

Participatory Governance Handbook



Chaffey College Governing Board

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Chaffey College Classified Senate

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Introduction and Purpose of the Participatory Governance Handbook

Chaffey Community College District is committed to participatory governance. While ultimate responsibility for decision-making rests with the Governing Board and the Superintendent/President, as outlined in BP 2200, the District firmly believes that the decision-making process is significantly enriched when informed by the collective wisdom of faculty members, classified professionals, students, and administrators working together. This collaborative approach fosters a more inclusive and meaningful governance structure. Although participatory governance does not always result in complete agreement, it means that all viewpoints are heard, respected, and genuinely considered before decisions are made on matters related to governance. Through this process, Chaffey Community College upholds its commitment to transparency, inclusivity, and responsibility in institutional decision-making.

The Chaffey Community College District Participatory Governance Handbook outlines the governance process at Chaffey Community College District. It explains the authority, governance structure, governance group formation and functions, and norms, responsibilities, and operations to ensure constituent members have effective input into governance decisions.

Purpose of the Governance Handbook

The Chaffey Community College District Participatory Governance Handbook clarifies and documents governance and institutional decision-making practices, ensures consistent understanding and application of collegial consultation with Academic Senate of “10+2” academic and professional matters, encourages District-wide participation of classified, faculty, administrators, and students in District priorities that have a significant effect on these bodies, and supports the District’s commitment to continuous quality improvement.

This Handbook shall be reviewed annually by the College Planning Council. Any changes made will be approved through official voting procedures of the College Planning Council, ensuring all constituency voices are reflected.

Institutional Framework for Governance

General Governance Principles

Education Code section 70902 mandates that the Governing Board, “shall establish, maintain, operate, and govern in accordance with the law.” In alignment with Accrediting Commission for Community and Junior Colleges (ACCJC) Standard 4.2, the roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution’s structure for decision-making provides opportunities for constituent participation and ensures the inclusion of relevant perspectives. Additionally, consistent with ACCJC Standard 4.5, the Board gives the Superintendent/President full authority to implement board policies and ensure effective operations and fulfillment of institutional mission.

Consistent with Education Code section 70902, Board Policy 2510, and ACCJC Standards, the Chaffey Community College Governing Board recognizes the following authority:

- The Superintendent/President has the overall responsibility for the operation of the District and provides leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.
- The Administration has the responsibility to develop, implement, and manage the District’s strategic and operational activities to meet goals set by the Governing Board and the Superintendent/President.
- The Academic Senate representative has the right to collegially consult with the District’s representatives of the Governing Board with respect to “10+2” academic and professional matters (Education Code section 70902), and the right to assume primary responsibility in making recommendations in the areas of curriculum and academic standards (Education Code Section 70902).

- The Classified Senate representative has the right to participate effectively in matters that have a significant effect on classified professionals .
- The Student Government representative has the right to participate effectively in matters that have a significant effect on students.

Participatory governance recognizes that effective decision-making and implementation require diverse insights, analyses, and perspectives from the entire College community. By actively involving constituencies in the goal-setting process, the administration can produce more informed and comprehensive outcomes.

Participatory governance at Chaffey College operates in a spirit of cooperation, collaboration, and collegiality. This participatory process is communicated, organized, and carried out through a system which includes the Governing Board, the Superintendent/President, President’s Cabinet, the Executive Team, Academic Senate, Classified Senate, Student Government, College Planning Council, committees, programs, and advisory groups. The key goals of participatory governance are to focus on topics important to the District, solve issues at levels closest to the individual and work units affected, facilitate communication, develop effective plans and processes, and provide the Superintendent/President with information and recommendations to assist the College in achieving its goals.

Vision, Mission, Core Values, and Goals

Chaffey Community College District Vision Statement

Improving lives through education.

Chaffey Community College District Institutional Mission (BP 1200)

Chaffey College improves lives and our communities through education with a steadfast commitment to equity and innovation to empower our diverse students who learn and thrive through excellent career, transfer, and workforce education programs that advance economic and social mobility for all.

Chaffey Community College District Core Values (BP 1400)

The Governing Board, administrators, faculty, and classified professionals of the Chaffey Community College District fulfill the organization's purpose through the application of these core values:

1. Student Success:

Chaffey College fosters a climate of inquiry, promotes evidence-based decision-making, and provides access to essential learning support.

2. Educational Excellence:

Chaffey College supports a spirit of innovation and excellence in teaching and learning as reflected in the core competencies.

3. Climate of Inclusion and Respect:

Chaffey College honors representative voices and collaboration in a respectful and professional learning environment.

4. Dynamic Student Services:

Chaffey College integrates comprehensive support services into a seamless, accessible, and sensitive network.

5. Responsiveness to the Community:

Chaffey College develops community partnerships, unique learning opportunities, and outreach programs to meet the needs of the community.

6. Environmental Responsibility:

Chaffey College commits to the preservation, conservation, and responsible use of its resources.

Chaffey Community College District Goals

- **Equity and Success:**

Chaffey College will be an equity-driven college that fosters success for all students.

- **Learning and Completion:**

Chaffey College will ensure learning and timely completion of students' educational goals.

- **Community Opportunities and Needs:**

Chaffey College will develop and maintain programs and services that maximize students' opportunities and reflect community needs.

- **Technology:**

Chaffey College will optimize the use of technological tools and infrastructure to advance institutional efficiency and student learning.

- **Efficiency:**

Chaffey College will efficiently and effectively manage systems, processes, and resources to maximize capacity.

- **Agility:**

Chaffey College will responsively adapt to changes in students' academic and career needs.

- **Professional Learning:**

Chaffey College will prioritize and align professional learning for all employees to support the achievement of Chaffey Goals.

Chaffey Community College District Board Policies and Administrative Procedures are available on the Chaffey Community College District website.

