<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>BOARD DISTRICT POLICY</th>
<th>PROCEDURES</th>
<th>INFORMAL PRACTICES, NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuesta College (multi-college district accreditation raise from show cause to warning 2013 FTES 11,194 FTES) Laurie Lema Chosen because of the positive change in accreditation status</td>
<td>Rely primarily – 1,2,3,5,6,7,8 Mutual agreement – 4,5,9,10 Board Policy 2305 [<a href="http://academic.cuesta.org/president/2008BP/BP2000/2305.pdf%5C">http://academic.cuesta.org/president/2008BP/BP2000/2305.pdf\</a>] Recommendations shall be presented to the Board of Trustees using a standard procedure. The Academic Senate President shall provide information to the Superintendent/President or the appropriate Vice-President concerning placement of items on the Board of Trustees’ agenda. The Academic Senate President or designee shall present these recommendations to the Board of Trustees for information, action, or both……. The recommendations of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted…… If a Senate recommendation in these areas is not accepted by the Board of Trustees, the Board of Trustees or the Superintendent/President as the Board’s designee shall promptly communicate the reasons in writing to the Academic Senate upon request. Delegation of Authority to the Academic Senate The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the Superintendent/President or designee, by the Academic Senate. While in process of consulting collegially, the Academic Senate shall retain the right to appear before the Board of Trustees to present the views, recommendations, and/or proposals of the Senate.</td>
<td>Participatory Governance Handbook for the District [<a href="http://www.cuesta.edu/aboutcc/documents/accreditation/evidence/2012showcase_rec2/R2-24.pdf%5C">http://www.cuesta.edu/aboutcc/documents/accreditation/evidence/2012showcase_rec2/R2-24.pdf\</a>] Decision-Making Process Chart on p. 11 Stage 1: Initiate at College Council Initiator submits/presents new idea or proposed change that would have college-wide impact. Initiator submits/presents intention to update or develop new board policy/administrative procedure (BP/AP) Items that are negotiable or that fall under the Academic Senate's purview should be vetted first with the union(s) or the Academic Senate. See stages, in fact, see the entire handbook!</td>
<td>Informal discussions with Administration: The Senate has a venue for informally discussing issues with the Administration. Twice a month the Senate president and vice president meet with the College president and vice president of Academic Affairs to discuss academic and professional matters. These meetings are referred to as &quot;Summit.&quot; The faculty can bring issues to the Senate and ask that those concerns be taken to Summit. No final decisions are reached at Summit. All substantive issues are reported back to Senate for action. [<a href="http://academic.cuesta.edu/acasen/founding_purpose.asp%5C">http://academic.cuesta.edu/acasen/founding_purpose.asp\</a>] Academic Senate appoints Curriculum Committee Chair, Faculty Professional Development Committee Chair and the Equivalency Committee Chair Faculty participate in making decisions.</td>
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<td>Diablo Valley College (multi-college district accreditation reaffirmed 2008 FTES 19,092 Laurie Lema Chosen because DVC was invited by the administration to provide models for CCSF)</td>
<td>BP 1009 Academic and professional matters are in the purview of the faculty. The Faculty/Academic Senates of the District consult collegially with the Board through the Chancellor on policies and procedures on academic and professional matters as defined in Title 5, Section 53200. [<a href="http://www.4cd.edu/gb/policies_procedures/board/BP1009.pdf%5C">http://www.4cd.edu/gb/policies_procedures/board/BP1009.pdf\</a>] Rely primarily – 1,2,3 Mutual agreement – 4,5,6,7,8,9,10 In AP 1009.1, Participatory Governance Administrative Procedure [<a href="http://www.4cd.edu/gb/policies_procedures/board/AP1009_01.pdf%5C">http://www.4cd.edu/gb/policies_procedures/board/AP1009_01.pdf\</a>] Process to Reach Agreement between the Governing Board and the Faculty Senates Coordinating Council on District-wide Policies and Procedures Governing Academic and Professional Matters.</td>
<td>For the College, DVC Procedure 1009.01 parallels district procedures. [<a href="http://www.dvc.edu/faculty/faculty-senate/DVC%20Procedure%201009.pdf%5C">http://www.dvc.edu/faculty/faculty-senate/DVC%20Procedure%201009.pdf\</a>] The college president will consult collegially with the DVC Faculty Senate when adopting procedures on academic and professional matters as defined in Title 5, section 53200 (c). Except in those areas where the president will rely primarily upon the advice and judgment of the Faculty Senate, the president, or such designee, and the representatives of the Academic Senate shall have the obligation to reach mutual agreement by written resolution, regulation, or procedures of the college effectuating such recommendations. In addition to consultation at the college level, there is a consultation process at the district level.</td>
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<tr>
<td>College</td>
<td>Single/College District</td>
<td>Accreditation Reaffirmed</td>
<td>FTES</td>
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<tr>
<td>Glendale Community College</td>
<td>Single college district</td>
<td>2010 FTES 22.591</td>
<td>Michael Scott, <a href="mailto:mscott@glendale.edu">mscott@glendale.edu</a> (818) 240-1000 x5746</td>
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<tr>
<td>Mt San Antonio Community College</td>
<td>Single college district</td>
<td>2010 FTES 35.375</td>
<td>Eric K</td>
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<tr>
<td>Napa Valley College</td>
<td>Multi-college district</td>
<td>2009 FTES 9,536</td>
<td>Dianne Chiabotti,</td>
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Professional Matters. This describes process of exchanging written documents with timelines for response. [http://www.4cd.edu/gb/policies_procedures/board/AP1009_02.pdf](http://www.4cd.edu/gb/policies_procedures/board/AP1009_02.pdf)


