

College of Marin

Participatory Governance System (PGS) Plan

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FRAMEWORK FOR OUR GOVERNANCE SYSTEM

College of Marin's governance system is guided by of the California Education Code as specified in the Education Code section 70901(b)(1)(E) [Appendix A. 1.] which pertains to governing boards of community college districts, and reads in part that they will:

“ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards as well as other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.”

Further, the College of Marin governance system aspires to establish and practice transparency in decision-making.

PHILOSOPHY

Any system of governance is dependent upon the cooperation and collaboration of all of its components to function effectively. The whole is greater than the sum of its parts and it is the interdependence of those parts that is important to the success of any effort by the whole.

Members of the College community need to respect each other's professionalism and encourage trust and a sense of teamwork. To that end, the College of Marin has established a participatory, advisory system of governance, which includes a commitment to participation from all segments of the college community including those who have been historically underrepresented. The college will make recommendations for the policies and procedures that govern the college to reflect an intentional focus on equity-mindedness and a commitment to being anti-racist.

It is expected that the Superintendent/President will always give careful consideration to the recommendations made through participatory governance. However, it should be understood that all recommendations are advisory to the Superintendent/President, who will provide written rationales when not following those recommendations. The Board of Trustees holds the final decision-making authority.

NOTE: For the purposes of our work, the following definition of Anti-Racist is applied: Any policy, idea, or funding decision that produces or sustains racial equity in educational outcomes by intentionally dismantling systems and ideologies rooted in white supremacy. Anti-racism recognizes not all existing policies, ideas, or decisions are intentionally designed as racist, but may produce racial disparities in educational outcomes for historically marginalized groups, nonetheless.

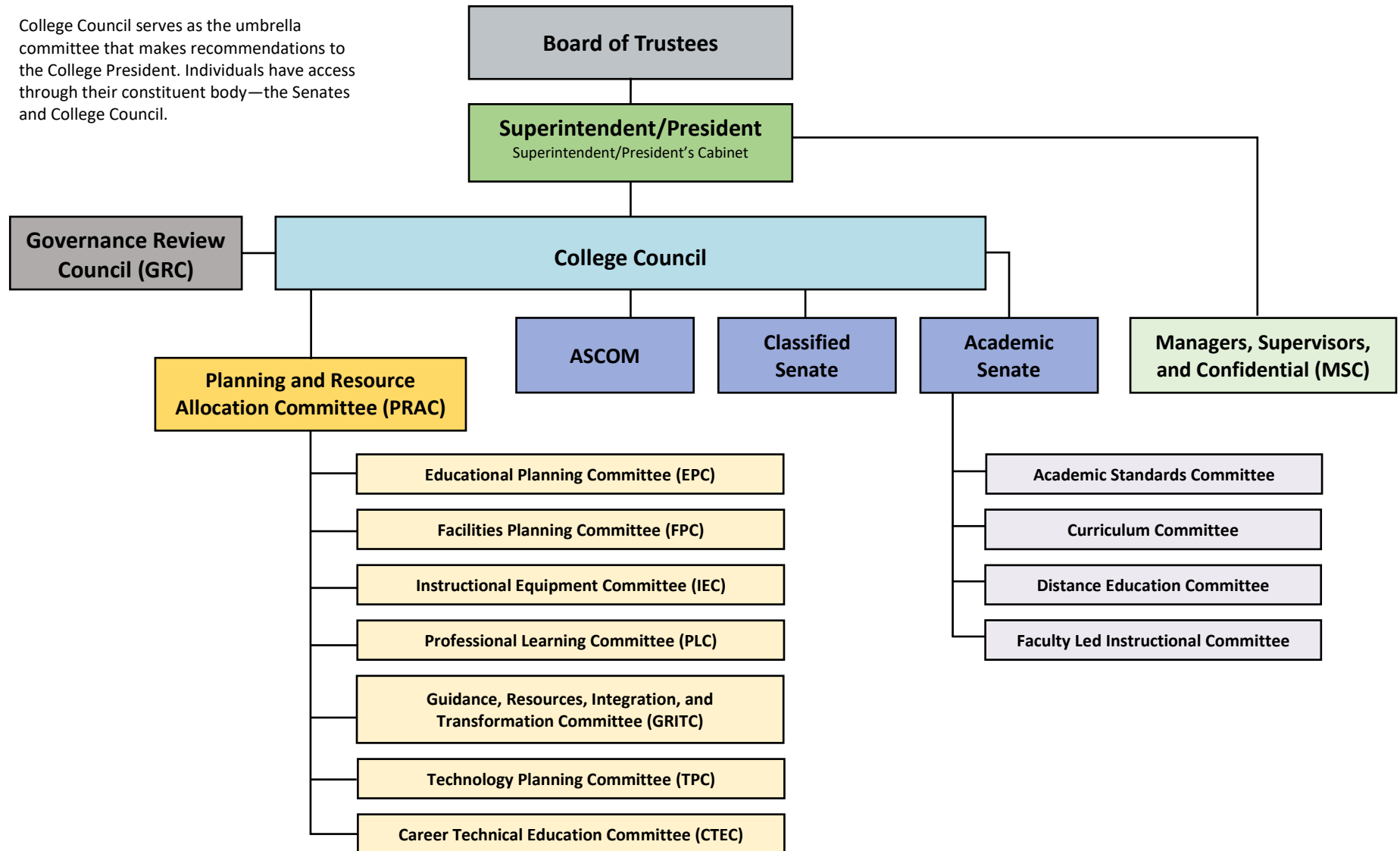
Participatory Governance System (PGS) Organizational Chart

College of Marin's Participatory Governance System consists of nine standing committees and councils composed of faculty, staff, and students.

Recommendations flow up from the committees.

Information flows in both directions.

College Council serves as the umbrella committee that makes recommendations to the College President. Individuals have access through their constituent body—the Senates and College Council.



LEGALLY DEFINED AREAS OF PARTICIPATION IN TITLE 5 AND OTHER CODES

Academic Senate (Title 5, Section 53200)(c) [Appendix A. 2.]

For the purposes of this Section, the term "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;
5. standards or policies regarding student preparation and success;
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. process for program review;
10. process 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.

Other code sections that legally require participation by faculty:

1. Ed. Code 66450 - distribution of academic presentations
2. Ed. Code 87458 - administrative retreat rights
3. Ed. Code 87359 - equivalencies to minimum qualifications
4. Ed. Code 87360 - faculty hiring
5. Ed. Code 87663 - faculty evaluation
6. Ed. Code 87610.6 - faculty tenure
7. Ed. Code 87743.2 - faculty service areas
8. Title 5, Section 55022 - curriculum committees
9. Title 5, Section 53204 - Academic Senate/union agreements

Staff (Title 5, Section 51023.5 (a) (4)) [Appendix A. 2.]

- (a) The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:
- (4) Staff shall be provided with opportunities to participate in the formulations 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.

For purposes of this Section, district and college policies and procedures that have or will have a significant effect on staff include the following:

1. district and college governance structures, as related to staff roles;
2. processes for institutional planning and budget development;
3. staff roles and involvement in accreditation process, including self-study and annual reports;
4. policies for staff professional development activities;
5. any other district and college policy, procedure or related matter that the district governing board determines will have significant effect on staff.

Other code sections that legally pertain to participation by staff:

1. Ed. Code 70901.2 - appointment of classified staff representatives by exclusive bargaining unit representative. [Appendix A. 3.]

Students (Title 5, Section 51023.7 (b)) [Appendix A. 2.]