Roles of Constituents in District Decision-Making

Constituent groups effectively participate in District policy and planning in areas outside of collective bargaining that the Governing Board reasonably determines to have or will have a significant effect on the respective groups. (Title 5, Section 51023.5(a)(3)). Chaffey Community College District constituents participate in decision-making as appropriate within their roles. California Title 5 regulations describe the roles for each constituency in making decisions. The scope of decision-making for each constituency group is also outlined in the Chaffey Community College District Board Policies, and the practices, procedures, and job descriptions within the District. The specific roles of constituents are identified as follows:

Role of Administrators

Chaffey Community College District's administrators include the Superintendent/President, associate superintendents, deans, directors, and managers. Pursuant to BP/AP 3100, The Superintendent/President establishes, maintains, and updates the organizational chart(s) and delineates the lines of responsibilities and reporting structures for the District. Administrators provide leadership and expertise in assessing, identifying, formulating, overseeing, and in implementing the overall direction for the District. Chaffey Community College District Organization Chart(s) are available in the Superintendent/President's Office and on the Leadership subsection of the Chaffey Community College District website.

Role of Faculty

Academic Senate

The Academic Senate is a governance organization that represents Chaffey Community College District faculty members in all academic and professional matters. The Governing Board, the Superintendent/President, and/or the Superintendent/President's designee consults collegially with the President of the Academic Senate, as the acting representative of the faculty body, when adopting policies and procedures on "10+2" academic and professional matters. The Chaffey College Governing Board operates according to the provisions of Title 5, Sections 53200-53204, as outlined in AP 2510. Policies, and procedures on academic and professional matters shall not be adopted until collegial consultation has occurred.

The following are the "10+2" Academic and Professional 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 of policies regarding student preparation and success.
6. District and college governance structures, as related to faculty roles.
 - a. The appointment of faculty members to serve on college committees, advisory groups, or other groups dealing with academic and professional matters shall be made by the Academic senate in consultation with the Superintendent/President or designee.
 - b. There are some areas where the Faculty Association may appoint faculty to committees.
7. Processes for institutional planning and budget development.
8. Faculty roles and involvement in accreditation processes, including self-study and annual reports.
9. Policies for faculty professional development activities.
10. Processes for program review.
11. Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate.

12. 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 Academic Senate.

Chaffey College Faculty Association (CCFA)

The Chaffey College Faculty Association (CCFA) is responsible for negotiating the wages, hours, working conditions, and employee/employer relations of all full-time and part-time faculty working in the District. CCFA works closely with Chaffey's Academic Senate to promote faculty involvement across the District.

Both the Faculty Association and the Academic Senate strongly believe in participatory governance and consider faculty leadership from the Academic Senate vital to providing a quality education to students. This unified faculty voice promotes the well-being of the whole college community.

Role of Classified Professionals

Classified Senate

The Chaffey College Classified Senate represents all classified professionals, including full-time, part-time, classified confidential, and classified supervisory employees. The Senate as a body makes recommendations through effective participation of its elected and appointed classified professional members in college and district planning, policy, and decision-making processes on areas that are outside the scope of collective bargaining that the Governing Board reasonably determines have or will have a significant effect on staff (Title 5, section 51023.5 (a) (4)). Classified professionals are recommended by college leadership, receive approval to participate from their supervisor, approved by the Classified Senate, and confirmed by the Superintendent/President to serve on College Planning Council, committees, and advisory groups. Classified Senate is responsible for approving classified professionals to governance committees not specified to CSEA.

Classified School Employees Association (CSEA)

Classified School Employees Association Chapter 431 (CSEA) represents members in matters related to working conditions within the scope of collective bargaining. As the exclusive representative of Chaffey Community College District classified professionals, CSEA is responsible for appointing representatives from the classified professionals to specified governance committees as jointly determined with Classified Senate.

Role of Students

Chaffey College Student Government

Chaffey College Student Government (CCSG) is the officially recognized student body organization of Chaffey College, established under Education Code Section 76060 et seq. and Title 5 Section 51023.7. CCSG's purpose is to empower and engage the student body by creating opportunities for student growth, providing resources for student success, advocating for students' rights, and representing students in participatory governance.

Students, through CCSG, shall be provided the opportunity to participate effectively in the formulation and development of District and College policies and procedures that have a "significant effect on students" (Title 5, Section 51023.7) which include 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 +1 Any other District policy, procedure, or related matter that the District Governing Board determines will have a significant effect on students.

CCSG shall appoint or recommend student representatives to serve on Chaffey College participatory governance committees.

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

Governing Board procedures shall ensure that at the District-level recommendations and positions developed by students are given every reasonable consideration.

Governance Structure: Bodies and Groups

Chaffey Community College District’s participatory governance structure is carried out through two categories of bodies: Collegial Consultation Groups and Convening Groups. While both allow for effective participation, they are different in scope, authority, and how recommendations are advanced through the governance structure.

This section provides clarification on the distinctions and definitions between the District’s Consultation Groups and the District’s Convening Groups that support ongoing, representative input and collaboration into institutional planning, and recommendations of policy and decision-making. [See Appendix A: Governance Structure Map.](#)

Consultation Groups

Consultation Groups are participatory bodies who assess, discuss, and ultimately make recommendations on matters within their scope to the Governing Board and/or Superintendent/President. Consultation groups include:

- Governance Council
- President’s Cabinet
- Academic Senate
- Classified Senate
- Chaffey College Student Government (CCSG)

Governance Council

The Governance Council is composed of the Executive Team, the Presidents of the Senates, and the President (or designee) of Student Government. The Governance Council deliberates on matters consistent with District policies and procedures to address and mitigate active issues in alignment with effective participatory governance practices.

Following approval by the Superintendent/President and Governing Board, or designee, the Governance Council shall communicate actions, resolutions, and updates through the Senates, Student Government, and/or College Planning Council as appropriate.

