THE GOVERNANCE GUIDE:

A GUIDE TO
PARTICIPATORY GOVERNANCE
AT SACRAMENTO CITY COLLEGE

2023-2024
REVISED SPRING 2023

We are the People's College, empowering our students and community through education.

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I. PHILOSOPHY AND DEFINITION OF PARTICIPATORY DECISION-MAKING

What is participatory decision-making?

The goal of participatory decision-making (also referred to as "shared governance") at Sacramento City College is to provide a working environment which encourages the meaningful and effective participation of the entire campus community—students, faculty, classified professionals, and managers—in the process of making decisions that directly and indirectly affect them. This decision-making approach puts the responsibility, authority, and accountability for decisions into the hands of those who will operationalize those decisions. Colleges that operate in a shared governance environment make decisions in a way that promotes equity, social and racial justice, collaboration, accountability, and ownership. It also fosters a vested interest in the outcomes of decisions regarding institutional policies, practices, and processes. Participatory decision-making is an open, consistent and continuous process that provides the opportunity for all individuals on campus who are affected by a decision to have their suggestions/ideas represented in the decision-making process either through individual or representative participation.

At Sacramento City College, we strive to practice participatory governance in a way that reflects and aligns with our college values. We **connect** with each other to create change. We **care** with courage and compassion. We **contribute** to an equitable community. And we **commit** to something greater than ourselves. These values are the undercurrent behind our governance processes, and ensure that what we do at the college reflects who we are and what we believe in.

Participatory governance is not just a philosophical stance. Title 5 §51023.7 and 52023.5 state requirements for the "effective participation" of students and staff, respectively, in the development of recommendations to the governing board. Title 5 §53203 requires the governing board to "consult collegially" with the academic senate on academic and professional matters (defined in §53200). What this means is that district and college governing bodies need to ensure that faculty, staff, and students have the right to participate effectively in district and college governance. The Academic Senate, the primary representative body of the faculty, has the right to assume primary responsibility for making recommendations regarding academic and professional matters.

What's most important for us to remember is that we engage in participatory governance processes so that we can create the best learning environment possible for our students. Every decision we make at the college has an impact on students. The more we engage in robust, collaborative, transparent, and inclusive decision-making processes, the better those decisions are for our students.
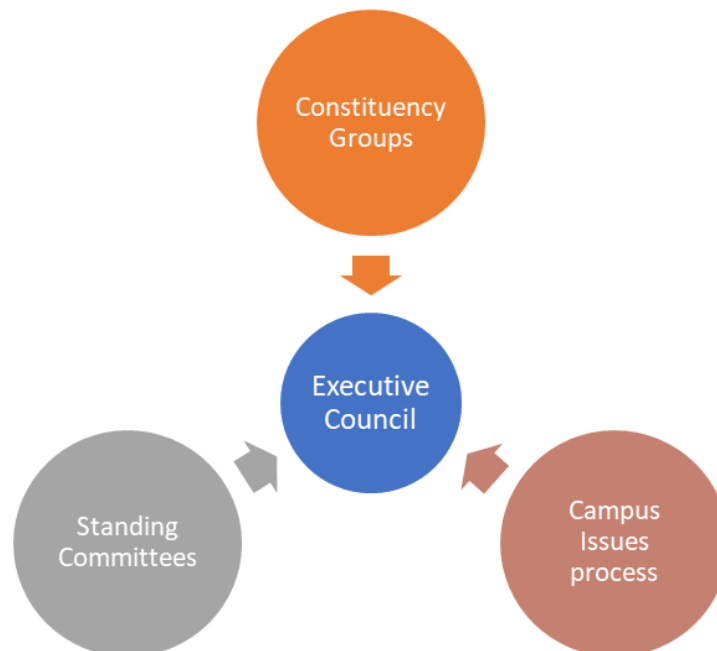
II. OVERVIEW OF THE COLLEGE GOVERNANCE STRUCTURE

What does our college governance structure look like?

At Sacramento City College, participatory decision-making consists of three separate but complementary governance structures that report directly to Executive Council:

1. The **constituency groups** who assure representation and participation and speak for the interests of their members;
2. **Standing committees** that are charged with reviewing and making recommendations regarding policies, processes, and practices pertaining to specific areas; and
3. Input from any individual or group in the college via the **Campus Issues process** on issues, concerns, or recommendations for improvement.

