

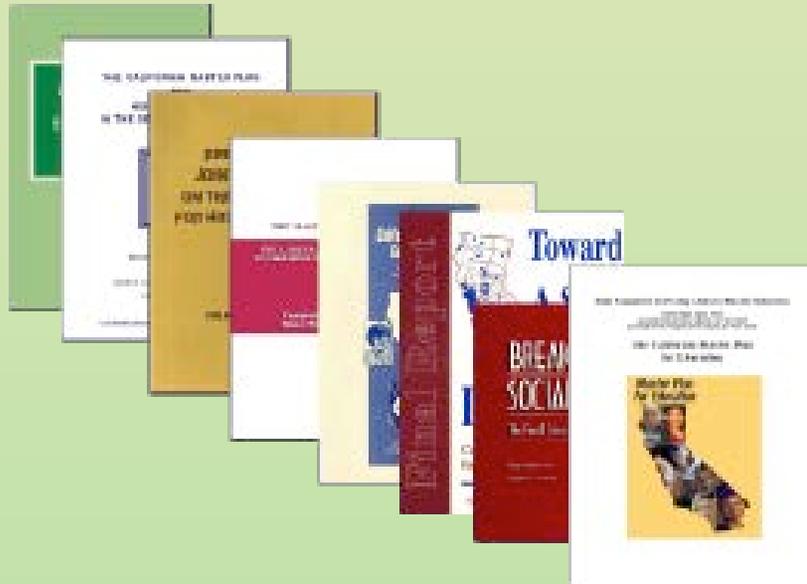


San Diego Community College District Participatory Governance Workshop

Board of Trustees Meeting
March 14, 2019



The California Context 1960 Master Plan for Higher Education



University of California
California State University
California Community Colleges
Independent Institutions



The California Context

1960 Master Plan for Higher Education

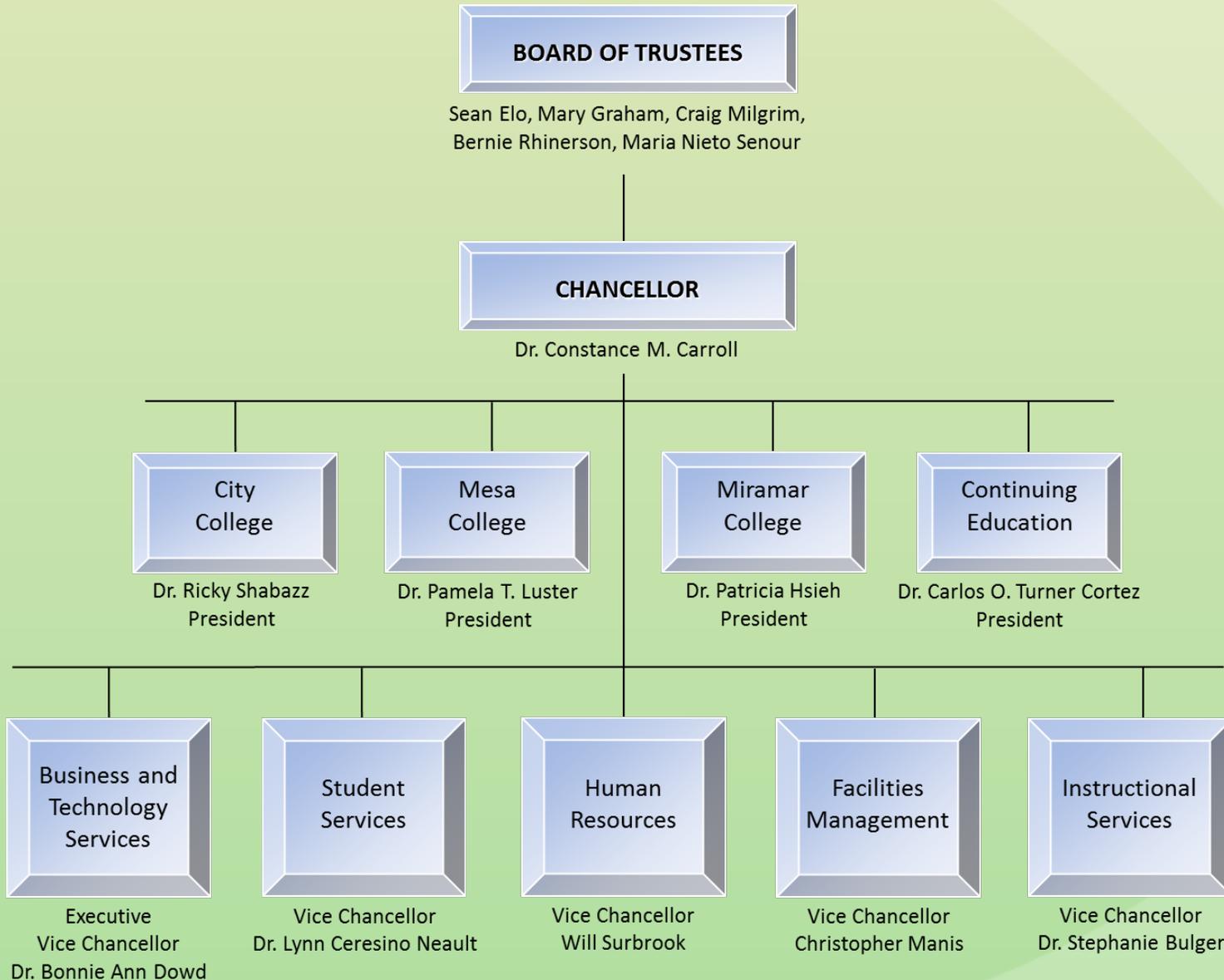
- University of California
 - Primary academic research institution
 - Undergraduate through doctoral programs
- California State University*
 - Applied programs focus
 - Broader undergraduate through masters programs
- Community Colleges**
 - First two years of undergraduate education
 - Certificates and Associate Degrees in academic and vocational programs
 - Open access

