STATE CENTER
COMMUNITY COLLEGE DISTRICT

ROLES OF CONSTITUENTS
IN
DISTRICT DECISION MAKING

Approved: Chancellor's Cabinet: April, 25, 2016

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Introduction

State Center Community College District's (SCCCD) collegial culture, dialogue, and trust among trustees, faculty, staff, administration, and students provide a solid foundation for student success. District stakeholders are committed to ensuring the highest quality education and meeting diverse learner needs, which can only be fostered in an atmosphere of mutual collaboration and respect. In an effort to provide a transparent and accessible definition of this goal SCCCD developed a Strategic Plan, which reinforces a districtwide commitment to the following values:

Excellence: So that every student will have the opportunity to benefit from an educational experience of the highest quality, we are committed to excellent teaching, learning, quality instruction, support services, and co-curricular activities.

Diversity: We are committed to cultivating a welcoming environment for all and we will promote and celebrate diversity in our student body, faculty, staff and administration.

Integrity: We will be accountable, honest, transparent, and adhere to the highest professional standards to ensure that every student has the opportunity to receive an excellent education. We are committed to removing barriers to student success.

Continual Improvement: We will continually evaluate our policies and practices to sustain and improve the quality of our programs and services. We will utilize effective planning procedures and commit to making decisions based upon the systematic use of relevant data.

Stewardship: We are committed to the enhancement, preservation, conservation, and effective utilization of our resources.

Community: We value the community we serve and strive to work as a good neighbor, and partner with the people, businesses and organizations of the San Joaquin Valley.

Communication: We are committed to open communication among all members of the District, and with the external community of which we are an integral part. We will ensure freedom of speech, collaboration and mutual respect.

In order to clarify and improve districtwide communication and decision-making, this document describes how decisions are made in the State Center Community College District. These decision-making processes ensure opportunities for meaningful collaboration and that constituent groups have the opportunity to participate and provide input.

Participatory Governance

"Shared governance" is not defined in the Education Code, Title 5, nor any other statute or regulation. There is, however, the provision in Title 5, California Code of Regulations section 51203.5(a) (4) that "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."

The following are strategies for strengthening decision-making within SCCCD:

- Clearly define roles for employees at all levels of SCCCD;
- Clearly articulate decision-making processes;
- Develop goals and priorities through collaboration;
- Develop systems of accountability to ensure consistent adherence to those goals and priorities:
- Rely on data to inform decisions and set priorities;
- Create venues for representatives of the sites to collaborate with each other for the benefit of students Districtwide.

This document describes the roles of constituents in decision-making processes and delineates the processes by which recommendations to the Chancellor are developed by describing:

- The structure and function of each group that contributes to the development of those recommendations and
- The alignment of the groups to one another.

Guidelines for Committees and Workgroups

- Select representatives who are able to meet the function of the committee.
- Members should be chosen for their expertise and area of responsibility.
- Identified committees have operating agreements.
- Workgroups and taskforces have a membership and charge. Taskforces can be developed as needed for a period of time to complete a specific task.
- Committees are recommending bodies to Chancellor's Cabinet.
- District Governance will adhere to AR 2510.
- Voting requires a quorum of 50% + 1, of which approval requires a supermajority of 2/3 vote of quorum present or as designated by COA

Roles of Constituents in District Decision Making

SCCCD constituents participate in district-level decision-making as appropriate within their roles. The California Code of regulations describes the roles for each constituency in making decisions. The scope of decision-making for each constituency group is also outlined in SCCCD Board Policies, and the practices, procedures and job descriptions within the District. References to SCCCD Board Policies and Administrative Regulations are available on the SCCCD website.

Board of Trustees

The State Center Community College District Board of Trustees acts as an independent policy-making body that oversees the colleges' educational programs and guarantees District integrity and fiduciary health.

The role of the Board in decision-making is to operate in accordance with applicable laws and regulations. The Board is responsible for ensuring that SCCCD's mission is fulfilled and that SCCCD's financial resources are dedicated to the educational programs that SCCCD provides. The Board of Trustees consists of seven elected members, who reside in the area from which they are elected. The term is four years. The Board annually elects a president, vice president, and secretary. The Chancellor serves as the Board's professional advisor.

The Board includes at least one non-voting student member whose term of office is one year. The student member shall meet the requirements at the time of nomination and during the term of service as outlined in Board Policy 2510. The student member shall be recognized as a full member at Board meetings, participate in open discussions, and ask questions. On or before May 15 of each year, the Board shall decide whether or not to afford the student member the privilege to make and second motions.