Figure 1: Governance Structure at SCC

What's the difference between "governance" and "managerial/ operational functions?"
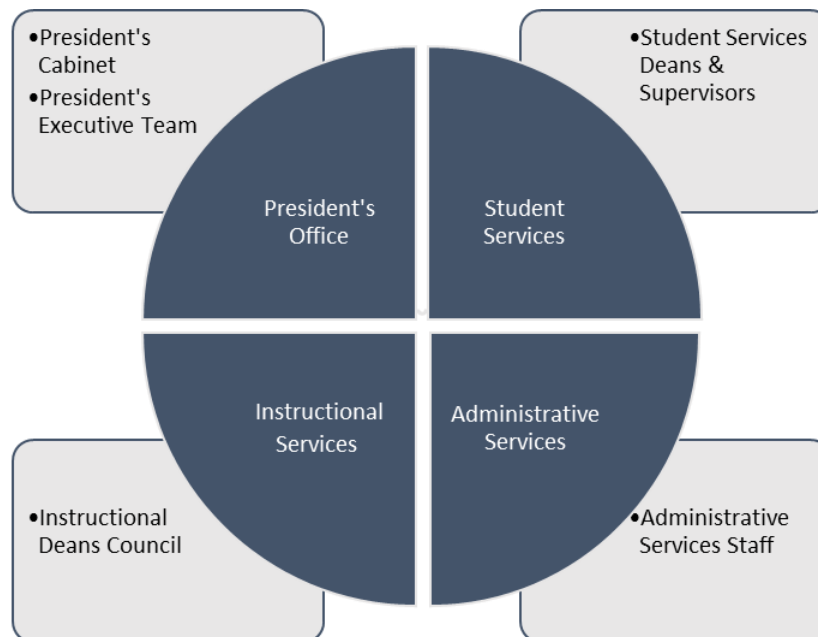
Governance involves providing input on the development and review of policies, processes, and practices. Managerial and operational functions, in contrast, involve the day-to-day

implementation of those processes and practices. These day-to-day operations are conducted within four college service areas (CSAs). The four college service areas include the President's Office, which the President oversees; Instructional Services, led by the Vice President of Instruction; Student Services, led by the Vice President of Student Services; and Administrative Services, led by the Vice President of Administrative Services.

As the college's Chief Executive Officer, the president works in coordination with the vice-presidents to engage in the planning and operations of the college. Each of the vice-presidents works with other administrators, faculty, and classified personnel to carry out their respective functions. The president, the three vice-presidents, the three associate vice presidents, the PRIE dean, the IT dean, the PIO, and the director of college advancement meet together as the President's Cabinet. The president and the three vice-presidents meet as the President's Executive Staff.

Each of the four CSAs has one or more administrative groups that meet to discuss and act on operational issues within their purview, as shown below:

Figure 2: College Service Areas and Associated Groups

The groups associated with each College Service Area meet regularly to discuss handling day-to-day operational issues, strategize best practices within their CSA, and provide an opportunity for the President, the Vice-Presidents, and the Associate Vice Presidents to meet with their direct reports.

Table 1 identifies some examples of the distinction between the role that governance entities play, and how managerial and operational units engage in the implementation of the decisions made via the governance process.

Table 1: Governance vs. Managerial/ Operational Functions

	Governance	Management/Operational functions
Budget	Developing a set of policies and processes for allocating dollars from a one-time funding source	Engaging in the day-to-day decision-making regarding the use of these one-time dollars, in line with college policies and processes
Professional Development	Developing policies identifying the kinds of individual professional development activities that are appropriate in fulfilling contractually obligated flex hours	Managing the planning, scheduling, and logistics of professional development workshops, adhering to established college policies
Facilities	Developing a process for requesting facilities modifications, and reviewing that process periodically to ensure its effectiveness	Handling the day-to-day facilities requests; prioritizing requests using agreed-upon processes, making final approvals, and project managing the modifications.

III. COMPONENTS OF PARTICIPATORY DECISION-MAKING

Constituency Groups

The four constituency groups of the College - students, faculty, classified staff, and management staff - work together in committees and administrative units to further the work of the College for the benefit of students. Each constituency is organized to support its members as they work within the administrative and committee components to strengthen a student's experience at Sacramento City College. Although all staff look for the most effective ways to serve students, we each bring a different perspective and expertise to our mutual tasks and separate constituent groups.

Each constituency group is led by a Senate or Council that functions as a representational body for the overall group:

Students

The **Student Associated Council** is charged by California law with the coordination and representation of students' ideas and opinions. The SAC consists of the Student Senate, the Clubs and Events Board, and various other committees. All elected and appointed positions of the SAC are held for one year and include officers, senators, and project leaders. The Student Senate President, who also sits on the SCC Executive Council, appoints student members to campus-wide standing committees. The Student Senate President also represents the SCC student body at Chancellor's Cabinet, at LRCCD Board of Trustees meetings, and statewide at the Student Senate for California Community Colleges (SSCCC). .