For the purposes of this Section, the district and college policies and procedures that have or will have “a significant effect on students” 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
10. any other district and college policy, procedure or related matter that the district governing board determines will have significant effect on students.

PRINCIPLES FOR EFFECTIVE GOVERNANCE

All constituencies work together for the good of the institution:

This means that decisions follow a shared vision and are made in the best interest of the College. All constituencies actively participate.

Clarity of roles and decision-making processes:

The governance system reflects transparent decision making with data that supports and/or references shared vision and goals. Decisions are clear and effectively communicated.

Data-based decisions and discussion:

Proposals are based on data, as are the resulting recommendations and rebuttals. Recommendations should support the College's Mission Statement, Vision, and Educational Master Plan. Timely decisions are expected.

Professional conduct:

All public meetings and governance committees have clear ground rules and expectations of professional conduct and respectful dialogue. As part of professional conduct, governance committees take responsibility for their decisions and make them publicly known.

Constituent Groups

Board of Trustees

The Marin Community College District Board of Trustees is a publicly elected board which as a unit sets the policy direction that defines the educational, legal, ethical, and prudent standards for college operations, institutional performance, fiscal health and stability. The Superintendent/President works at the pleasure of the Board.

President's Cabinet

The Cabinet is advisory to the Superintendent/President in all matters related to college operations, student learning, and the implementation of Board policies. The Cabinet is composed of administrators who report directly to the Superintendent/President.

Academic Senate

Represents all certificated instructional personnel including credit, non-credit, full and part-time faculty, which includes instructors, counselors, college nurse and librarians. The faculty elects fifteen members to the Academic Senate. The Academic Senate serves as the voice of the faculty in matters concerning participatory governance and academic and professional matters.

Classified Senate

Represents all staff other than certificated and management. The Classified Senate serves as the voice of the classified staff in matters concerning participatory governance. The Classified Senate consists of 12 Senators elected by the classified staff. The Classified Senate is composed of seven members of CSEA, one member of SEIU, one member of the Supervisory/Confidential unit and three members from the classified staff at large.

ASCOM

The Associated Students of College of Marin represents all registered credit and noncredit students. ASCOM serves as the voice of the students in matters concerning participatory governance.

Types of Governance Groups**Council**

A group of constituency representatives designated or selected to act in an advisory capacity and meet on a regular basis.

Standing Committee

A permanent committee of constituency representatives intended to consider all matters pertaining to a designated subject and meet on a regular basis.

Sub Committee

A permanent committee created by a council or standing committee to address and make recommendations on a particular subject. The members need not be from a permanent committee or council.

Ad Hoc Committee

A committee created by a council or standing committee for a special purpose. Meets as needed until the task is finished.

Task Force

A group created by the College Council or the President to address a special college wide issue and meet until the issue is resolved.

OPERATING GUIDELINES

Quorum

- Quorum for meetings will be a simple majority (50% + 1) of the Council or Committee's filled seats.
- Seats with no appointed representatives shall not be included when establishing quorum.
- If any governance group does not provide at least one representative for a meeting, the remaining group will comprise a quorum and can take action provided they comprise a simple majority.

Composition and Population of Participatory Governance Committees

- When recommending appointments of representatives to serve on participatory governance committees, councils, task forces etc., appointing bodies will strive to allow all interested parties to serve.
- Members will be appointed for two-year terms.
- If replacements are made, the new representative will complete the term of the original appointment.
- Appointing bodies reserve the right to remove their representatives for not fulfilling their duties as specified in this document or for other reasons specified in their governing documents.
- The Academic Senate is responsible for appointing faculty.
- The Student Senate is responsible for appointing students.
- Classified staff members are appointed by the official classified staff appointing body - the Classified Professional Liaison Committee (CPLC), a joint committee of CSEA, SEIU, and the Classified Senate.
- The Superintendent/President is responsible for appointing managers.
- By the fall and spring semester census date, participatory governance committees will submit a current list of representatives and their term of office to the Planning, Research and Institutional Effectiveness Office to be posted on the COM participatory governance web page.
- Committee chair/s will notify the Planning, Research and Institutional Effectiveness Office whenever there is a change in representation and will maintain current lists of committee representatives and their term of office.
- Participatory governance committees, task forces or subcommittees should have equal representation from each constituency unless they fall under the academic and professional matters as defined in Title V, Section 53200.

Meeting Process

- All meetings are open to the public.
- Non-members may attend meetings as observers and speak with permission of the chair.
- All participatory governance committees act as recommending bodies.
- Participatory governance committees will establish and publish an agenda for each meeting in a timely manner.
- Participatory governance committees should develop agreed upon ground rules for committee operation.
- Committees will develop annual goals and objectives and a method for evaluation.

Consensus and Voting

- All committees shall use the consensus method to reach decisions and make recommendations.
- Consensus is reached when members mutually agree to a decision and feel their concerns regarding the issue have been adequately addressed. It is not unanimity.
- A quorum should be present when taking action on an item.
- The chair should ensure that enough time is taken so all voices are heard and understood before any effort to finalize a decision.
- When working to build consensus, the chair can poll the members to determine the level of consensus among the group as follows:
 - Level One: I can easily accept the decision or action
 - Level Two: I can accept the decision or action, but it may not be my preference.
 - Level Three: I accept the will of the group, but I don't necessarily agree with the decision or action.
 - Level Four: I cannot accept the decision or action.
- If consensus cannot be reached after 2 meetings or if the chair or co-chairs determine that consensus is not possible and further discussion would jeopardize committee timelines, a vote will be taken.
 - A simple majority (50% plus one) will carry the motion.
 - The group(s) in the minority will have the option to forward a minority report along with the recommendation.
- Training will be provided to ensure chairs and committee members have the tools and resources required to implement the consensus model.

Responsibilities of Constituent Representatives

- Representatives of constituent groups involved in the participatory governance process are responsible for keeping their respective groups informed of the proceedings and recommendations of governance committees.
- Because of the importance of regular attendance by members of governance committees, the chair of each committee will notify the appropriate appointing body to request that a replacement be appointed after three unexcused absences.
- If a committee member is unable to attend a meeting the constituent group may send a substitute.

Duties of Chair and Co-Chairs

The Committee Chair &/or Co-chair will:

- Establish meeting times and locations.
- Establish committee ground rules.
- Create and distribute an agenda in a timely fashion.
- Maintain a page on the COM website and post copies of the agendas and minutes on a monthly basis.
- Use email or other electronic methods to conduct relatively simple business between meetings.
- Establish annual goals and objectives and a method of evaluation.
- Once a year, have the committee review the committee's charge and submit proposed changes, if needed to GRC.
- Conduct meetings in an orderly manner allowing appropriate participation of all individuals present.
- Ensure that appropriate timelines to complete committee tasks and recommendations are established.
- It is the responsibility of the chair or co-chairs to ensure that the conduct of committee members remains professional, respectful and collegial.
- The chair or co-chairs will mediate conflict and/or discuss unprofessional conduct with the appointing body who may take action, including the possibility of removing the appointed member if necessary.
- In the event that the unprofessional conduct involves the chair or co-chair, the members of the committee will provide a written request to adjudicate to College Council.
- Ensure that a clear consensus or vote is taken on action items.
- See that minutes are written, approved, and distributed promptly.
- Act as a mentor or assign a mentor to new committee members who are unfamiliar with the committee or College of Marin governance.
- Ensure that student representatives understand the tasks and procedures of the committee.