California State Education Code 70902 identifies the Board of Trustees as the legal and fiduciary body for the State Center Community College District. The Board affirms its role and responsibility in Board Policies 2012, 2270, and 2410. These responsibilities and specific duties are outlined below:

- Select and appoint the Chancellor of the district;
- Fix and approve the annual budget;
- Through the adoption of the annual budget, approve the expenditure of all funds;
- Appoint or dismiss employees of the district upon the recommendation of the Chancellor;
- Fix the rate of compensation for all employees and review all salary schedules annually;
- Act upon recommendations of the administration on matters of repair and maintenance of buildings, grounds, and equipment;

- Request and consider reports from the Chancellor regarding the educational program, financial positions, and other matters pertaining to the welfare of the district;
- Consider and act upon the curricular offering of the colleges upon the recommendation of the Chancellor;
- Consider and adopt a District annual calendar;
- Provide for the establishment of necessary procedures to assure proper accounting of all District funds, student organization funds, cafeteria funds, bookstore funds, and any other funds that fall under the supervision of the District;
- Provide for the annual audit of all funds;
- Consider communications and requests from citizens or organizations on matters of policy and administration; and
- Serve as a board of appeal for students, employees, and citizens of the District.

(BP 2012: Role of the Board Powers, Purposes, Duties; BP 2270 Board Member Authority; BP 2410: Policy and Administrative Regulations Education Code Section 70902; Accreditation Standard IV.C.5 &7).

Chancellor

The decision-making role of the State Center Community College District Chancellor is determined by the authority delegated by the Board of Trustees.

The Chancellor is the chief administrative agent of the Board of Trustees and is responsible directly to the Board. The Board delegates authority to the Chancellor, allows him or her to make decisions in the best interest of the District, and holds him or her accountable upon executing those decisions. All constituency groups within the District reserve the right to speak to the Board directly regarding the Chancellor's recommendations to the Board. (See Board Policy 2430: Delegation of Authority to Chancellor).

Administrative Regulations and Districtwide Recommendations

The Chancellor's Cabinet develops Administrative Regulations as a means to implement Board Policy as necessary for the administration of the District. Any member of the Chancellor's Cabinet may propose a new or revised regulation. (AR 2410 - BP#: BP 2410 Education Code Section 70902; Accreditation Standard IV.C.5& 7)

Proposed revisions or amendments to Regulations may be proposed to Chancellor's Cabinet by any campus constituency group after the proposal has passed through that constituency group's own governance process. SCCCD committees forward recommendations to the Chancellor's Cabinet, who then makes a recommendation to either move forward to the Chancellor, or if the recommendation requires faculty, staff or student input, the recommendation will move to the colleges for their internal consultation process to provide feedback. All ARs or districtwide

recommendations, whether needing input or not, will go to the next Communications Council as an information item. For those items in the feedback process, the colleges/campuses will provide feedback and recommended changes to Chancellor's Cabinet within the next regular academic semester. Chancellor's Cabinet will consider changes and make the final recommendation to the Chancellor and add to the next Communications Council as an information item. The Chancellor reviews the recommendation and does one of the following:

- Approves the recommendation and devises and executes an implementation plan; or
- Makes minor modifications, returns to DCC with the revised modifications, and devises and executes an implementation plan based on the modified recommendation; or
- Returns the recommendation with comments for further consideration.

College President

The role of the college presidents in making broad decisions at the district level is to articulate recommendations directly to the chancellor in matters assigned in their job description and responsibilities. In addition to making decisions at the campus level, their role includes serving as the principal advocate for their college/center at the district level and with the Board of Trustees for financial requirements, policy, special projects and the advancement of campus goals.

Faculty

Full- and part-time faculty members participate in decision-making at the district level in several ways:

- Participate in committees, councils, and task forces that impact professional and academic matters as outlined in state regulations;
- Develop recommendations related to the District Strategic Plan, goals, and objectives to the Chancellor through constituency representation.

The Board recognizes that the Academic Senates on each SCCCD campus are representative of faculty and the Board will rely primarily on the advice and judgment of the Academic Senates on the following academic and professional matters: (Board Policy 2510 and Title 5 sections 53200-53204)

"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 and discontinuance
5. Standards or policies regarding student preparation and success

The Board and the Academic Senates will come to mutual written agreement on the following

professional and academic matters:

6. District and College governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including the self-study and annual reports
8. Policies for professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development

+1 Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. The processes the Board follows when considering the above academic and professional matters are detailed in AR 2510. Full- and part-time faculty are represented by the State Center Federation of Teachers (SCFT), Local 1533, in matters related to working conditions within the scope of collective bargaining.