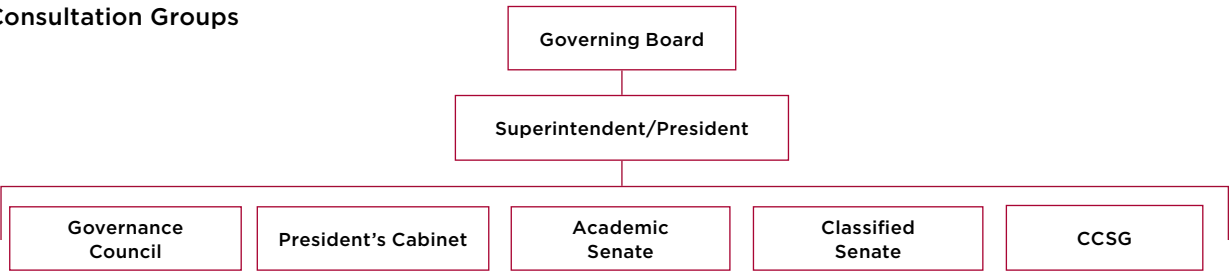
President’s Cabinet

The President’s Cabinet is made up of members from all consultation groups as well as administrators, confidential employees, and association representatives. One of the primary responsibilities of this Cabinet is to review and recommend new or revised College Board Policies (BPs) and Administrative Procedures (APs). All BPs and APs are reviewed on a staggered seven-year cycle to ensure they remain up-to-date and in compliance with federal and state regulations.

The President’s Cabinet also serves as a consultative body for the Superintendent/President on issues of college leadership and matters of college-wide importance. Collegial consultation matters are subject to consultation with the Academic Senate as academic and professional matters and with the bargaining units as contractual matters.

The Academic Senate, Classified Senate, and Chaffey College Student Government are all previously defined in the “Roles of Constituents in District Decision-Making” section. Each maintains constitutions and by-laws that define representation and decision-making processes.

Consultation Groups



Convening Groups

Convening Groups are bodies established by the District to support effective participation, communication, and implementation across the institution. These groups provide representative perspectives and operational insight needed to inform planning and decision-making.

Convening groups include, but not limited to:

- College Planning Council (CPC)
- Steering Committee
- Committees
- Programs
- Advisory groups

Based on the charge given, Convening Groups may develop recommendations that are related to institutional planning, prioritization, and effective operations. Recommendations from these groups should follow the guidelines as identified in the Decision-Making and Communication Process section. [See Appendix B: Chaffey College Communications Process.](#)

In some instances, Convening Groups have a charge to support work exclusively in alignment with the Academic Senate’s 10+2 academic and professional matters. In such situations, the convening group will provide semesterly updates to the Academic Senate through representative members.

Below is detailed information about each convening group:

College Planning Council

The College Planning Council (CPC) is the planning group for the institution. CPC uses a tri-chair model to ensure that effective participation among all employment groups is maintained, innovative thought and diverse talent is valued, and that decisions are well-informed and reflect the expertise of the college community. CPC develops recommended strategic plans and objectives, oversees committees working toward meeting the college-wide objectives, and establishes and refines channels of communication. CPC also serves as a forum in identifying college issues or concerns not limited to personnel, participatory governance, nor union matters.

The CPC meets on a regular basis (twice monthly) and is composed of classified professionals, administrators, faculty, and students acting in an advisory capacity from all major committees represented within the Council’s purview, including the Presidents or designees of Academic Senate, Classified Senate, and Student Government, and the Associate Superintendents.

Convening Groups



Steering Committees

Steering committees serve to inform the work of the District by providing expertise in matters that have college-wide or specific stakeholder impact. Each steering committee is charged with identifying its description, composition, and initiatives while integrating its functions to the District's educational master plan, strategic plan, and other operational plans. Decisions that will ultimately have a District-wide impact are discussed through one or more steering committees. The steering committees' work in a synergistic and complementary manner with one another. A representative from each steering committee will serve as a member of College Planning Council in order to support institutional planning.

The Steering Committees are the following:

- Budget Advisory Committee
- Enrollment and Success Management Committee
- President's Equity Committee (formerly Council)
- Professional Development Committee
- Program and Services Review Committee
- Outcomes and Assessment Committee

Steering Committee descriptions, including the scope, purpose, membership, and meeting information can be found within the [Appendix G: Committees List](#).

Committees

A committee is an ongoing convening group composed of designated representatives who consider matters and develop work plans pertaining to a specific charge or subject. A committee reports its recommendations to the appropriate body which, depending upon the charge, may be the College Planning Council, Academic Senate, and/or the President's Cabinet.

If a committee recommends policies, strategic plans, or initiatives under the purview of the "10+2" academic and professional work, the District and Academic Senate shall follow the Procedures for Collegial Consultation with Academic Senate outlined in AP 2510.

Subcommittee

A subcommittee is a temporary convening group assigned by a committee. It is composed of constituent members with expertise pertaining to a single designated charge or subject as determined by a committee. Members meet as needed according to the required timelines/deadlines determined by the committee.

Programs

Programs are grounded in culturally responsive practices, promote student success, and a sense of belonging. They are sustained through institutional commitment and a coordinated set of related services, activities, and/or courses organized around a specific purpose (such as a pathway, learning community, or student-support initiative). They operate under a designated manager who supports continuous assessment and advances recommendations and information to governance. The program itself supports institutional goals, but is not itself a governance body.

Advisory Groups

An advisory group is a time-bound or topic-specific convening group formed to provide focused expertise, feedback, and recommendations to an identified convening group, program, department, or administrator on a clearly defined issue or project. Advisory groups are comprised of subject matter experts/industry leaders who provide recommendations and do not hold primary decision-making authority. Instead, advisory groups gather input, analyze information, and develop recommendations. These are then forwarded for review and consideration to their assigned council, committee, or manager.