- When serving as co-chairs, inform committee members how duties will be divided.
- Committee co-chairs will communicate regularly with each other over the construction of the agenda and other relevant work.
- In the event that the committee chair seat is vacant, the administrator assigned to the committee will serve as interim chair until the seat is filled at the committee's next regular meeting.

Duties of Members

All committee members will:

- Attend meetings regularly
- Act in a respectful and professional manner.
- Keep their constituent groups informed of committee actions.
- Complete assignments associated with committee work in a timely fashion.
- Use teleconferencing or video conferencing when in-person attendance is not possible.

Staff Resources

- Governance committees may request staff resource members to support committee work, provide information and/or advise the committee.
- Staff resources do not vote on committee actions.
- A staff resource person can serve as a committee member with the consent of their constituent group.
- A committee meeting calendar will be maintained by the Office of Planning, Research and Institutional Effectiveness (PRIE).
- The agenda of the Board of Trustees includes time for a report from each of the three Senates to ensure effective communication.
- To assure timely communication between committee representatives and their respective Senates, the Senates are encouraged to have a standing agenda item, "Governance Committee Reports." One representative from each committee is encouraged to provide their respective Senate with information about committee issues and also receive suggestions and ideas from Senate members.
- Senates will distribute their minutes to the other Senate Presidents.

DISCONTINUED OR RESTRUCTURED GOVERNANCE COMMITTEES

This procedure will be followed in the event of the need to restructure or discontinue a governance committee or subcommittee:

- Determination to restructure or discontinue a governance committee or subcommittee can be suggested to the GRC by PRAC or by consent of the members of the Specific Participatory Governance committee or subcommittee
- Recommendation to discontinue shall be presented to the Governance Review Council (GRC) in writing and will include
 - Reasons for discontinuance
 - Activities or work that will need to be taken on by other committees or subcommittees
 - Timeline for phasing out the committee or subcommittee
- Recommendation to restructure shall be presented to the Governance Review Council (GRC) in writing and will include
 - Reasons for restructuring
 - Rewritten committee charge intended to replace charge published in the Participatory Governance System Plan (PGS)
- GRC may request in-person meetings with the initiating party or parties
- GRC may request follow-up materials from the initiating party or parties and/or from college constituent groups affected by the restructuring or discontinuance of the committee or subcommittee
- If the committee is a subcommittee of PRAC, GRC shall consult with PRAC prior to presenting its recommendation
- Within one semester of the request for restructure or discontinuance, GRC will present a recommendation to College Council
- The College Council decision regarding restructuring or discontinuance will be communicated to GRC
- GRC will be responsible for updating the PGS plan with a new or revised committee charge and/or removal of the discontinued committee or subcommittee

BOARD POLICIES AND PROCEDURES

The College of Marin subscribes to the Community College League of California (CCLC) Policy and Procedure Service. The service provides the College with legally vetted policy and procedure templates that are either legally required, advised or best practice. CCLC also provides the College with two updates per year to revise policies and procedures to incorporate new or revised laws and/or changes in Title 5 and the Education Code.

All College policies and procedures were reviewed and revised in accordance with the CCLC recommended templates and numbering system. This extensive process began in 2007 and was completed in 2012.

Board Policy is the voice of the Board of Trustees and defines the general goals and acceptable practices for operation of the College. It implements state and federal laws and regulations while adhering to all collective bargaining agreements. The Board, through policy, delegates authority to and through the Superintendent/President to administer the College. The Superintendent/President and college staff are responsible to reasonably interpret Board Policy as well as other relevant laws and regulations that govern the College. Policy is best expressed in broad statements. It legally binds the District, and therefore should be clear, succinct, and current.

Administrative Procedures implement Board Policy, laws and regulations. They address how the general goals of the District are achieved and define operations of the District. They include details of policy implementation, responsibility, accountability, and standards of practice. Although procedures may be developed by the Superintendent/President, administration, faculty, and staff members, it is the administrators who are held responsible for upholding the information delineated in the procedures.

Administrative Procedures do not require Board action.

Effective January 29, 2015, Board Policies and Administrative Procedures will be modified using the updates provided by CCLC, revisions recommended by the managers charged with maintenance of a specific chapter, or by the Academic Senate for BPs/APs that fall under 10 + 1, following the processes identified below. This process removes the Board Policy Task Force, instrumental in the original project, and assures that college constituent groups and relevant governance committees are informed of the proposed changes and given the opportunity for input into the process through College Council representatives.

Effective October 15, 2015, College Council agreed by consensus that non-substantive changes, such as added references, code changes and editorial modifications to Board Policies and Administrative procedures may be made without going through the governance approval process. Revisions of this nature will be provided as information to senate presidents to share

with their constituents and with managers and forwarded to the Board as information at the next scheduled Board meeting.

CCLC Updates: The Office of the Superintendent/President will incorporate changes recommended by CCLC and forward to the manager charged with maintenance of the policy/procedure for review and approval. The chapter manager will review recommended changes with appropriate staff and other stakeholders, including relevant governance committees affected by a particular policy/procedure. It is important to assure that policies and procedures referenced within the policy/procedure are also reviewed and updated as appropriate.

Manager Generated Revisions: The chapter manager (see list on page 17) will communicate recommended policy/procedure changes to the Office of the Superintendent/President who will incorporate the changes into the existing policy/procedure. These changes will have already been reviewed with appropriate staff, stakeholders, and relevant governance committees and will move forward through the approval process. Note: Changes that are not a result of a CCLC update should follow the CCLC template as closely as possible to assure compliance with law and code, especially with regard to Board Policies. Additional legal review may be required if there are substantial changes to the template language.

Academic Senate Generated Revisions (“10 + 1” Categories): The Academic Senate will communicate recommended policy/procedure changes to the chapter manager. The Chapter manager and the Academic Senate will review the changes to assure that there are no issues of concern. Chapter manager will forward the recommended changes to the Office of the Superintendent/President.

Process after Chapter Manager Review

For Institutional Board Policies/Administrative Procedures (“10 + 1” Categories)

- 1) Unless the changes were initiated by the Academic Senate, Superintendent/President’s Office will forward proposed changes to Academic Senate for review and approval. Changes or concerns raised by the Academic Senate will be sent to the chapter manager for further discussion.
- 2) After Academic Senate approval, proposed changes to “10 + 1” policies/procedures will go to the next scheduled College Council meeting for information.
- 3) After College Council, proposed changes to “10 + 1” policies/procedures will go to the next scheduled Board meeting.
- 4) Board Policies will go to the Board for a first read and then to the following Board meeting for a second read and approval.
- 5) Administrative Procedures will be approved by the Superintendent/President and presented at the next Board meeting for information. The Superintendent/President has approval authority for Administrative Procedures.

For Institutional Board Policies/Administrative Procedures (Not “10 + 1” Categories)

- 1) Superintendent/President’s Office will forward proposed changes to the senate presidents to share with their constituent groups for review and approval as part of the Governance Review Process. Relevant governance committees and managers will also receive the proposed changes for review/comment. The proposed BP/AP will be agendized on the next scheduled College Council meeting where Council members will report the results of the review. College Council will determine whether it is appropriate to move the policy/procedure forward or if more review and discussion is warranted. Upon recommendation by College Council, proposed policies/procedures will go to the next scheduled Board meeting.
- 2) Board Policies, with CCLC updates or substantive changes, will go to the Board for a first read and then to the following Board meeting for a second read and approval. (*SEE NOTE)
- 3) Administrative Procedures will be approved by the Superintendent/President and presented at the next Board meeting for information. The Superintendent/President has approval authority for Administrative Procedures.

