PGC Orientation
September 1, 2022

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Contents / Topics

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- Participatory Governance — the "why" and the "what"

- PGC as the structure for decision making

- Roles, responsibilities, and processes

Origin - AB 1725

During the early 1990s, in response to Assembly Bill (AB) 1725, colleges established governance systems explicitly involving all college constituents.

BP 2.08 - Collegial Governance at CCSF

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Board Policy 2.08 specifies that:

The Chancellor will **rely primarily** on the Academic Senate's recommendations in 10+1 matters.*

*See supplemental slide entitled "Faculty Participation."

Bottom Line

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A visible and explicit participatory process encourages members of the college community (classified staff, administrators, faculty, students) to participate in respectful **dialogue** on important college-wide matters.

Structure for Decision Making: PGC

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● Includes representatives from all constituent groups.

● Makes recommendations to the Chancellor regarding Board policies, administrative procedures, the College budget, and college-wide plans and initiatives.

Roles, Responsibilities, & Processes Handbook

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- Codifies our decision making processes

- Codifies the roles & responsibilities within those processes

SAN FRANCISCO COMMUNITY COLLEGE DISTRICT

ROLES, RESPONSIBILITIES, & PROCESSES (RRP) HANDBOOK
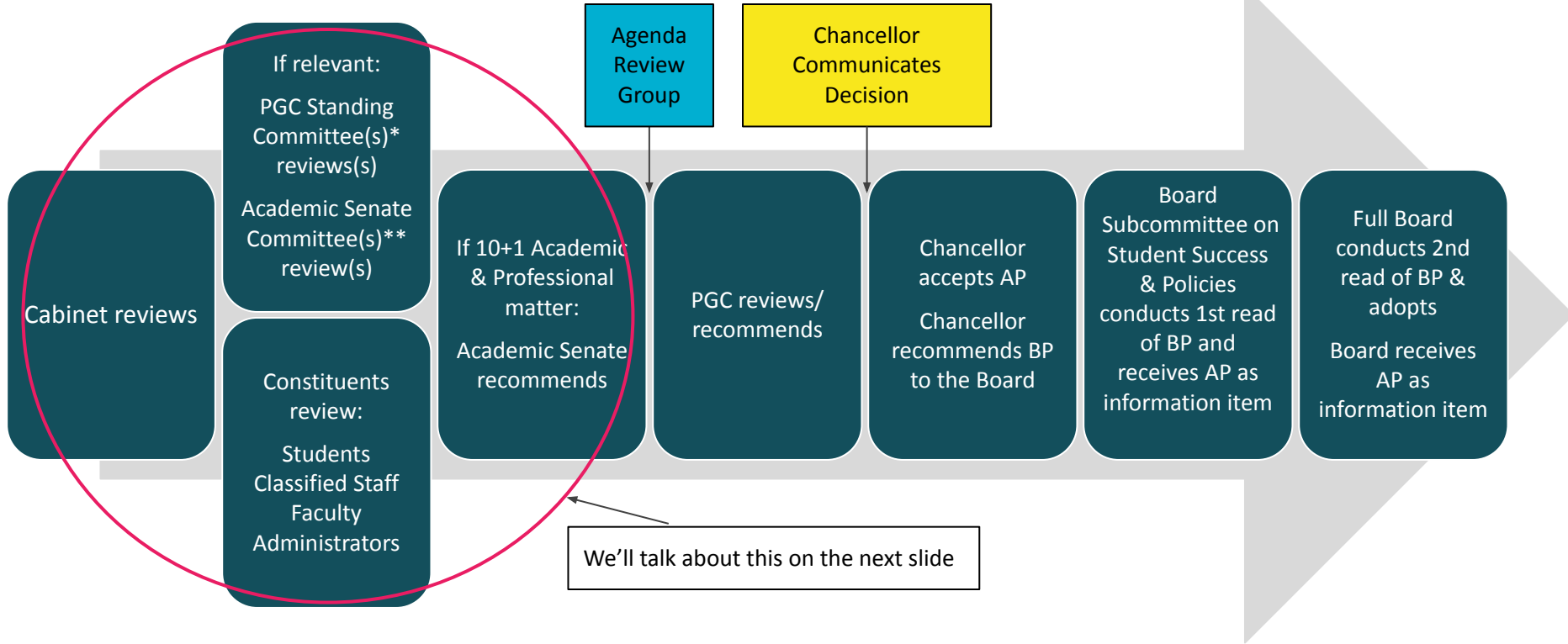
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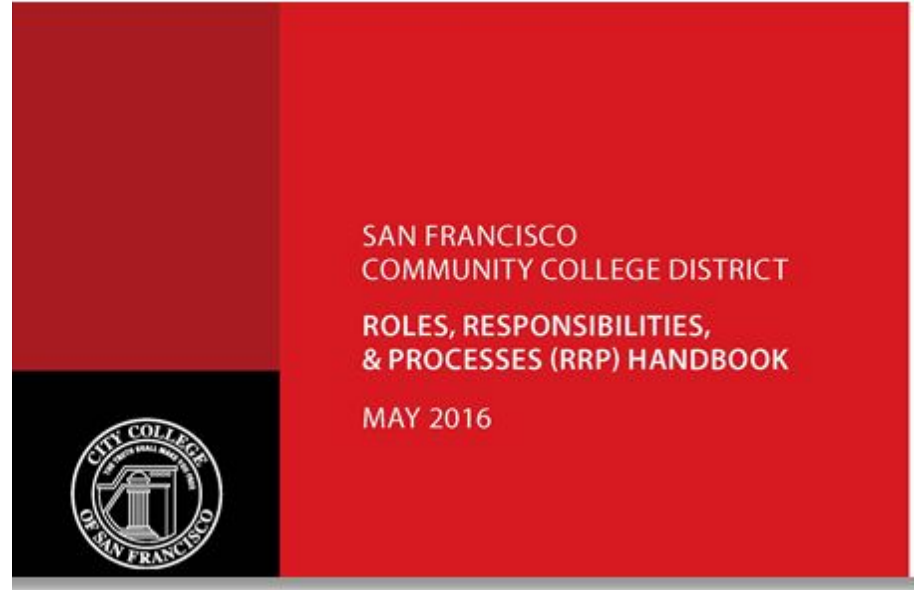
RRP Handbook Online