Limitations

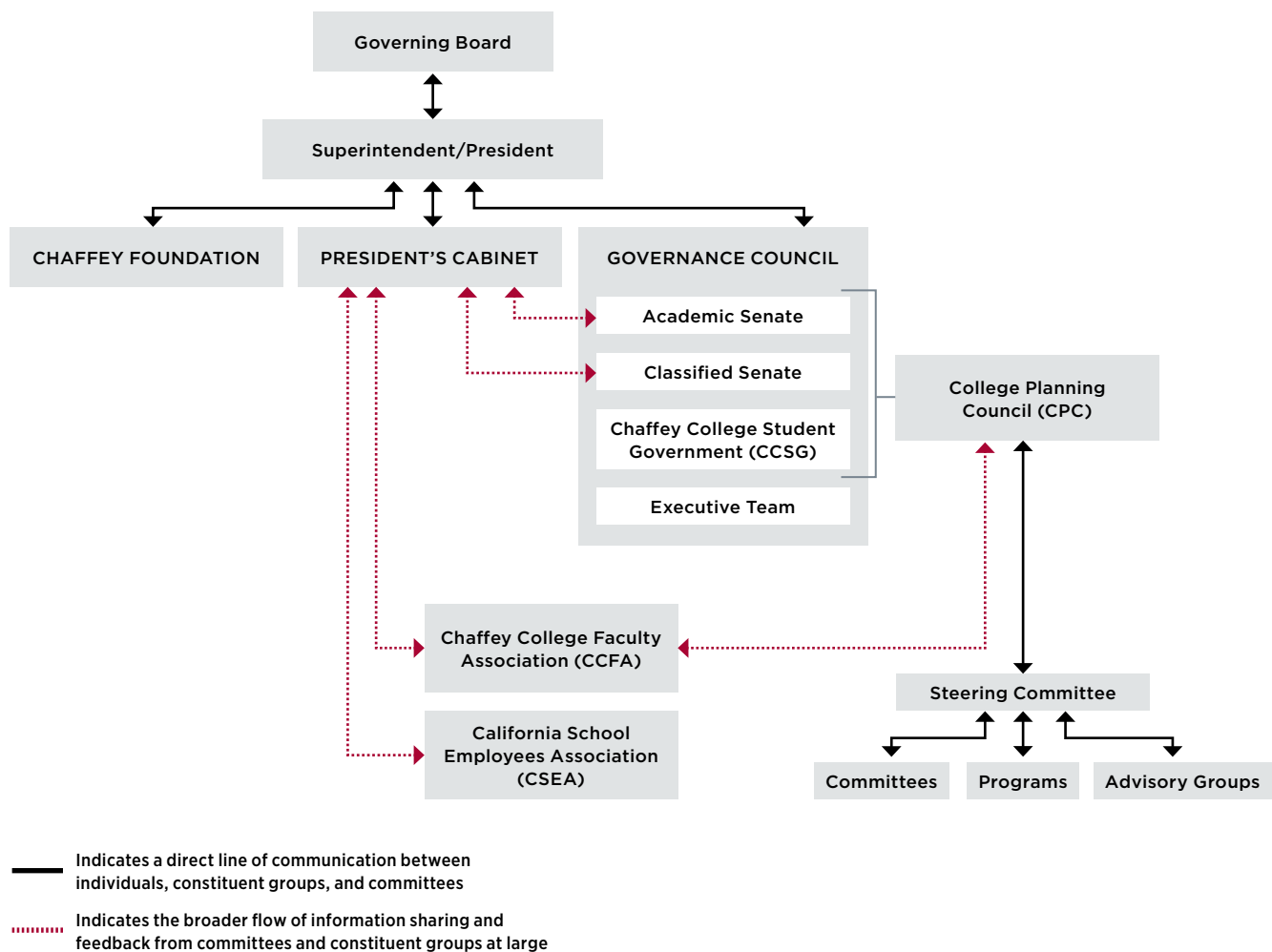
Participating in Convening Group activities (committees, advisories, programs, taskforces, etc.) shall not be construed as an alternative to or substitute for the legal right of collective bargaining representatives to make proposals to the Governing Board on bargaining issues, or the right of the Academic Senate to assume primary responsibility for making recommendations to the Governing Board in the areas of curriculum, academic standards, and on professional matters. (California State Education Code, Article 2, Section 53200.)

Decision-Making and Communication Process

Process of Communication

The Chaffey Governance Communication Flow Chart illustrates how key communication and ideas are brought forward by constituent groups through the participatory process. Communication flows through steering committees, College Planning Council, the Governance Council, the President's Cabinet, Superintendent/President, and Governing Board or designee.

Chaffey College Communication Process



Decision-Making Process

Collegial Consultation and Convening groups participate in decision-making processes by gathering information and developing recommendations. Information flows through steering committees, College Planning Council, the Governance Council, the President's Cabinet, Superintendent/President, and Governing Board or designee. Each group can make and forward their recommendations through steering committee tri-chairs to the College Planning Council and/or Governance Council for review.

When a Convening Group is discussing the aspects when developing a recommendation, it will be done with the following objectives in mind:

1. All recommendations will align with the District's mission and strategic plans
2. All recommendations must consider the resources (human, financial, capital, and/or technological) available for implementation
3. All recommendations must include timelines for reaching outcomes. The timeline must be responsive to the needs of the College
4. All recommendations shall identify the constituent groups related to the issues under consideration and invite their participation prior to forming any recommendation. Constituent groups shall be provided with the opportunity to participate in discussions that inform and shape recommendations affecting them

Once a Convening Group decides to advance a recommendation, the tri-chairs shall prepare a written proposal, that includes the following elements, as applicable:

1. Purpose and Recommendation

- a. A clear and concise description of the issue, need, or opportunity, and the specific recommendation being advanced.

2. Alignment with Governance, Policy, and Practices

- a. A brief summary of relevant context, including data, applicable regulations or policies, and prior discussions with governance groups and decisions.
- b. A statement of how the recommendation aligns with institutional values, goals, strategic plans, and other college priorities.

3. Equity and Student Impact

- a. A description of anticipated effects on student success, including equity, access, persistence, completion, transfer, and sense of belonging.

4. Constituent Group Engagement

- a. Identification of key constituent groups consulted.
- b. A description of the methods of engagement and how input from constituent groups informed the recommendation.

5. Resource Considerations

- a. An overview of the resources required for implementation, (e.g., fiscal, staffing, technology, facilities),
- b. Assessment of the feasibility and sustainability of the proposed recommendation in relation to existing operations.

