

## **AP 2510 Participation in Shared Governance**

### **OVERVIEW**

The District's governance structure involves faculty, staff, administration, students, and the community in the planning and operation of the District.

The governance structure and practices embrace the District's values of supporting inclusiveness of individual and community viewpoints in collaborative decision-making processes; promoting mutual respect and trust through open communication and actions; and fostering integrity. The Governing Board is the final authority for governance at the Chaffey Community College District. The Governing Board delegates authority to the Superintendent/President who in turn solicits and receives input through the shared governance decision-making process.

### **ORGANIZATION**

President's Cabinet, as the principle participatory governance body of the District, provides the structure for recommending policies and administrative procedures. President's Cabinet reviews actions, recommendations, and requests of planning groups and task forces. President's Cabinet amends and guides the planning processes and recommends policies and procedures to respond to the changing needs of the student population and the internal and external environments.

The Superintendent/President oversees the President's Cabinet. Administrative, faculty, and classified staff leaders participate on President's Cabinet.

### **FACULTY PARTICIPATION IN SHARED GOVERNANCE**

The Chaffey College Faculty Senate has a long and productive tradition of shared governance. This tradition corresponds to current law and rights and responsibilities conferred by the legislature. Shared governance will continue to have a positive impact on student learning and the successful operation of the college. The spirit of shared governance should permeate all functioning units of the institution. The purpose of each area is not only its explicit function but, implicitly, the best interests of the institution and the community we serve.

The purpose of shared governance is to create a working partnership with common overall goals and objectives for the organization, yet recognize different areas of authority and responsibility, different areas of expertise and perspective, and the

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different needs and wants of each of the partners. Several factors are critical for an effective partnership:

- Each partner must recognize its strengths and weaknesses as well as those of the other partners.
- Each partner must know when to lead and when to follow.
- Each partner must work to strengthen the fragile bonds of the partnership.
- Each partner must be willing to engage in candid discussion to resolve differences.
- Each partner must know what it is expected to contribute to the partnership and must hold itself accountable for the overall wellbeing of the institution, ensuring that the organization continues to be one of the vital organizations of our community.

Members of truly vital organizations need to:

- Possess the strength of character, integrity, human understanding, knowledge, selflessness, and will to continuously strive to overcome natural tendencies toward internal convenience at community expense.
- Develop and effectively utilize processes to identify and anticipate the changing needs of their constituencies.
- Learn and unlearn at a rate sufficient to transform resources into patterns and arrangements required to effectively and efficiently satisfy the changing needs of their constituencies.
- Measure performance and respond quickly in those areas where adjustment and change are required.
- Disclose the results of their performances, successes, and failures in a candid and relevant form for the community's perusal.
- Make the fine distinction between responsible and irresponsible behavior.

Critical in reaching consensus on organizational issues is the maintenance of a streamlined committee structure. Such a structure should include clear lines of accountability, appropriate representation from relevant constituencies, open access to information by all, sufficient time and support services to complete the necessary tasks, a spirit of partnership, and specific procedures to effect the policies so that energy spent in committee is directed to specific ends. Another critical component of effective consensus building is the decentralization of authority to the most appropriate local level.

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Shared governance is not a right that can be passively acquired. It must be actively and vigilantly pursued. All those who wish a voice in shared governance are encouraged to seek professional development relevant to enhancing their expertise as makers of policy. Faculty who would be a part of consensus decision-making for the organization must be willing to gather the necessary information, to develop the required communication skills, and to share in the responsibility for excellence in the college.

### The Role of the Faculty Senate

AB 1725 assigns a major role to the Faculty Senate in the development of policies and procedures dealing with academic and professional matters. The legislature has given the faculty primary responsibility in academic and professional matters and has bestowed statutory recognition on the community college faculty that it may function in a fashion similar to that of the faculties of public four-year colleges and universities.

