUESTION: Are effective participation and collegial consultation policies and practices subject to regular evaluation and revision as necessary by the governing board?

While no requirement exists that such policies be regularly reviewed, doing so is very much good practice. The review process should be mutually agreed upon, and, further, the board policy should specify that recommendations for change should be made through collegial consultation with the academic senate on board policies affecting the academic senate and by effective participation of staff and students on policies affecting them.

Any of the concerned parties should be able to initiate the process for review of these policies. For example, a change in leadership might bring new perspectives to the decision-making process that might engender a desire for certain improvements. However, districts should take care that the collegial consultation process is not built on individual strengths that may be idiosyncratic to

particular leaders.

34. QUESTION: How can the academic senate and other constituent groups and the local governing board engage in mutually productive dialogue?

Mutually productive dialogue is based on respect, trust, and willingness to seek information. Such dialogue may take place at regular business meetings of the board, at open college and community forums and board study sessions and retreats, and by sharing written information.

Under the provisions of the Brown Act, governing board meetings are open to everyone. All constituent members have the right to address the board on items on its agenda and matters under the board's purview.

Beyond legal requirements, boards should recognize the special role that academic senates and student and staff organizations play in developing recommendations for board action. The following are some suggestions to strengthen that role: Organizational representatives may be seated prominently to facilitate discourse with the board. Reports from each organization may be regularly agendaized. Items on the board agenda that were developed through significant senate, student, or staff involvement can be jointly presented by the appropriate organizational representatives. Commentary on board agenda items can be solicited from the senate, student, and staff representatives without restrictions such as filling out speaker cards and being subject to short time limitations.

In addition to regular business meetings of the board, other opportunities can be structured for mutually productive dialogue and education. Study sessions, workshops, and college and community forums often provide a more open environment for board members, key community groups, and college leaders to engage in discussion about external trends and broad policy direction and for the board to share its vision and to hear about activities in the district related to achieving the vision and mission. Sessions such as these enable constituent groups to identify and address areas of agreement and concern early in policy discussions.

PART VIII. COMPLIANCE

35. QUESTION: Do these regulations have the force of law?

Yes. If a district board does not make a good faith effort and does not ultimately abide by these regulations, it will be in violation of law.

36. QUESTION: What powers do the Board of Governors have to enforce Title 5 Regulations such as the ones on ensuring the right of academic senates to assume primary responsibility for making recommendations in the areas of academic and professional matters?

Education Code §70901 mandates that the Board of Governors establish minimum conditions entitling districts to receive state aid. The Board of Governors can withhold funding from any district that does not meet established minimum conditions. Included in these minimum conditions is adoption of procedures consistent with sections §§53200-53204 of the California Code of Regulations and procedures to "ensure faculty, staff, and students the right to participate effectively in district and college governance." Thus, among the minimum conditions that districts

must substantially meet in order to receive state aid are to assure the effective participation of local academic senates and other constituencies as per the regulations.

37. QUESTION: What are the responsibilities of the governing board and chief executive officer to implement the regulations to ensure the effective participation of faculty, staff and students in district and college governance? What obligations does a governing board have to ensure that recommendations regarding academic and professional matters have gone through the collegial consultation process?

The board must uphold the requirements of Education Code §70902(b)(7) and Title 5 §53200-204 on academic senates, §52023.7 on students, and §51023.5 on staff. As the designee of the board, the chief executive officer is likewise bound to carry out these regulations. When considering action on an academic and professional matter, the local governing board must first ascertain that the collegial consultation process has been followed. If not, action on the item must then be delayed until such consultation has been obtained.

38. QUESTION: If the regulations are violated, will the state Chancellor's Office intervene or investigate the case for possible noncompliance?

Violations of Title 5 Regulations may be reported by filing a written complaint with the Legal Affairs Division of the Chancellor's Office. The Chancellor's Office General Counsel will investigate credible complaints and determine needed corrective action to assure compliance with the regulations.

39. QUESTION: If a local academic senate or CEO and governing board feel that they have exhausted all sincere internal efforts to work cooperatively and believe the regulations continue to be ignored, what remedies can be sought?

CCLC and the ASCCC recommend the following steps: First, the state-level representative group—the ASCCC or the Community College League—should be contacted for useful advice and direct support. Second, the local academic senate and governing board may mutually request technical assistance through the Collegiality in Action process established jointly by the Academic Senate and the League (see appendix). Third, if the local academic senate believes that the board is in clear noncompliance, it may file a complaint with the Legal Affairs Division of the Chancellor's Office. Finally, the local senate may pursue remedies with the state attorney general or in court.

Appendix

Collegiality in Action

ASSISTANCE TO ASSURE EFFECTIVE PARTICIPATION IN DISTRICT AND COLLEGE GOVERNANCE

(A Joint Program of the Academic Senate and Community College League)

The Academic Senate of the California Community Colleges and the Community College League of California have joined together to offer a program of assistance for local colleges and districts. The purpose of the program is to help districts and colleges successfully implement state law and regulations that call for effective participation by faculty, staff and students in district and college governance. The services offered will be most effective if used before major conflicts arise and prior to a heightened level of local unilateral action by any parties involved in the local decision-making process.

The jointly-sponsored program does not replace the individual services offered by the League to trustees and chief executive officers and by the Academic Senate to local faculty. Yet it is recognized that challenges to improve local decision making processes can be aided by the mutual support of the statewide organizations. Because the services are carried out by volunteers of the League and Academic Senate, the services will not always be available on short notice and scheduled assistance should be arranged well in advance.

The program includes four distinct services that are available. Local college and district CEOs and faculty leaders who are interested in assistance should meet together to consider the services and to agree mutually on what assistance would be most beneficial. Although the program is intended to be flexible so that a mix of the four services or optional services may be available, the League and Academic Senate may not be able to help with some requests which vary too much from the four defined services or from the goal of improving the effectiveness of participation in governance.

The president of the Academic Senate and executive director of the League are available at this early stage to answer questions and to help in identifying the best approach. These two persons will reach agreement as to whether the mutual request for assistance can be carried out. No joint service will be provided unless there is a written request for assistance signed by the college president or district chancellor and local academic senate president.

This joint program is coordinated and implemented by the President/CEO of the League and President of the Academic Senate under policies established by their respective boards.

Each district or college using the service is expected to reimburse the travel expenses for the assistance team members.

The following provides a summary of the four services available within the assistance program: 1) informational presentation, 2) advisory assistance, 3) issue resolution and 4) special workshops and presentations.

COLLEGIALITY IN ACTION: EFFECTIVE PARTICIPATION FUNDAMENTALS

The informational presentation service is intended to provide a basic overview of the state law, state regulations and guidelines concerning shared governance. The presentation is done by representatives of the League and Academic Senate and takes approximately two hours. Handouts are provided, good

practices highlighted, and questions answered. This service is best used at a college or district where there are no significant issues of conflict but a recognition that many participants in local shared governance roles are new and need an orientation or refresher on the required processes.

COLLEGIALITY IN ACTION: EFFECTIVE PARTICIPATION FOCUSED STUDY

The advisory assistance service is intended to provide a facilitated and structured opportunity to identify possible areas of conflict or different interpretations of the law and regulations and to develop ways to resolve the differences. The service is conducted by representatives of the Academic Senate and League over four to six hours. The time includes a basic overview presentation for all interested parties and separate meetings with the faculty and with the trustees and administration. A written advisory report is provided by the assistance team to the district or college within six weeks of the visit. The advisory report seeks to clarify the key issues identified by the team in its visit, makes recommendations for addressing the issues, and suggests who might be responsible for embarking on the solutions.