Title 5 51023.7(a) of the California Code of Regulations establishes that students shall have the opportunity to participate effectively in district and college governance, especially in areas that directly affect them. These areas, listed below and codified in LRCCD Board Policy P-2311, are commonly referred to as the "9+1."

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development
5. Course/program initiation or elimination
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
10. Any other district or college policy… that will have a significant effect on students.

Faculty

The **Academic Senate** is the primary representative body of the faculty. Title 5 § 53200 of the California Code of Regulations establishes the Academic Senate as an organization whose primary function is to make recommendations with respect to academic and professional matters. Those "academic and professional matters" (also known as the "10+1,") are defined in Section 53200 (c), and refer to the following:

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
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

The Academic Senate president (or designee) sits on the SCC Executive Council and represents the SCC faculty at Chancellor's Cabinet and at LRCCD Board of Trustees meetings. Academic Senate officers sit on the District Academic Senate, and the Academic Senate President or their designee serves as a delegate to the Academic Senate for California Community Colleges (ASCCC). The Academic Senate president is responsible for appointing faculty to committees, including standing committees, hiring committees, performance review teams, long-term planning committees, workgroups, and any other college service group.

Title 5 §53200 (d) states that regarding academic and professional matters, governing bodies must engage in collegial consultation with the Academic Senate and either **rely primarily** on the advice and judgment of the Academic Senate, or **reach mutual agreement** with the Academic Senate by written resolution, regulation, or policy. LRCCD Board Policy P-3412 establishes which areas of the 10+1 are "rely primarily" areas or "reach mutual agreement" areas. In areas requiring that governing bodies rely primarily on the Academic Senate, the recommendation of the Academic Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons (i.e., legal or fiscal) will they not be accepted. In areas requiring mutual agreement, if an agreement has not been reached, existing policy remains in effect except in

cases of legal liability or fiscal hardship. The governing body may act only for compelling legal, fiscal, or organizational reasons, or organizational reasons. In either case, if a recommendation from the Academic Senate is not accepted, the board's decision must be shared in writing, and needs to include a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context.

Classified Professionals

The primary responsibility of the **Classified Senate** is to act as the representative body of the College's classified professionals in professional matters. Officers are elected by all classified professionals for two-year terms. They have the power to make recommendations to Executive Council on all issues and activities pertaining to classified not covered by their collective bargaining units. The Classified Senate President (or designee) sits on the SCC Executive Council and represents the SCC classified professionals at Chancellor's Cabinet, as well as at LRCCD Board of Trustees meetings. The Classified Senate is also represented at the California Community Colleges Classified Senate (4CS) by a regional delegate. The Classified Senate president is responsible for appointing classified professionals to committees, including standing committees, hiring committees, long-term planning committees, workgroups, and any other college service group.

Title 5 51023.5(a) of the California Code of Regulations and LRCCD Board Policy P-3411 establish that classified employees shall have the opportunity to participate effectively in district in college governance.

Managers

All managers are members of the **Senior Leadership Team**. The SLT is a forum in which managers obtain information and discuss issues. Their general activities are to review and discuss District and College issues and proposals, create an opportunity for management to develop positions on issues, discuss all recommendations made to Executive Council through the governance process, and make recommendations to Executive Council on college-wide issues. Managers elect a SLT Chair each year who sits on the SCC Executive Council. Managers also elect a representative to serve on the Los Rios Managers Association (LRMA) and to represent the SCC managers' interests at Chancellor's Cabinet. Senior Leadership Team may establish subcommittees or workgroups as needed.

Title 5 51023.5(a) of the California Code of Regulations and LRCCD Board Policy P-3411 establish that all college and district employees, including managers, shall have the opportunity to participate effectively in district and college governance.

Subcommittees of the Constituent Senates & Councils

The Academic Senate, Classified Senate, Senior Leadership Team, and Student Associated Council may form subcommittees to which they delegate specific tasks. These committees

function to support the work of the governing senate or council, and conduct their work under the constitution and bylaws of the constituency senate or council. Membership to these groups is defined by the constituency senate or council.

