



Participatory Governance Handbook

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Introduction

Overview

Governance describes the major governance structures of the college. This handbook should be read in conjunction with the Integrated Planning and Program Review handbooks, which describe the major integrated planning and decision-making processes for the College. Taken as a whole, the three handbooks provide the information which members of the college community need to understand to contribute to the planning, decision-making, and governance of the College.

Constituency groups represented on the College's various committees provide input through clearly defined channels. This broad input makes College planning and the implementation of decisions effective, facilitates widespread, ongoing dialogue regarding important issues, and promotes a participatory sense of mission and purpose within the campus community.

Terminology and Legal Authority

Education Code Section 70902(b)(7) mandates that the California Community Colleges Board of Governors adopt regulations that “. . . ensure faculty, staff, and students . . . the right to participate effectively in district and college governance.” Applicable sections of Title 5 of the California Code of Regulations implementing this mandate (see Appendix A) require that the governing board “consult collegially” with the Academic Senate on academic and professional matters, and that classified professionals, managers, and students have the opportunity to “participate effectively” in the development of procedures and recommendations that have a significant effect on them (see *Local Practice under Title 5* below). These Title 5 regulations comprise the set of requirements to which all California community colleges must adhere with respect to participatory governance.

The term “participatory governance” does not appear in law or regulation. Rather, it is used in connection with those college processes involving constituency groups—faculty, staff, managers, and students—in planning and decision-making. The term “governance” also refers to the role of the College's Board of Trustees. Policies and procedures that set forth the rights of constituency groups to “participate effectively” in decision-making by making recommendations to the Board do not replace or reduce the Board's authority in making policy. Nor do they abrogate the Superintendent/President's decision-making authority, given that s/he is solely accountable to the Board of Trustees for the outcomes of all decisions made. At Merced College, all recommendations of participatory-governance committees are recommendations to the Superintendent/President, who is ultimately responsible for making final decisions regarding procedures, and for making policy recommendations to the Board of Trustees. The Superintendent/President serves as the designee of the Board in governance matters, and along with their Cabinet, is the critical link between constituency groups and the Board of Trustees.

This section is intended to present the basics of participatory governance in the California Community Colleges, not all the related complexities of law and regulation. The interested reader should consult the applicable sections of the Education Code and Title 5 and other sources for more information.

Local Practice under Title 5

Board Policy 3700 sets forth the Board's support of the concept and implementation of participatory governance, and authorizes the development of procedures to implement it. The recommended charge, size, and representation of college wide governance committees are specified by the College Council. This applies only to those committees formed since 2010. By October of each fall semester, every college wide governance committee reviews its charge, size, and representation as part of its periodic self-evaluation process, and a co-chair makes a recommendation to the College Council to confirm or revise them; the Council then acts to approve or request changes in that recommendation. (See *Evaluating and Improving Effectiveness* below.)

Faculty

Board Policy 2750 on "Consulting Collegially on Academic and Professional Matters" with the Academic Senate specifies that for the following academic and professional matters, the Board will rely primarily upon the advice of the Academic Senate:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Standards or policies regarding student preparation and success;
- Policies for faculty professional development activities.

In accord with the Title 5 definition of "rely primarily", the Superintendent/President will normally accept the recommendations of the Academic Senate regarding these five academic and professional matters. As Title 5 Section 53203(d)(1) states, "Only in exceptional circumstances and for compelling reasons will the recommendations not be accepted." When an Academic Senate recommendation in these five areas is *not* accepted, the Superintendent/President will formally provide the reasons in writing to the Academic Senate.

For the following academic and professional matters, Board Policy 2750 holds that the Board will come to mutual agreement with the Academic Senate:

- Educational program development;
- District and college governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- Processes for program review;
- Processes for institutional planning and budget development;
- Other academic and professional matters as are mutually agreed upon between the Governing Board and the Academic Senate;

In accord with the Title 5 definition of “mutual agreement” (see Appendix A), in these academic and professional matters, if mutual agreement is not reached, then “existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.” All faculty appointments to college governance bodies are made by the Academic Senate, except for those membership positions explicitly assigned to MCFA.

Students

Student representatives also are appointed to serve on all participatory-governance committees, a practice that adheres to the Title 5 Section 51023.7(a)(1) requirement that:

“Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.”

Title 5 Section 51023.7(b) does specify the policies and procedures that “have or will have a significant effect on students” as follows:

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

In such matters, as with staff, the Board will not take action until students have had the opportunity to participate, except in “unforeseeable, emergency situations.” Moreover, the “recommendations and positions developed by students are [to be] given every reasonable consideration” by the Board, the Superintendent/President, and the participatory-governance committees on which their representatives serve.

Finally, Title 5 Section 51023.7(c) requires that the Board “give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.”

All student appointments to college governance bodies are made by the Associated Students of Merced College (ASMC).

Classified Professionals and Managers

Title 5 regulations place both classified professionals and managers under the same category – “staff” – but also require that “management and non-management positions or groups of positions shall be separately defined or categorized” in college governance. Representatives of both groups are appointed to serve on all participatory-governance committees. Title 5 Section 51023.5(a)(4) requires that both groups:

“...be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.”

In such matters, which Title 5 does not specify, the Board will not take action until staff has had the opportunity to participate, except in “unforeseeable, emergency situations.” Moreover, the “recommendations and opinions of staff are [to be] given every reasonable consideration” by the Board, the Superintendent/President, and the participatory-governance committees on which their representatives serve.

Classified Staff

Both the California School Employees Association Chapter 274 (CSEA) and the Classified Senate may make appointments to each college governance body with classified professional representation. However, the Classified Senate may not have representation on a given committee “exceeding that offered to” CSEA.

Managers

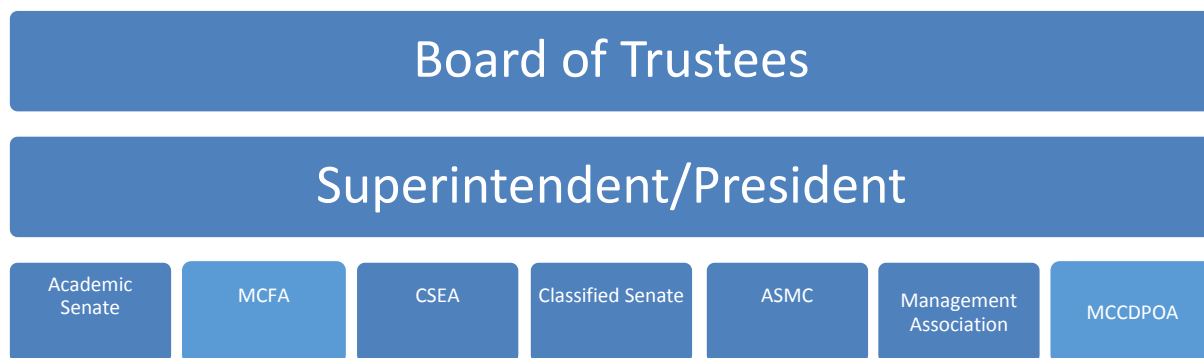
Managers may serve on committees, councils and task forces as representatives of their constituency group, as ex officio members, or as resource persons. At times their role is also to provide staff support. Managers are also responsible for implementing and enforcing the policies and procedures approved through participatory governance processes.

The Management Association officers, in consultation with the Superintendent/President, appoints management representatives to College governance bodies.