ISSUE RESOLUTION

The purpose of the issue resolution service is to provide mediation assistance to a college or district when the parties have reached a stalemate and are unable to resolve their differences on a major issue. This service will not be provided unless the local board, chief executive officer, and academic senate agree in advance and are committed and open to address seriously the recommendations of the assistance team. Prior to the six to eight hour visit of representatives from the League and Academic Senate, focused discussions and investigation occur to clearly delineate in writing the issue or issues to be resolved and the approach to be used.

During the visit, there will be focused interviews with individuals and groups. A written advisory report is provided by the assistance team within eight weeks of the visit. Prior to the formal presentation of the written report, the local parties involved will be given an opportunity to clarify, correct, or refine the recommendations or statements in the report. The assistance team will return to the college or district to present the report and to answer questions publicly. In addition, a follow-up training session to provide guidance on implementing the recommendations will be provided if requested.

SPECIAL WORKSHOPS AND PRESENTATIONS

The fourth service involves special workshops and presentations on topics that help local personnel better understand particular issues and various aspects of effective decision-making processes. These jointly presented workshops are designed under the direction of the President of the Academic Senate and the President/CEO of the League working with local college representatives.

COSTS

In an effort to offset travel costs associated with the participation of the CCLC President/CEO and ASCCC President in these events, colleges will be charged a small fee of \$1,000 per visit.

REQUEST FOR SERVICE

Collegiality in Action services may be requested at <https://www.asccc.org/contact/request-services>

Source: <https://www.asccc.org/services/technical-assistance>



Appendix III

Strategic Planning & Communication Process Diagram

Barstow Community College- Strategic Planning

Mission-

Barstow Community College is committed to providing an equitable, accessible, and affordable education to its diverse student body, including local, military, distance education, and historically marginalized student populations. Through a variety of high-quality and comprehensive degree, certificate, and job skills training programs, we provide holistic student support with clear and diverse educational pathways that provide students with life-long learning and networking opportunities, critical thinking skills, and success in a globalized world.

Vision-

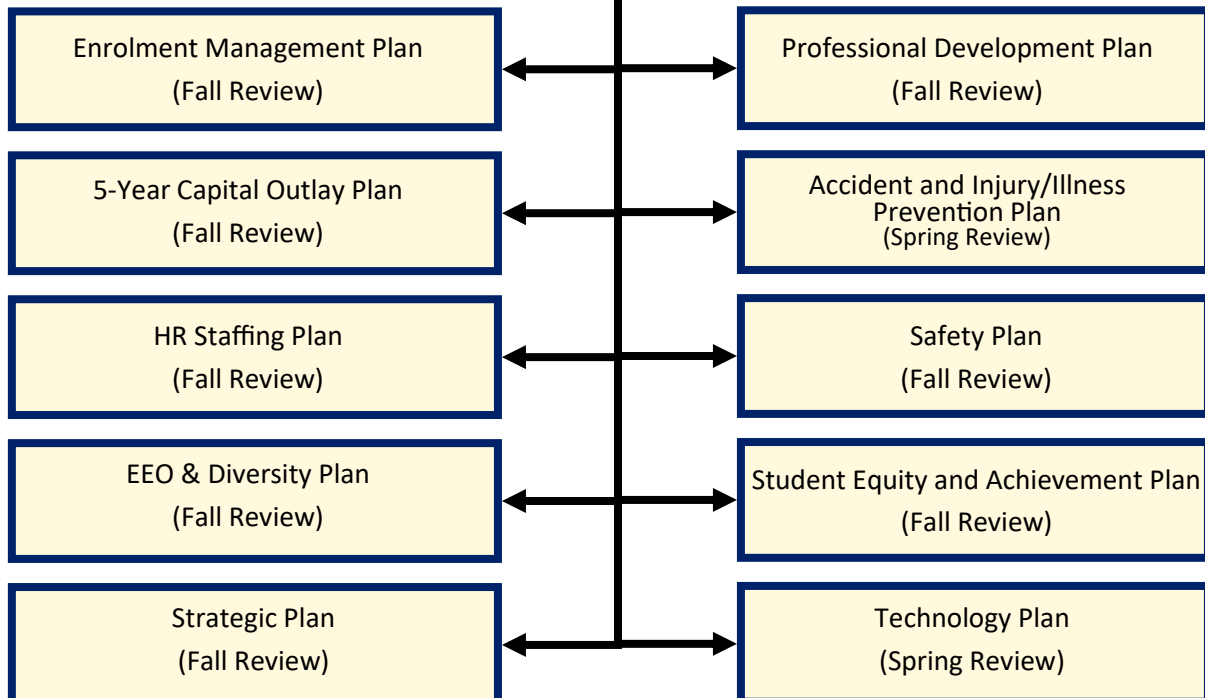
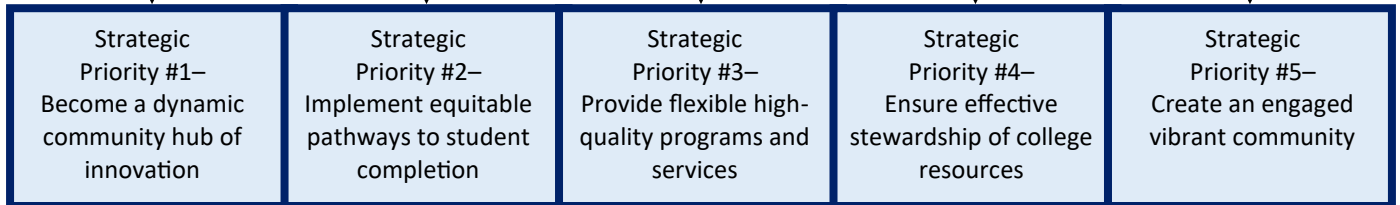
Barstow Community College will be a hub of innovation and educational excellence, fostering a culture of growth, partnership, and inclusion as the premier college of the California High Desert.