Below is a list of subcommittees of each constituency group:

Academic Senate
● Affordable Educational Resources Committee
● Curriculum Committee
● Distance Education Committee
● Program Review Committee
● Student Learning Outcomes and Assessment Committee (SLOAC)

Classified Senate
● Classified Retreat Committee

Student Associated Council
● Student Senate
● Clubs and Events Board
● Joint Budget Committee

Senior Leadership Team
No committees at this time

Standing Committees

Standing committees bring together members of the college from all constituencies to represent various interests and levels of expertise. All standing committees report directly to Executive Council and take direction from that body. Standing committees are facilitated by tri-chairs, representing each of the employee constituency groups. Standing Committees participate in the decision-making process within the scope of their committee charge. The intent of the committee responsibility varies from committee to committee but may include identifying, studying and reviewing issues, and making recommendations concerning services and programs. Standing committees may appoint subcommittees as needed. A list of current standing committees and their charges is maintained on the [college website](#).

Committee membership includes representation from each constituency group as well as across divisions and service area. Some committees may have specific membership guidelines, typically to ensure that the committee has the subject matter and operational expertise needed to guide the committee's work. Members of standing committees are appointed for a two-year period.

At the end of the Spring semester, Executive Council will review the work of each standing

committee during the academic year, and identify goals and objectives for each committee for the upcoming academic year. Standing committees should provide a mid-semester and an end-of-semester report to Executive Council detailing the progress they've made on these goals and objectives, as well as how in general they have been fulfilling their charge. Members of Executive Council should share these reports with the constituencies they represent. Tri-chairs may also be invited to present at an Executive Council meeting.

Resources for standing committee tri-chairs and committee members, including committee charges, best practices for effective committee work, and templates for agendas, minutes, and reports can be found at "A Guide to Standing Committees."

Input from Individuals or Groups: Campus Issues Process

The Campus Issues process allows individuals or groups to identify concerns that have broad college-wide implications and make suggestions about how those concerns might be addressed. The Campus Issues form can be completed by an individual, a department, a constituent group, or a committee and sent to the president's assistant. Standing committees should use the Campus Issues form when they wish to bring a proposal or recommendation to Executive Council. The Campus Issue will be posted on the college website and shared with members of Executive Council, who are responsible for making a recommendation to the President. Executive Council can then take any of the following actions:

- If the issue is straightforward and a clear recommendation is provided in the Campus Issues form, and if Executive Council determines that no further consultation or review is necessary, Executive Council can recommend that the college president accept that recommendation.
- If the issue falls within the charge of a standing committee, Executive Council can recommend that the college president refer the issue to that committee.
- If the issue falls within the purview of a specific constituency group, Executive Council can recommend that the President refer the issue to the appropriate constituency group body.
- If the issue is operational in nature and falls within the scope of one or more of the College Service Areas, Executive Council may request that the president refer the issue to the appropriate office for informational feedback.
- If the issue falls outside of the charge or purview of existing groups, Executive Council may recommend that the president create a workgroup, a task force, or an ad hoc committee to research the issue and develop recommendations.

The Campus Issues process is outlined in more detail in Appendix E.

Other Groups that Support Participatory Decision-Making

A variety of other groups function to support the work of participatory decision-making and planning across the college. These groups differ in their length of operation and the breadth of

the processes that they address and are not required to adhere to Brown Act regulations. The attached document, "Guidelines for Participatory Decision-making Groups," outlines standard criteria and guidelines for initiating, terminating, and operating participatory decision-making groups at SCC. The guidelines may be revised as needed by consensus of the Executive Council. The types of groups, other than the Standing Committees, that support participatory decision-making are shown below:

Long-term planning committees

These are committees of two or more years' duration which address broad planning issues or college-wide initiatives. These committees function under the oversight of the Executive Council and/or the President's Cabinet. Recent examples include the Guided Pathways Design Team and the Caring Campus Long-Term Planning Committee.

- **Purpose:** These committees are formed in response to address work associated with major campus planning efforts or college initiatives of long-term duration. They collect, sort, and prioritize information pertinent to issues at hand and advise on planning, policy, or operational issues.
- **Membership:** Membership is determined by the expertise needed on the committee. Members of each constituency group should be included.
- **Initiator:** These committees are formed under the guidance of the leadership of the planning process or college initiative with which they are associated.
- **Duration:** These are long-term committees that serve for more than two years.
- **Authority:** These committees may make recommendations to the leadership of the planning or initiative body to which they are related.

Advisory committees

These committees provide input to operational areas at the college, and may be formed when unique issues arise. Examples include the PRIE Advisory Committee, the Food Service Advisory Group, the Workload Committee, and the Professional Standards Committee.