Superintendent/President and Cabinet

The Superintendent/President represents the Board of Trustees in governance matters, and the vice presidents serve under him or her as the Cabinet. All may serve as ex officio members of participatory-governance committees, but unlike the rest of the managers at the College, none is a member or representative of the Management Association officers.

The chart below depicts the constituency groups at Merced College.



Ex Officio Membership

A member of any constituency group may serve as an ex officio on College governance bodies. There has been some ambiguity in the use of this term at Merced College in the past, which makes it especially important to clarify its application in this *Handbook*, and to distinguish between ex officio members of a group and resource persons who may contribute to the work of that group.

- A committee’s formal description may specify, or a committee may request, regular or as-needed participation from a person who has special expertise related to the committee’s work, without naming that person as a full member. That person becomes a *resource person* for the committee. For example, a college researcher may attend meetings of an SLO committee to provide advice on assessment methodology, or meetings of a program review group to help members interpret student performance data, and yet not serve as a full member of those groups. In those cases the researcher is a resource person.
- In contrast, an ex officio committee member, who by the simplest definition serves by virtue of his or her office, is a full member, with the same privileges and responsibilities as all other members. If a particular office (typically a title or function) is named in a committee’s charge document as an ex officio member of the committee, then the person holding that office serves as a full member until he or she ceases to hold that office, at which point the next incumbent takes that spot on the committee roster.
- For example:
 - All the members of College Council (Superintendent/President, Academic Senate President, Management Association President, and so on) are named by virtue of their office, and are thus ex officio. They are all privileged to make motions, vote, participate in consensus, and otherwise fully participate in the Council’s work. When a new Academic Senate President assumes office, then he or she takes the Council slot formerly occupied by his or her predecessor, and the same is true of all the other ex officio slots.
 - The Council’s formal description also identifies the Associate Vice President of External Relations as a resource person, and specifies that “other resource persons as

needed” may be asked to serve. Such resource persons are not full members of the Council, but still make a valuable contribution to the quality of the Council’s deliberations.

- In this publication, the term “resource person” has been adopted in lieu of the term “ex officio member” used in the December 2009 *Merced College Planning Handbook*.
- *Ex officio* members may also serve as constituency representatives.
- All ex officio members of participatory-governance groups listed in this publication, as distinct from appointed constituency representatives, have no set membership term, but rather serve continuously.

Inclusiveness and Effectiveness in Governance

Introduction

Participatory governance can occur effectively only if there is participatory responsibility by all the constituencies that are impacted by the decisions made. To develop and maintain a college climate that encourages and supports participation in governance, certain facilitative steps must be taken. These steps may be specific to each of the constituencies, or they may apply to the college community in general.

Facilitating Effective Faculty Participation

The full participation of faculty is critical to participatory governance. The faculty shares responsibility for many important functions of the College, including curriculum, educational program development, program review and institutional planning processes, and other academic and professional matters. Though the work calendars for faculty include time for committee participation and leadership, some faculty might choose not to participate because they see their roles as instructors or service providers as more central. The Academic Senate can facilitate participation in part by communicating at least annually with faculty members to determine their strengths, interests, preferences, and the amount of time they have available for committee participation. For certain committees, the Senate may wish to identify replacement members before the end of an incumbent's term to facilitate shadowing and mentoring before full participation is expected.

Faculty vacancies on committees should be reported to the Academic Senate at the earliest opportunity to ensure a timely replacement.

Facilitating Effective Classified Professional Participation

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

Classified Professional vacancies on committees should be reported to the Classified Senate or CSEA as applicable at the earliest opportunity to ensure a timely replacement.

Facilitating Effective Management Participation

Managers often serve on multiple committees, in part because they are operationally responsible for implementing many of the tasks recommended by committees. In addition, many committees list managers as ex officio members. If a scheduling conflict arises for a given meeting, a management representative may send a designee, but must notify the committee

chair that they are doing so. However, if an appointed manager has to send a designee on more than an occasional basis, it may be appropriate to ask the Management Association officers to designate another appointee. Management vacancies on committees should be reported to the Management Council and the Superintendent/President at the earliest opportunity to ensure a timely replacement.

Facilitating Effective Student Participation

Student involvement in participatory governance is vital, but it is sometimes difficult to accomplish on a regular basis. Students often have limited knowledge of governance and their role in governance which results in a lack of confidence in serving on a committee. A student representative may stop attending committee meetings because of other demands, leaving the students without a representative voice. For these reasons it is recommended each committee chair either acts as or appoints a student mentor to ensure that students have the opportunity to learn about participatory governance and participate effectively in it. Chairs can also facilitate students' participation by asking directly for their input, providing reinforcement for their contributions, and ensuring that communication with committee members occurs in a student-friendly way. Student vacancies on committees should be reported to the ASMC President and the ASMC Faculty Advisor at the earliest opportunity to ensure a timely replacement.

Facilitating Effective Participation by All College Divisions

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

Managers, constituency group leaders, and others in leadership positions should do what they can to facilitate effective service in and communication about participatory governance issues in their areas of responsibility. Helpful actions include the following:

- Ask representatives to report committee activities at department, constituency group, and other meetings;
- Encourage colleagues to stay informed about important College issues, for example by reading MC-all emails, newsletters, and Board agenda packets;
- Encourage colleagues to read, review, and respond to drafts of important collegewide documents, such as accreditation reports or the Strategic Plan.

Evaluating and Improving Effectiveness

Every college wide participatory-governance committee should complete a self-evaluation annually, and make reports of accomplishments and recommendations for improvement to College Council. Using committee reports and other information, the Council monitors the effectiveness of governance processes and structures, and uses its findings to recommend improvements as needed.

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

- Review of the committee's charge, size, and representation;
- Description of the most significant accomplishments of the committee for the cycle under consideration, including degree of fulfillment of its charge and progress on previously identified committee goals;
- Identification of the committee's principal operational strengths (e.g., collaboration, communication, use of evidence);
- Operational improvements (including any changes to committee charge, size, or representation, as well as other improvements) that the committee recommends in order to maintain or enhance its effectiveness during the next cycle;
- Evaluation of the nature and extent of alignment or integration between the committee's work and:
 - The College's mission;
 - The College's strategic plan and/or other higher-level plans and planning and decision-making processes;
 - Related processes and/or the work of related committees;
- Committee goals for the next cycle.

Each committee also will self-assess the effectiveness of their processes on an annual basis. The survey can be modified if needed for individual committee needs. The survey provides key points that should be considered when conducting a self-assessment.

Participatory Governance Committee Responsibilities

Members

Preparation: Prepare thoroughly for each meeting. That means reading distributed materials, keeping up with homework assignments, and bringing questions and comments. If you do that, you won't lose your way, and you can be confident that your questions and comments are well-founded.

Attendance and Active Engagement

- Attend all meetings. If you must miss a meeting, let the convener know ahead of time if possible, and ask another member to share meeting notes and materials with you.
- Participate actively in the discussion. That means:
 - Listen carefully to others;
 - Stay on point and on task;
 - Distinguish between fact and opinion whenever possible;
 - Evaluate what you hear based on what you have learned in the committee, but also on what you know outside the committee context;
 - Think before you speak;
 - Speak up. Follow the practice of the committee in requesting/taking a turn to speak, but if you can't get a word in edgewise, raise your hand and catch the convener's eye;
 - If you express an opinion, be prepared to back it up;
 - If you do not understand something, ask a question; Chances are that others in the room are equally at sea.

Sharing: Share ideas, notes, and materials with other members who request them.