* Authorized to offer doctoral degrees in selected areas, SB 724 (2005)

** Authorized a pilot program for offering bachelor's degrees, SB 850 (2014)

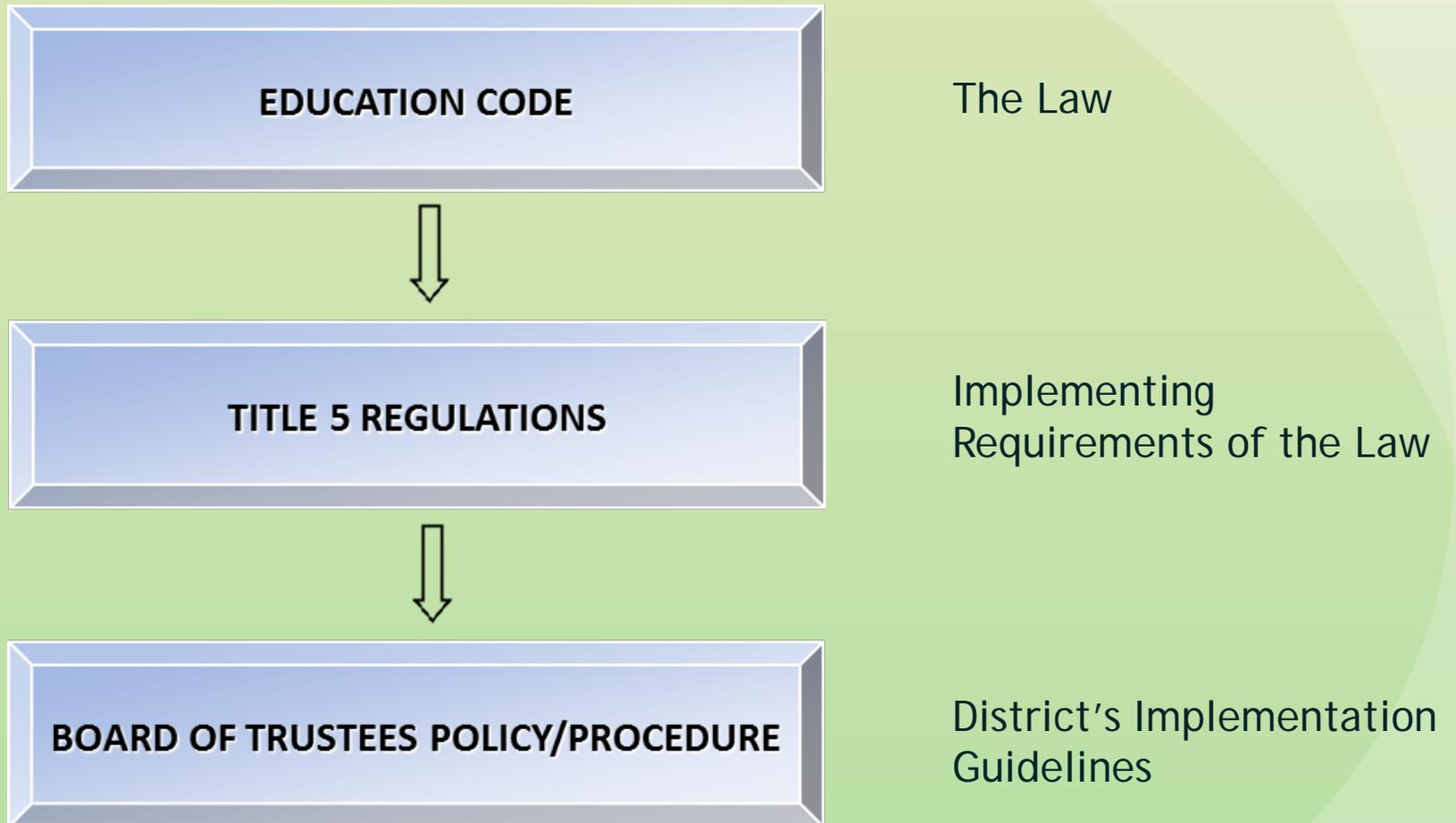


San Diego Community College District Administrative Structure





California Statutes and Regulations





Overview

Education Code Sections 70901 and 70902

- Requires the Board of Trustees to ensure faculty, staff, and students have:
 - The right to participate effectively in district and college governance;
 - The opportunity to express their opinions at the campus level; and
 - To ensure that these opinions are given every reasonable consideration.
- Specifies the right of Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.



Overview

Title 5 Section 53200

- Defines areas of curriculum and academic standards
 - “10+one”
- Defines *Consult Collegially*:

The district governing board shall develop policies on academic and professional matters through either, or both of the following methods;

- (1) **relying primarily upon** the advice and judgment of the Academic Senate; or
- (2) **by mutual agreement**: the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board.



Overview

Board of Trustees Policy and Administrative Procedure 2510 – *Participation in Local Decision-Making*

The Board of Trustees is committed to participatory governance and shall ensure that faculty, staff and students participate, as required by law, in the decision-making processes of the District.

- Defines roles of faculty, students, staff and administrators in participatory governance in accordance with the California Education Code and Title 5 of the Code of Regulations.
- Designates the Academic Senate as the representative body for faculty for collegial consultation.
- Designates the United Student Council as the representative body for students districtwide.



Role of Faculty in Participatory Governance





Role of Faculty in Participatory Governance

To make recommendations to the administration of a college, and to the governing board of a district, with respect to *academic and professional matters*.

- *Academic and professional matters* include the following - commonly referred to as “10+one”:
 - (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;



Role of Faculty in Participatory Governance

Academic and professional matters (continued):

- (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.



Role of Faculty in Participatory Governance

The Board has delineated *consult collegially* as follows:

- 1) **Rely primarily upon** the advice and judgment of the Academic Senate for the following:
 - Degree and certificate requirements;
 - Grading policies;
 - Educational program development;
 - Standards or policies regarding student preparation and success;
 - District and college governance structures, as related to faculty roles;*
 - Faculty roles and involvement in accreditation processes, including institutional self-evaluations and annual reports; and
 - Processes for institutional planning and budget development.*

*Refers to number make up and nature of committees in the governance structure and the role faculty plays in these.



Role of Faculty in Participatory Governance

- 2) **Mutual agreement** with the Academic Senate for the following:
- Curriculum, including establishing prerequisites, placing courses within disciplines and student outcomes assessment;
 - Policies for faculty professional development activities;
 - Processes for program review; and
 - Other academic and professional matters as mutually agreed upon between the governing Board of Trustees and the Academic Senates.

In the event recommendations of the Academic Senate are not accepted, the Board shall communicate the reason in writing.



Role of Faculty in Participatory Governance

Faculty assignments to all committees, task forces or other groups dealing with academic and professional matters shall be made by the Academic Senate.

Ways to Engage





Role of Staff in Participatory Governance





Role of Staff in Participatory Governance

In accordance with the regulations:

- Staff will be provided opportunities to participate in the formation and development of policies and procedures, and in processes that have or will have a significant impact on staff.
- 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.
- Appointment to committees, outside of collective bargaining, shall be made by the Classified Senates as the recognized body.





