GAVILAN COLLEGE

PARTICIPATING IN SHARED GOVERNANCE

at

GAVILAN COLLEGE

A Handbook for Collaboration

Fall 2012

To All Staff, Faculty, and Students of Gavilan College

Welcome to Shared Governance! You may have heard that colleges have a form of decision-making unlike any other institution. Perhaps you have wondered how it works, or how you can make your voice heard at Gavilan College.

The intent of this publication is to clarify the decision-making and planning processes at Gavilan College and to invite you to be involved. The Gavilan College Shared Governance Manual describes the procedures we have developed to implement Board Policies 2510 (Participating in Local Decision-Making) and 3250 (Institutional Planning).

It describes key campus bodies, their responsibilities, and their relationships with each other. This guide also describes how individuals are involved in the various processes that lead to decisions and describes the focus of authority, responsibility, and accountability for decisions made. It includes definitions of decision-making terminology as defined and prescribed by law, regulation, agreements and good practices that are simply the dictates of good common sense.

Effective decision-making depends upon the intelligent communications of needs by and to those who are charged with making decisions and those who are accountable for results. Broad-based discussion ensures that those who are affected by decisions are able to provide their unique perspectives – which leads to better decisions and effective implementation of those decisions. Dedication and good faith efforts on the part of decision-makers are critical to understanding the issues and ensuring that decisions made are in the best interest of the college and student learning.

This manual provides a road map of how the college functions – from understandable organizational charts to clear descriptions of governance relationships. The goal is to encourage more participation in our processes so we can more effectively support student success.

We invite you to be a part of participatory governance at Gavilan College through committee membership, group representation, or completion of the annual governance survey. Your perspective is unique and your voice is important. Speak up through the governance process!

Steven M. Kinsella
President/Superintendent

VP Student Services
October 2012

TABLE OF CONTENTS

Section 1 What is Shared Governance
Why Should I Be Involved?

Section 2 Driving Principles
Mission Statement
Gavilan College Educational Values and Goals
Principles of Community
Decision-making Philosophy
Characteristics of Effective Decision-making

Section 3 Organizational Charts
College Administration
Instructional Services
Student Services
Administrative Services

Section 4 Requirements and Key Stake Holders
Governance Relationships
The Law
Accreditation and Shared Governance
The Board of Trustees
The Superintendent/President
The Academic Senate
Educational Administrators
Staff
Associated Student Body

Section 5 How to Get Involved
College Groups and Committees
Types of Groups
Academic Senate Roles and Responsibilities
General Participation/Governance
Academic Matters
Meeting Schedules

Section 6 Gavilan College Integrated Planning Model

Section 7 Shared Governance Model
Visual Model Demonstrative of How the Various Committees, Operation Processes, and Ongoing Planning Result in Decision Making and Policy for the College

SECTION 1

WHAT IS SHARED GOVERNANCE AND WHY SHOULD I BE INVOLVED?

"Shared" governance has come to connote two complementary, and sometimes, overlapping concepts – giving various groups of people a share in key decision-making processes, often through elected representation – and allowing certain groups to exercise primary responsibility for specific areas of decision making.

In its simplest form, shared governance is shared decision-making based on the principles of partnership, equity, accountability, and ownership at the point of service. This management process model empowers all members of Gavilan College to have a voice in decision-making, thus, encouraging diverse and creative input that will help advance our stake in the success of the organization.

Here's how the principles are defined:

- *Partnership*

  Links students, staff, and faculty along all points in our system; a collaborative relationship among all stakeholders required for professional empowerment. Partnership is essential to building relationships, involves all staff members in decisions and processes, implies that each member has a key role in fulfilling the mission and purpose of the organization, and is critical to the college's effectiveness

- *Equity*

  The best method for integrating staff roles and relationships into structures and processes to achieve positive student outcomes. Equity maintains a focus on services; is the foundation and measure of value; and says that no one role is more important than any other. Although equity does not equal equality in terms of scope of practices, knowledge, authority, or responsibility, it does mean that each team member is essential to providing safe and effective services for students and the communities the district serves.

- *Accountability*

  A willingness to invest in decision-making and express ownership in those decisions. Accountability is the core of shared governance and is often used interchangeably with responsibility. It supports partnerships and is secured as all stakeholder groups on campus produce positive outcomes.

- *Ownership*

  Recognition and acceptance of the importance of everyone's work and of the fact that Gavilan's success is bound to how well individual staff members perform their jobs. To enable all team members to participate, ownership designates where work is done and by whom. It requires all staff members to commit to contributing something: to own what they contribute, and to participate in devising purposes for the work.

References:

- *http://chronicle.com/article/Exactly-What-Is-Shared/47065; July 23, 2009*
- *Hirsch, Werner Z. and Weber, Luc E. Governance in Higher Education: The University in a State of Flux. The Brookings Institution, Washington DC, 2001*

SECTION 2

DRIVING PRINCIPLES

Mission Statement

In an environment that cultivates creativity, stimulates curiosity, and emphasizes student learning, Gavilan College services its community by providing high quality educational and support services that prepare students for transfer, technical and public service careers, life-long learning and participation in a diverse global society.

Gavilan College Educational Values and Goals

Values

- An imaginative and nurturing community of learners, fostered through rigorous scholarship, creativity, and personal and professional development.
- A college environment and social climate characterized by inclusiveness and mutual respect for all of our students, staff and community.
- Excellence in and promotion of comprehensive programs, services and activities.
- Partnerships that support the educational, economic and social development of the college and the communities we serve.