6. Implementation Plan and Timeline

- a. A proposed plan for implementation that identifies major activities, responsible parties or areas, and a realistic timeline,
- b. Any dependencies or sequencing considerations that may affect implementation

Procedures for Responses to Recommendations

For recommendations related to issues within a consultation group's purview, as defined by the California Code of Regulations, Title 5, Sections 53200–53206, 51023.7, or 51023.5, or within other areas of responsibility assigned to the governance group under AP 2510, the Superintendent/President (or designee) will review the recommendations and take one of the following actions:

- **If the Superintendent/President (or designee) agrees with the recommendation**, they will approve it, direct its implementation, or make minor modifications. The originating governance group will be notified of the decision in writing within 45 days.
- **If the Superintendent/President (or designee) does not agree with the recommendation or requires further information/consideration:**
 - The recommendation will be returned to the governance group to submit additional information, or
 - The Superintendent/President (or designee) will provide written feedback explaining further investigation needed, or
 - The recommendation may be denied with documented reasoning. Upon written request to the Superintendent/President's Office (or designee), the written rationale for the denial will be provided within 45 days.

For recommendations concerning issues outside the purview of a governance group, as defined in AP 2510, and originating from a convening group to the College Planning Council, Academic Senate, Classified Senate, or Student Government, the following review process will occur:

- The governance body will review the recommendation to determine whether it falls within the body's charge and scope, including its alignment with the District's mission and strategic priorities. They will also determine the appropriate time and format for the recommendation to be discussed by the full body.
- Following discussion and deliberation by the representatives, the body may vote to move the recommendation forward, return it to the convening group, or table the item for further consideration. The convening group will be notified of the discussion and outcome within 45 days, including a record of any meeting minutes related to the agenda item.

Formation and Maintenance of Convening Groups

The institution-level group, College Planning Council (CPC), is the convening group to which all committees report. Because effective participation requires collaboration among all constituent groups, faculty, classified professionals, students, and administrators have representative members. This structure of convening groups can only be changed through the College Planning Council.

Developing a New Academic Senate Committee

For a committee to be recognized as part of the Academic Senate “10+2” process, the new committee charter must be approved by the Academic Senate, including review of its purpose, scope, and composition. Committees whose purview falls under the “10+2” academic and professional matters are responsible for reporting to the Academic Senate. When seeking to establish such a new committee, a request for committee formation must be submitted to the Academic Senate Office for review.

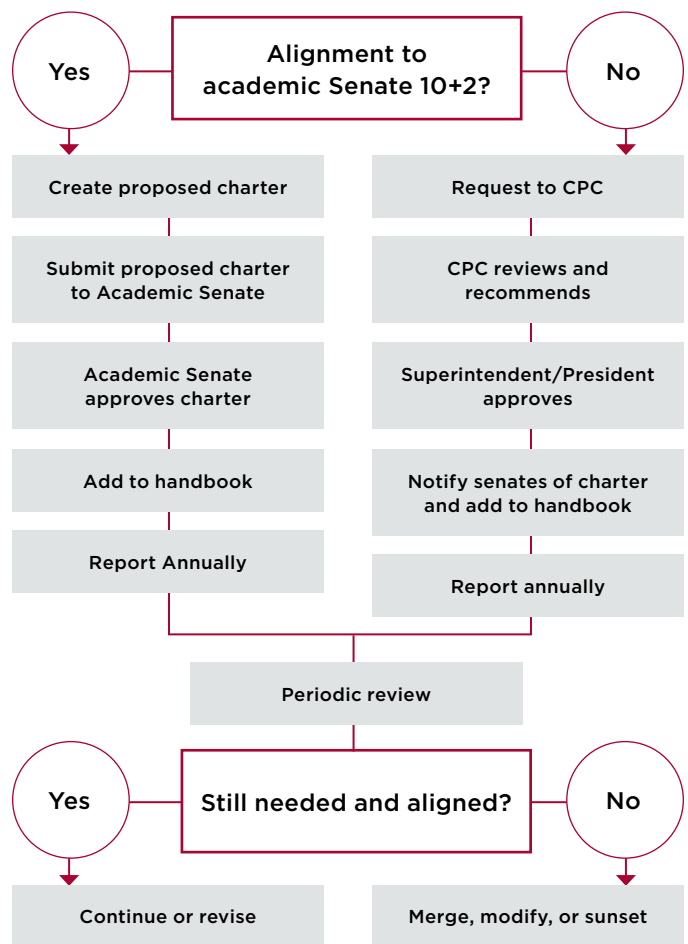
Additionally, the formation of new permanent faculty-led participatory governance committees is the responsibility of the Academic Senate.

Committee charters must be submitted to the Academic Senate Office and include the following information:

- Proposed committee name
- Committee purpose
- Committee scope
- Committee membership

Following the submission of the committee charter request, the Academic Senate President will work with the committee to revise or collaborate on any recommendations to partner with existing convening groups in order to maintain cohesive communication and effective participation. Upon approval, a complete committee charter will be developed. Faculty-led participatory governance committees may be created or discontinued by formal action of the Academic Senate when it determines the committee is necessary or no longer necessary.

Developing a New Committee



Developing Campus-Wide Committees

The formation of a new permanent campus-wide committee is the responsibility of the College Planning Council, subject to approval by the Superintendent/President. Upon approval, a committee charter outlining the committee's purpose, charge, scope, and membership will be developed, and appropriate notification will be provided to the senates.

After a New Committee is Formed

Once approved, committees will be included in this handbook and will report on their activities to the College Planning Council and/or Academic Senate at least once per semester. This process does not preclude the formation of ad hoc committees as needed or committees operating under the purview of convening groups.

Each convening group is responsible for maintaining and publish the charges and membership of its committees. Overall, the number of committees should be kept to a minimum to avoid duplication, redundancy, or overlapping responsibilities. [See Appendix G: Committees List for a list of all committees.](#)

Expectations for Periodic Review and Sunset

Committees are expected to undergo periodic review to ensure continued relevance and alignment with the College's mission and strategic priorities. Committees may be modified, merged, or sunset when their charge has been fulfilled or when overlapping responsibilities are identified.