Chapter 2 (Board of Trustees)

- 1) The Board of Trustees Policy Committee will review all Chapter 2 Policies/Procedures.
- 2) May take to Board for information/discussion
- 3) College Council for information only
- 4) Board Policies will go to the Board for a first read and then to the following Board meeting for a second read and approval.
- 5) Administrative Procedures will be presented at the Board meeting for information.

Reference: BP 2410 Board Policy and Administrative Procedure

Chapter 1	The District	Superintendent/President
Chapter 2	Board of Trustees	Superintendent/President
Chapter 3	General Institution	Varies (see specific Policy/Procedure)
Chapter 4	Academic Affairs	Vice President, Student
Chapter 5	Student Services	Vice President, Student
Chapter 6	Business and Fiscal Affairs	Vice President, Finance & Operations
Chapter 7	Human Resources	Executive Director of HR, General Counsel

For questions about policy/procedures processes contact Superintendent/President’s Office.

NOTE: *Changes that are "non-substantive" include grammatical or simple word changes.

COLLEGE COUNCIL

Charge

College Council serves as an advisory group to the Superintendent/President for Board Policies and Administrative Procedures and College goals, plans and priorities. The College Council also acts as a two-way communication vehicle for recommendations and proposals that come through the participatory governance system and serves as a clearinghouse for information.

Responsibilities

1. Communicate proposed Board Policies, Administrative Procedures, College goals, plans and priorities to the respective governance bodies.
2. Represent the respective governance bodies by making recommendations to the Superintendent/President regarding proposed Board Policies and Procedures, and College goals, plans and priorities.
3. Serve as the participatory governance "umbrella" committee over the standing governance committees of the Participatory Governance System.
4. Serve as a clearinghouse.
5. Establish appropriate timelines to complete tasks and make recommendations. Disseminate information to the respective constituencies in a timely manner.
6. Review the Board of Trustees Agenda.

Composition

- Three (3) Academic Senate members including the Academic Senate president, vice president, and secretary. The Academic Senate president may appoint a designee from the Academic Senate. (revised April 2018)
- Three (3) classified staff including the Classified Senate president, vice president and secretary. In the absence of both the Classified Senate president and Classified Senate vice president, the Classified Senate president will appoint another designee from the elected classified senators. (revised April 2018)
- Two (2) voting members from the ASCOM board will be appointed to College Council, in addition to 1 student from the ESCOM organization. (revised April 2018)
- Three (3) managers appointed by the Superintendent/President
- The Superintendent/President will serve as the non-voting chair

CAREER TECHNICAL EDUCATION COMMITTEE (CTEC)

Description:

The primary purpose of the Career and Technical Education Committee will be to provide an institutional hub and centralizing space for all matters CTE related. It will serve to enhance institutional efforts by supporting the development and delivery of successful Career and Technical Education (CTE) programs that meaningfully engage students and connect them to their educational and employment goals.

Charge:

The Career Technical Education Committee (CTEC) will support College of Marin's commitment to providing equitable opportunities and fostering success for all members of our diverse community by supporting information gathering and sharing, communication, coordination, and cohesion around college-wide efforts, challenges, and other matters related to CTE programs and funding including but not limited to state and regional efforts and priorities, marketing, program development, grants and categorical allocations, countywide partnerships, and employer engagement.

Responsibilities:

1. Build awareness of career education programs, initiatives, opportunities, and challenges that support vital career education programs and academic and economic success and mobility for students
2. Provide updates on collegewide, local, regional, state, and federal CTE matters
3. Convene CTE faculty to identify growth and funding opportunities that are in alignment with the College's mission, student need, as well as local regional labor market needs and demands.
4. Develop, review, and communicate timeline, guides, forms, and recommendations for the Strong Workforce Allocation Cycle (SWAC)
5. Make recommendations to PRAC for resource allocation and funding while working collaboratively with Union District Workload Committee (UDWC) on any grant proposal involving faculty workload.
6. At least annually, examine college, local, regional and statewide data and indicators with attention to CTE performance, CTE data and student outcomes, including a review of Strong Workforce data, metrics, and impact assessment

Membership: The committee consists of collegewide career education faculty, administrators, and staff who engage regularly with matters related to Career Education programs, initiatives, funding, and countywide employer and workforce development efforts. While an unlimited number of faculty, students, administrators, and classified staff are encouraged to participate, programs, disciplines, and *areas with more than one representative may have only one official voting member.*

Voting Committee Member Composition:

4 faculty appointed by the Academic Senate preferably reflecting representation among the following areas: Counseling, ESL, Career Technical Education faculty (e.g., Business, Nursing, Education, Automotive, Theatre Tech) There should be only one person from each area.

2 classified professionals appointed by the Classified Professional Liaison Committee (CPLC)
There should be only one person from each area.

2 students appointed by ASCOM

2 administrators appointed by the Superintendent/President

Non-voting Resources (if not already appointed)

- Coordinator(s) responsible for BSI, SSSP, Student Equity and HSI planning
- School & Community Partnerships, Outreach, EOPS, Student Accessibility Services
- Research and Planning representative
- IT and/or Maintenance and Operations representative
- The chair or co-chairs will be elected from the group.

Additional CTEC Working Group for the Strong Workforce Allocation Cycle (SWAC):

The CTE Committee members will form an elected/volunteer workgroup from CTEC members to carry out the regular processes related to Perkins/SWP RFPs:

- review RFPs
- disseminate,
- create rubrics, and
- review applications and make determinations.

All recommendations from this working group will go back to the main CTE Committee for final approval. Programs, disciplines, and are encouraged to recuse when reviewing proposals for which there may be a conflict of interest.

EDUCATIONAL PLANNING COMMITTEE

Charge

The Educational Planning Committee (EPC) operates as a subcommittee of the Planning and Resource Allocation Committee and is responsible for coordinating and setting goals for planning broad educational endeavors at the College. Planning for specific programs and disciplines should continue to be developed at the departmental level, pursuant to the broad parameters of the Educational Master Plan. The Committee will utilize the resources and expertise of the Offices of Student Learning & Success, and Planning, Research and Institutional Effectiveness (PRIE).

Responsibilities

1. Review and recommend new or revised Board Policies and Administrative Procedures related to educational planning.
2. Educational Master Plan (EMP)
 - Oversee and coordinate the development of the plan.
 - Conduct annual review of progress on strategic objectives and Educational Master Plan recommendations and report to PRAC.
 - Review and update the remaining Educational Master Plan recommendations during the fall semester preceding the development of the next set of strategic plans. Report new or revised recommendations to the Planning and Resource Allocation Committee (PRAC) who will forward them to the College Council.
 - Ensure that goals, objectives and specific plans are linked to financial and facilities priorities.
 - Ensure compliance with accreditation standards.
3. Identify general educational/student services issues that need to be addressed and refer them to the appropriate committee and/or senate.
4. Establish appropriate timelines to complete tasks and make recommendations.

Composition

- Seven (7) faculty appointed by the Academic Senate
- Two (2) classified professionals from the instructional area appointed by the Classified Professional Liaison Committee (CPLC)
- Two (2) students appointed by the Associated Students of College of Marin (ASCOM)
- Two (2) administrators appointed by the superintendent/president
- (The chair or co-chairs will be elected from the group.)