- **Purpose:** These committees advise on specific issues and/or provide input to specific processes.
- **Membership:** Membership is determined by the expertise needed on the committee.
- **Initiator:** These committees may be formed by any unit, department, or division of the college. Creation of a new advisory committee should be reflected in the planning documents of the unit, department, or division. Whenever possible, membership should include representation from all constituency groups.
- **Duration:** These are long-term committees that serve for more than two years.
- **Authority:** These committees make recommendations concerning a specific issue or provide input to specific processes.

Short-term workgroups

This category includes committees working on a short-term basis to address a specific issue or task. (Note: A working group is sometimes called a taskforce or an ad hoc committee). Recent examples include the Basic Needs Task Force and the African American Student Task Force.

- **Purpose:** Members of a working committee examine a specific subject or issue. Its purpose is to assist the college or operational unit with information gathering, problem solving or troubleshooting.
- **Membership:** Membership may or may not be limited to a particular operational unit or group and is determined and selected by the establishing unit. Whenever possible, membership should include representation from all constituency groups.
- **Initiator:** These committees can be formed on as as-needed basis by any college unit.
- **Duration:** These are short-term committees with duration of up to two years.
- **Authority:** These committees may make recommendations to the establishing body.

IV. EXECUTIVE COUNCIL

The Executive Council acts as a clearinghouse that oversees the participatory decision-making process and includes the leaders of each constituency. All recommendations from standing committees, constituent groups, or Campus Issues forms are submitted to the Executive Council. The Executive Council receives input from constituent groups, operating units, college standing committees, and individuals. Based on recommendations from these sources, the Executive Council presents various viewpoints and perspectives to the college president so that person can make an informed decision. The president makes the final decision.

Purpose

The Executive Council has three primary purposes: to represent constituent groups in advising the president on college-wide policy and procedure decisions; to ensure that the participatory decision-making process is viable, consistent, and understood; and to ensure that the process addresses college issues in a timely fashion.

Membership

Membership on Executive Council includes one representative from each of the constituent groups:
- Academic Senate
- Classified Senate
- Associated Students
- Senior Leadership Team
- The College President

Charge

To ensure that plans that affect the college are communicated both to and from the constituent groups, operating units, and committees.
- To provide a forum where representatives of all constituent groups can represent the views of their constituencies on campus-wide issues prior to a decision, with the goal of reaching consensus prior to making a recommendation to the president.
- To advise the President regarding pending college-wide policy decisions.
- To ensure that all college-wide views have had an opportunity to be heard by facilitating discussion of issues within constituency groups.
- To provide a forum where substantive dialogue can occur in order to craft the best possible policy direction for the college.
- To require periodic review of committee charges and approve changes.
- To educate the college community about the Participatory Decision-making process.
- To monitor the Campus Issues process.

- To track the status of Campus Issues Forms.
- To support the tri-chairs through regular tri-chair meetings.
- To facilitate the evaluation of the effectiveness of the participatory decision-making process.
- To recommend changes in the participatory decision-making process.

Guidelines for Operation

- The president or designee develops the agenda, with input from constituent members, and presides at the meetings.
- Meetings should be held often enough to meet the charge of the Council but not less than once a month. No meetings are held when faculty are off-contract, such as over the summer and during winter break.
- The Council receives recommendations from individuals, committees, constituent groups and operating units through the Campus-Wide Issue/Concern Form; refers Campus Issues to the appropriate individual(s) or governance group(s) as needed; and makes final recommendations to resolve the Campus Issue to the college president.
- Constituency representatives, as members of Executive Council, discuss issues, provide input from their constituent groups, and make recommendations to the president.
- The members of the Council make recommendations on policy and procedure to the president, including through the Operational Memorandum process. Operational memorandums are documents that apply to SCC and outline procedures specific to the institution or college area; they may supplement District policy, set forth guidelines specific to the college, or both simultaneously. Operational Memorandums (OMs) include guidelines on topics such as art installation, grants feasibility, and Facilities Modification or IT Action Requests. See Operational Memorandums.
- The Council regularly reviews the scope and charge of the standing committees, and maintains regular communication with standing committee tri-chairs.
- The Executive Council develops such additional guidelines as necessary to meet its charge.
- The President identifies staff who participate as technical and administrative support as needed.
- The Process Coordinator:
  – Meets with tri-chairs at least once per semester.
  – Provides annual orientations to committee tri-chairs and other governance group leaders.
  – Develops multiple methods to communicate about the participatory decision-making process to the college community.
  – Collaborates with the PRIE office to evaluates the whole participatory decision-making process every two years or as needed.
  – In collaboration with Executive Council, maintains this document, "A Guide to Participatory Decision-Making at Sacramento City College" including the support documents referenced in the Guide.