Perspective: A representative must consider not just what would be good for his or her constituency group or office or set of associates, but what would be good for the institution and its students as a whole. That means you cannot view everything through the lens of your own job or group—you must rise above that, and take an institutional perspective.

Communication: Communicate frequently with constituents and colleagues, informing them of progress and soliciting their input at every stage, and then express their issues and concerns in meeting deliberations.

Ethics: In performing their roles on college committees and councils, members should always adhere to the Institutional Code of Ethics, which is included in Administrative Procedure 3050 and reproduced in the Introduction to this handbook.

Convener/Chairs

- Convene and chair meetings and keep members informed of the schedule.

- Facilitate the committee's development and observance of committee operational and ground rules.
 - Meeting etiquette
 - Attendance
 - Decision model
 - Other rules
- Facilitate progress by keeping the committee on task, and ensuring that everyone gets the chance to be heard.
- Facilitate resolution of procedural and behavioral issues with sensitivity, grace, and a sense of humor.
- Develop information and materials and distribute them to members in timely fashion as needed.
- Act as or appoint a student mentor.
- Provide clerical and logistical support, including duplicating, mail, etc., as appropriate.
- Maintain a written record of the results of each committee meeting and make it available to all members and to the campus community.
- Notify the appropriate constituency group when a vacancy occurs.

Participatory Governance Committee Operational and Ground Rules

At the first meeting of a new committee, and at the first meeting each year of an existing committee, the convener should facilitate the committee's review of its charge, size, and representation, and its development of operational and ground rules in at least the areas listed below, to ensure a participatory understanding among all members of the committee.

Note that committees to which the Ralph M. Brown Act (Gov. Code Sections 54950 et. seq.) is applicable have special operational requirements. In general, the Brown Act applies only to committees formed by action of the Board of Trustees. As of publication of this Handbook, the only groups at Merced College that are required to abide by the Brown Act are the Academic Senate, the Curriculum Committee, the Associated Students of Merced College, and the Proposition 39 Bond Oversight Committee.

Quorum

The term "quorum" refers to the minimum percentage or number of members of a committee which must be present before the members can conduct valid business. While a quorum for legislative bodies is a majority of the members, for voluntary groups such as college committees it can be less than a majority. Many committees set quorum as those present, to ensure that the work of the committee proceeds regardless of how many show up. Others set quorum as a percentage of the membership, or the presence of at least one representative from each constituency group, or some other reasonable criterion. Committees should revise or confirm their quorum rules at the first meeting of the academic year.

Open vs. Closed Meetings

Any individual may attend and fully participate in meetings designated as open. At Merced College, all college wide participatory-governance committee meetings, and almost all other committee meetings, are open. However, some committees may review and discuss confidential information as part of their charge, and meetings of these groups may be designated as closed. Non-members of such a committee may not attend unless the committee invites them. Examples of such committees include hiring committees and collective bargaining negotiation teams.

Attendance Standards

The committee should establish operational rules specifying acceptable attendance standards and what the convener should do if a member consistently fails to adhere to them.

Committee Decision Models

Committees may choose to use one of the common decision models described below. There are advantages and disadvantages to each model. Many Merced College participatory governance committees operate by consensus, which tends to produce results with the widest buy-in across constituency groups, but developing consensus sometimes takes considerable time. Majority

vote yields a clear-cut decision relatively quickly, but may obscure the opinions and viewpoints of dissenting members. A mixed model allows committees to adopt majority rule for some decisions and consensus for others, but the situations to which each model applies must be carefully defined and the rules must be applied consistently. Committees should revise or confirm the decision model they will use at the first meeting of the academic year.

Consensus

Consensus is a way to arrive at a participatory understanding and a mutually agreeable path of action for the greater good. A formal process of achieving consensus ideally requires serious treatment of the considered opinions of all members. Attention should be given to dissenting opinions, so that issues can be fully examined. Consensus does not mean unanimity, however: Dissent on minor points, or even mild dissent on a major point, is to be expected. As long as all representatives have had a chance to speak their minds, a few dissenting opinions should not keep the group from finding a solution acceptable enough to all for the committee to move forward.

The following is one example of a method for generating consensus on a difficult issue:

- Clarify the problem or question being addressed;
- Determine the essential criteria for a good solution (e.g., organization, cost, scale, scope, acceptance), and ensure that all members understand and buy into the essential criteria;
- Brainstorm a range of alternative solutions;
 - Do not evaluate the alternatives during brainstorming
 - Record all alternatives in a comprehensive list that can be seen by everyone
- Take a straw poll to check for the possibility of early agreement. If there is only a little disagreement, determine and if possible resolve the reasons for the disagreement;
- Evaluate alternatives according to the essential criteria;
 - If any alternatives require further research, carry out that research
 - Rule out any alternatives that fail to meet the criteria or are rejected by the committee after reflection
- Make a decision which might involve combining or modifying the remaining alternatives to elicit consensus.

Majority Vote

Majority vote is a decision rule that selects the alternative that has the support of a majority, that is, more than half the votes. If there are more than two choices on which to vote, a committee can elect instead to use plurality—a decision rule that selects the option with the most votes.

Mixed Model

Committees may find that a mixed model for decision-making, in which consensus applies in certain prescribed situations and majority rule applies in others, works best for them. It is important that committees make a careful, proactive decision on which decision model is to be

used for which situations, that those situations are mutually exclusive, and that the rule is thereafter applied consistently. For instance, a committee may use consensus for most decisions, but reserve majority vote for one or two specific types of decisions.

Note that using majority vote as a fallback method to resolve a lack of consensus is not an appropriate application of the mixed model. Most of the time, such an approach merely serves to undermine members' confidence in the collaborative decision-making process.

Meeting Notifications

Agendas for all meetings should be available to all members no later than two days prior to the meeting. (If materials that should be read prior to a meeting are customarily distributed with the agenda, then the convener should ensure that the distribution schedule gives all members sufficient time to consider all the materials.) Meeting announcements can be posted on the committee website, and committee members may be notified via email or other mutually agreed-upon method.

Minutes or Summaries

Whether or not a specific group is governed by the Brown Act, college participatory-governance committee deliberations, votes, and decisions, as well as the method used to arrive at them, should be open to the entire college community. In the interests of transparency and participatory understanding, all college participatory-governance committees should record and post committee minutes on the MC4Me sharepoint website under the appropriate committee name.

Ground Rules

Committees will find it helpful to adopt ground rules that support the expression of mutual respect and expedite dialogue, regardless of the decision model chosen. Committees should revise or confirm their ground rules at the first meeting of the academic year. Examples of some typical ground rules are listed below:

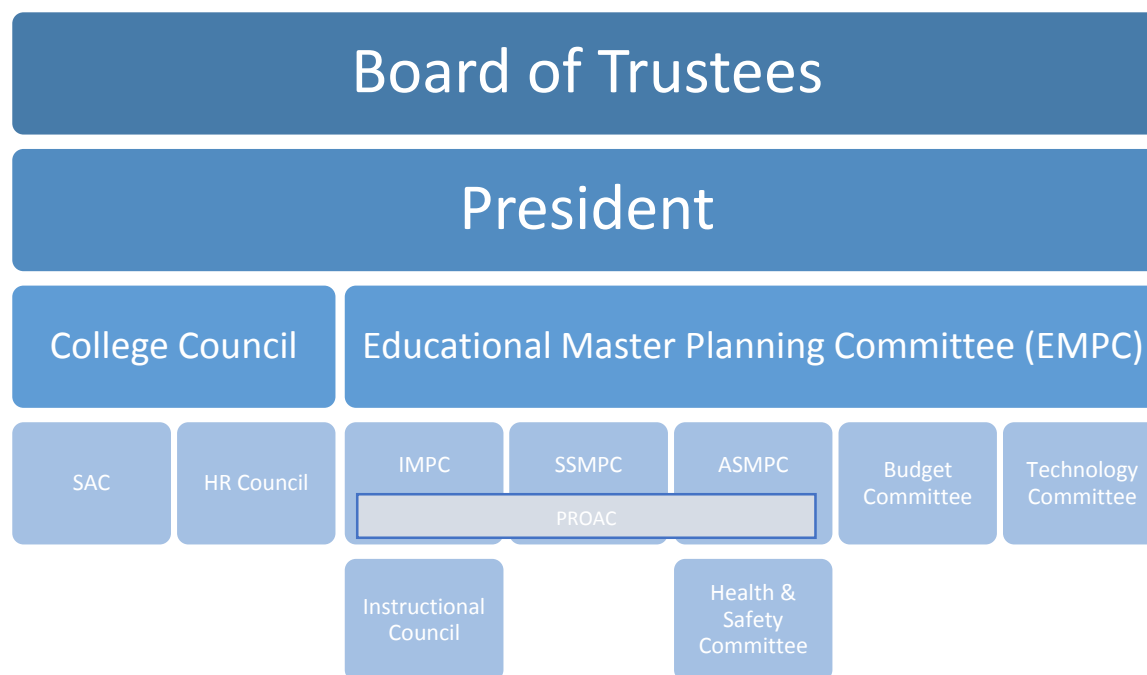
- Adhere to attendance standards;
- Arrive on time, fully prepared to participate, with all homework completed and necessary materials in hand;
- At breaks, leave and return on time;
- Silence your cell phone;
- If you must receive or make a call or text message, leave the room quietly to do it and return as quickly as possible to avoid missing the discussion.
- Listen to others actively and respectfully;
- Be open-minded and receptive to others' ideas. Avoid rolling your eyes, smirking, glaring, and expressing hostility, even if you disagree;
- Permit each speaker to finish before making your own contribution to the discussion;
- Be succinct in your comments, and do not monopolize a discussion or take more than your fair share of meeting time;

- Minimize side conversations, and keep them very quiet, when others are speaking;
- Encourage the participation of members who might appear reticent.

In most cases, the convener has the primary responsibility to ensure that operational and ground rules are observed, and to iron out committee problems such as failures to meet member responsibilities or breaches of ground rules. However, members can help, too, by modeling best committee practices, and by calling attention to such problems frankly and courteously.

Reporting Relationships Among Governance Structures

The chart below depicts the reporting relationships among the major participatory-governance committees covered in this Handbook.



The Board of Trustees and the Superintendent/President

Board of Trustees. Education Code Section 70902(a) places each California community college district under the control of a governing board, and requires it to “establish rules and regulations not inconsistent with the regulations of the [system’s] board of governors [i.e., Title 5] and the laws of this state for the government and operation of one or more community colleges in the district.” Section 70902(b) sets forth the core responsibilities of all such boards, including the Merced Community College District Board of Trustees:

In furtherance of subdivision (a), the governing board of each community college district shall do all of the following:

- (1) Establish policies for, and approve, current and long-range academic and facilities plans and programs, and promote orderly growth and development of the community colleges within the district. In so doing, the governing board shall, as required by law, establish policies for, develop, and approve, comprehensive plans. The governing board shall submit the comprehensive plans to the board of governors for review and approval.

- (2) (A) Establish policies for and approve credit courses of instruction and educational programs. The educational programs shall be submitted to the board of governors for approval. A credit course of instruction that is not offered in an approved educational program may be offered without the approval of the board of governors only under conditions authorized by regulations adopted by the board of governors.
- (B) The governing board shall establish policies for, and approve, individual courses that are offered in approved educational programs, without referral to the board of governors.

Note: On January 1, 2014, a significantly different version of (2) will go into effect; the new language is as follows: "Establish policies for and approve courses of instruction and educational programs. The educational programs shall be submitted to the board of governors for approval. Courses of instruction that are not offered in approved educational programs shall be submitted to the board of governors for approval. The governing board shall establish policies for, and approve, individual courses that are offered in approved educational programs, without referral to the board of governors."

- (3) Establish academic standards, probation, dismissal, and re-admission policies, and graduation requirements not inconsistent with the minimum standards adopted by the board of governors.
- (4) Employ and assign all personnel not inconsistent with the minimum standards adopted by the board of governors, and establish employment practices, salaries, and benefits for all employees not inconsistent with the laws of this state.
- (5) To the extent authorized by law, determine and control the district's operational and capital outlay budgets. The district governing board shall determine the need for elections for override tax levies and bond measures, and request that those elections be called.
- (6) Manage and control district property. The governing board may contract for the procurement of goods and services as authorized by law.
- (7) Establish procedures not inconsistent with [Note: On January 1, 2014, the phrase "not inconsistent with . . ." will be replaced by "that are consistent with . . ."] minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.
- (8) Establish rules and regulations governing student conduct.
- (9) Establish student fees as it is required to establish by law, and, in its discretion, fees as it is authorized to establish by law.
- (10) In its discretion, receive and administer gifts, grants, and scholarships.

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| <p>(11) Provide auxiliary services as deemed necessary to achieve the purposes of the community college.</p> <p>(12) Within the framework provided by law, determine the district's academic calendar, including the holidays it will observe.</p> <p>(13) Hold and convey property for the use and benefit of the district. The governing board may acquire, by eminent domain, any property necessary to carry out the powers or functions of the district.</p> <p>(14) Participate in the consultation process established by the board of governors for the development and review of policy proposals.</p> |
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Note that Section 70902(b)(7) above is the basis for the participatory-governance requirements set forth in Title 5 and discussed in the *Local Practice under Title 5* section above.

The Board of Trustees is thus ultimately responsible for the governance of the College on behalf of the citizens of the District. Board Policy 2200 sets forth the Board's own list of its essential responsibilities:

- Represent the public interest;
- Establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations;
- Hire and evaluate the CEO;
- Delegate power and authority to the chief executive officer to effectively lead the District;
- Assure fiscal health and stability;
- Establish the climate in which educational goals are accomplished;
- Monitor institutional performance and educational quality;
- Advocate and protect the District.

Superintendent/President. Under Board Policy 2430, the Board of Trustees delegates authority as follows to the Superintendent/President:

- The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action;
- The Superintendent/President may delegate any powers and duties entrusted to him or her by the Board, including the administration of colleges and centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties;
- The Superintendent/President is empowered to reasonably interpret board policy. In situations where there is no board policy direction, the Superintendent/President shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the Superintendent/President to inform the Board of such action and to recommend written board policy if one is required;
- The Superintendent/President is expected to perform the duties contained in the Superintendent/President's job description and fulfill other responsibilities as may be

determined in annual goal-setting or evaluation sessions. The job description and goals and objectives for performance shall be developed by the Board in consultation with the Superintendent/President;

- The Superintendent/President shall ensure that all relevant laws and regulations are complied with and that required reports are submitted in timely fashion;
- The Superintendent/President shall act as the professional advisor to the Board in policy formation.

The Superintendent/President is the Board's representative in participatory-governance matters.