Goals

- To be known for educational excellence.
- To demonstrate involved and responsive community leadership.
- To increase our accessibility.
- To encourage innovation in instruction
- To lead in the application of appropriate educational technology.
- To promote a harmonious learning and working environment.

Principles of Community

As a member of the Gavilan College community, we value the worth and dignity of every person; the pursuit of truth, the devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. We strive to maintain these ideals in an environment of inclusiveness and mutual respect.

The Principles of Community provide the foundation which creates this environment. The expectation is that we maintain the highest ethical standards in order to establish an atmosphere of civility, honesty, cooperation, professionalism, and fairness.

Gavilan College aspires to be:

- *Diverse*

  We embrace and celebrate diversity in all its forms (the heritage, achievements, uniqueness, and contributions of all our members) and seek to uphold an inclusive, open and enlightened community.
- *Purposeful*

  We are a community that maintains a shared commitment to service to society and advancement of knowledge through innovative teaching and learning.
- *Open*

  We believe free exchange of ideas requires mutual respect, trust and consideration for our differences.

- *Just*

  We are committed to respect for individual dignity and equitable access to resources, recognition and security. (Board Policy 2715)

Decision-making Philosophy

The focus of our mission is student learning. As indicated in our values, the college needs the active participation of the entire campus community to effectively accomplish its mission. Our philosophy is that diverse perspectives make us stronger and lead to better decisions. This shared involvement:

- Does not always imply agreement
- Does not always require the same level of involvement by all participants at all times; and
- Places the ultimate responsibility for decisions with the President and the Board of Trustees.

Gavilan College's organizational functioning is based on our mission, institutional values, strategic direction, and on the development of effective relationships and teamwork between administrators, faculty, staff, and students. This belief system fosters a climate in which participation and input is routinely provided to and accepted by those responsible for making decisions.

Characteristics of Effective Decision-making

We believe that an effective decision-making structure at Gavilan College must have the following characteristics:

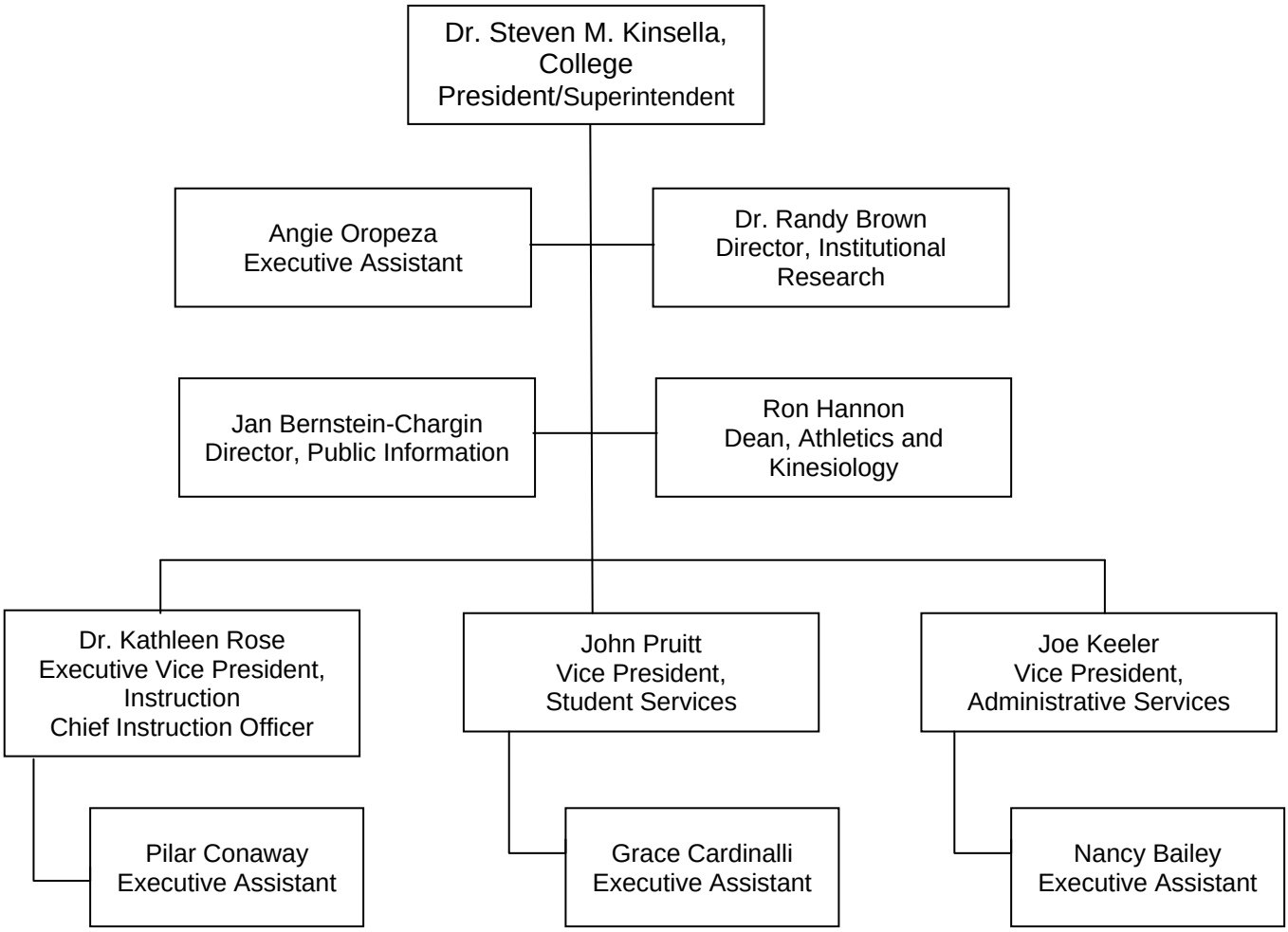
- It focuses the entire college on student learning;
- It provides the members of all campus constituencies (students, faculty, administration, classified staff) the ability to be involved, through their representative, in the governance and future direction of the college;
- It facilitates the coordination of the work of the various groups to ensure that we collectively make the best decisions;
- It is clearly understood and provides clear pathways for involvement for the entire campus community;
- It ensures that everyone identifies with the mission of the college and assists in the professional growth of our faculty, staff, and students;
- It uses information from faculty, staff, students, and the community to drive the college's strategic direction;
- It achieves an appropriate balance between decentralized and centralized decision-making;
- It fosters continued organizational improvement by evaluating outcomes and making changes to our structures and processes as needed;
- It is flexible and responsive – providing the college with the ability to develop and implement contingency plans to adjust to changing environments and to take advantage of unexpected opportunities;
- It ensures that the college remains responsive to community needs and accountable for its outcomes
- It empowers decision-making at the levels held accountable for the outcomes of those decisions.