Norms, Responsibilities, and Operations

Group Member Responsibilities

Convening group meetings are open to Chaffey employees and students who want to attend and observe to gain information. Membership must be established through the relevant approval process for their employee group.

Members of all Chaffey Community Convening Groups are charged with varying levels of effective participation, to offer diverse insights to improve the College's programs and services for students, to voice the perspectives of their constituencies, and to provide feedback to their colleagues.

All Convening Groups fulfill the following responsibilities:

- Attend meetings
- Meetings are documented with summary notes
- Clearly articulate and consider the college-wide community as well as constituent views in all discussions
- Introduce items and issues on behalf of constituents and the college community
- Function as a collaborative team member with other members of the group
- Follow through on tasks
- Work toward common understanding and consensus in an atmosphere of respect
- Support the implementation of recommendations once group consensus is reached
- Report meeting outcomes and committee recommendations back to constituent groups
- Report meeting outcomes upwards to the applicable Council, Cabinet, or Senate.

Chairing Convening Groups and Tri-Chair Model

The following are the responsibilities of convening group chairs and tri-chairs: Establish committee meeting time and location

- Take summary notes at every meeting
- Work collaboratively with constituent group leadership to recruit committee members
- Create and timely distribute an agenda District-wide through the campus events calendar and web page(s)
- Communicate to committee members a procedure to add agenda items to meetings
- Conduct meetings in an orderly manner, allowing appropriate participation of all individuals present
- Provide an annual end-of-the-year report. Share reports with the College Planning Council and/or appropriate Senate, as applicable.
- Ensure that a consensus or vote is taken on action items
- Assure that summary notes are approved, and uploaded to the appropriate web page(s)
- Communicate regularly with each other over the construction of the agenda and other relevant committee work
- Perform as a mentor or assign a mentor to new committee members who are unfamiliar with the committee

Meeting Schedule and Meeting Records

To support broad participation and transparency in the flow of communication and recommendations, the College Planning Council maintains a centralized schedule of meetings for Governance Council and Convening Groups. This schedule is posted on Chaffey Central; the District's digital hub located within the employee portal.

Summary notes for all Governance Council and Convening Group meetings are recorded using a standardized, accessible template ([see Appendix E](#)). To support college-wide communication, approved summary notes must be submitted to the College Planning Council within one week of approval and posted in the appropriate area in Chaffey Central.

Engaging Students in Convening Group Meetings

If a student is new to a committee, advisory group, program, or taskforce at any time during the year, introductions should occur at the beginning of the student's first meeting and the purpose and functions of the convening group should be reviewed.

Additional inclusive ways to provide a welcoming environment for student partners include:

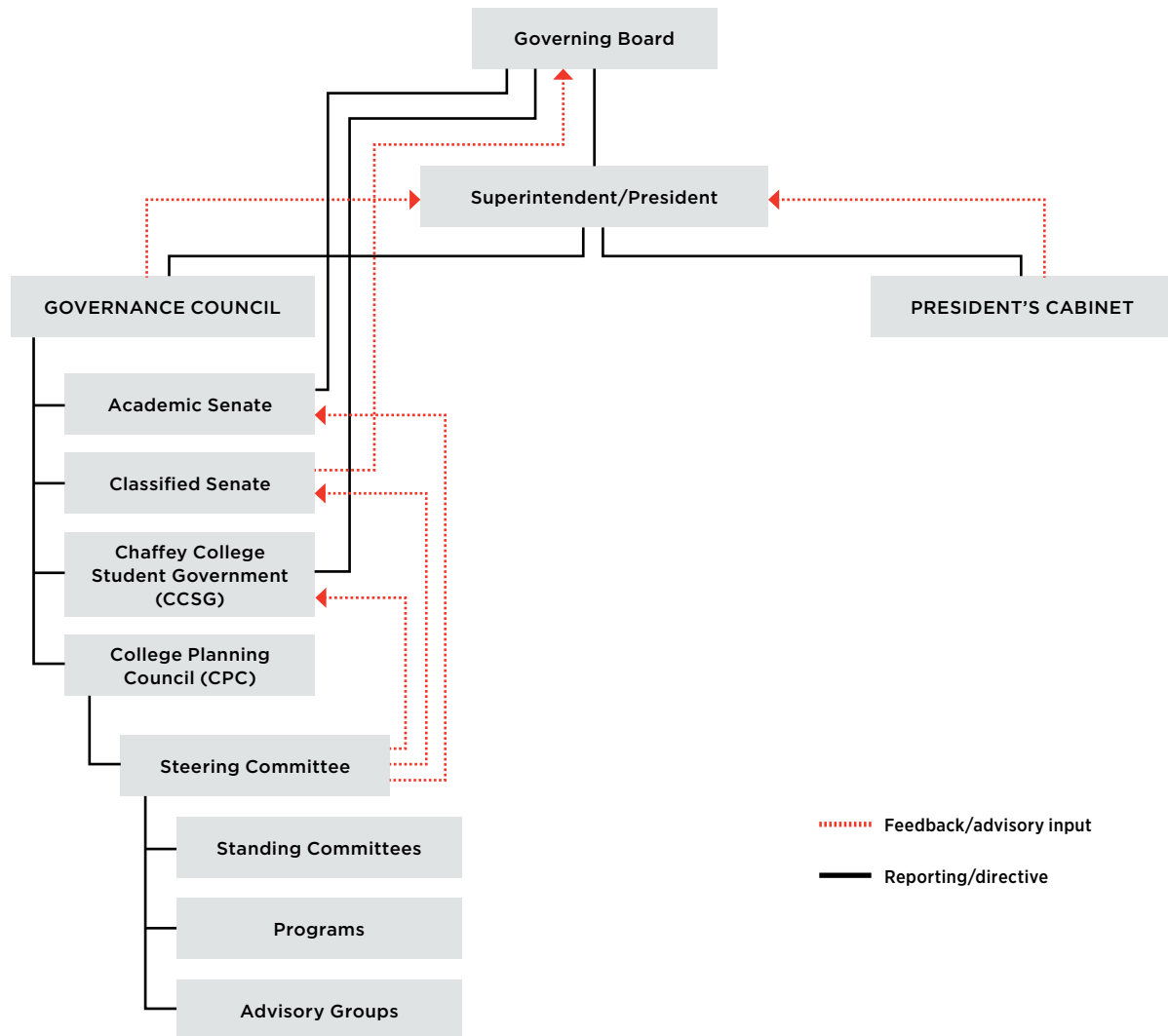
- Avoid using acronyms while speaking during the meeting.
- Avoid relying on shared internal language that may limit student understanding or participation.
- As much as possible, ask students their thoughts during discussion of agenda items to engage students in the discussion.
- Be mindful that there are students in the space, instead of talking about what students think, pause and request student's perspective, and/or work to gather additional student feedback on the topic.