Campus Executive Committee (CEC) Serves as the highest and final level of review on governance issues. Serves as the review body for governance items going to the Board of Trustees. Directs governance items through the process. Serves as an appeals body for items rejected at a lower level in the governance process.


AP 3255 [http://www.mtsac.edu/governance/trustees/docs/bp_complete_BOT.pdf](http://www.mtsac.edu/governance/trustees/docs/bp_complete_BOT.pdf)

The Academic Senate is responsible for making recommendations to the administration and for communicating with the Board of Trustees on policy development and implementation with respect to academic and professional issues. The Board of Trustees primarily relies on the Academic Senate for curriculum, including establishing prerequisites and placing courses within disciplines, degree requirements, grading policies, educational program development, standards and policies for student preparation and success, and policies for faculty professional development. The Academic Senate and the College President/CEO reach mutual agreement for district and governance structures as related to faculty roles, processes for program review, processes for institutional planning and budget development, and other issues recognized as academic and professional in nature stipulated in Title 5 Subchapter 2, Academic Senates, Sections 53200-53204. [http://www.mtsac.edu/governance/trustees/docs/bp_complete_BOT.pdf](http://www.mtsac.edu/governance/trustees/docs/bp_complete_BOT.pdf)

Mutual agreement discussions take place at meeting of President’s Advisory cabinet, which includes the College President, one administrator, and representatives of constituent groups. Informally, the Academic Senate officers meet weekly with the College president. The Vice President of Student Services co-chairs the Student Success committee that reports to the Senate. Every few weeks, the Academic Senate President and Vice President take a board member to lunch. Maybe twice a year agreement is not reached before a Board meeting and Academic Senate presents their case to the Board.
| ASCCC Exec Council | vice presidents. c. The Mutual Agreement Committee will meet on an agreed-upon regular basis and forward agreements on academic and professional matters to the college president for presentation to the Board of Trustees Academic Senate members co-chair the major governance committees, including the Budget Committee and the Planning Committee. Senate makes a determination and the senate Pres brings it to the Mutual Agreement meeting. The agenda for that meeting is made by the Senate president. | Sacramento City college multi-college district accreditation reaffirmed 2009 FTES 22,791 Gini May, Pres. Chosen many colleges recommend Sac City as a model and because Interim Chancellor is from the Los Rios District. Rely Primarily 1,2,3,5,7,8,9 Mutual agreement 4,6,10 Board Policy 3410/3412 The District Academic Senate recognizes that recommendations from Non-senate-led District Committees regarding academic and professional matters shall constitute mutual agreement between the District Academic Senate and the Board of Trustees or its representatives if the following conditions are met: The District Academic Senate has appointed a representative to the committees in order to carry the District Academic Senate's views and suggestions for agenda items; and the faculty membership of any standing committee or of any subcommittee of a standing committee working on tasks related to the academic and professional matters as agreed to by the District Academic Senate and the Board of Trustees or designee has been increased to produce a weighted faculty voice. (defined to mean that the following faculty membership on these committees will exceed by at least one (1) number of representatives of any other constituent group having membership on the committee.) Even though recommendations of these committees represent mutual agreement, the District Academic Senate reserves its right to attach its own recommendation to those committee recommendations where the District Academic Senate believes that the committee processes in specific cases did not allow adequate opportunity for faculty expression and deliberation.” http://www.losrios.edu/legal/Policies/P-3000/P-3412.pdf Non Senate-led District committees include Educational Program Planning Committee, District Budget Comm. http://www.losrios.edu/legal/Regulations/R-3000/R-3411.htm | Formal Process uses a form: Campus Issue Form in s process coordinated by the Dean of Planning, Research and Institutional Effectiveness and monitored by the Executive Council (group with all constituencies represented) Major Committees headed by Tri-Chairs – administrator, faculty, classified. From the Blue Book: https://file.scc.losrios.edu/InsideSCC/Governance/ParticipatoryDecisionMaking/BlueBook2010.pdf Major councils led by Tri-Chairs do not hold formal votes, but hold candid, collegial discussions before coming to consensus. However, sometimes situations arise in which bodies are not harmonious and collegial – in those situations, collegial voices do not always get heard. |