SECTION 3

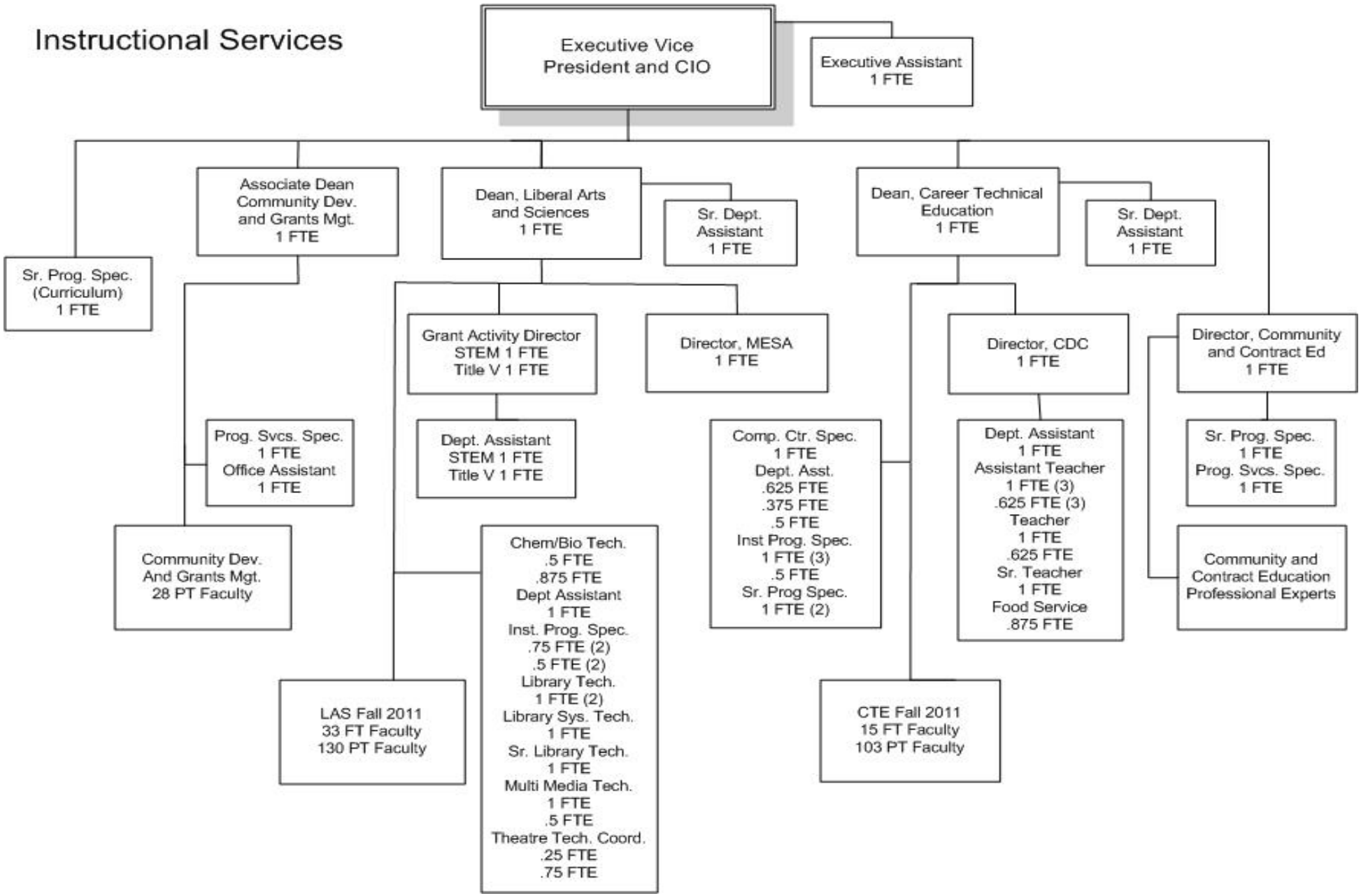
ORGANIZATIONAL CHARTS

The college administrative organization structure provides the vehicle for effective communication and collaborative, the implementation of decisions, and the support structure for the four areas of campus.