Values-

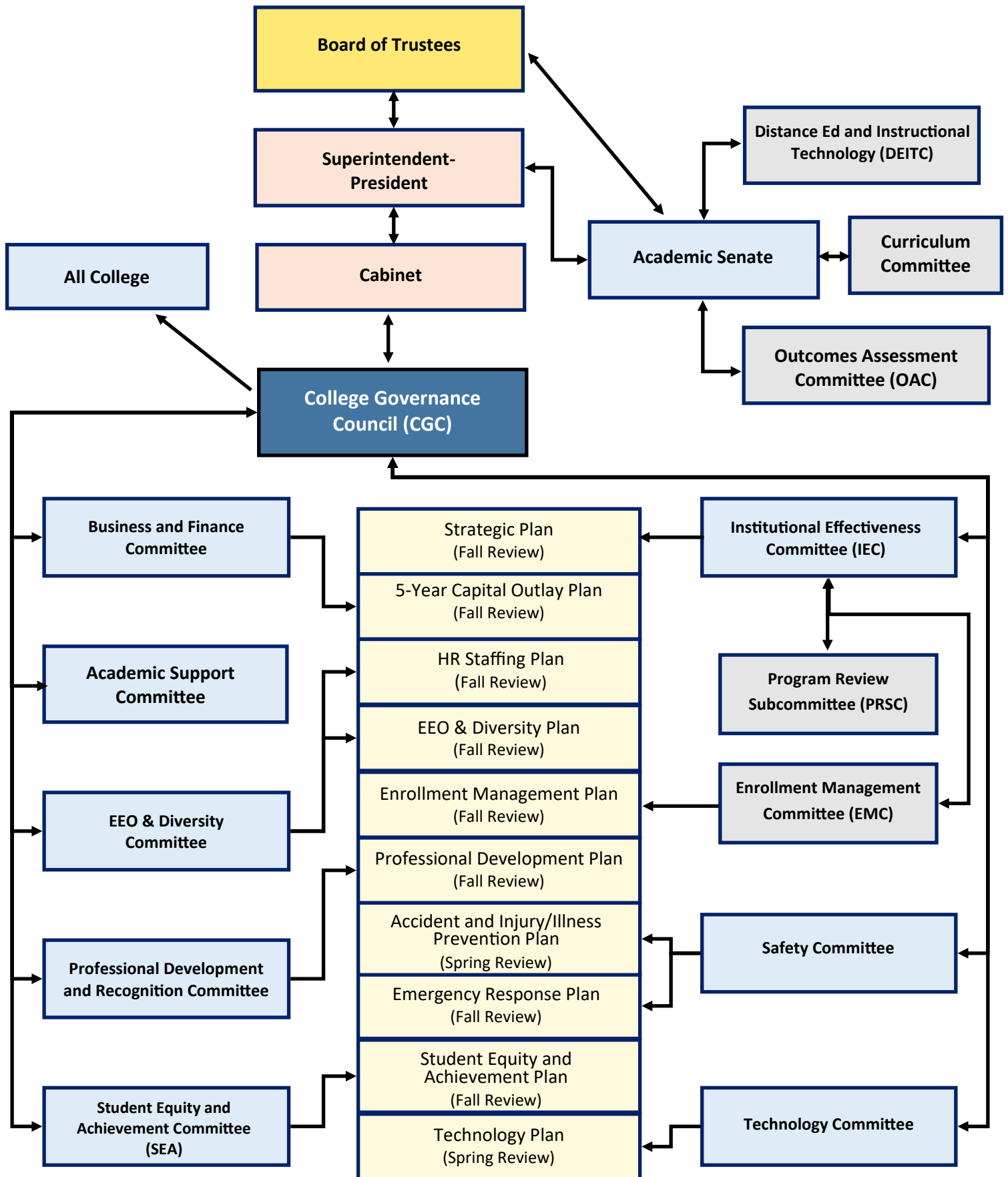
We are VIKINGS!

- V** Vision for the Future
- I** Innovation and Collaboration
- K** Kindness and Integrity
- I** Inclusivity and Equity-minded Action
- N** Nurturing Community
- G** Growth and Improvement
- S** Superior Service and Support

Comprehensive Educational and Facilities Master Plan



Barstow Community College- Participatory Governance Communication Process





Appendix IV

Committee List



General Library Item

Name 2024-2025 ACADEMIC SUPPORT COMMITTEE

Content

ACADEMIC SUPPORT COMMITTEE

Type: Strategic Planning & Communication Process (SPCP)

Reports To: College Governance Council (CGC)

Meeting Schedule: 3rd Monday, 3-4pm, Sept-May as necessary

Meeting Modality:

Purpose Statement: The purpose of the Academic Support Committee is to identify and implement strategies to improve success and retention rates all college courses, both credit and non-credit, as well as make recommendations to relevant constituent groups or individuals concerning academic support services.

Description: The Academic Support Committee is responsible for the following:

- Ensure integration and sustainability of AB 705 initiatives
- Acquire input from instructors, counselors, classified staff and administrators to identify commonalities among students who are underprepared for transfer level coursework
- Develop strategies and programs designed to support student practice of current digital literacy and technical skills
- Develop and maintain a process to assist students in connecting them with their transfer institution’s learning support services
- Facilitate participation of student representatives to help identify and accomplish committee goals
- Review data pertaining to student success in activities supported by the committee, such as support courses and tutoring
- Identify, review, and recommend grant opportunities related to academic support services
- Evaluate, support, and acquire current and potential academic support services, including early alert programs, tutoring, embedded tutoring, faculty-led workshops, supplemental instruction, computer lab, and other programs or resources for their merit in supporting student completion and success rates and in the interest of student equity
- Create a meaningful map of Academic services available to students and related Professional Development opportunities available to faculty, classified professionals, and administrators (e.g., workshops, seminars, and training sessions).
- Partner and collaborate with Promise, EOPS, or other first-year student support programs to enhance academic supports to new BCC students
- Evaluate the effectiveness of committee purpose, charge, and responsibilities regularly.

With a focus on maximizing “the probability that a student will enter and complete transfer level-coursework in English and math within a one-year timeframe” per Assembly Bill 705, a renewed emphasis on academic support services is needed to support students as they matriculate from high school directly into transfer-level English and math courses. This committee aims to supplement instruction with academic support and data analysis to improve student success rates and increase the chances of students passing all courses, as well as provide appropriate support for transfer-level English and math completion within their first year of enrollment at community college.

<u>Voting Seats</u>	<u>Voting Members for 2024-2025</u>
Co-Chair - Associate Dean, Academic Support Services	Emily Garrison
Co-Chair - Faculty Academic Support Coordinator	Pending
Faculty - English	Susan Nylander
Faculty - Math	Rodolfo Duque

<u>Voting Seats</u>	<u>Voting Members for 2024-2025</u>
Faculty - ESL	Jill Murphy
Faculty - Counseling	Aleah Jameson
CSEA - TLSC	Crystal Villafana-Tafoya
CSEA - Welcome Center	Lucia De La Rosa
CSEA - Special Programs and Services	Olivia Duran
CSEA - ACCESS	Linda Pugliese
Manager - Dean of Instruction	Emily Garrison
Manager - Dean of Counseling and Student Success	Clementina Macias
Student - Tutor	Pending
<u>Non-Voting Advisory Seats</u>	<u>Non-Voting Advisory Members for 2024-2025</u>
Vice President of Academic Affairs	Jennifer Rodden
Vice President of Student Services	Oscar Espinoza-Parra
Director of Adult Education	Elena Rivera
Executive Director, Research, Development & Planning (or rep)	Lisa Holmes

[Academic.Support.2021_2022_final.pdf \(529 KB\)](#)

[Final.AcademicSupport.2022_2023.pdf \(524 KB\)](#)

[Final.Academic.Support_2023_2024.pdf \(571 KB\)](#)



General Library Item

Name 2024-2025 BUSINESS & FINANCE COMMITTEE

Content

BUSINESS & FINANCE COMMITTEE

Type: Strategic Planning & Communication Process (SPCP)

Reports To: College Governance Council (CGC)

Meeting Schedule: 4th Wednesday, 12:30-1:30pm

Meeting Modality:

Purpose Statement: The purpose of the Business & Finance Committee is to review and make recommendations on the budget process, budget forecasting, facilities planning and scheduled maintenance.