Classified Professionals

The role of classified professional members in making decisions at the district level is to participate in:

- The development of recommendations to the Chancellor on issues that have or will have a significant effect on them and
- The processes for developing those recommendations.

Title 5, section 51023.5(a) (4) outlines in which committees or staff shall be provided the opportunity to participate (i.e., those involved in "the formulation and development of district policies and procedures"); Education Code section 70901.2 specifies that for those governance groups in which staff are entitled to participate, the exclusive representative of classified staff shall appoint the staff representative to the group.

Education Code Section 70901.2 also provides that, if the District consults other classified employee organizations on matters not within the scope of representation, these other classified employee organizations may "not receive release time, rights, or representation on shared governance task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees."

The specific matters identified as having a significant effect on Classified Professionals are identified in the California Code of Regulations. Participation in local decision-making affirms that recommendations and positions developed by classified professionals will be given every reasonable consideration prior to action on a matter having a significant effect on them.

- Classified School Employees Association Chapter 379 (CSEA) represents members in matters related to working conditions within the scope of collective bargaining. As the exclusive representative of State Center Community College District classified professional employees, CSEA is responsible for appointing representatives from the classified professionals to specified committees.
- Classified Senate – The senate will serve in an advisory and recommendation role for district planning, policy and the decision making process. Classified Senate promotes communication among the classified members by sharing information and addressing concerns. (Title 5, section 51023.5)
- Peace Officers Association (POA) - Represented by Teamsters Union.
- Classified Management - Classified managers do not bargain collectively.

Students

The role of students in making decisions at the District level is to participate in:

- The development of recommendations to the Chancellor on issues that have or will have a significant effect on them and
- The processes for developing those recommendations.

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

- Grading policies;
- Codes of student conduct;
- Academic disciplinary policies;
- Curriculum development;
- Courses or programs that 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; and
- Any other District and college policy, procedure or related matter that the District governing board determines will have a significant effect on students.

Students will exercise their opportunity through the Associated Student organization and through appointments to District committees that review, analyze, and formulate District policies and procedures. (AR 5400: Associated Students)

The students of the District are authorized to organize student body associations. The Board recognizes the following student associations: Associated Student Government, Fresno City