FACILITIES PLANNING COMMITTEE

Charge

The Facilities Planning Committee (FPC) operates as a subcommittee of the Planning and Resource Allocation Committee (PRAC) to ensure faculty, staff and student involvement in providing feedback, making recommendations, and sharing information regarding the planning, design, construction, upkeep and use of College-owned facilities to foster an equitable, inclusive, and accessible experience for all constituents.

In alignment with our board policy and procedures, the Facilities Planning Committee acknowledges college occupancy of indigenous land and honors the protection and history of its cultural elements.

Responsibilities

- Review and recommend new or revised facilities-related Board Policies and Administrative Procedures.
- Review and evaluate annual program review data.
- Provide reports for strategic planning and accreditation self-evaluations as needed.
- Review automated work order system data to ensure preventative maintenance needs and priorities are being addressed as needed.
- Ensure that a Facilities Master Plan (including facilities usage needs based on the Educational Master Plan) is created and updated regularly.
- Review the Facilities Master Plan and any related updates as needed.
- Make recommendations to the Planning and Resource Allocation Committee.
- Share and disseminate information on capital renewal (Measure B), capital improvement, facilities renewal, maintenance, and preventative maintenance.

Composition

- Two (2) faculty appointed by the Academic Senate
- Two (2) classified staff appointed by the Classified Professional Liaison Committee (CPLC)
- Two (2) students appointed by the Associated Students of College of Marin
- Two (2) administrators appointed by the Superintendent/President
- The Asst. Superintendent/Vice President, Admin. Services and the Director of Capital Projects will serve as non-voting staff resources.
- The chair or co-chairs will be elected from the group.

GOVERNANCE REVIEW COUNCIL

Charge

The Governance Review Council monitors and evaluates the governance process to ensure that:

1. the system's processes are open, transparent, and equitable;
2. governance committees adhere to the guidelines outlined in the Participatory Governance System Plan;
3. committees fulfill their charges effectively;
4. committee members regularly communicate with their constituent group;
5. recommendations are consistent with the mission of the College and reflect a core commitment to anti-racism; and
6. the College actively maintains its participatory governance system.

Responsibilities

The Governance Review Council shall:

- review and recommend new or revised governance-related Board Policies and Administrative Procedures;
- conduct an evaluation of the governance system annually or more frequently when deemed necessary by two of the three senates or the Board of Trustees;
- serve as an adjudicating body for any issues having to do with the governance process. All recommendations will be written, justified and distributed to the College Council;
- establish appropriate timelines to complete tasks and make recommendations; and
- recommend to College Council changes and revisions to the Participatory Governance System that are based on evaluation process and recommendations from governance groups consistent with current laws and regulations.
- ensure that each committee's charge reflects the clear delineation between governance and management and separates the functions of planning and recommendations from operational activities;
- maintain contact with committee chairs on an ongoing basis;
- increase participatory governance visibility throughout the institution and actively work to engage new faculty and staff and especially students.
- GRC works with the Professional Learning Committee in:
 - preparing a Flex Week faculty and staff orientation and training
 - assisting in a PGS orientation to all new employees and training to committee members, especially chairs and co-chairs
 - publishing PGS articles or information in the President's Weekly Briefing if needed
 - maintaining PGS web pages

- ensuring that each committee's staff resource posts meeting dates and minutes on the district website
- providing a GRC point person to provide support or guidance if requested or needed.
- tracking committee activities by monitoring minutes and assisting in filling vacant committee seats

Composition

- Two (2) faculty appointed by the Academic Senate
- Two (2) classified professionals appointed by the Classified Professional Liaison Committee (CPLC)
- Two (2) students appointed by the Associated Students of College of Marin (ASCOM)
- Two (2) administrators appointed by the superintendent/president
- The chair or co-chairs will be elected from the group.

GUIDANCE, RESOURCES, INTEGRATION, AND TRANSFORMATION COMMITTEE (GRIT)

Charge

The Guidance, Resources, Integration, and Transformation (GRIT) Committee operates in collaboration with PRAC and the Academic Senate to support College of Marin's commitment to providing equitable opportunities and fostering success for all members of our diverse community. GRIT reviews institutional plans, program reviews, and data to ensure that antiracist practices, equity and access are embedded in all plans and programs and that resources and efforts support overall student success.

Specific responsibilities include:

- Review and assess the integration of internal and external research and promising antiracist and equity practices across programs with regard to student access, retention, success, and completion.
- Identify, promote, and disseminate information on exemplary programs and effective instructional practices that address learning, innovative online tools and modalities, antiracism, antiblackness, and that best serve historically underrepresented community college students, including credit and noncredit ESL students.
- Assess and respond to the impact of state and/or national emergencies and systemic racism on student access, retention, success, and completion.
- Support faculty and staff professional development and innovative instructional strategies aligned with effective learning and teaching, antiracism, and dismantling antiblackness.
- Provide progress reports in accordance with the Chancellor's Office guidelines to local and statewide stakeholders.

Composition

- Minimum 4 Faculty appointed by the Academic Senate
- Minimum 4 Classified Professionals appointed by the Classified Professional Liaison Committee (CPLC)
- Minimum 2 Administrators appointed by the Superintendent/President
- Minimum 2 Students appointed by Associated Students of College of Marin (ASCOM)

(see next page)

The GRIT Committee make-up will be members who represent the following:

- Math (Faculty)
- English Skills (Faculty)
- ESL (Faculty)
- Counseling/Learning Communities (Faculty)
- Administrative Dean
- PRIE
- Students
- EOPS
- Equity Coordinator/Student Activities and Advocacy
- Student Accessibility Services
- Outreach
- Veterans
- Enrollment Services
- CTE/Strong Workforce

INSTITUTIONAL EQUIPMENT COMMITTEE

Charge

The Institutional Equipment Committee (IEC) operates as a subcommittee of the Planning and Resource Allocation Committee to ensure faculty, staff and student involvement in recommending allocations for institutional equipment. The Committee will make recommendations to the Planning and Resource Allocation Committee regarding the specific institutional equipment allocations. Standard forms will be used, and proposals will be elicited from every department. Requestors will send copies to the supervising Dean/Manager.

Responsibilities

1. Review and rank institutional equipment requests received from departments based on the following criteria:
 - Institutional improvement and support of the educational master plan. (Will the equipment upgrade the quality of instruction? Will it facilitate innovation and the application of state-of-the-art technology?)
 - Necessary to meet accreditation standards, and/or health and safety requirements.
 - Impact on enrollment. (Will we be able to accommodate or attract additional students?)
 - Interdisciplinary applications. (Can more than one discipline share the equipment?)
 - Number of students to be served.
 - New acquisition, replacement, age, and obsolescence. (Are there funds available for new equipment? Replacements? How worn out or outdated is current equipment?)
 - Housing/maintenance. (Does the discipline have space for the equipment? Can it provide for its maintenance?)
 - Current equipment budget. (Disciplines with no significant equipment funds in the current budget should receive greater consideration.)
 - Recency of funding. (When did the disciplines last acquire funding?)
2. Based on Committee review and ranking, recommend institutional equipment purchases to the Planning and Resource Allocation Committee. Consult with other appropriate groups, if necessary.
3. Develop, review and widely communicate timeline, guides, forms, and decisions.
4. Establish appropriate timelines to complete tasks and make recommendations.

(continued on next page)

Composition

- Five (5) faculty of differing departments, appointed by the Academic Senate
- Two (2) classified professionals from the instructional area appointed by the Classified Professional Liaison Committee (CPLC)
- Two (2) students appointed by the Associated Students of College of Marin (ASCOM)

- One (1) administrator appointed by the Superintendent/President

The Vice President of Student Learning & Success or designee will serve as a non-voting chair.