Description: The committee is responsible for reviewing and making recommendations on the annual budget process, the annual budget, multi-year budget forecast, Facility Master Plan, and the scheduled maintenance plan. The committee makes recommendations to the College Governance Council (CGC) and/or Superintendent/President's Cabinet relative to the resources available to fund the institutional plan priorities. Prepares an annual calendar that identifies key dates for items in the college's annual planning cycle. In addition, the committee reviews and makes recommendations related to matters such as the actuarial study for post-retirement benefits, cash flow, and other such items as appropriate.

<u>Voting Seats</u>	<u>Voting Members for 2024-2025</u>
Chair - Vice President of Administrative Services	Deedee Garcia
Academic Senate	Christopher Nalbandian
ASG	Kiana Brown
BCFA	Jacob Batarseh
CSEA	Michelle Berndt
Manager	Terri Walker
Budget Analyst	Karli Godfrey
Vice President of Academic Affairs	Jennifer Rodden
<u>Non-Voting Advisory Seats</u>	<u>Non-Voting Members for 2024-2025</u>
Executive Director, Research, Development & Planning	Lisa Holmes

Approved by CGC: 1/20/2020



General Library Item

Name 2024-2025 CALENDAR COMMITTEE

Content
CALENDAR COMMITTEE

Type: Standing Committee

Reports To: Committee Chair (Vice President of Academic Affairs)

Meeting Schedule: as needed

Meeting Modality:

Purpose Statement: The purpose of the calendar committee is to develop and recommended the academic calendar for each school year.

Description: The committee’s charge is to select start and end dates for each semester. Holidays are determined by coordinating the Chancellor’s Office listing of required holidays, academic concerns, and bargaining unit contracts. The committee’s goal is to complete the academic calendar in time for the Superintendent-President to make a recommendation on the calendar at the December Board of Trustees meeting.

<u>Voting Seats</u>	<u>Voting Members for 2024-2025</u>
Chair - Vice President of Academic Affairs	Jennifer Rodden
Academic Senate	Beverly Ranney
BCFA	Jacob Batarseh
CSEA	Melissa Church
Manager	Amanda Simpson
Student - ASG	Ashlee Mack
<u>Advisory Non-Voting</u>	<u>Advisory Non-Voting Members for 2024-2025</u>
Dean of Enrollment Services	Heather Minehart

CGC approved: 11/29/2023

[Calendar.Committee.2020_2021.pdf \(102 KB\)](#)

[Calendar.2021_2022_final.pdf \(217 KB\)](#)

[Final.Calendar.2022_2023.pdf \(206 KB\)](#)

[Final.Calendar_2023_2024.pdf \(220 KB\)](#)



General Library Item

Name 2024-2025 COLLEGE GOVERNANCE COUNCIL (CGC)
 Release Date June 1, 2024
 Expire date
 Access Public

Public Content

COLLEGE GOVERNANCE COUNCIL (CGC)

Type: Strategic Planning & Communication Process (SPCP)

Reports To: Committee Chair (Superintendent-President)

Meeting Schedule: Last Wednesday, 3:00-5:00pm

Meeting Modality:

Purpose Statement: The College Governance Council (CGC) is a representative body designed to assist in governance of the District. Its authority is limited by the scope of collective bargaining, and by the responsibilities of the Superintendent-President.

Description: The CGC through collaborative dialogue guides the goals, objectives and action plans of committees and departments through the Strategic Planning & Communication Process. The CGC is charged with reviewing committee purpose, composition and responsibility in order to promote coordination. The CGC monitors progress toward the implementation of all institutional plans by receiving annual updates from the applicable committees and approves all institutional plan revisions as necessary. The CGC is the voting body responsible for ensuring that policies and procedures are reviewed and revised as necessary. The CGC is also responsible for suggesting topics and recruiting presenters for the All College meetings.

<u>Voting Seats</u>	<u>Voting Members for 2024-2025</u>
Chair - Superintendent-President	Eva Bagg
Faculty - Academic Senate President	Melissa Matteson
Faculty - BCFA President	Beverly Ranney
Faculty - At-Large (selected by AS Pres & BCFA Pres)	Ashley Vizenor
CSEA - President	Melissa Church
CSEA - Vice President	Jessica Tainatongo
CSEA - At-Large	Courtney Quenga
Manager	Emily Garrison
Manager	Samera Kabir
Manager	Heather Minehart

<u>Voting Seats</u>	<u>Voting Members for 2024-2025</u>
ASG - President/Student Trustee	Valerie Pamphile
ASG Vice President	Melodia Torres
ASG - At-large	Axelle James
<u>Non-Voting Advisory Seats</u>	<u>Non-Voting Members for 2024-2025</u>
Vice President of Administrative Services	Deedee Garcia
Vice President of Academic Affairs	Jennifer Rodden
Vice President of Student Services	Oscar Espinoza-Parra
Vice President of Human Resources	Vacant
Executive Director, Research, Development & Planning	Lisa Holmes
Director of Public Information, Communication & Marketing	Amanda Simpson
Executive Assistant to the Superintendent-President	Michelle Henderson

Approved by CGC: 1/20/2020

[College.Governance.2020_2021.pdf \(146 KB\)](#)

[College.Gov.2021_2022_final.pdf \(378 KB\)](#)

[Final.College.Governance.2022_2023.pdf \(385 KB\)](#)

[Final.CGC_2023_2024.pdf \(405 KB\)](#)

Administrative Content

Executive Content



General Library Item

Name 2024-2025 COMMENCEMENT COMMITTEE
 Release Date June 1, 2024
 Expire date
 Access Public

Public Content
COMMENCEMENT COMMITTEE

Type: Standing Committee

Reports To: Committee Chair (Vice President of Student Services)

Meeting Schedule: Spring – As Needed

Meeting Modality:

Purpose: Its singular task is to plan and organize the annual commencement ceremony. All aspects of commencement are scrutinized by this committee, including the post- ceremony reception. This committee is very task-oriented and is a working committee. It meets as many as eight times with most of its meetings taking place in the spring semester.

<u>Voting Seats</u>	<u>Voting Members for 2024-2025</u>
Chair - Vice President of Student Services	Oscar Espinoza-Parra
Academic Senate	Ashley Vizenor
Student - ASG	Pending
Director Public Relations, Communications & Marketing	Amanda Simpson
<u>Representatives from the Following Departments Responsible for Graduation</u>	
Academic Affairs	Persephone Belle
Admissions & Records	Heather Minehart
Information Technology (IT)	Tim West
Maintenance & Operations (M&O)	Susan Manjarrez
Student Life	Pending
Student Services	Andrew Church



General Library Item

Name 2024-2025 CURRICULUM COMMITTEE
 Release Date June 1, 2024
 Expire date
 Access Public

Public Content
CURRICULUM COMMITTEE

Type: Subcommittee

Reports To: Academic Senate

Meeting Schedule: 4th Thursday, 12:00-1:30pm, Sept-May and as necessary

Meeting Modality:

Purpose Statement: The purpose of the Curriculum Committee is to evaluate curricular material such as new, revised, and updated courses and programs for accuracy and for compliance with both internal and external policies and procedures. Material is submitted to the Curriculum Committee by faculty members and, upon approval, is passed forward within the system as appropriate. At the direction of the Academic Senate, the Curriculum Committee develops curriculum processes that promote equity and diversity using data driven measures for student success.