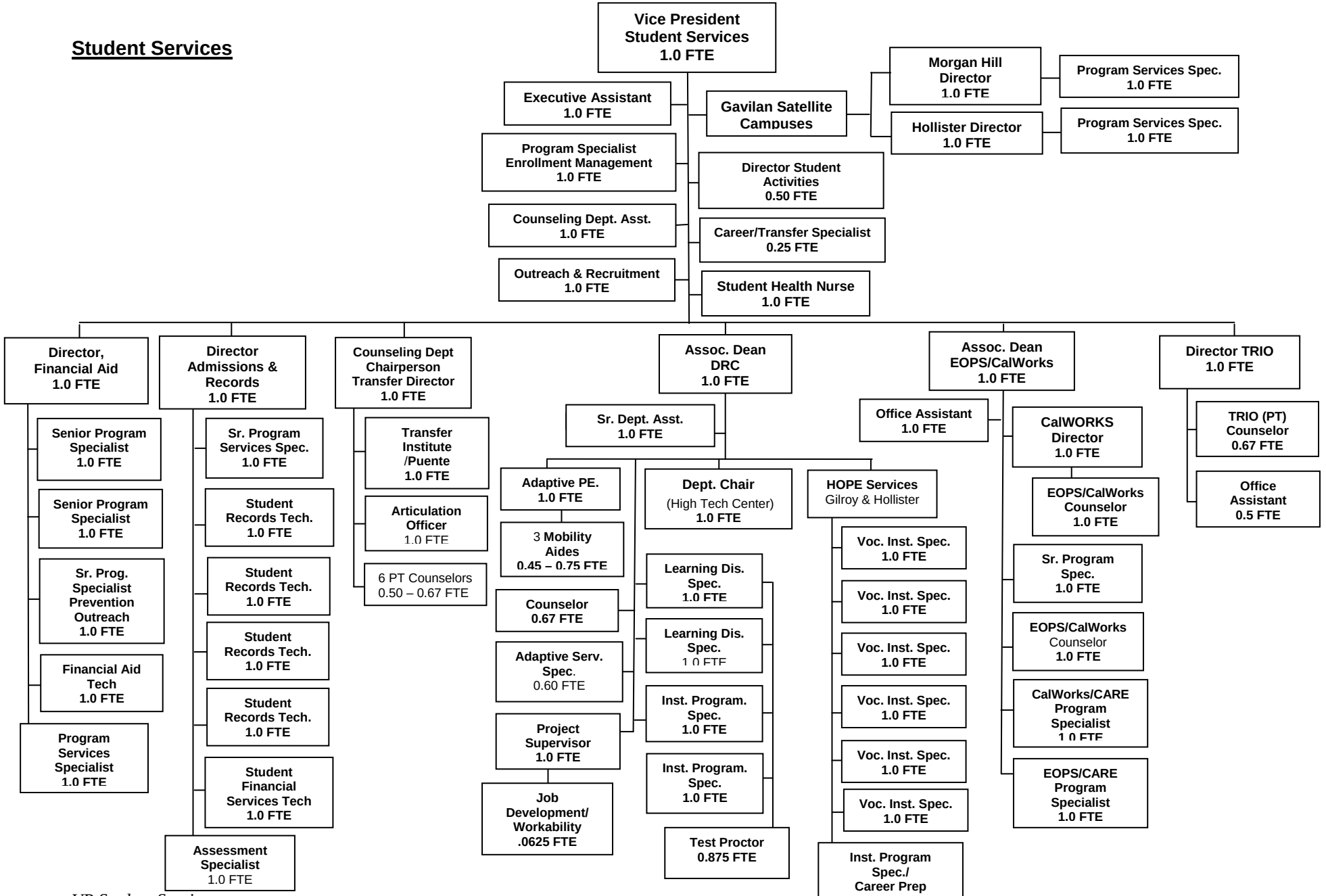
College Administration



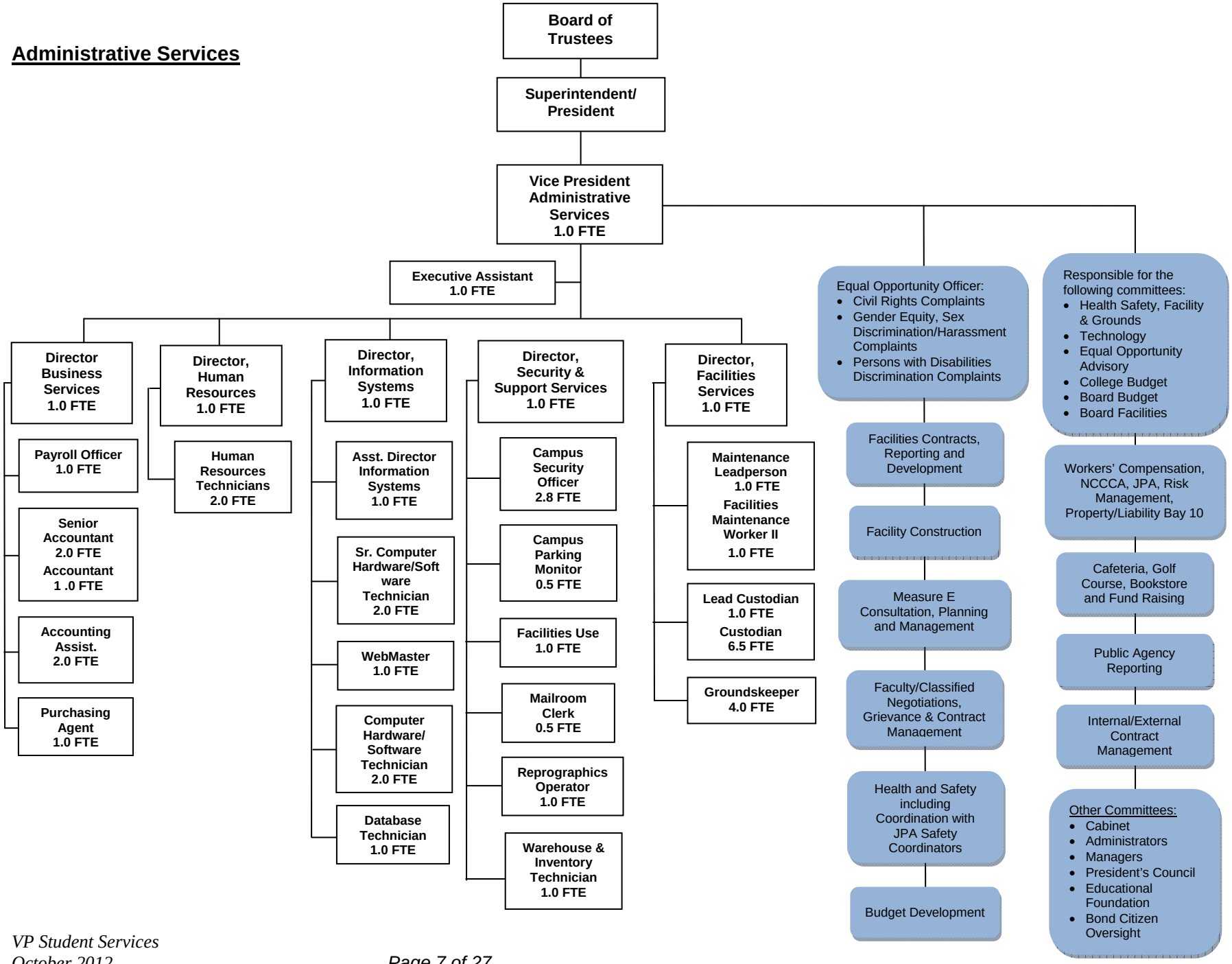
Instructional Services



Student Services



Administrative Services



SECTION 4
REQUIREMENTS AND KEY STAKE HOLDERS

Governance Relationships

The decision-making processes at Gavilan College are designed in accordance with AB 1725. They are intended to ensure that decisions are well-informed, support the effective and efficient function of the college, are made by those who are accountable for the results, and with the participation of those who can best contribute to their implementation. The ultimate objective is to support student learning.

There are four complementary processes which function within the college:

- The general participatory governance process which reviews, develops, and recommends policies, procedures and priorities for the college to the Superintendent/President and the Board of Trustees.
- The academic participatory governance process which provides faculty recommendations to the Superintendent/President with respect to academic and professional matters (known as the 10+1)
- The program planning, budgeting, program review and assessment/evaluation processes with defines how the college gains input into the development of its strategic direction, continuous improvement, and the allocation of resources.
- The administrative/operational processes which deal with the day-to-day functioning of the college within established policies and procedures.

In addition to these processes, there are also collective bargaining processes which deal with contractual matters and working conditions as defined by the collective bargaining law. These processes are outside of governance and are not addressed in this publication.

The Law

The board of Governors of the California Community Colleges shall establish "minimum standards" and local governing boards shall establish procedures "not inconsistent" with those minimum standards to ensure:

- Faculty, staff, and students have the right to participate effectively in district and college governance; and
- The right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards. (Education Code Sections 70901 and 70902)

In terms of institutional governance and decision-making, AB 1725 states in Section 4 paragraph (o) that:

"Any set of laws, regulation, directive, or guidelines regarding community college faculty and administrator qualifications, evaluation, hiring, or retention should promote the efforts of local community colleges to ensure that their faculty and administrative consists of:

(1) Teachers who can teach and who are experts in the subject matter of their curriculum.

(2) Counselors, librarians, and other instructional and student service faculty who can foster college effectiveness and who are experts in the subject matter of their specialty.

(3) *Administrators who can lead, organize, plan, and supervise; who understand the needs of faculty and the learning process; and who value institutional governance based upon a genuine sharing of responsibility with faculty colleagues."*

Accreditation and Shared Governance

Along with the legal aspects of the shared governance process, accreditation standards also provide expectations for involving the broader campus community in the decision-making and continuous improvement process. These standards and expectations are outlined in *Standard IV: Leadership and Governance of the WASC Accreditation Standards* as follows:

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn and improve.

1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.
    a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.
    b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution

widely communicates the results of these evaluations and uses them as the basis for improvement.

Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.
   a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.
   b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.
   c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.
   d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.
   e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.
   f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.
   g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies and bylaws.
   h. The governing board has a code of ethics that includes a clearly defined policy for dealing with the behavior that violates its code.
   i. The governing board is informed about and involved in the accreditation process.
   j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

      In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

b. The president guides institutional improvement of the teaching and learning environment by the following:
   - Establishing a collegial process that sets values, goals and priorities;
   - Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
   - Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
   - Establishing procedures to evaluate overall institutional planning and implementation efforts.

c. The president assures that implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

d. The president effectively controls budget and expenditures.

e. The president works and communicates effectively with the communities served by the institution.

The Board of Trustees

It is understood by all segments of the college community that the Board of Trustees, as elected representatives of the community, is the final voice in the District (subject to the laws and appropriate regulations of the State Legislature and the Chancellor's Office). As a matter of professional respect, and as outlined in AB 1725, the Board will, if it rejects or modifies a recommendation proposed by the participatory governance procedure, return to the participatory governance committee(s) its objections to the proposal. It does this through its designee – the Superintendent/President.

The Superintendent/President

The Superintendent/President is the official designee of the Board, and is directly responsible to the Board. All recommendations developed through the participatory governance processes will be sent to the Board through the Superintendent/President.

The Superintendent/President has the right to reject or modify any participatory governance decision. However, in the spirit of professionalism and collegiality, the Superintendent/President informs the respective group(s)/Committee(s) of his/her objections (if any) to their recommendations. All constituent groups (faculty, classified, supervisors/confidentials, administrators, students) retain the right to present their concerns with the Superintendent/President's decision to the Board of Trustees if a common consensus is not achieved.

The Academic Senate

The Academic Senate, as the representatives of the faculty, makes recommendations to the administration of the College and the Board with respect to the following academic and professional matters:

1. Curriculum including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards of policies regarding student preparation and success;
6. District and college governance structures related to faculty roles;

7. Faculty roles in the accreditation process, including self-study and annual reports;
8. Policies for faculty professional development;
9. Processes for program review;
10. Processes for institutional plans and budget development;
11. Other academic and professional matters as mutually agreed between the governing board and Academic Senate.

According to Title 5 § 53203 the governing board is required to adopt policies for appropriate delegation of authority and responsibility to its academic senate. These policies must, at a minimum, provide that the board, or its designees, consult collegially with the academic senate when adopting policies and procedures on academic and professional matters. "Consult collegially" is defined by Title 5 § 53200 to mean:

1) Relying primarily upon the advice and judgment of the academic senate; or
2) Reaching mutual agreement between the governing board/designee and representatives of the academic senate.

According to Board Policy 2515, the Gavilan Joint Community College district Board's intent is to reach mutual agreement with the Academic Senate on academic and professional matters through its designee (the Superintendent/President). However, at its sole discretion, the Board retains the right to "rely primarily upon the advice and judgment of the Academic Senate if it so chooses."

The Academic Senate is also responsible for selecting faculty representatives for committees. The Academic Senate reviews and responds to proposed changes to college policies and procedures recommended by college groups, committees, and task forces and makes appropriate decisions regarding its internal operation consistent with its approved constitution and bylaws.

Educational Administrators

While the president, as the Board's designee, must consult collegially, as described above, with Academic Senate in academic and educational matters (10+1), this requirement does not imply exclusivity. As indicated in AB 1725, educational administrators "lead, plan and supervise" maintain and nurture shared responsibility in the academic arena. Collegiality is a reciprocal obligation that is central to Gavilan College decision-making.

Staff

According to Title 5 §51023.5, the governing board is required to adopt policies and procedures that provide staff opportunity to participate effectively in district and college governance. This is defined as participation in the formulation and development of policies and procedures, and processes for jointly developing recommendations that have or will have a significant effect on staff. Additionally, the board shall not take action on matters significantly affecting staff until the recommendations and opinions of staff are given every reasonable consideration.

Associated Student Body (ASB)

The purpose of the Gavilan College Associated Student Body is to effectively represent student needs, keep students informed of student related issues, and promote cultural, social, and leadership opportunities for all students.

According to Title 5 §51023.7, the governing board is required to adopt policies and procedures that provide students opportunity to participate effectively in district and college governance. This participation is defined as the formulation and development of policies and procedures and processes for jointly developing recommendations that have, or will have, a significant effect on students. Additionally, the Board shall not take action on a matter having a significant effect on students until the recommendations and positions by students are given every reasonable consideration.

The selection of students to serve on district committees or task forces shall be made after consultation with the Associated Student Body.

The policies and procedures that have a "significant effect on students" include:

1. Grading polices
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.

SECTION 5
HOW TO GET INVOLVED

College Groups and Committees

There are a variety of groups and committees that provide pathways for participation in college governance and processes. These include the ongoing groups and committees listed below and *ad hoc* groups that are formed to address specific issues and then dissolved.

Types of Groups

Many terms are used to define a group or committee. Often these terms delineate the type of work a group is asked to accomplish.

Group

This is defined as a number of persons gathered together to form a recognizable unit, aggregation or band. At the college, this term is generally used to describe a number of persons who are part of an organization based on affiliation or the selection of others of a similar affiliation (e.g. Constituency Group)

Committee

This is defined as a group of people chosen to consider some matter or function in a certain capacity. At the college, committees normally have an ongoing purpose and a formal structure. Sometimes this purpose is to coordinate the actions of a number of other committees.