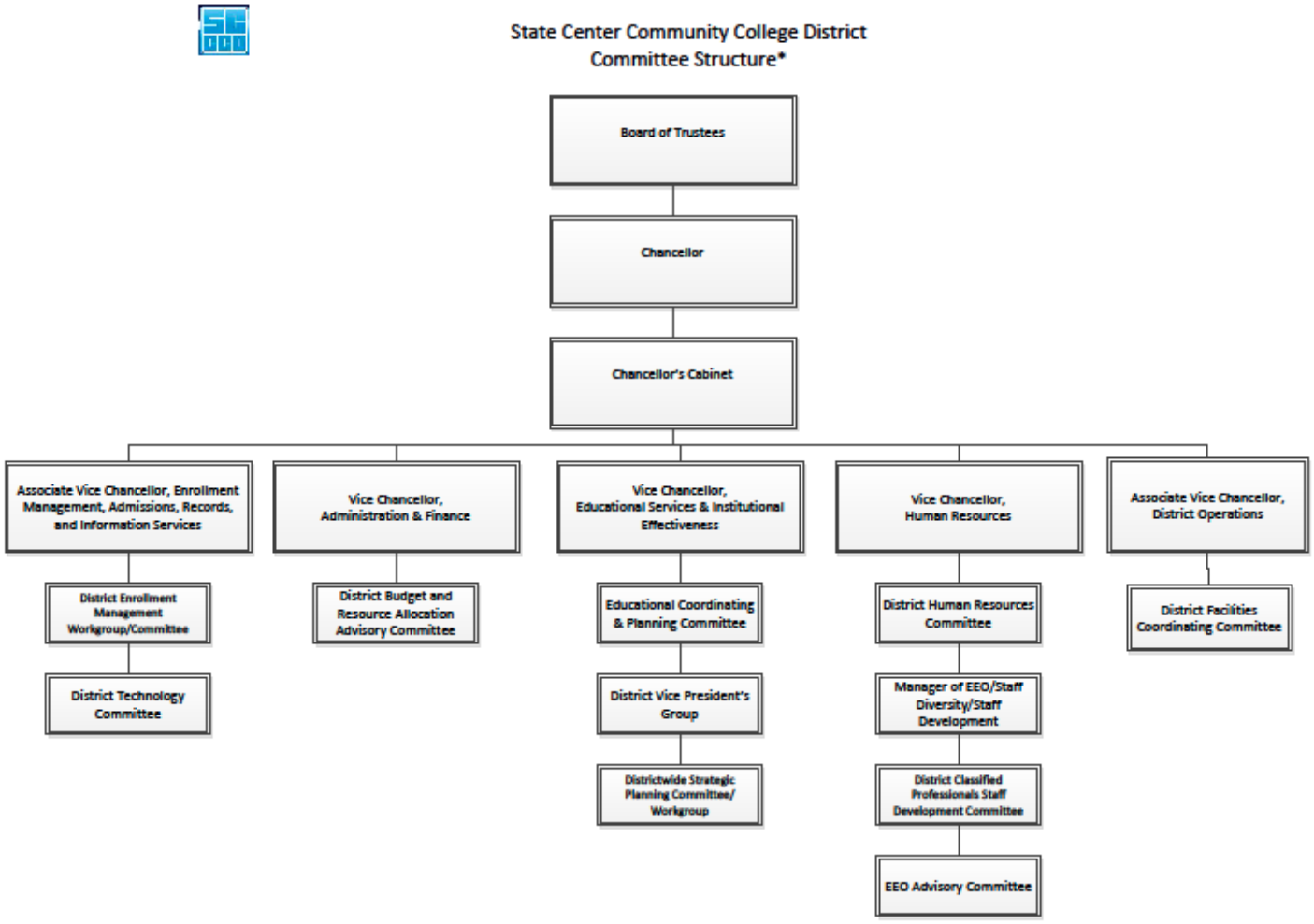
College, Reedley College, Clovis Community College, Madera Community College Center and Oakhurst Community College Center as the official voices for students in District and college decision-making processes. (Board Policy 5400: Associated Student Organizations and Administrative Regulation 5400 Associated Students). These organizations are recognized as the representative bodies of students designated to fulfill the shared governance rights and responsibilities of State Center Community College District students. (Board Policy 5400, Administrative Regulation 5400, California Code of Regulations Title 5, Section 53200).

Educational Administrators

Educational administrators are those who exercise direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services programs of the district. All district administrators are expected to:

- Provide effective leadership in planning, evaluation, and continuous improvement;
- Implement SCCCD's district's mission, vision and strategic directions;
- Make contributions to the development and improvement of all district functions;
- Adhere to ethical standards, policies, procedures, and regulations established by the board of trustees;
- Perform the duties and responsibilities outlined in their job descriptions;
- Remain current in the best practices in their positions, education and student learning;
- Create and maintain a stimulating intellectual and learning environment for students, faculty, and staff;
- Provide responsible stewardship of district resources;
- Make appropriate decisions for their areas based on all information available;
- The role of administrators in the decision making process of the District is dependent upon the specific duties and responsibilities of each particular position. (AR 3150).

Appendix A



*Other committees and workgroups may be added. Current committees/workgroups will evolve as needs change. A current listing will be updated annually and maintained in the Vice Chancellor of Educational Services office.

