

CITRUS COMMUNITY COLLEGE DISTRICT BOARD

AP 2510 PARTICIPATION IN LOCAL DECISION-MAKING

Citrus Community College is committed to shared and participatory governance principles, designed to guide wise decision-making supporting the college's mission and strategic goals. This governance philosophy is based upon five pillars of shared decision-making, all of which must be present for effective governance. These pillars are:

Shared vision – Our shared ideals are expressed in our mission statement and objectives, vision, and values. As we move forward, this vision will provide the basis and strong foundation for facing our common future.

Shared engagement – Each of us must care about the direction and quality of our college. Each of us must be involved in our classes, offices, departments, and campus, making personal contributions that are integral to the over-all quality and progress of the institution. Good ideas grow most successfully when people throughout the college are engaged.

Shared respect – The basis of mutual respect is the assumption that everyone is attempting to do his or her best work. If we begin with this assumption, disagreements are framed within the context of people having different perspectives, rather than someone being right or wrong. If we expect engagement at all levels, meetings must model respect for all participants. Respectful behavior creates a culture of trust, essential for the sharing of information and avoidance of denial.

Shared information – For governance and decision-making to work, each of us needs to take personal responsibility for being informed and informing others. Our best thinking requires the sharing of critical information, explanations, context, and implications before, during, and after decision-making and implementation. Appropriate communication styles and systems are essential components of effective governance.

Shared risk – Moving forward entails risk. We study information available to us, agree on assumptions about the future, and we move forward with thoughtful and reasoned actions. In the ideal situation, this process will be the result of engaged decision-making, based on solid information all of us can trust, and awareness that all opinions are respected.

It is fundamental to the health of the college that our decision-making bodies operate in a culture of shared vision, engagement, mutual respect, and information sharing. These conditions will allow us to move into the future with confidence and to make wise decisions that will benefit our students and our community.

1. Constituent Group Representation

The District recognizes the following campus constituent groups as participants in matters related to shared governance:

- a. The Academic Senate as the body which represents the faculty in academic and professional matters while the Faculty Association is the body which represents faculty on issues within the scope of collective bargaining.
- b. The Associated Students of Citrus College which represents the students.
- c. CSEA (California School Employees Association) as the representative body for classified staff, excluding managers, supervisors and confidential employees
- d. The Citrus College Management Team which represents the managers.
- e. The Supervisor/Confidential Team which represents the supervisors and confidential employees who are not part of a bargaining unit.

2. District Planning and Advisory Committees

The following organizational structure supports the District's shared and participatory governance policy:

A).Steering Committee

The Steering Committee serves as a liaison group among all campus constituents by coordinating the functions of the Standing Committees. Recommendations for new policy shall be made by the Steering Committee to the Board of Trustees through the Superintendent/President.

The Steering Committee is composed of the college president as chair; the chairs of the Standing Committees, representatives from the Academic Senate, classified staff, supervisors/confidential team, the Associated Students of Citrus College, department chairs, and management. The selection procedure for the representatives to Steering and committee chairs is determined by the Steering Committee Constitution.

The number of Academic Senate representatives constitutes a majority of the Steering Committee.

Standing Committees

The Standing Committees are designed to support continuous self-study and the accreditation process. The constitution of the Steering Committee delineates the title of each standing committee and defines the goals and directives of the Standing Committees. Committee chairs shall establish and publish regular meeting times for all standing committees to maximize participation from all constituent groups.

B). President's Council

The President's Council is an advisory body for the Superintendent/President which provides input to and review of Board of Trustee meeting agendas as well as a forum for the exchange of ideas from all campus constituent groups.

The President's Council is composed of the Superintendent/President as chair and representatives of the Academic Senate, classified and faculty negotiation teams, classified staff, supervisors/confidential employees, the Associated Students of Citrus College, and management.

3. Academic Senate

The Board of Trustees recognizes the Academic Senate as the body which represents the faculty in collegial governance relating to academic and professional matters.

The Board of Trustees honors the provisions of Title 5, Sections 53200-53204, in consulting collegially with the Citrus College Academic Senate. Consult collegially means that the District's governing board shall develop policies on academic and professional matters through either or both of the following methods:

- a. **Rely Primarily Upon**
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 communicate its reasons in writing.

ISSUES TO WHICH THE BOARD WILL RELY PRIMARILY ON THE ACADEMIC SENATE'S RECOMMENDATIONS:

For the following matters, the Board will rely primarily upon the advice of the Academic Senate:

- (1) Educational program development.
- (2) Standards or policies regarding student preparation and success.
- (3) District and college governance structures, as related to faculty roles.
- (4) Faculty roles and involvement in accreditation, including the Self-Study and annual reports.
- (5) Policies for faculty professional development activities.
- (6) Processes for instructional and student services program review.
- (7) Degree and certificate requirements.
- (8) Grading policies.
- (9) Curriculum, including establishing prerequisites and placing courses within disciplines.
- (10) Processes for institutional planning and budget development.

b. Mutual Agreement

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. In such cases, the Board or its designee shall communicate the reasons in writing upon request of the Academic Senate.

ISSUES FOR WHICH THE BOARD ELECTS FOR MUTUAL AGREEMENT WITH THE ACADEMIC SENATE.

Faculty Hiring Procedures

Recommendations from the Academic Senate to the Board of Trustees on academic and professional matters shall be developed in a manner which encourages study, deliberation, and consultation from managers and appropriate staff. The Academic Senate shall address the need for policy or procedural development or change.

Nothing in these regulations shall impinge upon the rights of faculty and staff nor the District regarding any negotiated agreements between the District and the bargaining units.

4. Classified Staff Participation in Shared Governance

The Board of Trustees recognizes the technical, professional and skilled expertise of the classified staff whose functions are critical to the successful operation of the District. The classified staff, through representation from the California School Employees Association, shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff.

5. Management Team:

The Board of Trustees recognizes the Citrus Community College Management Team as the appropriate organization to represent the interests of all administrators/managers and classified administrators/managers. The Management Team shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on Administrators/Managers.

6. Supervisory/Confidential Team:

The Board of Trustees recognizes the Citrus Community College Supervisor/Confidential Team as the appropriate organization to represent the interests of all supervisors and confidential employees. The Supervisors/Confidential Team shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on Supervisors and Confidential employees.

7. Associated Students:

The Board of Trustees recognizes the Associated Students as the duly elected representatives of the student body of Citrus Community College District. The Associated students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students. Significant effect on students includes the following:

- a) Grading policies;
- b) Codes of student conduct;
- c) Academic disciplinary policies;
- d) Curriculum development;
- e) Courses or programs which should be initiated or discontinued;
- f) Process for institutional planning and budget development;

- g) Standards and policies regarding student preparation and success;
- h) Student services planning and development;
- i) Student fees within the authority of the District to adopt; and
- j) Any other District policy, procedure, or related matter the District's Board of Trustees determines will have a significant effect on students.

The Board of Trustees shall give reasonable consideration to recommendations and positions developed by the Associated Students regarding District policies and procedures pertaining to the hiring and evaluation of faculty, administration and staff.

Board Approved 05/19/09