Council

This is defined as:

1. A group that is called together for consultation, discussion advice, etc; or
2. A group of people chosen as an administrative, advisory, or legislative assembly.

At the college, councils normally have an ongoing purpose, a formal structure, and an area or college-wide coordinating function (e.g. Administrative Council or The Learning Council)

Division

This is defined as the group of people who report to a particular reporting chief administrator. For example, the people reporting to the Vice President of Student Services work in the Student Services Division.

Team

This is defined as a group of people working or playing together especially as one side in a contest. Teams are based on teamwork which is the subordination of individual interests to the unity and efficiency of the group. At the college, teams can be formed for an ongoing or temporary purpose and tend to be flexible, oriented on the task to be achieved, and less formal than a committee.

Task Force

This is a number of people called together to complete a temporary task that involves area or college – wide coordination.

Groups may also be assigned a particular role in the shared governance process or operations of the college. Some are formal and some are less formal.

Constituency Groups

These groups identify employees who participate because of common job assignments or professional orientations – Academic Senate, Administrators, Associated Student Body, Classified Employees, Supervisors/Confidentials/Managers.

Academic Senate Roles and Responsibilities

The powers, rights and responsibilities of Faculty Senates in California Community Colleges derive from the California Administrative Code (Title V, §53200 – 53205). The purpose of the Faculty Senate, according to that document, is to provide the faculty with a formal and effective procedure for participating in the formation of the district policies on academic and professional matters. (The Senate is charged with viewing professional matters from the perspective of the "educator" rather than "employee".)

The Primary function of the Academic Senate is to serve as the elected representative of the faculty in making recommendations to the administration and the Board of Trustees with respect to academic and professional matters. (The Board establishes policy; the administration executes existing Board policy, the Senate makes recommendations on changing or establishing new policy.)

Thus, the role of the Gavilan Academic Senate is to participate effectively in the formation of college policy with respect to academic and professional matters. The Academic Senate has the following primary responsibilities:

1. To provide the faculty with formal voice in the initiation, development, and evaluation of District Educational Policy.
2. To present to the administration and Board of Trustees the written view and recommendations of the Senate and its committees regarding all academic and professional matters such as curriculum, faculty development and program review not covered in the Faculty Association contract.
3. To provide the full faculty with an open forum in which the express their views and recommendations on academic and professional matters.
4. To appoint all faculty to college-wide standing and *ad hoc* committees (except committees of the Faculty Association).
5. To appoint a delegate to the State Academic Senate who will forward to that body local faculty opinion on issues of state-wide concern.

Academic Senate Standing Committees include:

- Faculty of the Year
- Learning Council (Shared with Instruction and Student Services)
- Part-time College of Choice (PTCOC)
- Vision Committee
- Representatives from the Academic Senate serve on these college groups and committees:
  - ✓ Budget Committee
    Provide representative to college-wide committee
  - ✓ Curriculum Committee
    Sub-committee of the Senate
  - ✓ Faculty/Staff Development Committee
    Sub-committee of the Senate

- ✓ Health, Safety, Facilities and Grounds Committee
  Provide representatives to college-wide committee
- ✓ Institutional Effectiveness Committee (IEC)
  Provide representatives to college-wide committee
- ✓ Learning Council
  Sub-committee of the Senate
- ✓ President's Council
  Provide representatives to college-wide committee
- ✓ Strategic Planning Committee
  Provides representatives to college-wide committee

General Participatory Governance

Groups identified to provide direct input, general advice, and recommendations to the College

Committee or Group	Responsibility/Membership	Student Participation Encouraged?	VP Area
Budget Committee	The purpose of this institutional standing advisory committee is to advise the President's Council on financial issues affecting the District. Areas discussed and considered for recommendation include: reviewing and making recommendations regarding financial issues, to promote the dissemination of financial information to representative constituent groups and to serve as an initial screening level for financial services such as auditors. How Membership is Determined: Faculty, classified staff, and supervisor/confidential representatives are appointed by their constituent groups. The memberships includes two (2) professional support staff members, two (2) faculty members, and one (1) supervisor/confidential member appointee. The President appoints one (1) administrator representative and one (1) student member is appointed by the ASB President. The director of Business Services serves as a committee resource and the Vice President of Administrative Services shall be the chairperson.	Yes	VPAS
President's Council	Provides a centralized mechanism for ensuring that decision making structures are characterized by integrity, effectiveness, and compliance with appropriate regulatory guidelines. Advises the President/Superintendent in matters that may be presented to the Board of Trustees. Evaluates the governance structure annually and makes recommendations to administrators and constituent groups. How Membership is Determined: The President/Superintendent appoints two (2) administrators to serve on the committee. Other members include: the President and Vice President of the Academic Senate, the President and one (1) other member from the CSEA, two (2) persons from the managers/supervisors/confidentials employee group, and two (2) representatives from the ASB.	Yes	President
Health, Safety, Facilities and Grounds Committee	The purpose of this institutional standing advisory committee is to advise the Vice President of Administrative Services who is responsible for taking action to comply with the safety and health committee requirements, to review and make recommendations regarding health, safety, facility and grounds issues, to promote educational programs relating to health and safety issues for staff and students, and to serve as the initial screening level for facility and grounds improvements, additions, and/or changes. How Membership is Determined: Faculty, classified staff, and supervisor/confidential representatives are appointed by their constituent groups. The membership includes two (2) professional support staff members, two (2) faculty members, and one (1) supervisor/confidential member appointee. The President appoints one (1) administrator representative and one (1) student member is appointed by the ASB President. The Director of Facilities Services, The Director of Security and Support Services, and the Coordinator of Student Health Services serve on the committee with the Vice President of Administrative Services being the chairperson. The JPA/NCCCP Coordinator of Safety Programs is a non-voting member.	Yes	VPAS