These are areas given to the Senate as its primary responsibility:

- A. Curriculum, including establishing prerequisites and placing courses within disciplines.
- B. Degree and certificate requirements.
- C. Grading policies.
- D. Educational program development.
- E. Standards of policies regarding student preparation and success.
- F. District and college governance structures, as related to faculty roles.
  1. The appointment of faculty members to serve on college committees, task forces, or other groups dealing with academic and professional matters shall be made by the Faculty Senate in consultation with the Superintendent/President or designee.
  2. There are some areas where the Faculty Association may appoint faculty to committees.
- G. Processes for institutional planning and budget development.
- H. Faculty roles and involvement in accreditation processes, including self-study and annual reports.
- I. Policies for faculty professional development activities.
- J. Processes for program review.

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- K. Other academic and professional matters as mutually agreed upon between the Governing Board and the Faculty Senate.
- L. Hiring criteria, policies, procedures, and equivalencies for new faculty members shall be developed, updated, and agreed upon jointly by representatives of the Governing Board and Faculty Senate.

### Policy for Consulting Collegially on Academic and Professional Matters

The Chaffey College Governing Board operates according to the provisions of Title 5, Sections 53200–53204, in “consulting collegially” with the Faculty Senate for Chaffey College. “Consult collegially” means that the District Governing Board develops policies on academic and professional matters through either or both of the following methods according to its own discretion:

- A. Relying primarily upon the advice and judgment of the Faculty Senate; or
- B. In consideration of academic and professional matters identified above, representatives of the Governing Board and of the Faculty Senate shall exert their best efforts to reach a mutual agreement. Such agreements shall be recommended to the Governing Board or its designee(s).

While in the process of consulting, the Faculty Senate, through the Senate president, shall retain the right to appear before the Governing Board with respect to the views, recommendations, or proposals of the Senate. After consultation with the administration of the college, the Faculty Senate may present its views and recommendations directly to the Governing Board.

If in the consultation process agreement has not been reached, existing policy shall remain in effect. As provided for in Title 5 regulations, Section 53203(d)(2), “the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.”

In order for the faculty to carry out its responsibilities in all areas of curriculum, the curriculum chair shall continue to be a faculty member. The Faculty Senate president (also a faculty member) and the curriculum chair, in order to responsibly carry out their duties related to the professional matters identified above and to respond in a timely fashion to issues regarding shared government, will each receive one additional month’s pay, in addition to the currently recognized reassigned time. The additional month’s time will be applied as needed outside the normal ten-month contract.

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### Chaffey College Faculty Association (CCFA)

The District hereby acknowledges the Chaffey College Faculty Association, herein known as the Faculty Association, as the exclusive representative for all academic employees contained in the May 8, 1980, voluntary recognition document. Academic employees represented by the Faculty Association are instructors, counselors, librarians, health service nurses, and instructional specialists.

The rights and responsibilities of the Faculty Association derive from the Educational Employment Relations Act (EERA) of 1976.

The scope of representation shall be limited to matters relating to wages, hours of employment, and other terms and conditions of employment such as health and welfare benefits, leave, transfer and reassignment policies, safety conditions of employment, class size, procedures to be used for the evaluation of employees, and procedures for processing grievances.

In addition, the Faculty Association has the right to consult on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks to the extent such matters are within the discretion of the Chaffey Community College District under the law.

The Chaffey Community College District reserves the right to consult with any employees or employee organization on any matter outside the scope of representation.

### Joint Faculty Senate/CCFA Responsibilities

It is the joint responsibility of the Faculty Senate and CCFA to ensure that the college faculty has meaningful input into the decision-making processes of the college. It is further the joint responsibility of the two organizations to ensure that the positions advanced by either organization are representative of the views of the collective faculty.

It is the joint responsibility of the Faculty Senate and CCFA to work cooperatively to further the perspectives and professional environment of the faculty so as to ensure a sound institution of higher education. The Faculty Senate and CCFA have a joint responsibility to avoid the development of divisive or discordant positions and/or goals.

To meet these joint responsibilities, the Chaffey College Faculty Senate and Faculty Association hereby agree to the following:

- A. Primary responsibility for the development and presentation of positions on issues of concern to the faculty will be assigned to the Senate or the Association

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prior to the drafting of any such position. In the case of faculty evaluation procedures, *“Faculty’s exclusive representative shall consult with the Academic Senate prior to engaging in collective bargaining regarding those procedures”* (Education Code 87660–87683). Assignment of responsibility shall be the task of the officers of the organizations after consultation with their respective councils.