Standing Committees Reporting to the Superintendent/President

College Council

Mission/Charge

I. Purpose

- A. The fundamental purpose of the College Council is to provide information, facilitate communication, and solve problems related to participatory governance. It also serves to facilitate reviews of proposed changes to policies and procedures as well as newly proposed policies and procedures, and recommends to the Superintendent/President.
- B. The Council may take on additional responsibilities appropriate for the top-level participatory governance body at the College.
- C. All action items approved by the Council constitute recommendations to the Superintendent/President.
- D. The Council makes its recommendations on the basis of consensus.

II. Roles

- A. The Council is to function as a clearinghouse for potential or actual participatory governance issues.
 1. Refer issues to appropriate organizational structures if they already exist.
 2. If they do not exist, recommend establishment of new committees, to include the following elements:
 - a. Specific committee charges
 - b. Number of members
 - c. Selection/representation criteria
 - d. Terms of service
 - e. Reporting
 3. Engage in regular two-way communication with constituent groups and the campus community about issues.
- B. The Council provides information on and models best practices for participatory governance committees. For example:
 1. Develop and distribute a description of the membership and responsibilities that the college expects to be fulfilled on its committees.

2. Adhere to best practices in committee representation. For example, representatives should participate in discussions and decision-making acting on behalf of their constituents and for the benefit of the District.
 3. Explore alternative practices for committee decision models and quorums.
 4. Provide information on open-meeting practices.
 5. Provide information on interpretation and application of Title 5 governance requirements.
- C. The Council serves as a forum for discussion of the progress of identified participatory governance committees that report to it, as needed.
- D. The Council assumes oversight and maintenance of the Participatory Governance Handbook and Integrated Planning Handbook.
- E. The Council monitors policies and procedures related to participatory governance, and recommends modifications thereof, or new policies or procedures, as needed.
- F. The Council coordinates the systematic evaluation of governance and administrative structures, processes, and services. For example:
1. Request and participate in the design of surveys
 2. Monitor committee participation by constituencies and areas
- G. In consultation with EMPC, evaluates annually, the integrated planning process and recommends improvements to the process.

Membership

Members

- Superintendent/President
- Vice Presidents/Associate Vice Presidents
- Academic Senate President
- Classified Senate President
- Associated Students President
- Management Association President
- Faculty Association President
- CSEA President
- Dean of Institutional Effectiveness

Resource Persons

- Other resource persons as needed

Member Terms

All members are ex officio.

Meeting Schedule

The College Council meets monthly throughout the calendar year.

Reporting Relationships

All action items approved by the Council constitute recommendations to the Superintendent/President.

The following standing committees report to the College Council:

- Standing Accreditation Committee (SAC)
- Human Resources Council

Evaluation

The Council self-evaluates annually.

Minutes and Other Documentation

https://mc4me.mccd.edu/MC_Council/Minutes

Educational Master Planning Committee (EMPC)

Mission/Charge

The Educational Master Planning Committee (EMPC) serves as the oversight committee for all Merced College master planning committees to ensure a student-centered focus in the District. It oversees development of and progress on the Educational Master Plan and Strategic Implementation Plan for the District. It reviews and recommends resource allocations, evaluates institutional resource requests forwarded by other master planning committees, and makes recommendations to the Superintendent/President on college-wide resource priorities. EMPC fosters communication among master planning committees, including disseminating information regarding budget development. EMPC also ensures that institutional outcomes are evaluated and implemented and that there is development of component goals within the master planning committees that align with the institutional goals. EMPC is charged with determining an instrument and process that can be used to review and evaluate the integrated planning process. The instrument will then be administered to the major planning committees.

Membership

Members

- Co-chairs (2): Vice President of Instruction or Vice President of Student Services and Academic Senate President
- Co-chairs of Master Planning Committees (6)
- Associate Vice President of Human Resources
- Associate Vice President of Technology Services
- Academic Senate representatives (2)
- Merced College Faculty Association representatives (2)
- Classified Senate representatives (2)
- California School Employees Association representatives (2)
- Associated Students representatives (1-2)
- Management representative (1)
- Noncredit: faculty or management representative (1)

- Office of Institutional Effectiveness representative (1)
- Note: At least one member from the above mentioned groups must be a representative from the Los Banos Campus.

Resource Persons

- Student Learning Outcomes (SLO) Coordinator
- Student Services SLO Coordinator
- Student Services Program Review Coordinator
- Associate Vice President of External Relations
- Recorder

Member Terms

Appointed members serve two-year terms. Co-chairs serve on staggered two-year terms.

Meeting Schedule

Once per quarter during the fall and spring semesters (February, May, September, and December)

Reporting Relationships

- EMPC recommends directly to the Superintendent/President.

Evaluation

The committee self-evaluates annually.

Minutes and Other Documentation

https://mc4me.mccd.edu/presidents_office/pres_committees/empc/default.aspx

Standing Committees Reporting to College Council

Standing Accreditation Committee (SAC)

Mission/Charge

The purpose of the Standing Accreditation Committee is to provide ongoing coordination and support in relation to the requirements of the Accrediting Commission for Community and Junior Colleges (ACCJC). The committee reports to College Council. College Council will determine representation and membership, consistent with the college's participatory-governance practices.

In regard to accreditation processes and requirements, the primary responsibilities of the Standing Accreditation Committee include the following:

- Assist the Accreditation Liaison Officer (ALO) with the development of an annual calendar that will include committee meetings, training, and other events to inform the college community;
- Participate in appropriate training in order to become expert resources for the rest of the campus community;
- Coordinate the training of faculty, staff, and management;
- Assist the ALO in monitoring and guiding the accreditation process for the entire college;
- Organize and coordinate the work of faculty, staff, and management in the preparation of the Institutional Self-Evaluation Report;
- Replace or add members or other contributors when needed, if progress and milestones in production of the Institutional Self-Evaluation Report are not being met;
- Provide a forum for ongoing campus dialogue on accreditation issues and practices;
- In consultation with appropriate governance structures and processes, recommend faculty and staff to the Superintendent/President for subcommittees;
- Recommend to the Superintendent/President a pool of candidates to assist in identifying information resources, writing and editing the Institutional Self-Evaluation Report under the supervision of the ALO;
- Review and provide input on midterm, substantive change, follow up, or other special reports to the Commission. If requested by the ALO, members may assist with drafting the reports;
- Report to the College Council on a regular basis regarding current activities and progress;
- Members will be willing to serve on ACCJC accreditation teams.

Membership

Members

- Accreditation Liaison Officer (Chair)
- Standard I: Institutional Effectiveness
 - Institutional Research representative
 - Faculty representative from PROAC
- Standard II: Student Learning Programs and Services
 - A: Instructional Programs
 - Vice President of Instruction or Dean
 - Faculty representative with SLO experience
 - B: Student Support Services
 - Vice President of Student Services or Dean
 - Faculty representative with program review experience
 - C: Library and Learning Support Services
 - Dean of Learning Resources Center and Distance Education
 - Faculty representative: Librarian
- Standard III: Resources
 - A, B, and D: Human Resources, Physical Resources, Financial Resources

- Administrative Services Vice President or Manager
- Associate Vice President of Human Resources
- Classified representative
- C: Technology Resources
 - Associate Vice President of Information Technology Services
 - Classified representative
- Standard IV: Leadership
 - A: Superintendent/President
 - B: Academic Senate President or appointed designee

Resource Persons

- Public Information Officer
- Administrative Assistant
- Students

Member Terms

Appointed members serve staggered two-year terms.

Meeting Schedule

Monthly during the fall and spring semesters, unless otherwise determined by the ALO, and as needed during the summer

Reporting Relationships

The committee reports to College Council.

Evaluation

The committee self-evaluates annually.