V. PROCESS FOR DOCUMENT REVISION

The Executive Council is responsible for ensuring that this Guide to Participatory Decision-Making accurately reflects the current and approved process at SCC. The Executive Council conducts an annual technical review of this guide, and engages in revisions of the Guide at least once within a six-year period. Amends. Changes to the Guide or to any governance processes may also be initiated through submission of a Campus Issues Form.

VI. APPENDICES

(See the following pages)

Appendix A: Brief History of Participatory Decision-Making at SCC

1991: A recommendation related to shared governance is made by Accreditation Team 1992:

The Shared Governance Task Force is appointed by President Harris to develop a proposal for shared governance at SCC. The resulting handbook was endorsed by the campus community.

1993-94: The Executive Council and the Shared Governance Council are created as a result of the task force recommendation.

1999: The Shared Governance Council was changed to the Campus Community Council (CCC) as a pilot.

2002: Responsibilities of the CCC were incorporated into Executive Council.

2003: SCC's *Guide to Participatory Decision-Making* was updated to reflect actual practice at the recommendation of the Self-Study committee on governance.

2010: SCC's *Guide to Participatory Decision-Making* was updated pursuant to a college-wide review of campus standing committee charges.

2012-13: SCC's *Guide to Participatory Decision-Making* was updated to more accurately reflect the practices of participatory decision-making at the college.

2015-2016: SCC's *Guide to Participatory Decision-Making* was updated to more accurately reflect the practices of participatory decision-making at the college.

2023: SCC's *Guide to Participatory Decision-Making* was updated to help clarify and more accurately reflect the practices of participatory decision-making at the college.

Appendix B: The Brown Act

All decision-making groups must act in compliance with the [Ralph M. Brown Act](#) (generally referred to as the "Brown Act," California Government Code § 54950 et seq. 1). The Brown Act was enacted in 1953 to guarantee the public's right to attend and participate in meetings of local legislative bodies, and to prevent government officials from holding secret meetings not in compliance with advance public notice requirements. The Brown Act holds public officials accountable for their actions and allows the public to participate in the decision-making process.

The Brown Act governs local agencies, legislative bodies of local government agencies created by state or federal law and any standing committee of a covered board or legislative body, and governing bodies of non-profit corporations formed by a public agency. Examples of these would be a city council, a county board of supervisors, a school board, and a college Board of Trustees. The Academic Senate for California Community Colleges is a Brown Act group, and local Academic Senates are considered to be subject to the Brown Act, as well. The same goes for the Student Senate and the Classified Senate, at both the local and statewide levels. Generally speaking, any group that acts as a "legislative body" and engages in formal decision-making, or any group that is convened by formal action by a legislative body, must comply with the Brown Act. Ad hoc committees consisting of less than a quorum of the membership (e.g., if the Student Senate created an ad hoc committee on water fountains and invited 2 members of a legislative body to be on it) are not considered to be Brown Act groups.

A meeting, as defined by the Brown Act, is "any congregation of a majority of the members of a legislative body at the same time and place to hear, discuss or deliberate upon any item that is within the subject matter jurisdiction of the legislative body" (§ 54952.2 (a)). For there to be a meeting, there must be quorum and discussion, hearing, or deliberation of issues. The Brown Act applies to meetings that are formally convened as well as to informal meetings, study sessions, fact finding sessions, and informational meetings.

The Brown Act prohibits explicitly uses of "direct communication, personal intermediaries, or technological devices that is employed by a majority of the members of the legislative body to develop a collective concurrence as to action to be taken on an item by the members of the legislative body" (§ 5495.2(b)). Serial meetings are between members of a legislative body that are less than a quorum, but which constitute a majority when all participants are considered. Serial meetings may occur where intermediaries for board members have a meeting to discuss issues. This includes telephone conversations, emails, and other forms of communication.

Teleconference meetings may be subject to the Brown Act if:
- The teleconference location is accessible to the public and it is noted in the agendas;
- The meeting is useful to the public and the legislative body;

- All votes are taken by roll call, and;
- At least a quorum of the members of the legislative body are located within the boundaries of the territory over which it exercises jurisdiction (§ 54953(b)).