Description: The Curriculum Committee is a standing committee at Barstow Community College and acts as a subcommittee of the Academic Senate. The primary responsibility of the Curriculum Committee is the review and recommendation of curriculum to be approved by the Board of Trustees. Typical agenda items include:

1. Proposed course additions, modifications, deletions, and inactivations.
2. Proposed requirements for credit and non-credit courses
3. Proposed academic programs (certificates and degrees) additions, modifications, deletions, and inactivations.
4. Catalog descriptions, prerequisites, co-requisites, units, hours, CB coding
5. Standards for requisites or other issues related to student preparation and success
6. Mode of instructional delivery (Online, hybrid, etc.)

Committee membership is defined in the Curriculum Handbook as listed in Barstow Community College District policies. The committee serves as an advisory body to the Vice President of Academic Affairs and to the Superintendent/President.

<u>Voting Seats</u>	<u>Voting Members for 2024-2025</u>
Chair - Faculty Member	Jennafer Worland
Academic Senate President (or rep)	Melissa Matteson
Academic Senate At-Large	Mike Brady

<u>Voting Seats</u>	<u>Voting Members for 2024-2025</u>
Academic Senate At-Large	Crystal Cervantes
Academic Senate At-Large	Penny Shreve
Faculty - Guided Pathways Lead (or approved GP rep)	Jacob Lennerville
Faculty - Guided Pathways Lead (or approved GP rep)	Julie Gallagher
Faculty - Guided Pathways Lead (or approved GP rep)	Susan Nylander
Faculty - Articulation Officer	Eduardo Vasquez
Faculty - Counselor	Apineru Lealofi
Faculty - Librarian	Kyri Freeman
<u>Non-Voting Advisory Seats</u>	<u>Non-Voting Advisory Members for 2024-2025</u>
Student - ASG rep	Harmony Griffin
Vice President of Academic Affairs	Jennifer Rodden
Vice President of Student Services	Oscar Espinoza-Parra
Executive Dean of Strategic Partnerships and Workforce Development	Vacant
Dean of Instruction	Emily Garrison
Dean of Enrollment Management & Services	Heather Minehart
Dean of Counseling & Student Success	Clementina Macias
Admissions & Records Evaluator	Tanessa Tinley
Curriculum & Scheduling Specialist	Heather Brang
Curriculum & Scheduling Specialist	Patricia Kelly

Approved by CGC: 3/25/2020

[Curriculum.Committee.2020_2021.pdf \(166 KB\)](#)

[Curriculum.2021_2022_final.pdf \(458 KB\)](#)

[Final.Curriculum.2022_2023.pdf \(470 KB\)](#)

[Final.Curriculum_2023_2024.pdf \(496 KB\)](#)

Administrative Content

Executive Content



General Library Item

Name 2024-2025 DISTANCE EDUCATION & INSTRUCTIONAL TECHNOLOGY COMMITTEE (DEITC)
 Release Date June 1, 2024
 Expire date
 Access Public

Public Content

DISTANCE EDUCATION & INSTRUCTIONAL TECHNOLOGY COMMITTEE (DEITC)

Type: Subcommittee

Reports To: Academic Senate

Meeting Schedule: 4th Tuesday, 12:30-1:30pm

Meeting Modality:

Purpose Statement: The purpose of the Distance Education and Instructional Technology Committee (DEITC) is to assist BCC faculty deliver engaging learning opportunities by promoting and supporting effective use of technology in the classroom, both online and face-to-face (F2F).

Description: Develops guidelines and policies aligned with the California Community College Online Education Initiative. In addition to Distance Education (DE), the DEITC promotes the use of technology in all aspects of the delivery of learning (classroom, distance, or otherwise). The DEITC also works collaboratively with the BCC Technology Committee to create continuous improvement in delivering engaging technology-assisted learning opportunities.

<u>Voting Seats</u>	<u>Voting Members 2024-2025</u>
Co-Chair - Dean of Instruction, Academic Support & Online Learning	Nancy Olson
Co-Chair - Faculty - Distance Ed & Instructional Technology Coord	Christie Firtha
<i>Six Faculty Members Appointed by the Academic Senate [priority will be given to Distance Ed (DE) faculty] Term of office for faculty members is two (2) years – per committee 10/24/17 & Academic Senate 11/16/17</i>	
Faculty - Library	Kyri Freeman
Faculty - Counseling	Crystal Cervantes
Faculty - Gen Ed (HUMA, SS, MATH, SCI, PE)	Dawn Howey
Faculty - CTE/Workforce Dev	Denise Pasley
Faculty - PE (if not available then GE)	Peter Esperanza
Faculty - FT or PT from Ft Irwin	Heather Bradford
Academic Affairs Administrator (appointed by the VPAA)	Emily Garrison

<u>Voting Seats</u>	<u>Voting Members 2024-2025</u>
Executive Director IT or designee	Caitlyn Gempler
Instructional Designer (appointed by Dean of Instruction, AS&OL)	Aniko Kegyulics
Access Coordinator or designee	Linda Pugliese
Student - ASG	Isaiah De la Cruz

Approved by CGC: 11/28/2018

[Distance.Ed.Inst.Tech.Committee.DEITC.2020_2021.pdf \(141 KB\)](#)

[Distance.Ed.Inst.Tech.2021_2022_final.pdf \(334 KB\)](#)

[Final.Distance.Education.Inst.Tech.2022_2023.pdf \(339 KB\)](#)

[Final.DEITC_2023_2024.pdf \(373 KB\)](#)

Administrative Content

Executive Content



General Library Item

Name 2024-2025 ENROLLMENT MANAGEMENT COMMITTEE
 Release Date June 1, 2024
 Expire date
 Access Public

Public Content
ENROLLMENT MANAGEMENT COMMITTEE

Type: Subcommittee

Reports To: Institutional Effectiveness Committee (IEC)

Meeting Schedule: 3rd Thursday, 2:00-3:00

Meeting Modality:

Purpose Statement: The Enrollment Management Committee, with a vision to serve all aspects of our community, will create a data driven, responsive enrollment management plan. The Enrollment Management Plan should help to ensure the following:

- Achievement of enrollment targets to maximize resources available to the college
- Maintenance of equitable student access

Description: The Enrollment Management Committee, using qualitative and quantitative data, will:

- Evaluate and discuss ongoing trends in the areas of recruitment, admissions, retention and completion and initiate research on scheduling and program capacities
- Collaborate with constituencies to develop, implement, and evaluate strategies to accomplish successful enrollment management and retention related to curriculum and educational programs, course scheduling, student services, recruitment, student interventions, and marketing
- Monitor and evaluate progress towards strategic enrollment planning goals
- Educate the BCC community on the role each area plays in the enrollment process

<u>Co-Chairs</u>	<u>Voting Members for 2024-2025</u>
Co-Chair - Vice President of Academic Affairs	Jennifer Rodden
Co-Chair - Academic Senate Rep	Mike Karpel
<u>Constituent</u>	<u>Constituent</u>
Academic Senate	Eduardo Vasquez
ASG	Donald Phillips Jr.
BCFA	Sona Vartanian
CSEA	Anissa Mitchell