Minutes and Other Documentation

<https://mc4me.mccd.edu/accreditation>

Human Resources Council

Mission/Charge

Membership

Resource Person(s)

Member Terms

Meeting Schedule

Reporting Relationship

Evaluation

Minutes and Other Documentation

Standing Committees Reporting to the Educational Master Planning Committee (EMPC)

Administrative Services Master Planning Committee (ASMPC)

Mission/Charge

The mission of the Administrative Services Master Planning Committee (ASMPC) is to promote the College's strategic priorities by providing support for high-quality, cost-effective administrative services that support Merced College's mission while fostering a safe and engaging multicultural environment. In addition, the committee will ensure safe, healthy, comfortable, and acceptable facilities which promote effective and efficient learning. The ASMPC accomplishes its mission by:

- Providing direction and oversight for administrative planning, program review, and resource allocation;
- Planning for how Administrative Service areas support all areas of the District in an ever changing environment;
- Maximizing the efficient use and sustainable use of technology, personnel, facilities financial and resources;
- Educate managers about the functions of Administrative Services and ASMPC and the process for submitting requests for funding, equipment and/or other support in relationship to established service area outcomes;
- Developing and implementing the District's Facilities Master Plan;
- Reviewing projects that impact campus facilities; and,
- Acting as a recommending body to EMPC on all project requests that impact campus facilities.

Membership

Members

- Co-Chairs (2): Faculty or classified professional representative elected by ASMPC membership and Vice President of Administrative Services
- Dean, Learning Resources Center
- AVP Information Technology Services
- Dean of Instruction
- Dean, the Los Banos Campus or designee (1)
- Management Team representative (1)
- Student Services representative (1)

- MCFA representative (1)
- Academic Senate representatives (2)
- CSEA representative (1)
- Classified Senate representatives (2)
- ASMC representative (1)
- Director, Facilities Management
- Manager, Purchasing
- Director, Law Enforcement
- Manager, Bookstore
- Manager, Graphic Communications
- Director, Risk and Environmental Safety
- Director, Business and Fiscal Services
- Director, Landscape, Farm Management and Special Projects

Resource Persons

- Recorder, Administrative Assistant, Vice President Administrative Services
- Manager, Capital Planning and Events

Member Terms

Membership is continuous, with the exception of representatives from MCFA, CSEA, Academic Senate, Classified Senate, Management Team, and Deans each serve two-year terms, and representative from ASMC serves a one-year term.

Meeting Schedule

Monthly during the fall and spring semesters

Reporting Relationships

The committee reports to the Educational Master Planning Committee.

Evaluation

The committee self-evaluates annually.

Minutes and Other Documentation

https://mc4me.mccd.edu/admin_ser_new/committees/asmpc

Administrative Services Program Review Oversight Committee (ASPROC)

The Oversight Committee ensures that the program reviews from each program in Administrative Services are complete, accurate, and free from contradictions. They do not reassess the program. The Oversight Committee makes written comments and recommendations.

Membership

- Dean, Los Banos Campus
- Student Services Program Review Coordinator
- Manager, Capital Planning and Events Bookstore Manager
- Administrative Assistant, Vice President Administrative Services

Budget Committee

Mission/Charge

The Budget Committee assists the Vice President of Administrative Services on matters pertaining to budget development. The budget, as presented, includes projections of current year income and expenditures as well as a breakout of the reserves by various categories. All action items approved by the Budget Committee constitute recommendations to the Vice President of Administrative Services.

The Budget Committee accomplishes its mission by:

- Making budget assumptions for the following year's budget based on historical data, printed documentation, State sources and other related financial information;
- communicating with the college community about the status of the budget through participatory-governance representation and dialogue;
- Assessing current District revenues and expenditures to develop projected revenues and expenditures for the current and future academic years;
- Reviewing the draft budgets ;
- Creating the budget development calendar; and,
- Review of planned expenditures, budget augmentations and resource allocation.

Membership

Members

- Co-chairs (2): Vice President of Administrative Services and the Academic Senate president
- Associated Students representatives (2) (two members/one-year term)
- Academic Senate representatives (3) (three members/three-year term)
- Classified Senate representatives (2) (two members/three-year term)
- Faculty Association representatives (2) (two members/three-year term)
- CSEA representatives (2) (two members/three-year term)
- Management Team representatives (1) (one member/three-year term)
- Vice President of Instruction (permanent)
- Vice President of Student Services (permanent)
- Director of ITS (permanent)
- Dean of Los Banos Campus (permanent)
- Director of Business and Fiscal Services (permanent)
- Director of Human Resources (permanent)

Resource Persons

- The Administrative Assistant to the Vice President of Administrative Services serves as the committee recorder.
- Budget Analyst

Meeting Schedule

Monthly during the fall and spring semesters. Additional meetings are scheduled as needed.

Reporting Relationships

- The Budget Committee functions within the budget development and master planning processes to assist the Vice President of Administrative Services who reports directly to the Superintendent/President. The Budget Committee reports to the Educational Master Planning Committee (EMPC) and College Council receives budget information through the Board Agenda Review process.

Evaluation

The committee self-evaluates annually.

Minutes and Other Documentation

https://mc4me.mccd.edu/admin_ser_new/committees/budget_cmt/default.aspx

Instructional Master Planning Committee (IMPC)

Mission/Charge

The Instructional Master Planning Committee (IMPC) provides direction and oversight for instructional planning, program review, and resource allocation. IMPC disseminates information to its constituents for the purpose of improving student learning. IMPC supports the development and enrichment of programs and services that provide culturally enriching opportunities for students, who can then take these experiences into the workplace or four-year colleges or universities. Some common tasks include:

- Works collaboratively with PROAC to provide direction for SLOs, program review, planning, and resource allocation process for instruction
- Integrates the content of the discipline program review plans into the long-term instructional master plan
- Integrates accreditation quality focus essays into the instructional master plan
- Works collaboratively with Senate, Curriculum Committee, and PROAC for the establishment, modification, or discontinuance of programs

Membership

Members

- Co-chairs (2): Vice President of Instruction and faculty representative (selected by membership of IMPC)
- Academic Senate representative (1)

- Instructional Cabinet representatives (Deans) (3): elected by membership of the Vice President of Instruction's Cabinet
- Curriculum Committee representative (1)
- Area faculty representatives (6)
- Instructional Council representative (1)
- Counseling/LRC representative (1)
- Classified Senate representative (1)
- CSEA representative (1)
- MCFA representative (1)
- PROAC representative (1)
- Associated Students representative (1) (one year term)
- Non credit representative (1)
- Distance Education representative (1)

Ex Officio Members

- Vice President of Instruction (1)
- Dean, LRC (1)

Member Terms

Members are appointed or elected for two-year terms, unless indicated otherwise.

Meeting Schedule

Monthly during the fall and spring semesters

Reporting Relationships

The committee reports to the Educational Master Planning Committee.

Evaluation

The committee self-evaluates annually.

Minutes and Other Documentation

https://mc4me.mccd.edu/instruction/INTR_Committees/IMPC/default.aspx

Note: See IPRSLOAC under Constituency Group Committees, Academic Senate below.

Student Services Master Planning Committee (SSMPC)

Mission/Charge

The mission of the Student Services Master Planning Committee is to provide broad oversight, advocacy, vision, and direction for all Merced College student services programs to help ensure student success.