The District Buyer will serve as a non-voting resource person.

PLANNING AND RESOURCE ALLOCATION COMMITTEE

The Planning and Resource Allocation Committee provides oversight and makes recommendations for institutional planning and resource allocation, linking program reviews and strategic planning to the resources needed to accomplish College goals and ensuring antiracist practices, equity, and access are embedded in all recommendations. PRAC embraces its responsibility to dismantle systems and ideologies that perpetuate inequities and white supremacy, replacing them with intentionally anti-racist policies and plans designed to eliminate equity gaps. The committee reviews all plans and recommendations made by participatory governance committees and ensures their compliance with Board policy and planning priorities.

For the purposes of our work, the following definition of Anti-Racist is applied: Any policy, idea, or funding decision that produces or sustains racial equity in educational outcomes by intentionally dismantling systems and ideologies rooted in white supremacy. Anti-racism recognizes not all existing policies, ideas, or decisions are intentionally designed as racist, but may produce racial disparities in educational outcomes for historically marginalized groups nonetheless.

While broad, this definition offers a measurable metric to assess programs and make data-informed decisions along the path to equity.

Charge

1. Ensures that the College's planning process supports student success.
2. Aligns College plans and the budget process with Board goals and priorities.
3. Ensures that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
4. Prepares planning recommendations and decisions consistent with the Education Code, the mission, vision and values of the College, accreditation standards, and strategic institutional planning priorities.
5. Reviews and makes recommendations for long-term budget planning, revenue and expense assumptions, the tentative budget, and resource allocations, including from supplementary sources.
6. Reviews and makes recommendations for adjustments between approved funding and actual expenditures.

Responsibilities

Review and recommend new or revised Board Policies and Administrative Procedures related to institutional planning and resource allocation.

Planning:

1. Provides oversight for the development of the Strategic Plan including strategic objectives and action steps for each College priority
2. Reviews all College plans and other related or pertinent documents and forwards recommended changes to the Superintendent/President
3. Establishes appropriate timelines and processes, assessing success after the plans are implemented and reporting the activities and results
4. Provides oversight of the sub-committees and ad hoc committees of the Planning and Resource Allocation Committee
5. Forwards committee reports and resolutions to the College Superintendent/President as recommendations and to College Council as information items
6. Review and recommend new or revised planning and resource-related Board Policies and Administrative Procedures.

Resource Allocation:

1. Reviews and updates the process for the development of the tentative College budget and revenue and expense assumptions
 - Ensures compliance with the COM Resource Allocation/Strategic Planning model
 - Establishes annual committee goals by the 3rd meeting of the academic year
 - Completes an annual self-evaluation as a committee by the end of the academic year
2. Reviews prior year budgets and develops budget assumptions that forecast the available resources for the coming fiscal year
 - Becomes knowledgeable about the College budget including all appropriate funds and accounts
 - Documents and communicates the budget process and yearly timeline to all campus constituency groups
3. Uses documented assessment results to set funding priorities and recommend program improvements relating to all assets of the College: fiscal resources, facilities, equipment, and personnel.
 - a. Ensures allocation recommendations are supported by instructional, student services, and administrative program review
 - b. Reviews requests and prioritizes budget recommendations as they relate to:
 - College Mission
 - Board of Trustees' priorities
 - President's priorities
 - College Strategic Plan
 - c. Reviews Accreditation Standards to ensure that the budget development process complies with the ACCJC Accreditation Standard III Section D.
 - d. Communicates information about changes or adjustments to the budget assumptions and expenditure recommendations to all campus constituency groups

4. Submits recommendations for the tentative budget and forwards the tentative budget to the Superintendent/President.

Composition

- Seven (7) faculty appointed by the Academic Senate
- Three (3) classified professionals appointed by the Classified Professional Liaison Committee (CPLC)
- Two (2) students appointed by the Student Senate
- Two (2) managers appointed by the Superintendent/President
- The Vice President of Student Learning & Student Services, who will serve as a non-voting co-chair except in the case of a tie
- The President of the Academic Senate (or designee), who will serve as a non-voting co-chair except in the case of a tie
- One (1) staff resource from Fiscal Services who is a non-voting member
- One (1) staff resource from Planning, Research, and Institutional Effectiveness who is a non-voting member

Co-chair Responsibilities

- The Vice President of Student Learning & Student Services and the president of the Academic Senate will serve as co-chairs.
- Co-chairs will work together to set agendas and conduct meetings.
- Co-chairs will be non-voting except in the case of a tie vote by the committee in which case the co-chairs will have a total of one vote with which to break the tie. If they cannot agree to vote together to break the tie with their one vote, they will refer the matter to the Superintendent/President.

Budget Development Process - A Flowchart for Chairs, Deans, & Directors

Sept 1: Program Review Templates distributed to chairs, deans & directors			
Oct 15-30: Deans meet with Chairs to discuss:			
Data – assist in collecting and providing as necessary	Timeline for Completion	Approach to determining equipment/personnel/other needs	
Nov 1-30: Deans check in with chairs			
Individually and as group		Process, emerging themes, priorities	
Nov 15: Deans begin drafting divisional presentations to PRAC (templates to be provided)			
Overview of Division	Overview of Budgets	Overview of Planning	Connection to Strategic Plan, schedule, other priorities
Dec 1-15: Deans get mini-PR first drafts from chairs			
Reconcile Requests	Provide Feedback	Prioritize as a group	Prioritize with other deans
Jan 15-30: Deans meet as group to preview presentations to PRAC			
Themes	Consistency	Cross-references	
Jan 30: PRs are submitted by Deans on behalf of chairs with materials for presentations after final review for:			
Accuracy of budgets (Fiscal)		Consistency of Priorities	
Feb-Mar: Deans present to PRAC			
Desired	Detail	'Take away'	

Budget Development Process - A Flowchart for PRAC

Oct-Nov: PRAC reviews current FY budget and assumptions used in constructing it			
Nov-Jan: PRAC begins consideration of next FY budget assumptions			
Data – How current FY assumptions are playing out	Review of fixed cost items	Approach to determining assumptions	
Feb: PRAC recommends budget assumptions			
Revenue Assumptions		Cost Assumptions	
Feb-Mar: PRAC hears presentations from Deans			
Overview of Division	Overview of Budgets	Overview of Planning	Connection to Strategic Plan, schedule, other priorities
Mar-Apr: PRAC affirms Program Review Priorities			
Reconcile Requests	Provide Feedback	Consider in Aggregate	Recommendations contingent upon assumed funds available
Apr: PRAC reconciles Program Review priorities with Budget Assumptions			
Additional prioritization based on assumed funds available	Confirm recommendations support based on budget	Confirm recommendations support strategic and other institutional planning	
Apr-May: PRAC makes recommendations to Superintendent/President			
Fiscal drafts tentative budget with inclusion of recommendations		PRAC's work concludes with time to review process and make recommended changes for next year	
May-June: PRAC Tentative Budget sent to Board of Trustees			
Assumptions	Recommendations	July 1	

PROFESSIONAL LEARNING COMMITTEE

Charge

The Professional Learning Committee (PLC) operates as a subcommittee of the Planning and Resource Allocation Committee. The PLC is responsible for overseeing professional learning planning, programs and evaluation in support of the College Mission, institutional plans and initiatives, accreditation and legal requirements. The committee will utilize the resources and expertise of the office of Planning, Research and Institutional Effectiveness, Human Resources, Campus Police and other departments as appropriate.