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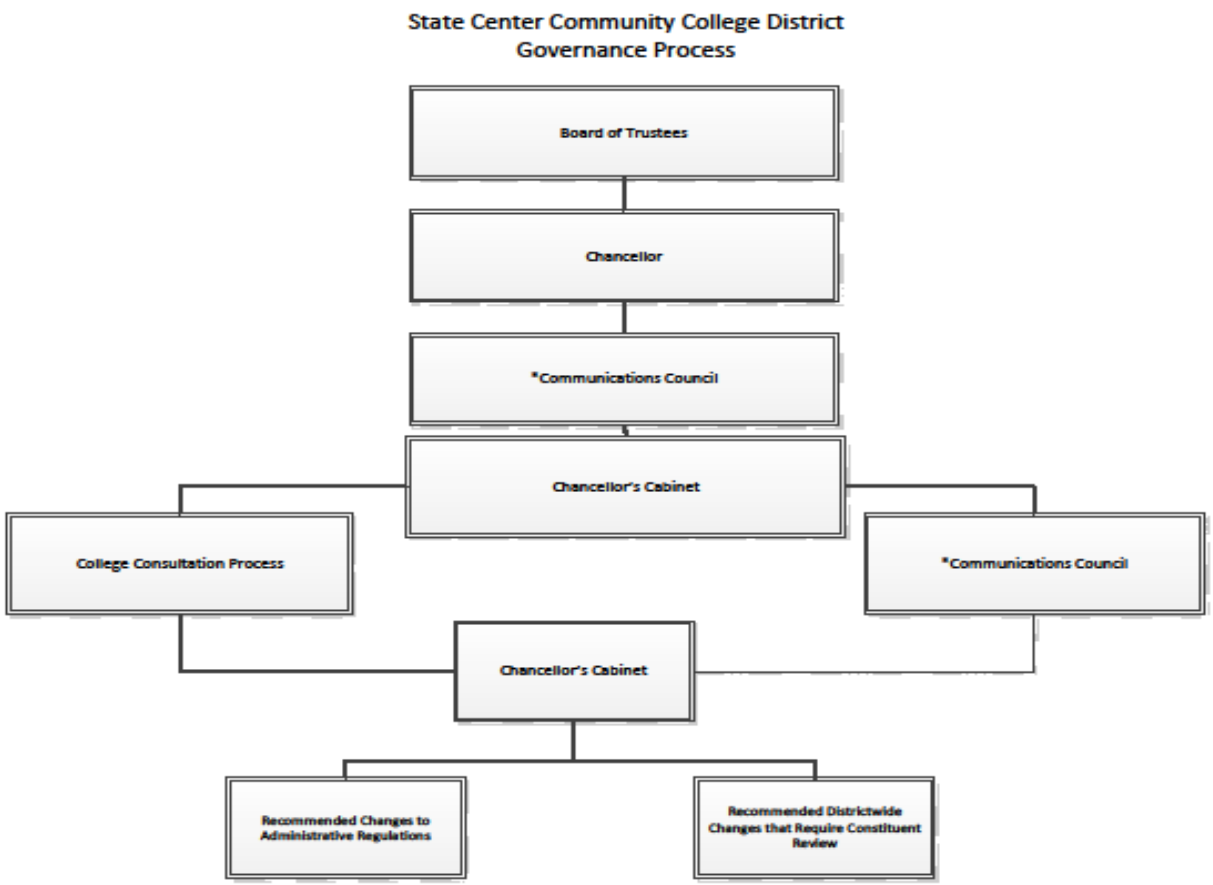
Appendix B


State Center Community College District
Governance Process
Board of Trustees
Chancellor
*Communications Council
Chancellor's Cabinet
College Consultation Process
*Communications Council
Chancellor's Cabinet
Recommended Changes to Administrative Regulations
Recommended Districtwide Changes that Require Constituent Review

Appendix C

SCCCD Committees and Workgroups*

COMMITTEE NAME	FACILITATOR	CHARGE/FUNCTION
Chancellor's Cabinet	Chancellor	• Solve administrative problems of Districtwide concern that are not solved elsewhere in the organization • Share administrative information of Districtwide interest/concern. • Coordinate/guide Districtwide planning and budgeting for Districtwide attention and input. • Clarify and/or define Districtwide operational policies and procedures and make recommendations to the Chancellor as appropriate. • Define standards of fairness and equity among the colleges/district office regarding resource allocations. • Make management decisions or recommendations to the Chancellor regarding personnel, litigation or collective bargaining matters. • Clarify or interpret, from a management perspective, union contracts for Districtwide consistency in implementation
Communications Council	Chancellor	• The Communications Council was formed to provide a venue for college/district constituency groups to participate in local decision-making. • The Communications Council reviews the Board agenda and discusses items on the agenda as well as other topics regarding participatory governance. See Administrative Regulation 2510.
District Budget and Resource Allocation Advisory Committee (DBRAAC)	Vice Chancellor of Finance & Admin	• The District Budget and Resource Allocation Advisory Committee (DBRACC) is the district's highest-level financial resource planning body. Its purpose is to recommend an allocation plan for the distribution of district resources and to provide input into financial matters of the district. This includes, but is not limited to, cost savings strategies, revenue generation strategies, and resource allocation modifications.
District Classified Professionals Staff Committee	District Director of DSPS	• Develop and implement an on-going, systematic process to train classified employees throughout the District based on an annual needs assessment survey of classified staff and managers.