Membership

Members

- Co-chairs (2): Vice President of Student Services and Faculty Lead, Counseling
- Academic Senate representative (1)
- Merced College Faculty Association (MCFA) representative (1)
- Management representative (1)
- Dean Student Services
- Director, Office of Relations with Schools
- Director, Disabled Students Program & Services
- Dean, Los Banos Campus
- Classified Senate representative (1)
- Registrar/Director, Financial Aid (Admission & Records)
- CSEA representative (1)
- Associated Students representative (1)
- Director, Extended Opportunity Program & Services
- Dean, Student Equity and Success
- Athletics representative (1)

Resource Persons

- Administrative Assistant to the Vice President of Student Services, who serves as recorder
- SLOs/SAEs/Program Review Coordinator

Member Terms

Membership is continuous, with the exception of representatives from Merced College Faculty Association, California School Employees Association, Management Association, Academic Senate, and Classified Senate who each serve two-year terms, and from the Associated Students of Merced College who serves a one-year term.

Meeting Schedule

Monthly during the fall and spring semesters.

Reporting Relationships

The committee reports to the Educational Master Planning Committee.

Evaluation

The committee self-evaluates annually.

Minutes and Other Documentation

https://mc4me.mccd.edu/student_services/STUSRVCS_committees/SSMPC

Technology Committee

Mission/Charge

The Mission of the Technology Committee is to be an operational committee that provides inclusive discussion of technology related matters that affect all areas of the District, which include the President's Office, Office of Instruction, Administrative Services, and Student Services. The Technology Committee will support the District's Educational Master Plan through participation in the Strategic Implementation Plan and creating and maintaining the Technology Plan.

The purpose of the Technology Committee (TC) is to provide direction and oversight of technology affecting all areas of the District including Instruction, Student Services, Administrative Services, and the President's Office. The TC will create, review, and implement the Technology Plan. The Technology Committee will work collaboratively to provide direction for program review, planning, and resource allocation as it pertains to technology. The TC will serve as a forum to critically examine new strategic technologies and address ways to maximize the efficient/sustainable use of technology resources to support the District's Strategic Goals, as well as meet Accreditation Standards.

Membership

Members

- Chair (1): Associate Vice President, ITS
- Office of Instruction representative appointed by VPI(1)
- Student Services representatives appointed by VPSS (2)
- Administrative Services representatives appointed by VPAS(2)
- ITS Management representative appointed by AVP,ITS (1)
- LMS Classified Professional representative appointed by CTO(1)
- Full-Time Faculty appointed by VPI/Academic Senate (2)
- Part-Time Faculty appointed by VPI/Academic Senate (1)
- Staff Development representative appointed by Director HR(1)
- ITS Classified Professional representative appointed by CTO(1)
- Student representative appointed by ASMC (1)
- Dean, Learning Resources Center (1)
- Dean, Los Banos Campus or their designee (1)

Resource Person(s)

- Administrative Assistant to the Associate Vice President, ITS
- Others such as web designer as needed

Member Terms

Membership is continuous, with the exception of representatives from MCFA, CSEA, Academic Senate, Classified Senate, Management Team, and Deans each serve two-year terms, and representative from ASMC serves a one-year term.

Meeting Schedule

Monthly during the fall and spring semesters

Reporting Relationship

The committee reports to the Educational Master Planning Committee.

Evaluation

The committee self-evaluates annually.

Minutes and Other Documentation

TBD

Standing Committee Reporting to SSMPC, IMPC, and ASMPC

Program Review, Outcomes, and Assessment Committee (PROAC)

Mission/Charge

The primary role of the Program Review, Outcomes, and Assessment Committee is to....

- Coordinate a support structure for the assessment of
 - Program Reviews
 - Course Student Learning Outcomes (SLOs)
 - Services Area Outcomes (SAOs)
 - General Education Learning Outcomes (GELOs)
 - Institutional Learning Outcomes (ILOs);
- Overseeing yearly reviews and/or updates of all program review, as well as course SLO and SAO assessment handbooks;
- Creating a yearly assessment calendar;
- Coordinate a yearly calendar of workshops with a wide variety of topics that include authentic and sustainable assessment;
- Annual update of the “Program Review Assessment Cycle” matrix, which documents all campus wide program reviews and course SLO/SAO assessments dates;
- The chair(s) communicate to the campus community regarding assessment on an ongoing basis through appropriate measures, such as Campus Digest, Convocation, Master Planning Committees updates, etc.;
- The chair(s) assist the technicians as liaison to applicable software companies to troubleshoot software program problems and implement updates.

Membership

Members

- Dean of Institutional Effectiveness, co-chair
- Assessment Coordinators (one is a co-chair):

- Administrative Services
- Student Services
- Instructional Program Review
- Instructional Student Learning Outcomes
- President's Office
- Vice President of Instruction
- Academic Senate President
- Curriculum Chair
- Instructional Dean (1)
- Student Services Dean (1)
- Cohort Assessment Trainers
- Counseling representative (1)
- Library representative (1)
- Faculty Association representative (1)
- CSEA representative (1)
- Classified Senate representative (1)
- Associated Students representative (1)

Resource Persons

- Administrative Assistant
- Researcher
- SLO/SAO Program Review Assistant

PROAC is co-chaired on a rotating basis by one of the Assessment Coordinators and the Dean of Institutional Effectiveness.

Member Terms

Appointed members serve two-year terms.

Meeting Schedule

Monthly from August through May and as needed in June and July.

Reporting Relationships

The committee reports to the Educational Master Planning Committee and provides updates to each of the master planning committees it serves.

Evaluation

The committee self-evaluates annually.

Constituency Groups

The governance responsibilities of the constituency groups are set forth in Title 5; see Appendix A.

Academic Senate

Membership

All faculty members are eligible to serve on the Academic Senate.

Member Terms

Members are elected for two-year terms. The Senate President and officers also serve two-year terms.

Meeting Schedule

Every two weeks during the fall and spring semesters on Thursdays at 11 a.m.

Minutes and Other Documentation

https://mc4me.mccd.edu/academic_senate/default.aspx

Classified Senate

Membership

All classified employees including supervisors, managers, and directors are eligible to serve on Classified Senate.

Member Terms

The President, officers, and members are elected for two year terms.

Meeting Schedule

Monthly throughout the year, normally on the 2nd Thursday.

Minutes and Other Documentation

<https://mc4me.mccd.edu/organizations/class-senate/default.aspx>

Associated Students of Merced College

Membership

All students are eligible to become members of the Associated Students of Merced College.

Member Terms

Officers are elected for one-year terms.

Meeting Schedule

Weekly during the fall and spring semesters

Minutes and Other Documentation

<http://www.mccd.edu/organizations/student/asmc.html>

Merced College Faculty Association (MCFA)

Membership

Membership shall be open to any person who is engaged in or who is on limited leave of absence from professional educational work, is an employee of Merced Community College District, and whose primary assignment is such as not to hold evaluative responsibility over other employees to such an extent as not to be represented in the negotiations process by the bargaining unit.

Member Terms

Officers are elected for two year terms.

Meeting Schedule

The Association shall meet a minimum of 6 times each academic year; the time and place of such meetings to be decided by the Executive Board.

Minutes and Other Documentation

<https://mc4me.mccd.edu/organizations/mcfa/default.aspx>

California School Employees Association Chapter 274 (CSEA)

Membership

Active members of the classified staff of Merced College. Options also exist for retired members.

Member Terms

Officers are elected for one-year terms.

Meeting Schedule

Monthly throughout the calendar year and more frequently when needed.