- B. If discordant positions occur that are not clearly covered in AB 1725 and/or the Education Code, both organizations shall abide by the majority view of the faculty.
- C. Each organization may publicly support the positions taken by the other organization to the degree that such support is within the lawful activities of the organization. Each organization shall support the legitimate role of the other organization.
- D. The officers of each organization shall encourage faculty members to attend the meetings of both organizations. Each organization shall make the agenda and minutes available to the president or chairperson of the other organization.
- E. The presidents of both organizations shall meet regularly to discuss current issues and strategies for mutually beneficial resolution.

### **CLASSIFIED PARTICIPATION IN SHARED GOVERNANCE**

#### **Mission**

The Chaffey Community College District Classified Senate is a permanent organization originally sanctioned by the Governing Board in 1982 with the established purpose of providing a body of representation for the District’s classified staff in the shared governance process. Within this capacity, it is the mission of the Senate to work in cooperation with faculty and administrators to provide students with the support needed to achieve an excellent educational experience by promoting excellence in all aspects of support services provided to the college community.

#### **Purpose**

In affirmation of Chaffey Community College District’s commitment to shared governance as a fundamental policy of the college “to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions . . . and to ensure that these opinions are given every reasonable consideration” (AB 1725); and

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In recognition of the expertise, commitment, and essential role of the classified staff in the effective functioning of the college;

The Classified Senate is charged with the responsibility to work as an independent body within the college that provides an organized voice for interpreting and expressing the viewpoint of the classified staff in the analysis of policies, procedures, and practices as they relate to non-bargaining issues.

### Role

Act as the body authorized by the collective bargaining unit with the delegated responsibility to coordinate classified staff committee appointments following mutually agreed upon guidelines specifically to ensure adequate classified representation and participation in the structured ad-hoc, governance, and standing committees as a channel to voice the classified perspective as policies, procedures, and practices are developed, revised, or implemented.

Promote and facilitate an exchange of ideas and understanding between the classified staff and the other campus constituencies (administration, faculty, and students) that will contribute to maintaining a foundation of mutual interaction, support, and cooperation upon which the successful advancement of the college mission is dependent.

### Philosophy

With collaboration between and among the key constituencies within the college, the formation and improvement of the college committees and councils requires that we operate under the following governing principles toward a shared set of goals:

- A. **“A Foundation of Trust”** entails a number of factors including truth-telling, candid communications, genuine listening, accountability, and consistency. In a climate of trust, we can depend on one another to work toward the mission and goals of the college. We also have the right to expect the best from one another and to hold one another to the highest standards of ethical professionalism.
- B. **“Joint Effort”** requires a sense of ownership and acceptance of responsibility to participate in matters affecting the direction of the college. Ideally, this principle facilitates as much participation as is reasonable and appropriate, given the scope and significance of the matter at hand, and is based on the key assumptions that:

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1. Contribution from all constituencies is essential to the democratic process in the governance of the college, with recognition of differences in levels of authority, responsibility, expertise, and perspective.
  2. Issues and proposals can be initiated at any level of the college.
- C. “**Transparency**” is demonstrated with effective communication of the content and rationale of the decision-making process. If shared governance is valued in the college, then an informed and engaged community of discourse is necessary. Decision making must entail genuine opportunities both to persuade and to be persuaded. When effective communication conveys decisions that have been reached and identifies the reasons for which these decisions have been made, both the decisions themselves and the processes involved should be open to assessment, review, and judgment.

In addition, the Superintendent/President, the President of the Classified Senate, and the President of the California School Employees Association, Chapter 431, affirm that the aims or goals of this collaborative process of shared governance must be:

- To advance the mission, vision, and strategic goals of the college
- To promote a healthy sense of community
- To recognize the domains of authority and responsibility of various entities and individuals
- To strive for continuous improvement and a culture of active participation

### *Bargaining Unit*

Members of the Chaffey College classified staff other than confidential and supervisory personnel are members of the California School Employees Association (CSEA), Chapter 431. For information about this organization, please contact the Human Resources office or CSEA directly. Clarification of the functions of Classified Senate as it relates to CSEA has been established in the following statement:

### *Delineation of Duties Statement*

#### **Classified Senate**

The role of the Classified Senate is to participate effectively in the formation of college policy and procedures. The Chaffey College Classified Senate expresses the view of classified (bargaining unit, confidential, and classified management) in the shared governance process, excluding all areas of collective bargaining.