<u>Co-Chairs</u>	<u>Voting Members for 2024-2025</u>
<u>Departments (appointed by area VP's)</u>	<u>Departments (appointed by area VP's)</u>
Administrative Services	Deedee Garcia
Adult Education	Elena Rivera
Counseling	Clementina Macias
CTE	Vacant
Distance Education	Nancy Olson
Enrollment Services	Heather Minehart
Ft Irwin	Michelle Bond
PIO	Amanda Simpson
Research Development and Planning	Lisa Holmes
Special Programs and Services	Samera Kabir
Student Life and Outreach	Jenea Rodriguez-Haywood
TLSC	Cortney Rasplicka
Transfer and Career Center	Jessica Tainatongo
<u>Non-Voting Advisory Seats</u>	<u>Non-Voting Advisory Members for 2024-2025</u>
Dean of Instruction	Emily Garrison
Executive Dean of Strategic Partnerships and Workforce Development or Designee	Vacant

Approved by CGC: 10/26/2022

[Enrollment.Management.Committee.2020_2021.pdf \(171 KB\)](#)

[Enrollment.Mgmt.2021_2022_final.pdf \(511 KB\)](#)

[Final.Enrollment.Management.2022_2023.pdf \(387 KB\)](#)

[Final.Enrollment.Management_2023_2024.pdf \(408 KB\)](#)

Administrative Content

Executive Content



General Library Item

Name 2024-2025 EQUAL EMPLOYMENT OPPORTUNITY (EEO) AND DIVERSITY COMMITTEE
 Release Date June 1, 2024
 Expire date
 Access Public

Public Content

EQUAL EMPLOYMENT OPPORTUNITY (EEO) AND DIVERSITY COMMITTEE

Type: Strategic Planning & Communication Process (SPCP)

Reports To: College Governance Council (CGC)

Meeting Schedule: 3rd Wednesday, 10:00-11:00 a.m.

Meeting Modality:

Purpose Statement: The EEO and Diversity Committee develops, reviews, and updates the District’s EEO and Diversity Plan to ensure the District implements measures which ensure equal employment opportunities and a diverse workforce.

Description: The EEO and Diversity Committee, with the assistance of the institutional researcher, reviews and interprets applicant, community, student, and employee demographics. The committee uses this data to analyze and identify underrepresented groups, and make recommendations regarding strategies in building diversity. The committee also offers assistance and recommendations to recruitment and screening processes which ensures equal opportunity and diversity. The EEO and Diversity Committee is also responsible for providing assistance with the development of the EEO and Diversity Plan and to evaluate the effectiveness of the plan.

<u>Voting Seats</u>	<u>Voting Members for 2024-2025</u>
Chair - Vice President of Human Resources	Vacant
BCFA	Nelson Ramon
CSEA	Anissa Mitchell
Manager	Magaly Rojas
Student - ASG	Axelle James
Human Resources rep	Paulette Pereira

[Equal.Emp.Opp.and.Diversity.Committee.2020_2021.pdf \(108 KB\)](#)

[EEO.2021_2022_final.pdf \(247 KB\)](#)

[Final.Equal.Employment Opportunity.2022_2023.pdf \(246 KB\)](#)

[Final.EEO_2023_2024.pdf \(280 KB\)](#)



General Library Item

Name 2024-2025 HEALTH AND WELFARE BENEFITS COMMITTEE
 Release Date June 1, 2024
 Expire date
 Access Public

Public Content

HEALTH AND WELFARE BENEFITS COMMITTEE

Type: Standing Committee

Reports To: Committee Chair (Vice President of Human Resources)

Meeting Schedule: 3rd Wednesday, 2:00 - 3:00 p.m.

Meeting Modality:

Purpose Statement: To explore and assess health and welfare options and costs for BCC employees and make recommendations to the constituents.

Description: The committee reviews existing health and welfare providers and their benefit packages and makes recommendations on available coverage's to their respective organizations. Any proposed change in health and welfare benefits will be negotiated with recognized bargaining units. The committee serves as the liaison between BCC staff and the providers. The committee seeks input from BCC staff regarding concerns about existing coverage's and ideas on coverage changes. In addition, in conjunction with the HR Office, the committee arranges vendor presentations to staff explaining health and welfare benefits and options.

<u>Voting Seats</u>	<u>Voting Members for 2024-2025</u>
Chair - Vice President of Human Resources	Vacant
BCFA	Lewis Goldstein
BCFA	Dawn Howey
CSEA	Michelle Berndt
CSEA	Michael Mayoros
Manager	Michelle Bond
Manager	Nancy Olson
Human Resources	Barbara Rose
<u>Non-Voting Advisory Seats</u>	
Director of Fiscal Services	Terri Walker
Payroll	Sijuan Cantrell



General Library Item

Name 2024-2025 INSTITUTIONAL EFFECTIVENESS COMMITTEE (IEC)
 Release Date June 1, 2024
 Expire date
 Access Public

Public Content

INSTITUTIONAL EFFECTIVENESS COMMITTEE (IEC)

Type: Strategic Planning & Communication Process (SPCP)

Reports To: College Governance Council (CGC)

Meeting Schedule: 3rd Tuesday, 3:30-5:00 p.m.

Meeting Modality:

Purpose Statement: The Institutional Effectiveness Committee (IEC) is the central coordinating, directive, monitoring and evaluative body for the college’s planning efforts and ensures that all decision-making is data driven and connected to the mission and strategic priorities of the institution.

Description: The IEC takes a leadership role in moving data into action to achieve sustainable, continuous quality improvement. The goal of the committee is to help the college maximize fiscal, physical, human and technological resources to improve student learning and achievement. IEC integral duties include the following:

1. Design and oversee the process to develop and monitor the goals of the strategic plan and maximize awareness of the role members of the college community play in executing the plan.
2. Establish yearly planning priorities for the college for inclusion into integrated planning and resource allocation by reviewing internal and external data, state and federal initiatives, and planning committee documents from within the college community.
3. Lead and organize campus-wide participation in all ACCJC accreditation requirements.
4. Monitors and disseminates, on an annual cycle, outcomes for Strategic Plan metrics and goals.

Meet annually with the Business & Finance Committee to present institutional priorities and the ranked lists of augmented requests. These will be developed through prioritization from each Vice Presidents’ area goals and resource requests, which align district budget with college planning.

<u>Voting Seats</u>	<u>Voting Members for 2024-2025</u>
Co-Chair - Vice President of Academic Affairs (voting)	Jennifer Rodden
Co-Chair - Director of Research, Development & Planning (non-voting)	Lisa Holmes
Academic Senate President or Designee	Melissa Matteson
Academic Senate	Gustavo Bento
Academic Senate	Ramon Vasconcellos
CSEA - President (or designee, 2 year seat)	Melissa Church
CSEA (2 year)	Courtney Quenga
CSEA (2 year)	Courtney Rasplicka

<u>Voting Seats</u>	<u>Voting Members for 2024-2025</u>
CSEA (2 year)	Persephone Belle
CSEA (2 year)	Antionette Andriese
Manager (2 year)	Michelle Henderson
Manager (2 year)	Clementina Macias
Student - ASG	Kiana Brown
Dean of Instruction	Emily Garrison
Dean of Enrollment Management & Services (or designee)	Heather Minehart
Director of Public Relations, Communications & Marketing	Amanda Simpson
Human Resources	Paulette Pereira
Program Review Management Co-Chair	Emily Garrison
Program Review Faculty Tri-Chair	Patricia Lara
OAC Coordinator	Penny Shreve
<u>Non-Voting Advisory Seats</u>	<u>Non-Voting Advisory Members for 2024-2025</u>
Vice President of Administrative Services	Deedee Garcia
Vice President of Student Services	Oscar Espinoza-Parra
Vice President of Human Resources	Vacant

Approved by CGC: 11/25/2020

[Institutional.Effectiveness.Committee.IEC.2020_2021.pdf \(182 KB\)](#)

[Institutional.Effectiveness.2021_2022_final.pdf \(497 KB\)](#)

[Final.Institutional.Effectiveness.2022_2023.pdf \(496 KB\)](#)

[Final.IEC_2023_2024.pdf \(535 KB\)](#)

Administrative Content

Executive Content



General Library Item

Name 2024-2025 OUTCOMES ASSESSMENT COMMITTEE (OAC)
 Release Date June 1, 2024
 Expire date
 Access Public

Public Content

OUTCOMES ASSESSMENT COMMITTEE (OAC)

Type: Subcommittee

Reports To: Academic Senate

Meeting Schedule: 4th Monday of every month; 12:00 p.m. – 1:30 p.m.