Responsibilities

- Develop a professional learning plan consistent with the College Mission, Educational Master Plan, other institutional plans, accreditation standards and legal requirements.
- Set directions and make recommendations for professional learning activities to meet the needs of College employees.
- Establish guidelines and procedures for professional learning activity proposals.
- Evaluate the effectiveness of professional learning and make recommendations for improvement.
- Establish appropriate timelines to complete tasks and make recommendations.

Composition

- Two (2) faculty appointed by the Academic Senate
- Two (2) classified professionals appointed by the Classified Professional Liaison Committee (CPLC)
- Two (2) students appointed by the Associated Students of College of Marin (ASCOM)
- Two (2) administrators appointed by the Superintendent/President
- The Chair or Co-chairs will be elected from the group.
- The Professional Learning Faculty Coordinator and the Professional Learning Program Administrator will serve as staff resources.

TECHNOLOGY PLANNING COMMITTEE

Charge

The Technology Planning Committee (TPC) operates as a subcommittee of the Planning and Resource Allocation Committee (PRAC) to assure student, staff, and faculty involvement in technology planning and provide guidance for major technological decisions. The TPC upholds the ground rules and guiding principles of PRAC. The TPC evaluates existing and new technology ideas and plans to promote equity-mindedness and antiracism, knowing that this work is ongoing and must be done at individual and structural levels. The Committee will make recommendations to the Planning and Resource Allocation Committee regarding technology-related issues and will be responsible for the following:

Responsibilities

- Provide oversight for the development, implementation, and updating of an integrated Technology Plan.
- Review and develop technology-related policies for the District.
- Make specific recommendations to the superintendent/president on the use of technology throughout the District with regard to both ongoing activities and future direction.
- Collect and disaggregate data to identify opportunities to advance equity-minded and antiracist technology planning.
- Ensure technology planning incorporates a broad range of college community members' voices, including those that face discrimination because of race, gender, gender identity, religion, sexual orientation, class, disabilities, age, and national origin.
- Inform the College community of advances and opportunities in technology to support teaching and learning.
- Disseminate information about the current activities and future plans in each technology area (Infrastructure, Information Systems, Instructional, and Student Services).
- Maintain a comprehensive overview of the entire technological effort in the District.
- Assess and develop policy on matters such as intellectual property rights, appropriate use of technology, and standards.
- Establish appropriate timelines to complete tasks and make recommendations.
- Make recommendations for the purchase of equipment to support instruction and student areas to the Institutional Equipment Committee (IEC) and other appropriate groups, in keeping with the district's existing guidelines and practices to support minority and woman-owned businesses.

- Promote equitable access to and use of technology, especially for groups that are most impacted by white supremacy culture, social and economic factors, and racism.

Composition

Three (3) classified professionals appointed by the Classified Professional Liaison Committee (CPLC)

Two (2) students appointed by the Associated Students of College of Marin (ASCOM)

Two (2) administrators appointed by the superintendent/president

Seven (7) faculty appointed by the Academic Senate, preferably from the following areas:

- Basic Skills/ESL
- Counseling/DSPS
- Lifelong Learning Programs
- Library
- Online Instruction
- Technical Discipline
- Transfer Programs
- Workforce Development Career Programs

The Chair or Co-Chairs will be elected from the group.

Appendix A

Appendix A. 1: California Education Code Sections 70900-70902

70901.

(a) The Board of Governors of the California Community Colleges shall provide leadership and direction in the continuing development of the California Community Colleges as an integral and effective element in the structure of public higher education in the state. The work of the board of governors shall at all times be directed to maintaining and continuing, to the maximum degree permissible, local authority and control in the administration of the California Community Colleges.

(b) Subject to, and in furtherance of, subdivision (a), and in consultation with community college districts and other interested parties as specified in subdivision (e), the board of governors shall provide general supervision over community college districts, and shall, in furtherance of those purposes, perform the following functions:

- (1) **Establish** minimum standards as required by law, including, but not limited to, the following:
 - (A) Minimum standards to govern student academic standards relating to graduation requirements and probation, dismissal, and readmission policies.
 - (B) Minimum standards for the employment of academic and administrative staff in community colleges.
 - (C) Minimum standards for the formation of community colleges and districts.
 - (D) Minimum standards for credit and noncredit classes.
 - (E) **Minimum** standards governing procedures established by governing boards of community college districts to ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Appendix A. 2: § 53200 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5**Article 2. Academic Senates****§ 53200. Definitions**

For the purposes of this Subchapter:

(a) “Faculty” means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.

(b) “Academic senate,” “faculty council,” and “faculty senate” means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term “academic senate” also constitutes reference to “faculty council” or “faculty senate.”

(c) **“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;
- (5) standards or policies regarding student preparation and success;
- (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.

(d) “Consult collegially” means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

- (1) relying primarily upon the advice and judgment of the academic senate; or

- (2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

History

1. Amendment of Note filed 11-4-77; effective thirtieth day thereafter (Register 77, No. 45).
2. Amendment of Note filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
3. Amendment filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49).
Submitted to OAL for printing only pursuant to Education Code section 70901.5(b).
4. Relocation of article 2 heading filed 5-15-93; operative 6-4-93 (Register 93, No. 25).
5. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94. No. 38).

§ 53200 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5

§ 53206. Academic Senate for California Community Colleges.

(a) An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.

(b) The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

Note: Authority cited: Sections 66700, 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

History

1. New section filed 5-9-78; effective thirtieth day thereafter (Register 78, No. 19).
2. Amendment filed 4-27-83: effective thirtieth day thereafter (Register 78, No. 18).
3. Amendment of section submitted to OAL for printing only pursuant to Government Code section 11344.8 (Register 91, No. 23).
4. Amendment of subsection (a) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

§ 53200 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5

§ 51023. Faculty.

The governing board of a community college district shall:

- (a) adopt a policy statement on academic freedom which shall be made available to faculty and be filed with the Chancellor;
- (b) adopt procedures which are consistent with the provisions of Sections 53000-53206, regarding the role of academic senates and faculty councils and are filed with the Chancellor;

(a) substantially comply with district adopted policy and procedures adopted pursuant to Subsections (a) and (b).

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Section 70901, Education Code.

History

1. New section filed 6-27-84; effective thirtieth day thereafter (Register 84, No. 26).
2. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901. 5 (b).
3. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant Education Code section 70901.5 (Register 94, No. 38).
4. Editorial correction of HISTORY 2 (Register 95, No. 15).

§ 53200 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5

§ 51023.5 Staff.

(a) **The governing board** of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:

- (1) Definitions or categories of positions or groups of position other than faculty that compose the staff of the district and its college(s) that, for the purposes of this Section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this Section, management and non-management positions or groups of positions shall be separately defined or categorized.

- (2) Participation structures and procedures for the staff positions defined or categorized.
 - (3) In performing the requirements of Subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups of structures for participation exist that provide representation for the purposes of this Section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.
 - (4) **Staff** shall be provided with opportunities to participate in the formulations 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.
 - (5) 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 formulations and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.
 - (6) The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.
 - (7) The selection of staff representatives to serve on college and district task forces, committees, or other governance groups shall, when required by law, be made by those councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation. In all other instances, that selection shall either be made by, or in consultation with such staff groups. In all cases, representatives shall be selected from the category that they represent.
- (b) In developing and carrying out policies and procedures pursuant to Subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code Sections 3540, et seq., such procedures for staff participate shall not intrude on matters within the scope of representation under Section 3543.2 of the Government Code. In addition, governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this Section shall be construed to impinge upon or detract from any negotiations or negotiated

agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

(c) Nothing in this Section shall be construed to impinge upon the policies and procedures governing the participation rights of faculty and students pursuant to Sections 53200-53204, and Sections 51023.7, respectively.