District Enrollment Management Committee	Associate V.C., Enrollment Management, Admissions, Records, and Information Services	• The Districtwide Enrollment Management Committee will operate on a strategic level focusing on districtwide enrollment management issues, and recommend to the Chancellor's Cabinet districtwide initiatives and enrollment strategies to support the achievement of the District's annual enrollment goals. • Workgroups include Matriculation and Reg-To-Go. Workgroup membership as appropriate.
District Facilities Coordinating Committee	Associate V.C., Business and Operations	• Responsible for assisting in the coordination of planning to support new and modernized facilities.
Equal Employment Opportunity Advisory Committee	EEO/Diversity & Staff Development Manager	• Advise on initiatives/events promoting diversity and Equal Employment Opportunity (EEO) • Monitor and ensure compliance of EEO Plan
District Research Work Group	Vice Chancellor of Educational Services & Institutional Effectiveness	• Develop a comprehensive plan to increase research capacity districtwide; • Develop common research definitions that will be used districtwide; • Develop a district research agenda to advance the district mission and support strategic planning; • Design a menu of standards/methodologies to guide the production of research studies across the district; • Develop common data elements of different data files for researchers; • Establish and evaluate district data warehouse; • Develop procedures to review and prioritize research requests, not included in the established agenda; • Develop accessible online repository of research resources; • Identify and recommend training and resources to enable faculty and staff to become informed users of research and to successfully undertake basic research projects; • Review and approve external research study requests.

District Strategic Planning Committee (DSPC)	Vice Chancellor of Educational Services & Institutional Effectiveness	The District Strategic Planning Committee (DSPC) is the district's planning body. Its purpose is to recommend district goals and annual strategic objectives that align with the districts' Strategic Plan; to recommend guidelines and measurements by which to monitor progress towards the completion of these goals and objectives; to coordinate planning between the district and colleges/centers; to ensure that the colleges'/centers' strategic plans align with the district's Strategic Plan. • Facilitate and provide oversight of district's long-term planning process. • Recommend to Chancellor's Cabinet district-wide goals and annual strategic objectives. • Recommend priorities. • Recommend guidelines and measurements and use these to monitor progress towards completion of goals and objectives. • Recommend ad hoc committees essential to district strategic planning implementation. • Gather and facilitate preparation of reports, including the annual report.
District Technology Committee	Associate V.C., Enrollment Management, Admissions, Records, and Information Services	• Monitor the implementation of District Technology Plan • Provide direction to Ellucian Workgroup ➢ IS Priority committee and datatel user group combined to become the Ellucian Workgroup ➢ The workgroup membership as appropriate.
Educational Coordinating Planning Committee (ECPC)	Vice Chancellor of Educational Services & Institutional Effectiveness	• After review by the College Curriculum Committees, the ECPC reviews new courses, course revisions, new programs, and program revisions approved by the colleges. • After approval by ECPC, these are submitted to the Board of Trustees for approval.

Vice Presidents' Work Group	Vice Chancellor of Educational Services & Institutional Effectiveness	The Vice Presidents Work Group is charged with the responsibility to work collaboratively in order to assist in the planning, implementation and evaluation of educational programs, student services and other activities that support student success district wide in consonance with the mission, vision, and values of the college/centers and the district. Its activities will include, but are not limited to the following: • Advise the Chancellor and Chancellor's Cabinet as appropriate. • Develop, review and revise new and existing regulations, policies and procedures for consideration through the consultative process, including recommendations from the District Wide Matriculation Work Group. • Support and model a climate of cooperation and effective communications district wide. • Oversee the work of the District Wide Matriculation Work Group. • Share resources including information among all segments of the district. • Anticipate and address the emerging needs of our service area. • Decisions, as appropriate, are made by consensus.
Workforce/Economic Development (WED) Work Group	Vice Chancellor of Educational Services & Institutional Effectiveness	• Share information and resources related to workforce development in a timely manner *This Charge Statement is currently in the process of being updated*
District Staffing Advisory Committee	Vice Chancellor of Human Resources	• Oversee and evaluation implementation of the Human Resources Staffing Plan • Make recommendations to the Chancellor's Cabinet regarding staffing requests/metrics/tools used to inform the decision-making process

*Other committees and workgroups maybe added. Current committees/workgroups will evolve as needs change. A current listing will be updated annually and maintained in the Vice Chancellor of Educational Services office.