Meeting Modality:

Purpose Statement: The purpose of the OAC is to support and guide faculty to develop, implement, and evaluate SLOs, PLOs, and ILOs utilizing assessments integrated in the institutional planning cycle of program reviews. OAC will facilitate campus dialogue and provide support so that assessment is ongoing, systematic, and used to assess and improve student learning and achievement. Each program is embedded in a guided pathway that leads toward student success.

Description: It is the mission of the OAC to assist Barstow Community College in the ongoing assessment of courses and programs which lead to student success.

<u>Voting Seats</u>	<u>Voting Members for 2024-2025</u>
Coordinator (Faculty)	Penny Shreve
Faculty (Academic Senate President or Delegate)	Melissa Matteson
Faculty (Curriculum Chair or Delegate)	Jennafer Worland
Faculty	Carole Blake
Faculty	Antonio Garcia Vallejo
Faculty	Brian Packer
Faculty	Drew Rehfeld
Faculty	Austin Spangler
<u>Non-Voting Advisory Seats</u>	<u>Non-Voting Advisory Members for 2024-2025</u>
Vice President of Academic Affairs or Delegate	Jennifer Rodden

<u>Voting Seats</u>	<u>Voting Members for 2024-2025</u>
Executive Director, Research, Development & Planning or Delegate	Lisa Holmes
Academic Affairs Assigned Recorder (Curriculum & Scheduling Specialist or Delegate)	Amber Pacheco

As recommended by the Academic Senate: Revised 7/18/2024

[Outcomes.Assessment.Committee.OAC.2020_2021.pdf \(142 KB\)](#)

[Outcomes.Assessment.2021_2022_final.pdf \(300 KB\)](#)

[Final.Outcomes.Assessment.2022_2023.pdf \(345 KB\)](#)

[Final.OAC_2023_2024.pdf \(370 KB\)](#)

Administrative Content

Executive Content



General Library Item

Name 2024-2025 PROFESSIONAL DEVELOPMENT & RECOGNITION COMMITTEE
 Release Date June 1, 2024
 Expire date
 Access Public

Public Content

PROFESSIONAL DEVELOPMENT & RECOGNITION COMMITTEE -

Type: Strategic Planning & Communication Process (SPCP)

Reports To: College Governance Council (CGC)

Meeting Schedule: 4th Monday, 3:00-4:00 p.m.

Meeting Modality:

Purpose Statement: The committee identifies and plans professional development opportunities for faculty and staff which supports the institution’s continuous improvement and goals.

Description: The Professional Development and Recognition Committee identifies opportunities and areas in need for professional development in drafting the District’s Professional Development Plan. The committee also evaluates professional development training for effectiveness and updates the Professional Development Plan accordingly. The committee works closely with HR in documenting all professional development completed.

<u>Voting Seats</u>	<u>Voting Members 2024-2025</u>
Chair - Vice President of Human Resources	Vacant
Academic Senate	Melissa Matteson
CSEA	Melissa Church
Manager	Elena Rivera
Student - ASG	Ashley Arellano Hernandez
Director of Public Relations, Communications & Marketing	Amanda Simpson

[Professional.Dev.Committee.2020_2021.pdf \(104 KB\)](#)

[Prof.Development.Recognition.2021_2022_final.pdf \(220 KB\)](#)

[Final.Professional.Development.2022_2023.pdf \(224 KB\)](#)

[Final.Prof.Dev_2023_2024.pdf \(261 KB\)](#)

Administrative Content



General Library Item

Name 2024-2025 PROGRAM REVIEW COMMITTEE
 Release Date June 1, 2024
 Expire date
 Access Public

Public Content
PROGRAM REVIEW COMMITTEE

Type: Subcommittee

Reports To: Institutional Effectiveness Committee (IEC)

Meeting Schedule: 2nd Monday, 12:00-1:30pm

Meeting Modality:

Purpose Statement: The purpose of the Program Review Subcommittee is to provide annual training and quality feedback to improve the effectiveness of every College program and service through the annual program review process. This includes providing a yearly report of trends found in the program review submissions to promote continuous, sustainable improvement to the planning process and budget development. The committee reviews the Program Review Forms, considers any necessary updates, and annually evaluates the Program Review process. The Program Review Subcommittee is a subcommittee of the Institutional Effectiveness Committee.

Description/Scope: 1. Provide documentation and training on the program review process. 2. Document and communicate the program review schedule, as determined by the IEC, to the campus community. 3. Review submitted Program Review documents and provide structured feedback to the originators. 4. Prepare a report to the IEC, including commendations, recommendations, and identification of trends. 5. In conjunction with IEC, the PRSC will annually evaluate the forms and rubrics used in the process, all documentation, and the implementation of the process itself, and will make recommendations for continuous, sustainable improvement. 6. The appropriate dean/vice president is charged with ensuring that all areas/disciplines complete the program review process in a timely manner.

<u>Voting Seats</u>	<u>Voting Members for 2024-2025</u>
Management Tri-Chair	Emily Garrison
Faculty Tri-Chair	Patricia Lara
Classified Tri-Chair	Melissa Church
Faculty	Abe Aboud
Faculty	Bret Sage
Faculty	Jacob Lennerville
CSEA	Courtney Quenga
CSEA	Ken Young
CSEA	Tannessa Tinley
Manager	Oscar Espinoza-Parra

<u>Voting Seats</u>	<u>Voting Members for 2024-2025</u>
Manager	Michelle Bond
Manager	Jenea Rodriguez-Haywood
ASG	Ashley Arellano Hernandez
ASG	Emily Aguilar
<u>Non-Voting Advisory Seats</u>	<u>Non-Voting Advisory Members for 2024-2025</u>
Vice President of Academic Affairs	Jennifer Rodden
Director of Research, Development & Planning	Lisa Holmes

As Recommended By IEC. Revised May 2024

[Program.Review.2021_2022_final.pdf \(341 KB\)](#)

[Program.Review.2021_2022_final.pdf \(341 KB\)](#)

[Final.Program.Review.2022_2023.pdf \(352 KB\)](#)

[Final.Program.Review_2023_2024.pdf \(391 KB\)](#)

Administrative Content

Executive Content



General Library Item

Name 2024-2025 SAFETY COMMITTEE
 Release Date June 1, 2024
 Expire date
 Access Public

Public Content
SAFETY COMMITTEE

Type: Strategic Planning & Communication Process (SPCP)

Reports To: College Governance Council (CGC)

Meeting Schedule: 3rd Tuesday, 12:30-1:30 p.m.