Evaluation of Governance Effectiveness

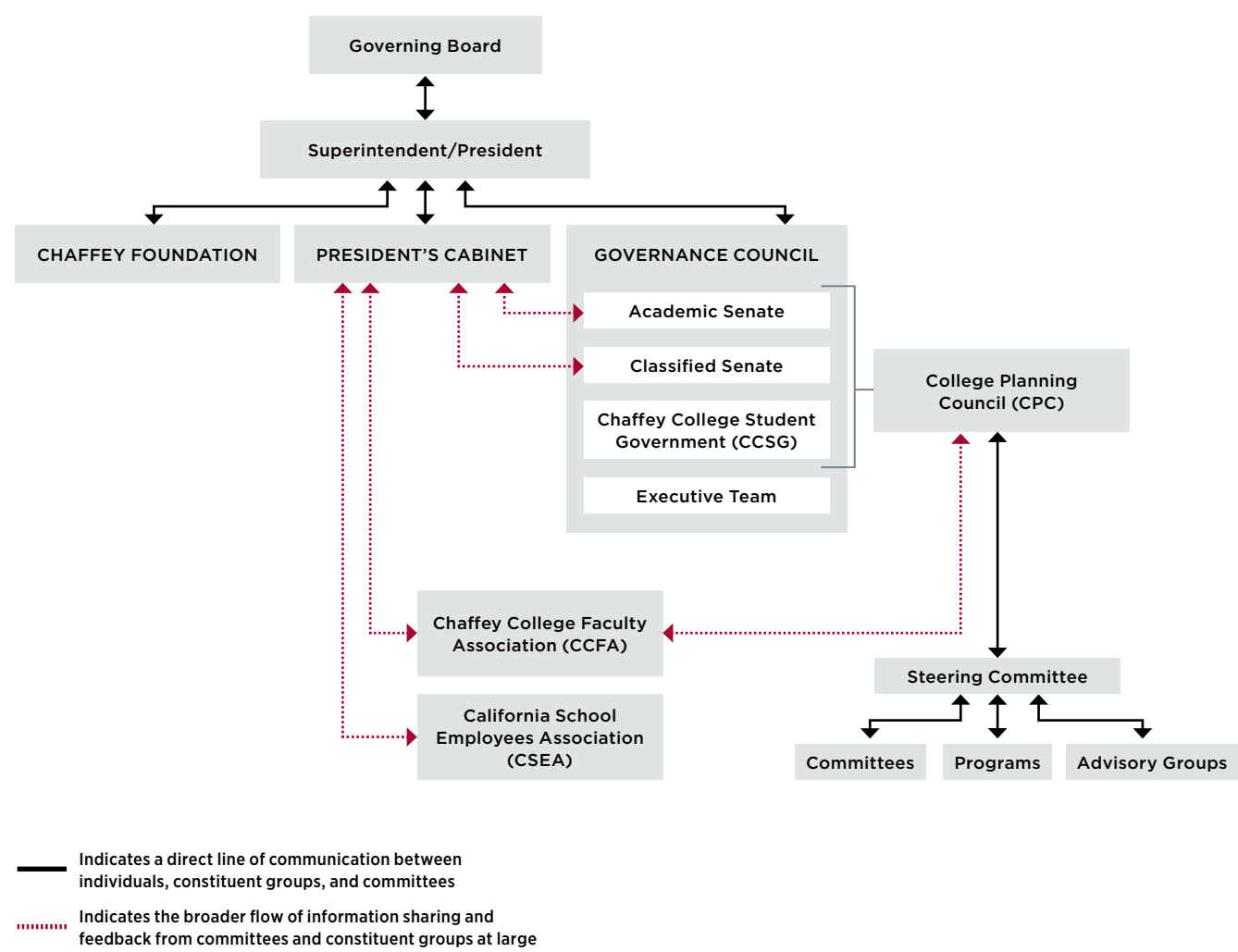
Each convening group engages in an evaluation process to review their purpose, scope, membership, as well as assessing their overall progress toward meeting internal goals. This annual self-evaluation is collected by the College Planning Council for review to recommend improvements towards structures of the convening groups and/or processes within the governance structure. These recommendations are given to the Governance Council for consideration for the following academic year.

Appendices

Appendix A: Governance Structure Map



Appendix B: Governance Communication Process



Appendix C: Committee Initiation Forms

Committee Initiation Forms (Academic Senate)

Committee Initiation Form

For the establishment of a new committee

Use this form to document the proposed committee's charter, leadership structure, and required approvals.

Proposed Committee Name	
Date Initiated	
Initiated By (name/title/area)	
Committee Type	
Anticipated Start Term	

Committee Charter

Purpose	State why the committee is being established and the institutional need it is intended to address.
Charge	Describe the committee's responsibilities, expected work, and any deliverables or recommendations it will provide.
Scope	Clarify boundaries, authority, reporting relationships, and matters that are outside the committee's purview.
Membership	Describe membership composition, representation, term lengths if applicable, and how members will be selected or appointed.