RRP Handbook - cont'd

Includes:

- Planning & Development Processes, Roles, & Responsibilities (Charts D1-D4)

- Resource Allocation Processes, Roles, & Responsibilities (Charts R1-R3)

Simplified Decision-Making Flowchart: Board Policies (BPs) & Administrative Procedures (APs)

Cabinet reviews

If relevant:
PGC Standing Committee(s)* reviews(s)
Academic Senate Committee(s)** review(s)

Constituents review:
Students
Classified Staff
Faculty
Administrators

If 10+1 Academic & Professional matter:
Academic Senate recommends

Agenda Review Group

Chancellor Communicates Decision

PGC reviews/ recommends

Chancellor accepts AP
Chancellor recommends BP to the Board

Board Subcommittee on Student Success & Policies conducts 1st read of BP and receives AP as information item

Full Board conducts 2nd read of BP & adopts
Board receives AP as information item
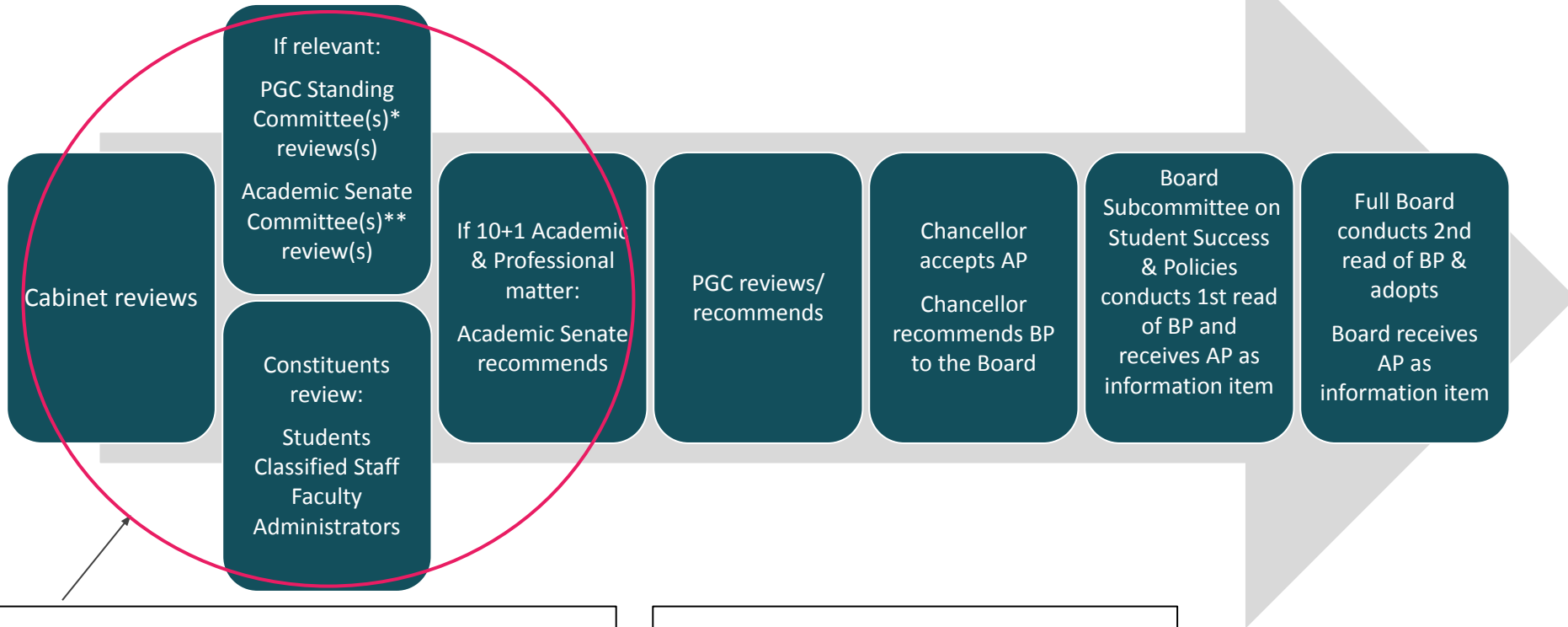
We'll talk about this on the next slide