Meeting Modality:

Purpose Statement: The Safety Committee provides recommendations to provide a high level of safety for the District through the participatory governance process.

Description: The committee identifies potential safety and health hazards and provides recommendations to the appropriate administrator in addressing those hazards. This committee is also tasked with reviewing and revising, as necessary, the Injury and Illness Prevention Plan, the Emergency Action Plan, and coordinating training/exercises in evaluating the plan.

<u>Voting Seats</u>	<u>Voting Members for 2024-2025</u>
Co-Chair - Vice President of Administrative Services	Deedee Garcia
Co-Chair - Director of Maintenance & Operations	James Hochstedler
Faculty (appointed by Academic Senate in Consultation with BCFA)	Taylor Puryear
Faculty (appointed by Academic Senate in Consultation with BCFA)	Ashley Vizenor
Faculty (appointed by Academic Senate in Consultation with BCFA)	Amy Ross
CSEA	Ceri Satur
CSEA	Melissa Church
Student - ASG	Tapria Jefferies
<u>Non-Voting Advisory Seats</u>	<u>Non-Voting Advisory Members for 2024-2025</u>
JPA Representative	TBD



General Library Item

Name 2024-2025 SCHOLARSHIP COMMITTEE
 Release Date June 1, 2024
 Expire date
 Access Public

Public Content

SCHOLARSHIP COMMITTEE

Type: Standing Committee

Reports To: Committee Chair (Vice President of Student Services)

Meeting Schedule: As Needed

Meeting Modality:

Purpose: Each year a booklet of scholarships is published, and qualified students may apply for the scholarships. Students complete the standard application and check scholarships in which they are interested. Based on the criteria and the student’s application materials, the committee reviews applications and determines award recipients.

<u>Voting Seats</u>	<u>Voting Members for 2024-2025</u>
Chair - Vice President of Student Services	Oscar Espinoza-Parra
Faculty	Lewis Goldstein
Faculty	Christa Banton
Faculty (alternate)	Brian Packer
CSEA	Wendy Packer
CSEA	Cynthia Zamora
Manager	Dir of Fin Aid - pending
Manager	Deanna Sanabria
Foundation Board Member	Dave Mylander
Foundation Board Member	Michelle Hugard
Foundation Board Member (alternate)	Marilyn Kruse

[Scholarship.Committee.2020_2021.pdf \(101 KB\)](#)

[Scholarship.2021_2022_final.pdf \(194 KB\)](#)

[Final.Scholarship.2022_2023.pdf \(192 KB\)](#)

[Final.Scholarship_2023_2024.pdf \(227 KB\)](#)

Administrative Content



General Library Item

Name 2024-2025 STUDENT EQUITY & ACHIEVEMENT COMMITTEE (SEA)
Release Date June 1, 2024
Expire date
Access Public

Public Content

STUDENT EQUITY & ACHIEVEMENT COMMITTEE (SEA)

Type: Strategic Planning & Communication Process (SPCP)

Reports To: College Governance Council (CGC)

Meeting Schedule: 2nd Monday, 10:00-11:00 a.m.

Meeting Modality:

Purpose Statement: This committee utilizes campus-based research, high impact practices, empirical research, and student voices, to make recommendations intended to increase and improve the educational pipeline of disproportionately impacted students. The committee addresses and improves programmatic, institutional, and state-wide measures on student success metrics by providing necessary academic and student support services that foster awareness and respect for diversity for disproportionately impacted students at Barstow Community College while adhering to regulations positively.

The SEA committee will focus on BCC disproportionately impacted populations including gender, race/ethnicity (including biracial or multicultural), low-income (i.e., economically disadvantaged), first-generation, current or former foster youth, homeless, active military and veterans, students with disabilities, and LGBTQ+ students.

Student Success Outcomes

The committee will address the student success outcomes in:

- Student access and success in enrollment and registration;
- Completion of transfer-level math and English;
- Successful retention;
- First primary term to secondary term persistence;
- Associate degree completion;
- Certificate Completion;
- Transfer for the overall student population and each population group of high-need or disadvantaged students;
- Attain the Vision Goal completion definition; and
- A determination of what activities, structures, and campus-wide improvements that are most likely to meet those goals effectively.

The SEA committee is responsible for writing, completing, tracking, measuring, and implanting the Student Equity and Achievement institutional-wide plan.

Description: This committee represents the institution’s commitment to establishing a supportive, welcoming and equitable student-centered learning and co-curricular environment; the committee aims to ensure equal educational opportunities, active engagement in structural changes in equity-focused initiatives, promotion of student success, and commitment to strengthening and closing achievement outcomes with disproportionately impacted students of Barstow Community College.

Voting Seats	Voting Members for 2024-2025
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Co-Chair - Vice President of Student Services	Oscar Espinoza-Parra
Co-Chair - Dean of Counseling and Student Success	Clementina Macias
<u>CONSTITUENT</u>	
Academic Senate	Aleah Jameson
BCFA	Eric Blaine
CSEA	Anissa Mitchell
ASG	Harmony Griffin
<u>DEPARTMENTS - Appointed by the area Vice President</u>	
FT Basic Skills Instructor	Heather Bradford
CTE	Vacant
Distance Education	Nancy Olson
Enrollment Services	Andrew Church
Fort Irwin	Michelle Bond
Human Resources	Vacant (Hold for new VPHR)
Information Technology	Carl Delzell
TLSC	Malina Ramos
Research, Development & Planning	Lisa Holmes
Special Programs & Services	Samera Kabir
Transfer & Career Center	Jessica Tainatongo

Approved by CGC: 11/29/2023

[Student.Success.Equity.Committee.2020_2021.pdf \(165 KB\)](#)

[Student.Success.Equity.2021_2022_final.pdf \(393 KB\)](#)

[Final.Student.Equity.Achievement.2022_2023.pdf \(448 KB\)](#)

[Final.SEA_2023_2024.pdf \(497 KB\)](#)

Administrative Content

Executive Content



General Library Item

Name 2024-2025 TECHNOLOGY COMMITTEE
 Release Date June 1, 2024
 Expire date
 Access Public

Public Content
TECHNOLOGY COMMITTEE

Type: Strategic Planning & Communication Process (SPCP)

Reports To: College Governance Council (CGC)

Meeting Schedule: 2nd Tuesday, 11:00 a.m. – 12:00 p.m.

Meeting Modality:

Purpose Statement: The mission of the Technology Committee is to make recommendations for the strategic direction and implementation of information technology within the Barstow Community College District.

Description: The Barstow Community College Technology committee takes a proactive role in promoting the integration of information technology needs and services of the Barstow Community College District. Its purpose is to identify, prioritize and advocate for information technology needs and services. Throughout the preparation and annual review of the Strategic Technology Plan, it makes recommendations for the strategic direction, implementation and sustainability of technology resources used throughout the college to support student learning programs and services and improve institutional effectiveness consistent with the college’s mission.

<u>Voting Seats</u>	<u>Voting Members for 2024-2025</u>
Chair - Executive Director of Information Technology	Juan Rivera
Academic Administrator	Heather Minehart
Academic Senate	Peter Esperanza
CSEA	Tim West
Student - ASG	Donald Phillips Jr.
Ft Irwin Site	Glenn Barr
Information Technology	Komal Bandyopadhyay
CTE	Vacant

[Technology.Committee.2020_2021.pdf \(101 KB\)](#)

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