Role of Staff in Participatory Governance

- The Classified Senate at each college and Continuing Education represents the classified professional staff in matters of participatory governance.
- “Classified Professionals” is a term adopted by SDCCD to refer to the many different classified positions under a single umbrella that is more descriptive than the term “staff,” as used in the Education Code and elsewhere.
 - This is in alignment with a statewide initiative sponsored by the Statewide Classified Senate, (4CS).
- Classified Professionals include individuals across multiple bargaining units.
- The Classified Senates of SDCCD share strong relationships with their respective Academic Senates, which is based in mutual respect and support for positions and items of common interest and concern.
- The law provides for a minimum level of staff participation.
 - The practice of the District is to encourage inclusiveness at all levels;
 - Feedback and recommendations from the Classified Senates and bargaining units on behalf of Classified Professionals is addressed with a level of respect and diligence afforded to other constituencies.



Role of Students in Participatory Governance





Role of Students in Participatory Governance

In accordance with Title 5:

- Student must be provided the opportunity to participate effectively in district and college governance matters that have a **significant effect on students.**
- Except for emergency situations, the Board shall not take action on a matter having significant effect on students until it has provided the students an opportunity to participate in the formulation of the policy or procedure of recommendation regarding the action.
- The recommendations and positions of students must be given every reasonable consideration.
- The Associated Student organization, or its equivalent within the district, is recognized as the representative body of the 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.



Role of Students in Participatory Governance

Policies and Procedures that have a **significant effect on students:**

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



Role of Students in Participatory Governance

In accordance with Board Policy:

The Governing Board recognizes the United Student Council, as the official voice for students in the District. Students, through the Student Trustees, 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, as defined by law.

- *The recommendations and positions of the students will be given every reasonable consideration.*
- *The selection of student representatives to serve on District committees or task forces shall be made after consultation with the United Student Council.*



Role of Administration in Participatory Governance





Role of Administration in Participatory Governance

In accordance with Board Policy:

Administrators shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on the District's mission and governance.

- Administrators shall ensure Board of Trustees Policy, BP 2510, Participation in Local Decision-Making, is strictly adhered to.





Role of Accreditation in Participatory Governance





Accrediting Commission for Community and Junior Colleges (ACCJC)

- Three SDCCD Colleges
 - San Diego City College
 - San Diego Mesa College
 - San Diego Miramar College
- Recognized Scope of Accreditation
 - Associate degree-granting institutions.
 - Authorization to approve a first career or technically oriented baccalaureate degree.
 - Colleges in California, Hawaii, Territories of Guam and American Samoa, the Commonwealth of the Northern Mariana Islands, the Republic of Palau, the Federated States of Micronesia, and the Republic of the Marshall Islands. (Council for Higher Education Accreditation, 2017)



Accrediting Commission for Schools (ACS) Western Association of Schools and Colleges (WASC)

- San Diego Continuing Education
- Fosters excellence in elementary, secondary, adult and postsecondary institutions, and supplementary education programs.
- Encourages school improvement through a process of continuing evaluation and recognizes institutions through granting accreditation to the schools that meet an acceptable level of quality in accordance with the established criteria.
- Recognized Scope of Accreditation
 - K-12 schools and not-for-profit, non-degree granting postsecondary institutions Worldwide (including California, Hawaii, Guam, Asia, the Pacific Region, the Middle East, Africa, and Europe).



Role of Accreditation in Participatory Governance

- Accreditation Standards establish an expectation of Institutional Effectiveness:
- Roles of faculty, staff and students are specified in **Standard IV A Leadership and Governance**
 - The institution establishes and implements policies and procedures authorizing administrators, faculty, and staff participation in decision-making processes
 - Institutional policy makes provisions for student participation and consideration of student views in matters that students have a direct and reasonable interest
- Administrators and faculty have a substantive and clearly defined role in institutional governance and a substantial voice in policies, planning and budget related to their area of responsibility and expectations.