Note: Formal committee recommendations typically require 2 reads. Board Subcommittee on Student Success & Policies only conducts 1 read.

*See Participatory Governance website for list of PGC Standing Committees

**See Academic Senate website for list of Academic Senate Committees

***See supplemental slide for definition of 10+1 Academic & Professional Matters. Additional supplemental slides provide guidance in areas for which other constituent input is required, including student matters (Student 9+1).

Board Policies (BPs) & Administrative Procedures (APs) - How Items Are Generated

Cabinet reviews

If relevant:

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If 10+1 Academic & Professional matter:

Academic Senate recommends

PGC reviews/ recommends

Chancellor accepts AP

Chancellor recommends BP to the Board

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Full Board conducts 2nd read of BP & adopts

Board receives AP as information item

Items may be initiated by any of these entities, but it is critical that communication among these entities take place as early as possible before moving forward to PGC. The order will depend on the initiator and/or the content of the BP/AP.

Constituents review takes place through:
- Associated Students
- Classified Senate
- Academic Senate
- Administrators' Association

Responsibilities of PGC and Standing Committee Members

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Represent your respective constituency in matters related to BPs, APs, College plans, and other College-wide initiatives by:

- Reporting back to your constituency
- Discussing with and soliciting feedback from your constituency
- Bringing forward concerns, input, and/or recommendations from your constituency to PGC (or the Standing Committee)

Closing Thoughts

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- Governance committees are **recommending** bodies that provide an opportunity for **inclusive** conversation

- Participation on governance committees is an excellent **professional development** opportunity

"We need to talk more, it's good to talk." – *Fred Rogers*

Questions?

Supplemental Slides

Student Participation ("9+1" per Title 5)

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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 a significant effect on students. (LSH, 2015, p. 20)

Faculty Participation ("10+1" per Title 5)

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1. curriculum, including establishing prerequisites & placing courses within disciplines;
2. degree & certificate requirements;
3. grading policies;
4. educational program development;
5. standards or policies regarding student preparation & success;
6. district & college governance structures, as related to faculty roles;
7. faculty roles & involvement in accreditation processes, including self-study & annual reports;
8. policies for faculty professional development activities;
9. processes for program review;
10. processes for institutional planning & budget development; and
11. other academic & professional matters as are mutually agreed upon between the governing board & the academic senate.

Classified Staff Participation (per Title 5*)

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Title 5 §51023.5 requires that "governing boards 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."

In alignment with Title 5 §51023.5 (a)(4)-(a)(6):

- Staff will be asked to "participate in the formulation 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."

(continues on next slide)

*Per discussions with the Classified Senate re. The RRP Handbook, we have added language pertinent to CCSF. This language is currently in draft form.

Classified Staff Participation (per Title 5*) - cont'd

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- At City College of San Francisco, these areas include the following. For all of these items, classified staff should be afforded the time by their managers to engage in this work:
  - district and college governance structures, as related to classified roles
  - policies for classified professional development activities
  - processes for institutional planning and budget development
  - inclusive and substantive participation in the development of program reviews in their respective areas
  - involvement in accreditation processes, including self-evaluation and mid-term reports
  - student services planning and development
  - health and safety, including Public Safety planning and development
  - facilities, buildings & grounds planning and development

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*Per discussions with the Classified Senate re. The RRP Handbook, we have added language pertinent to CCSF. This language is currently in draft form.

Classified Staff Participation (per Title 5*) - cont'd

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- The governing board should not take action on matters significantly affecting staff until staff has participated in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.
- The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are considered.

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Administrator Participation

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Any responsibilities not specifically defined in other areas remain management responsibilities. The administration has the ultimate accountability and fiduciary responsibility to ensure that roles, responsibilities, and processes are carried out effectively and within regulatory requirements.