| San Diego Miramar College multi-college district accreditation reaffirmed 2010 FTES 12,589 Wheeler North, ASCCC Exec Council | The Academic Senate and the College Executive Committee (CEC) are “committees which make decisions” p. 8. The CEC “discusses academic and professional matters as outlined in AB-1725 prior to them becoming action items, and to allow for input on these issues from all constituent groups. …Makes decisions on action items defined as AB-1725 academic and professional matters”… “In the eight rely primarily and three mutual agreement matters all action items require, and are limited to, two votes. One vote is given to the Need to be clear about approval versus informing. If a form requires a signature does that mean that not-signing it veto process, or does the signature just acknowledge awareness? Agendas should be very clear about reporting, discussion and action, and body membership and participation privileges should be clearly spelled out along with the expectations of | Rely Primarily 1,2,3,4,5,6,7,10 Mutual agreement 8,9 Board Policy 2510 http://sdccd.edu/docs/policies/Board%20Operations/BP%202510.pdf This policy notes that “District and college governance structures, as related to faculty roles” refers to number, make up and nature of committees in the governance structure and the role faculty plays in these. | This is spelled out along with the expectations of participation privileges should be clearly spelled out along with the expectations of }
College President and one vote is given to the Academic Senate President. Voting on action items may take place on only those items which have already been voted upon by the Academic Senate.” The CEC “Helps negotiate compromise when mutual agreement has not been attained…. Refers academic and professional matters (as outlined above) to the Academic Senate or the appropriate standing committee(s) for review and recommendations.” p. 8

Both rely primarily and mutual agreement items are brought to the CEC. , “Issues on which mutual agreement must be reached are brought to the College Executive Committee (CEC). On AB-1725 matters, the right to vote is given only to the Academic Senate President and the College President with the Associated Student Council and Classified Senate representatives providing input. On non-AB-1725 “All Campus” matters, each of the four constituent groups has an equal input. The College Executive Committee will make every effort to reach full consensus on non-AB-1725 “All Campus” matters, but if this cannot be achieved then the College President will decide the issue.” p. 5

from San Diego Miramar College Governance Handbook

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Santa Monica College

single college district accreditation reaffirmed 2010

FTES 34,072

Lesley Kawaguchi, ASCCC Exec Council

Chosen because larger single college district with accreditation recently reaffirmed, because ASCCC Executive Council member provided comparison, and because collegial consultation is working there even with major stresses and conflict occurring.

Rely Primarily 3,7, (part of) 8

Mutual agreement 1,2,4,5,6,8(part)9,10

The Board shall rely primarily upon the advice and judgment of the Academic Senate in the areas listed below. Rely primarily means that the recommendations of the Academic Senate will normally be accepted and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted.

1. Grading Policies

2. Faculty roles and involvement in accreditation processes, including self-study and annual reports.

3. The assessment of faculty professional development needs.

If a Senate recommendation in the above areas is not accepted, the Board or its designee shall promptly communicate its reasons in writing to the Senate.

BP 2210


In Board Policy, description of Joint committees: The structure and composition of the Academic Senate joint committees will be based on the tradition of joint committees at the college. Each Academic Senate joint committee shall be constructed as follows:

A. Faculty members shall be appointed by the Academic Senate President after consultation with the Superintendent/President. C. The committee chair shall be a faculty member appointed by the Academic Senate President after consultation with the Superintendent/President or designee. D. The committee secretary shall be an administrator appointed by the Superintendent/President or designee after consultation with the Academic Senate President. E. All Academic Senate joint committees shall be comprised in such a manner so that the ratio of the faculty appointees to administrative appointees is approximately 2:1. F. The Academic Senate and the Superintendent/President shall mutually agree on the addition of any classified staff and students to the designated joint committees.