District Governance Structures



Districtwide Governance Structure

TIER ONE

DISTRICT GOVERNANCE COUNCIL

Budget Planning
and Development
Council

Curriculum and
Instructional
Council

Management
Services Council

Student Services
Council

United Student
Council

TIER TWO

District Marketing and Outreach
Committee

District Research Committee

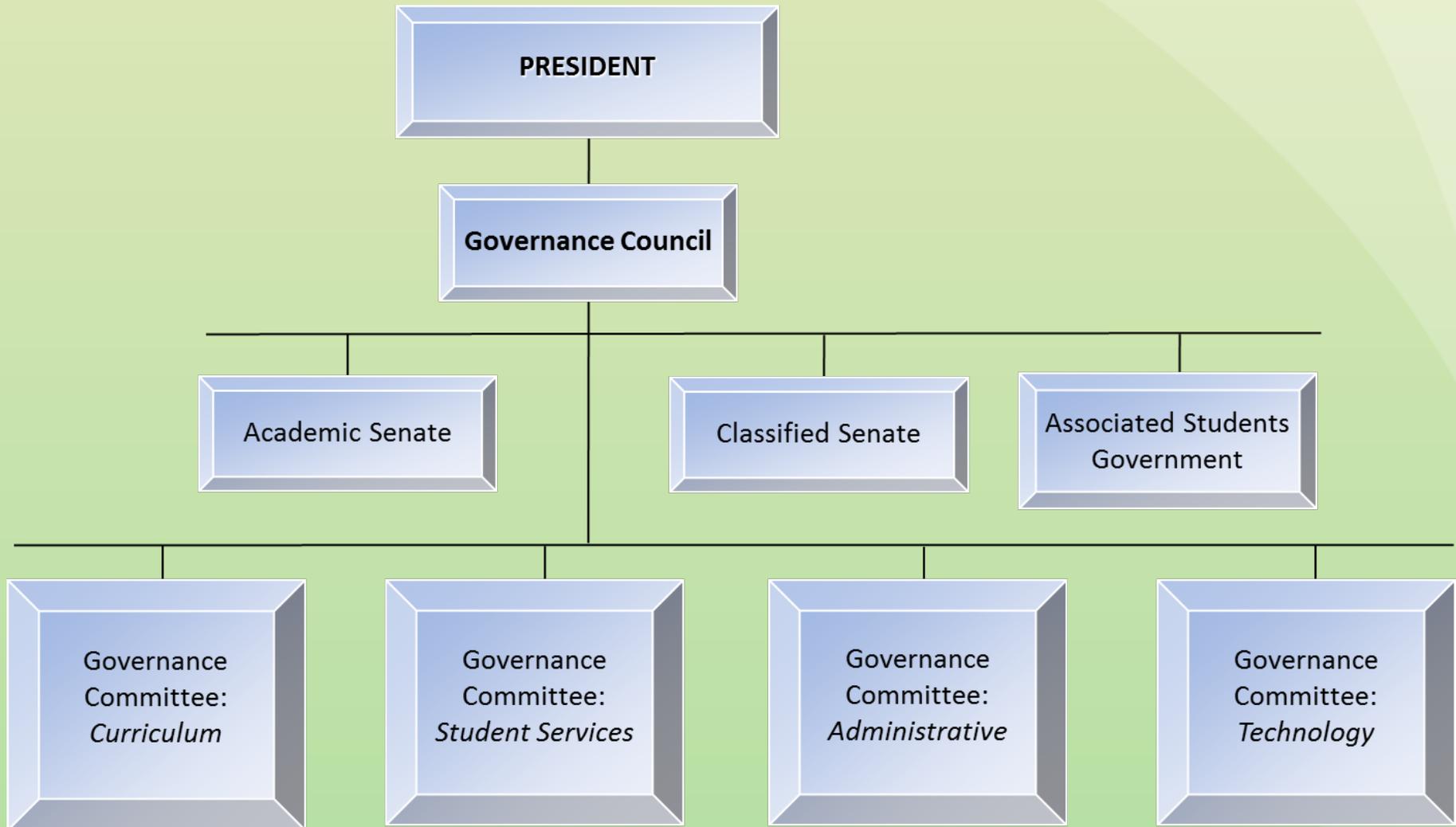
District Strategic Planning
Committee

Tier One: Comprised of representatives from each college and Continuing Education as well as the various constituent groups; meet on a regular basis.

Tier Two: More narrowly focused on matters pertaining to a designated subject; serve in advisory role; task forces are commenced on an ad hoc basis.



College/Continuing Education Governance Structure



Note: Governance Committee names and functions vary by college.



Spirit of Collegiality

"We Are Family"