The Brown Act allows for closed sessions where they comply with agenda posting and be held within the jurisdiction of the legislative body (§ 54954), which shall include a description of the items to be discussed (§ 54954.2). In addition, prior to holding any closed session, the legislative body shall disclose, in an open meeting, the item or items to be discussed in the closed session (§ 54957.7). While SCC governance groups rarely need to hold a closed session, the items below are what can be discussed in closed session:
- License or permit determination (§ 54956.7)
- Conference with real property negotiators (§ 54956.8)
- Conference with legal counsel regarding existing or anticipated litigation (§ 54956.9)
- Liability claims (§ 54956.95)
- Threat to public services or facilities (§ 54957(a))
- Public employee appointment, employment, performance evaluation, discipline, dismissal or release (§ 54957(b))
- Conference with labor negotiators (§ 54957.6)
- Case review or planning (§ 54957.8)
- Report involving trade secret or hearings (§ 54956.87, California Health and Safety code §§1461,32106 and 32155; or California Government Code §§ 37606 and 37624.3)
- Charge or complaint involving information protected by federal law (§ 54956.86).

The legislative body should publicly report actions, along with the vote and abstention count, taken as result of a closed session (§ 54957.1). Documentation relative to the reports should be available to any person on the next business day following the meeting (§ 54957.1(c)).

Appendix C: Guidelines for Standing Committee Tri-chairs

1. What are the relationships between the faculty, administrative, and classified Tri-chairs in terms of roles, direction, and decision-making?

The following roles and tasks may be needed in each standing committee: act as meeting facilitator, act as meeting recorder, send meeting notifications, post meeting minutes on BoardDocs, set the meeting agenda, and complete and submit reports to Executive Council. Committee tri-chairs have equal status on the committee, and tasks should either be rotated and shared among the three chairs to ensure equitable leadership and responsibilities, or agreed upon in advance by the tri-chairs.

2. How do we set the agenda?

Agenda items should respond to the committee's charge, as well as to items Executive Council has tasked committees with addressing. Agendas should include the approval of minutes from the previous meeting. Typically, agendas will include three types of items: (1) information items, which involve the sharing of information that's relevant to the committee's charge, but doesn't require formal action; (2) discussion items, which allow the members of the committee to have more in-depth conversations about issues relevant to their charge; and (3) decision items, which involve voting on a formal recommendation to take to Executive Council. In order to comply with Brown Act regulations, agendas should be posted at least 72 hours in advance of the meeting, and should include the meeting date, time, and location.

3. How should we run the meetings?

Generally, people like serving on committees that are efficient and effective, and where they feel like they're making a meaningful contribution to the college. Meetings should begin and end on time, and the facilitator of the meeting should manage the meeting time to give members appropriate opportunities to contribute while also staying on track with the agenda. At the first committee meeting, tri-chairs may want to discuss and establish group agreements (i.e., raise your hand before speaking, don't dominate the conversation, share openly and honestly while being respectful, etc.).

4. Who do we report to?

All standing committees report to Executive Council. When a committee has a recommendation for action or policy change, it should submit its recommendation to the Executive Council using a Campus Issues form. Likewise, the Executive Council may forward issues to standing committees for them to discuss and recommend solutions. The process of submitting recommendations to the Executive Council ensures review and input from all of the college constituencies. Standing committees should provide regular reports to Executive Council, which may include recommendations related to the committee's charge, outstanding issues still under discussion, and information or support the committee needs in order to continue its work.

Executive Council typically meets with committee tri-chairs at least once a semester to set goals, hear updates, and discuss issues relevant to the committees' charges.

6. What is the Tri-chair's role relative to student representatives?
Student representatives need special treatment in order to feel welcome and included in the committee. Tri-chairs need to determine how best to contact the student (phone, email) to send meeting announcements and minutes. Tri-chairs can help the student(s) understand the charge of the committee and what the committee is working on. Many students do not have a historical or organizational context to understand what the committee is talking about and also will need explanation of the acronyms and terms that we use. All committee members can help identify students who might be interested in serving on the committee and refer these students to the SAC President for appointment to the committee.

7. What is the process for adding or deleting committee members during the year?
All committee membership is assigned by the constituency leaders. If any member drops from the committee, please inform the PRIE Office, who will amend the committee lists and inform the constituency president. If someone asks to join your committee, refer them to their constituency president, who will make the appointment and notify the PRIE Office. A current listing of committee members can be found on the website.

8. How do we evaluate the effectiveness of the committee and improve processes? Each committee should engage in a periodic self-evaluation process. Annual evaluation of the committee by its members is recommended so that committees can continually improve their effectiveness. The Guide to Standing Committees contains a sample evaluation rubric for committees to use. Executive Council, with the help of the PRIE office, conducts an evaluation of the entire participatory decision-making process every two years or as needed.