Also described in Board Policy, process for resolving impasse (or matters taking longer than a month to resolve.) Joint Committees include Program Review Committee and Institutional Effectiveness Committee (see http://www.smc.edu/ACG/AcademicSenate/Pages/Governance.aspx)

BP 2210


Regular scheduled weekly Leaders’ Meetings at which academic senate president, academic senate either past input and outcomes of each committee’s effort.

It is also important to make obvious where authority must exist. In spite of what one or two pundits might be claiming, EC 72000 and on, puts the local Boards in charge and they must act when their designees are not getting it done. Process should always be designed so they don’t have to intercede unnecessarily, and so that when they do intercede it usually happens in predictable ways. Curriculum approval is a good example of this. Obviously process should not be overly onerous, barrier driven, mindless and meaningless, etc. However sometimes we are stuck with that from on high…
president or president elect, and the chair of the department chairs committee meets with senior staff, most typically the Vice President of Academic Affairs, the VP of Student Affairs and the Executive Vice President of the college (and sometimes president of the college). Other administrators included as appropriated (e.g. VP of Enrollment Management). Concerns raised and discussed as to how best to take issues through the academic senate or through senior management (which has regularly scheduled meetings as well). – reported by Lesley Kawaguchi

Santa Rosa Junior College  
Single college district accreditation reaffirmed 2009  
FTES 28,265  
Robin Fautley  
rfautley@santarosa.edu  
(707) 527-4523

Rely Primarily 1,2,3,5,7  
Mutual agreement 4,6,8,9,10  
Board Policy 2.5

“The Academic Senate provides its advice and judgment to the Board in many ways. These methods include the use of Academic Senate resolutions, bilateral agreements with the Board, its own Academic Senate committees, ad hoc task forces, Academic Senate consultation committees, and the College-wide committee system. Written agreements achieved in the 11 Academic Senate consultation areas named in III.B.a shall result, whenever possible, in the creation and maintenance of formal written policies and procedures. In cases where Academic Senate Consultation Committee discussions or other forms of consultation do not lead to consensus between the faculty and administrative representatives on the committee, the faculty may present its opinions to the Board either through the Superintendent/President or through direct communication with the Board at its regular meetings.”  
http://www.santarosa.edu/polman/2govern/2.5.pdf

College Council: 4 Administrators, 4 Faculty (1-AFA; 3-Senate), Classified, 2 Students “The College Council is the highest policy recommending body in the District. The Council must involve and utilize the opinion of all constituent groups. Given the Council’s position in the governance structure, the specific areas of responsibility can be delineated as follows: College Council is responsible for the review and supervision of all District committee systems. The Council serves as the final “review” body for all policy recommendations emanating from District committees. The Council remains the highest policy articulation group for the District, and therefore must insure that all District constituencies have had adequate participation in the formation of policy issues.”  
https://bussharepoint.santarosa.edu/committees/college-council/SitePages/Committee%20Home%20Page.aspx  
Santa Rosa Institutional Planning Council: College President plus 5 Administrators, 6 Faculty, 4 Classified 2 Students. Council is co-chaired by Superintendent/President or designee and President, Academic Senate or designee.

The opportunities for Academic Senate and officers to discuss issues and make informal recommendations: The Academic Senate Officers meet once a month with the College President and twice a month with the Vice Presidents of Academic Affairs and Student Services. The College President attends meetings of the Academic Senate. The board agenda is discussed at President’s cabinet, attended by Academic Senate President. At the same time that the board agenda is published, a full packet (including details) is sent to the Academic Senate President.

Additional suggestion from ASCCC President Elect Beth Smith
One of the best suggestions that I've seen and would recommend came from the senate presidents' listserv. Someone posted a copy of a local board of trustees agenda item that included routing through the senate. It wasn't for senate approval of the item, but more to show that if the item was an academic and professional matter that the senate president's signature on the item acknowledged senate participation in the recommendation presented to the board. During my time as senate president at my college, our senate discussed adding this feature to our BOT agenda items. We never implemented it because we had a huge change over in administrators who decided to be more transparent in other ways that satisfied the senate - mostly better communication among college leaders. Also, our college instituted a new committee made up of the senate leadership team and the college president's cabinet (the president chose to include all VPs and the PIO). This group addressed many issues together by meeting once a month. Problems from both sides were addressed and new communication and reporting lines were established. The college president and senate president developed the agenda and the college president chaired the meeting.

Good luck! And see you soon at plenary.
Beth Smith, Executive Council