Minutes and Other Documentation

<http://www.mccd.edu/leadership/csea/csea.htm>

Management Association and Officers

Membership

All college managers and confidential employees are members of the Management Association. The Management Association Officers, coordinates activities of the Management Association; the Superintendent/President and vice presidents are excluded from the Officers.

Member Terms

Management Association membership is continuous, and will change only if employees leave or assume other positions. Management Association Officers serve staggered two-year terms.

Meeting Schedule

Monthly during the fall and spring semesters. Meetings normally occur on the Thursday following the Board of Trustees meeting.

Minutes and Other Documentation

https://mc4me.mccd.edu/presidents_office/mngt_team/default.aspx

Constituency Group Committees

Academic Senate

Curriculum Committee

Mission/Charge

The Curriculum Committee's primary role is to assume responsibility for making recommendations in the areas of curriculum and academic standards.

Membership

Voting Members

- The curriculum committee consists of one or more full-time, tenure track faculty member(s) from each instructional cohort or area including the Learning Resources Center and Counseling.
- Vice President of Instruction
- Instructional deans (2)
- Instructional Student Learning Outcome/Program Review coordinator
- Articulation Officer
- Matriculation Coordinator
- Non-Credit Matriculation Officer
- ASMC representative

Non-voting Members

Faculty member from Los Banos

Institutional Researcher

Instructional Services Technician

Admissions and Records representative

Member Terms

Appointed members serve two-year terms.

Meeting Schedule

Twice monthly during the fall and spring semesters

Reporting Relationships

The committee reports to the Academic Senate.

Evaluation

The committee self-evaluates annually.

Minutes and Other Documentation

https://mc4me.mccd.edu/academic_senate/acad_cmtes/Curric_Cmte/default.aspx

Instructional Program Review and Student Learning Outcomes Committee (IPRSLOAC)

Mission/Charge

- The primary role of the Instructional Program Review/Student Learning Outcomes Assessment Committee is to coordinate a support structure for the assessment of instructional program reviews and course SLOs assessments.
- Members of the committee are charged with overseeing yearly reviews and/or updates of all instructional program review and course SLO assessment handbooks.
- The chair(s) are responsible for the annual update of the instruction sections of the “Program Review Assessment Cycle” matrix, which documents all campuswide program reviews and course SLO assessments dates.
- The chair(s) coordinate a yearly calendar of workshops with a wide variety of topics that include authentic and sustainable assessment.
- The chair(s) facilitate production of the IPRSLOAC newsletter, which is sent to all faculty, deans, and the vice president of Instruction once a year.
- The chair(s) provide training as needed to the area Cohort Assessment Trainers and deans, including a yearly refresher summit, in order to keep faculty abreast of current assessment information and best practice findings.
- The chair(s) work with the area deans to write annual reports that summarize all program reviews under their purview.
- The chair(s), and/or other committee members, attend yearly statewide trainings in order to keep abreast of all current assessment information as well as to share and glean best practice ideas.
- The chair(s) work closely with the SLO program technician to coordinate and facilitate all assessment documentation as needed.
- In conjunction with the SLO program technician, the chair(s) assist in the training of faculty in the use of appropriate software as they pertain to program review and course SLO assessment. The chair(s) also assist the technicians as liaison to applicable software companies to troubleshoot software program problems and implement updates.

Membership

- Cohort Assessment Trainers for each instructional cohort and a faculty representative from Counseling and the Library
- Academic Senate President
- IPRSLOAC Chair (co-chairs)
- Curriculum chair

Chair(s) are appointed by the Academic Senate.

Member Terms

Appointed members serve two-year terms.

Meeting Schedule

Monthly from August through May

Reporting Relationships

The committee reports to the Academic Senate. The chair(s) also provide information to the VPI, ARC, IMPC, and EMPC.

Evaluation

The committee self-evaluates annually.

Minutes and Other Documentation

https://mc4me.mccd.edu/academic_senate/acad_cmtes/IPRSLOAC/programreview/default.aspx

Ad Hoc Participatory Governance Committees/Task Forces

An ad hoc participatory-governance committee or task force is a temporary group representative of all campus constituencies. These committees or task forces are created for a one-time purpose (e.g., to correct an issue of non-compliance with regulation) or to focus on specific subject or emerging trend impacting community colleges. They typically have a deadline by which they must complete their work, after which they dissolve. Ad hoc committees or task forces are charged at the discretion of the Superintendent/President. Recommendations to establish an ad hoc committee or task force can be made to the Superintendent/President by any participatory governance structure or concerned member of the MC community.

For a list of current ad hoc participatory-governance committees or task forces, please contact the Superintendent/President's Office.

California Code of Regulations Title 5 Sections Related to Participatory Governance

As of January 2012

51023.5. Staff.

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

(1) Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this section, management and non-management positions or groups of positions shall be separately defined or categorized.

(2) Participation structures and procedures for the staff positions defined or categorized.

(3) In performing the requirements of subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.

(4) Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.

(5) Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.

(6) The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.

(7) When a college or district task force, committee, or other governance group, is used to consult with staff regarding implementation of this section or to deal with other issues

which have been determined to significantly affect staff pursuant to subdivision (a)(4), the appointment of staff representatives shall be made as follows:

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

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

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

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

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

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

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

Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901, 70901.2 and 70902, Education Code; and Sections 3540 et seq., Government Code.

51023.7. Students.

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

(1) Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.

(2) Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.

(3) Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.

(4) For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.

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

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

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

(d) Nothing in this Section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to the regulations on academic senates contained in Sections 53200-53206.

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

Note: Authority cited: Sections 66700 and 70901(b)(1)(E), Education Code. Reference: Sections 70901(b)(1)(E), 70902(b)(7) and 76060, Education Code.

ARTICLE 2. ACADEMIC SENATES

53200. Definitions.

For the purpose of this Subchapter:

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

(b) "Academic senate," "faculty council," and "faculty senate" means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and

to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term "academic senate" also constitutes reference to "faculty council" or "faculty senate."

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

- (1) curriculum, including establishing prerequisites and placing courses within disciplines;
- (2) degree and certificate requirements;
- (3) grading policies;
- (4) educational program development;
- (5) standards or policies regarding student preparation and success;
- (6) district and college governance structures, as related to faculty roles;
- (7) faculty roles and involvement in accreditation processes, including self-study and annual reports;
- (8) policies for faculty professional development activities;
- (9) processes for program review;
- (10) processes for institutional planning and budget development; and
- (11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

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

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

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

53203. Powers.

(a) The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters. This requirement to consult collegially shall not limit other rights and responsibilities of the academic senate which are specifically provided in statute or other Board of Governors regulations.

(b) In adopting the policies and procedures described in Subsection (a), the governing board or its designees shall consult collegially with representatives of the academic senate.

(c) While in the process of consulting collegially, the academic senate shall retain the right to meet with or to appear before the governing board with respect to the views, recommendations, or proposals of the senate. In addition, after consultation with the administration of the college and/or district, the academic senate may present its views and recommendations to the governing board.

(d) The governing board of a district shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:

(1) in instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.

(2) in instances where the governing board elects to provide for mutual agreement with the academic senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

(e) An academic senate may assume such responsibilities and perform such functions as may be delegated to it by the governing board of the district pursuant to Subsection (a).

(f) The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the chief executive officer or his or her designee, by the academic senate. Notwithstanding this Subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

53204. Scope of Regulations.

Nothing in this Subchapter shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between collective bargaining representatives and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to these regulations.

Note: Authority cited: Sections 66700 and 70901 Education Code. Reference: Sections 70901 and 70902, Education Code.