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Specifically, the Classified Senate has the responsibility to:

- A. Provide the classified staff a voice and participation in the initiation, development, and evaluation of District policy and procedures.
- B. Provide the administration and Governing Board with a means of ascertaining the convictions and suggestions of the classified staff on academic and professional matters.
- C. Appoint classified staff to participate in college-wide standing and ad-hoc committees.
- D. Accept leadership responsibility for policy recommendations in innovation and professional growth, excluding all areas that would require collective bargaining.
- E. Provide consensus participation by the classified staff in the college budget and policy processes.
- F. Encourage the exchange of ideas and understanding between classified staff, faculty, administrators, and students.
- G. Promote the recognition of classified staff as a valued part of the college work force.

### **California School Employees Organization, Chapter 431**

The California School Employees Association, Chaffey College Chapter 431, hereafter referred to as the Association, shall be recognized as the "exclusive" representative for the classified employees within its bargaining unit. The Association expresses the viewpoint of the classified bargaining unit to the college administration and Governing Board in all matters including, but not limited to, collective bargaining.

The rights and responsibilities of the Association derive from: the Educational Employment Relations Act (Government Code Sections 3540 et seq.), the interpretations of this Act by the Public Employment Relations Board, the Collective Bargaining Agreement, past practices, and other applicable laws. The Association's scope of representation shall include, but not be limited to, all matters dealing with the collective bargaining process, wages, hours of employment, workload, and terms and conditions of employment.

In addition, the Association has "exclusive" authority to:

- A. Consult with the administration on the implementation of the current employment contract, collective bargaining, and Board policies as they fall within the scope of representation.

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- B. Represent individual classified bargaining unit members in any or all stages of the grievance procedure.
- C. Serve as an advocate for classified bargaining unit members in grievance procedures.
- D. Arrange for appropriate legal assistance for classified bargaining unit members in matters related to their contractual position at Chaffey College. Such matters may include, but are not limited to: layoff, reductions in contract, dismissal, lawsuits, job actions, etc.
- E. Provide the community, press, and the Governing Board with information relevant to the working conditions of the college classified bargaining unit and information concerning current relations between the District and the classified bargaining unit.
- F. File appropriate legal actions including Unfair Labor Practice Charges on behalf of the classified bargaining unit.
- G. Provide the classified bargaining unit with perspectives and analysis on the District's budget and funding pattern as well as comparative salary and benefit information.
- H. Support appropriate social, cultural, and institutional activities as directed by the membership of the Association.
- I. Support appropriate professional growth activities for the classified bargaining unit that increase educational leadership opportunities.

### **Joint Responsibilities**

It is the joint responsibility of the Classified Senate and the Association to ensure that the employees in the classified service have meaningful input into the decision-making processes of the college.

It is the joint responsibility of the Classified Senate and the Association to work cooperatively to further the perspectives and professional environment of the employees in the classified service so as to ensure a sound institution of higher education. The Classified Senate and the Association have a joint responsibility to avoid the development of divisive or discordant positions and/or goals.

### **Joint Liaison Committee**

The Senate/Association Liaison Committee shall be composed of four (4) members. Said composition shall be the President of the Senate plus one (1) additional

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representative of his/her choice from the Classified Senate and the President of the Association plus one (1) additional representative of his/her choice from the Association. Upon a single written request from either the President of the Senate or the President of the Association, the Liaison Committee shall convene for the purposes of mediating unresolved conflict.

References: Education Code Section 70902(b)(7);  
Title 5 Sections 53200 et seq., 51023.5, and 51023.7;  
WASC/ACCJC Accreditation Standards IV.A.2 and IV.A.5

Approved: 4/17/12  
*(Replaces former Statements of Philosophy 9.2 and 9.3)*