10. Can we change the committee meeting time?
Typically, meeting dates and times are established before the committee appointment survey goes out to employees (usually in April). Meeting times are established in advance so that participants can plan their schedules accordingly. They are also developed in order to keep overlapping meeting times to a minimum. If a committee wishes to change its meeting time, the tri-chairs should submit a request to Executive Council using the Campus Issues form. Executive Council will review the request and make a decision.

Appendix D: Best Practices for Communication and Decision-Making

SCC values participatory decision-making, honest communication, and transparency in the decision-making process. Collaboration honors both individuals and groups while leading toward decisions that are made with the best interests of students at the forefront.

1. Tri-chairs of standing committees, senate leaders, and leaders of any other governance groups or committees at the college should use the first meeting of the year to orient committee members about processes and expectations:

- Committee members should be informed about The Governance Guide and preferably given an electronic copy. Leaders should review the committee's charge in the context of the decision-making processes overall at the college and, if appropriate, in the district. The goal is for all committee members to have a clear understanding of the committee's role in decision-making and to understand their individual part in that role. Leaders should articulate their expectations and give the scope of the committee's input.
- Committee leaders should explain to members their role in campus communication. At the beginning of each academic year, committee tri-chairs receive direction from Executive Council regarding what to focus on over the course of the year. Tri-chairs should submit a mid-semester and end-of-semester report to Executive Council documenting their activities, sharing progress on their tasks, and highlighting any additional information they would like Executive Council to be aware of. Members of Executive Council should share these reports with their respective constituency groups to keep people informed about the committees' activities.

2. Before each meeting, committee leaders should post agendas on BoardDocs. At each meeting, committee leaders should clearly articulate the goals for that meeting: gathering information, sharing information, and/or decision-making.

3. Committee leaders and decision-makers at all levels should abide by and encourage the following:
- honest communication from all parties
- clear, reasonable timelines to every extent possible
- context for the issue/project/decision at hand (for instance, when the originator of a project first learned about it)
- participation by everyone on the committee including those who have a softer voice or who hold a minority opinion
- feedback from committee members about the processes and/or outcomes of the committee work

4. When a committee discusses an issue or makes a recommendation, the ultimate decision-

makers should be identified.

5. Governance groups that are subject to the Brown Act must ensure that a quorum is reached before any formal actions are taken during meetings. A quorum is met when 50% +1 of the voting membership is present. Groups that are not subject to the Brown Act should consider abiding by the same guidelines for quorum as a best practice.

6. College constituents should have an opportunity to offer alternative outcomes/decisions, which should be considered in good faith.

7. Those making ultimate decisions should provide a rationale—in writing when appropriate—for their final decision.

8. After being afforded the considerations and opportunities noted above, college constituents, upon receiving a final decision, should recognize that the process was followed and consent to move forward.

9. Standing committees should submit minutes in a timely manner to be posted in BoardDocs. Minutes should be concise but informative.

10. All decision-making should occur in an environment that encourages participation and honest communication:
- All involved should feel safe in taking a stance; mutual trust should be the norm. · To every extent possible, consistent processes should be followed in making decisions. · All involved should be open to discussion of the issue or decision at hand (open door policy).
- Those most affected by a decision should have a voice in influencing the decision. · The decision-making culture for all participants should not be combative, and should not be *us vs. them.*

11. Decision-makers at all levels should refer to this best-practices document and share it with the groups they represent. Committee leaders should make this document available to committee members and discuss how the document applies to their work.

Appendix E: Campus Issue Process

Revised: March 2023

1. Using the Campus-Wide Issue/Concern Form, the initiator describes the issue or concern, suggests a possible solution, and submits the form to the Office of the President.

2. The President, in consultation with the Process Coordinator, conducts an initial review of the Campus Issue to determine if it is appropriate to forward to Executive Council, or if the issue needs to be handled in a different way.

3. The college president submits the Campus Issue to Executive Council for discussion and delegation, and reports to the originator when the issue will be agendized.

4. When the Executive Council receives the form, it discusses the issue/concern, seeks additional information if necessary, and within 30 working days provides a status update to the originator.

5. When Executive Council forwards a Campus Issues form to a standing committee or other governance group, it should be placed on the agenda for their next scheduled meeting.

6. When a committee receives the form, it gathers information, discusses the issue/concern, seeks additional information if necessary, and includes a progress report or a recommendation in their mid-semester or end-of-semester report to Executive Council.

7. When Executive Council receives a recommendation on an issue/concern from a committee, the Executive Council discusses the recommendation, seeks input from constituency groups if necessary, and makes a recommendation to the President in a timely fashion.

8. The President's Response is communicated to the originator and posted on the college website. Constituency group leads share the President's Response with their respective groups.