(d) The governing board of a community college district shall comply substantially with the provisions of this Section.

Note: Authority cited: Section 70901, Education Code, Reference: Sections 70901 and 70902, Education Code.

History

1. New section filed 3-12-91 by Board of Governors of California Community Colleges with the Secretary of State operative 4-5-91. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (b), (Register 91. No.
2. Editorial correction of printing error in subsection (b) and HISTORY 1. (Register 91. No. 43).
3. Amendment of subsections (a)(1), (a)(5), (a)(7), (b), (c) and (d) filed 9-6-94; operative 10-6-94 Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94. No. 38).

§ 53200 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5**§ 51023.7 Students.**

(a) The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:

- (1) Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will be a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.
- (2) Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.
- (3) Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.
- (4) For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on 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) with in the district.

(b) **For the purposes of this Section,** district and college policies and procedures that have or will have a “significant effect on students” includes 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;
- (10) and any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

(c) The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

(d) Nothing in this Section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegated among themselves the responsibilities that are or may be delegated to academic senates pursuant to the regulations on academic senates contained in Sections 53200-53206.

(e) The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this Section.

Note: Authority cited: Sections 66700 and 70901 (b)(1)(E), Education Code. Reference: Sections 70901 (b)(1)(E), 70902(b)(7), Education Code.

History

1. New section filed 3-12-91 by Board of Governors of California Community Colleges with the Secretary of State: operative 4-5-91. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (b) (Register 91, No. 23).
2. Editorial correction of printing errors in subsections (a) and (b) and HISTEROY 1 (Register 91, No. 43).
3. Amendment of subsections (a)(2), (a)(4), (b), (b)(10), (d) and (e) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

Appendix A. 3: EDUCATION CODE SECTION 70900-70902**70901.2.**

(a) Notwithstanding any other provision of law, when a classified staff representative is to serve on a college or district task force, committee, or other governance group, the exclusive representative of classified employees of that college or district shall appoint the representative for the respective bargaining unit members. The exclusive representative of the classified employees and the local governing board may mutually agree to an alternative appointment process through a memorandum of understanding. A local governing board may consult with other organizations of classified employees on shared governance issues that are outside the scope of bargaining. These organizations shall 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.

(b) A local governing board shall determine a process for the selection of a classified staff representative to serve on those task forces, committees, or other governance groups in a situation where no exclusive representative exists.

Appendix B

History of May 2005 Participatory Governance Plan & Subsequent Revisions

The Governance Review Council (GRC) began meeting in March 2004 to develop a new College governance system. The Council was composed of three representatives each from the Academic Senate, the Student Senate, the classified staff and the managers. Interim College President Lois Callahan chaired the GRC in spring 2004. President White chaired in the Fall of 2004. Kathleen Kirkpatrick served as a staff resource.

The GRC reviewed governance models from a number of colleges including Los Positas College, Napa Valley College, Citrus Community College District, Sierra College, Mount San Antonio College, LA Valley College, and Skyline College. The committee identified processes, committee structures and meeting procedures they believed would be effective at College of Marin. The GRC also thoroughly reviewed the College's former governance policy and committee structure and identified elements that should be carried over to the new system.

The GRC used a process of consensus and when consensus could not be reached a vote was taken. On December 9, 2004, the GRC presented a draft of the plan and a process for constituent review to the College Council.

In the spring of 2005, a GRC Subcommittee, consisting of one member of each constituency, was formed to oversee the review and feedback process. Copies of the draft were distributed to the Senates, Management Council and Board of Trustees. An electronic copy was also available in Outlook Public Folders and the College Intranet, and a paper copy was placed on reserve in the Library for constituent review. A global email and voicemail announcing the availability of the draft, two open forums and the process for providing constituent feedback was sent to the college community on February 2.

Members of the GRC Subcommittee attended Academic, Classified and Student Senate meetings to provide background and answer questions about the plan. They also sponsored an open forum on each campus to seek additional feedback. The GRC Subcommittee reviewed feedback and presented recommendations to the entire GRC. Time constraints made it difficult to thoroughly discuss all aspects of the feedback received.

The plan is designed to create a more structured, transparent, respectful and open governance system. The GRC will conduct an evaluation of the system each year and make recommendations for further improvement. The current version of the PGS Plan, committee descriptions and resources for committees to assist them in operating efficiently and productively are posted on the Participatory Governance Web Page on the College Website.

The initial PGS Plan was approved by College Council in May 2005 and officially launched in fall 2005. The plan was evaluated and revised by the GRC in 2006-07 and approved by College Council in spring 2008. GRC made recommendations to establish a Professional Development Committee and update language to reflect the current review process for Board Policies and Administrative Procedures in April 2009.

These recommendations were approved by College Council and the plan was updated April 9, 2009. The PGS Plan was revised again in November 2009 to reflect the establishment of the Planning and Resource Allocation Committee, which merged the responsibilities formerly held by the Budget and Institutional Planning Committees. The May 2010 PGS Plan was approved to reflect the revised charge and composition of the GRC. The plan was further revised in March 2011 to include the revised Facilities Planning Committee Charge recommended by GRC and update committee names.

The current PGS Plan was approved by College Council March 10, 2011. The PGS Plan was updated to include revised Educational Planning Committee description approved by College Council December 2011 and to update references from Student Senate to ASCOM. Revised April 2012 to include updated Student Access/Success Committee description approved by College Council April 5, 2012. Revised in December 2012 to change composition of College Council to include the Vice President of Student Services as a standing member and change the role of the President to that of a non-voting chair.

Changes made in 2016 reflect recommendations made by GRC to College Council regarding specific activities and responsibilities of the governance committees. In addition, PRAC, the Facilities Planning Committee, and the Student Access and Success Committee submitted revisions to their charges that were included in the 2016 PGS. Finally, changes to the process for vetting Board Policies and Procedures required adding a policy and procedure function to each of the committee's responsibilities.

2021 Revision

Since 2016, the College migrated to a new website in which each governance committee had its own site including its charge and responsibilities and composition in addition to a page for agendas and minutes of meetings. In the Spring of 2020, the Governance Review Council (GRC) began a review of these websites to determine if the information was accurate and up to date. The GRC members also reviewed the 2016 PGS Plan to check on the accuracy of the procedures outlined and the currency of Title 5 and Ed Code language.

In addition, since 2016, the following changes were made to the plan:

- A procedure for the discontinuance or restructuring of a governance committee was added.
- The Student Access and Success Committee was discontinued and replaced by the Guidance, Resources, Integration, and Transformation Committee (GRIT).
- The Instructional Equipment committee was renamed the Institutional Equipment Committee.
- The Professional Development Committee was renamed the Professional Learning Committee.
- The Strong Workforce Advisory Committee was added.

In the fall of 2020, the Superintendent/President requested that all committees review their charges with a particular focus on committing to including anti-racist language. As of April 1, 2021, this work has been completed and the full revised PGS Plan will be sent on for final approval.

2022 Revision

In fall of 2021, the Strong Workforce Advisory Committee proposed a new committee that would cover CTE areas more broadly. It sent forward a proposal and draft charge to PRAC which approved the idea and sent it on to GRC. GRC finalized the new charge in May of 2022, so the committee was ready to go in Fall of 2022.