Tri-Chair Information

Role	Name	Title / Area Represented
Tri-Chair 1		
Tri-Chair 2		
Tri-Chair 3		

Committee Initiation Forms (CPC)

COMMITTEE INITIATION FORM

COMMITTEE IDENTITY

Committee Name

Proposed Date

Initiated By

CHARTER

Purpose

Describe the overarching reason this committee exists and the outcomes it is intended to achieve.

Scope

Define the boundaries of the committee's authority, the areas it covers, and any exclusions.

Charge

State the specific tasks, responsibilities, or deliverables assigned to this committee.

Membership

List member roles, constituencies represented, term lengths, and any quorum requirements.

Appendix D: Meeting Agenda Template

MEETING AGENDA

[Committee / Group Name]

MEETING DETAILS

Date

Start Time

Location

End Time

Modality

Facilitator

ATTENDEES

Present

Regrets

Guests

AGENDA ITEMS

#	TOPIC / DESCRIPTION	PRESENTER	TIME
1	Call to Order / Welcome		
2	Approval of Previous Minutes		
3			
4			
5			
6			
7			
8	Other Business / Announcements		
9	Adjournment		

SUMMARY NOTES

MEETING DETAILS

Modality options: In-Person / Virtual / Hybrid

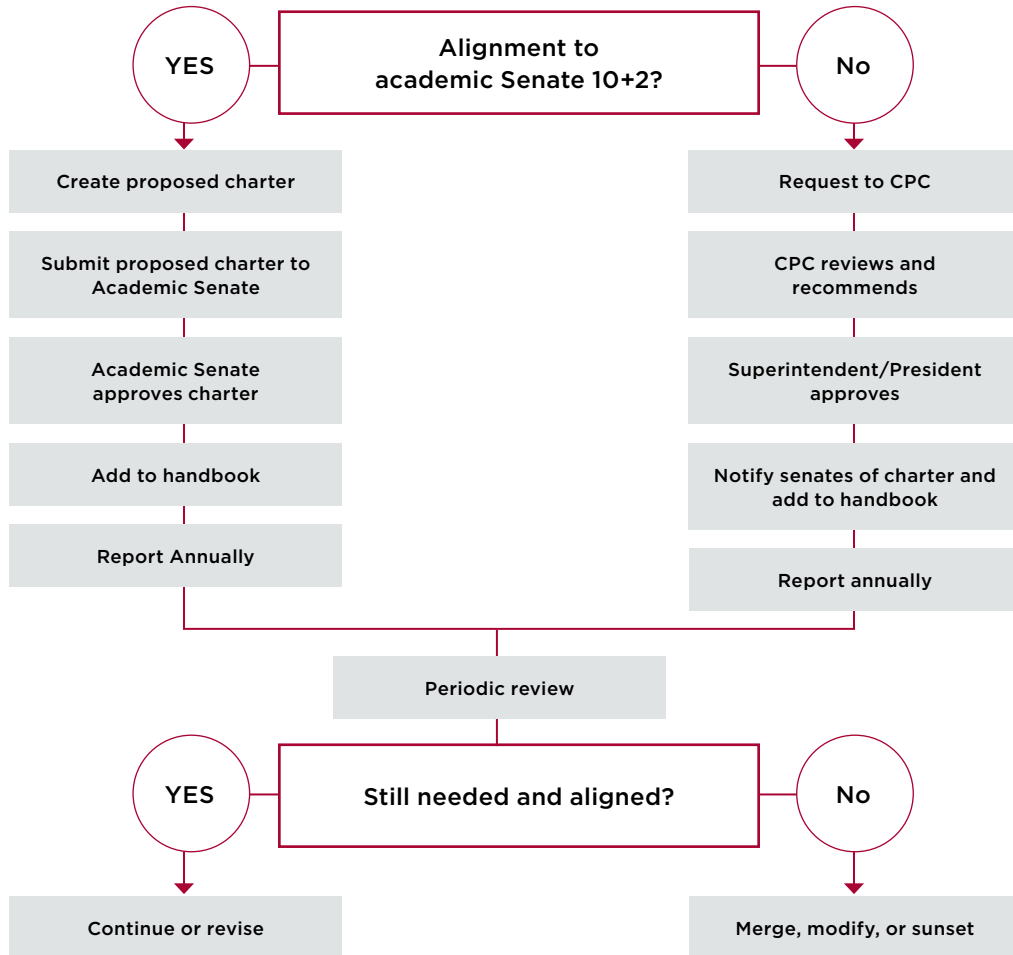
Present

Regrets / Absent

Guests

Use this space to record discussion summaries, decisions made, and key points raised during the meeting.

Appendix F: Developing a New Committee



Appendix G: Committee List

Governance Bodies

Academic Senate

Curriculum Committee

Classified Senate

Caring Campus

Chaffey College Student Government (CCSG)

Institutional Council

College Planning Council

Steering Committees

Budget Advisory Committee

Enrollment and Success Management Committee

Program and Services Review Committee

Resource Allocation Committee

Presidents Equity Committee

Outcomes and Assessment Committee

Professional Development Committee

Convening Groups

(Committees, Programs, and Advisory Groups)

Accreditation Oversight Committee

Calendar Committee

Career Education Advisory Committee (CEAC)

Chaffey Connects

Chino Advisory Team

Classified Success Network Advisory

Colleague Steering Committee

Commencement Committee

Disability Program Committee

Digital Accessibility Committee

Distance Education Committee

Dual Enrollment Advisory Committee

Equal Opportunity Programs and Services (EOPS)/ CARE Advisory Committee

Faculty Success Center Committee

Fontana Advisory

Health and Safety Committee

Honors Program Committee

LGBTQIA+ Advocates Committee

Library Committee

Palestinian Justice and Solidarity Committee

Rising Scholars Program Committee

Student Grievance Committee

Technology Committee

Trees, Plants and Grounds Committee

Umoja Advisory Committee

Undocumented Advocates

Wignall Museum Committee

ZTC/OER Committee