Committee or Group	Responsibility/Membership	Student Participation Encouraged?	VP Area
District Technology Committee	The purpose of this institutional standing advisory committee is to advise President's Council on technology issues affecting the District. Areas to be discussed and considered for recommendation include: ✓ Assuring compliance with the statewide Total Cost of Ownership (TCO) Minimum Technical standards. ✓ Prioritizing technology needs of the following areas: Institutional Technology, Instruction Services, Student Services and Administrative Services. ✓ Assuring compliance with the California Community Colleges Chancellor's Office state and federal management information systems reporting requirements. ✓ Promoting educational programs relating to technology use for staff and students. ✓ Serving as the initial screening level for technology improvements, additions, and/or changes. ✓ Reviewing other technology issues. ✓ Monitoring progress and updating the Technology Plan. <u>How Membership is Determined:</u> Faculty, classified staff, and supervisor/confidential representatives are appointed by their constituent groups. The membership includes one (1) professional support staff member, one (1) faculty member, and one (1) supervisor/confidential member appointee. The President appoints one (1) administrator representative and one (1) student member is appointed by the ASB President. The Director of Business Services serves as a committee resource and the Vice President of Administrative Services shall be the chairperson. A representative appointed by the respective vice president, serves from the following divisions: Instructional Services, Student Services, and Administrative Services. An instructional dean serves as an ex-officio, non-voting member and is appointed by the VP of Instructional Services. The Vice President of Administrative Services serves as the chairperson. - *WebHeads (Subcommittee to District Technology Committee* Plans coordinates, and oversees implementation of technology projects such as the website, the "MyGav" portal, and Banner-related consumer projects. *<u>How Membership is Determined</u>* Membership is open to all stakeholders and includes the Public Information Officer, Director of Management Information Systems, Distance Education Coordinator, and WebMaster.	Yes	VPAS
Strategic Planning Committee	The purpose of this committee is to advise the President's Council on strategies, courses of action and other matters that affect operational nature of the District and the services it offers to the community. Areas to be discussed and considered for recommendation include: - To review and make recommendations regarding new proposals, long range strategic directions and significant changes that affect the operations of the District using information from program reviews, unit plans, and external research information as appropriate. - To promote the dissemination of strategies and proposed action plans to representative constituent groups. - To serve as an initial committee to develop and/or review changes in the Educational Master Plan and the Strategic Plan. - To evaluate the college's progress on achieving strategic initiatives. - To evaluate the effectiveness of the strategic planning process and to propose changes to the strategic planning process as	Yes	President

	appropriate. How Membership is Determined Membership shall be appointed by the represented campus groups. Membership shall consist of representatives or appointees from the following areas: two (2) professional support staff members, three (3) faculty members (2 full-time and 1 part-time) appointed by the Faculty Senate, one (1) supervisor/confidential member, one (1) administrator member, a student member appointed by the ASB President. The Institutional Research Director shall act as a member of the committee as a resource. - Advisory resource contact persons shall be solicited by the vice president of each division. - Members agree to serve a two (2) year term based on July 1/June30 academic year and attend regularly scheduled meetings. - Appointments shall be made at the end of the academic year for the upcoming year, or upon resignation of a member. - The chairperson shall be the Superintendent/President or designee who will serve as a non-voting member. - The recorder shall be the administrative assistant assigned to the Superintendent/President.		

Academic Matters

These groups or committees are so noted because they participate in the 10+1 categories under the Academic Senate.

Committee or Group	Responsibility/Membership	Student Participation Encouraged?	VP Area
Academic Senate	Represents the academic staff in matters of an academic and/or professional nature (10+1) and in the general participatory governance process. The Academic Senate President interacts regularly with the Superintendent/President. The President and the Vice President serve on the President's Council Members of the Academic Senate are appointed to other committees in the shared governance process. How Membership is Determined: Elected/appointed by the faculty.	Reports are encouraged	President
Curriculum Committee	Under the auspices of the Academic Senate, represents the faculty on matters related to educational programs and curriculum. The committee is chaired by a member of the faculty and interfaces with the VP of Instruction who serves in an ex-officio capacity. The instructional deans also serve on this committee. How Membership is Determined: Academic members are elected by the faculty. Management members are appointed by the VP of Instruction.	Yes	VPI
Learning Council	The Learning Council studies, plans, coordinates, and suggests operational strategies to improve Student Learning. This group is a sub-committee of the Academic Senate with dual reporting relationships to the VPs of Instruction and Student Services. This group also serves as the Advisory Committee for our Current Title V grant. How Membership is Determined: Membership is open to any and all employees at the college who have an interest in student learning and student success	Yes	VPI/VPSS

Committee or Group	Responsibility/Membership	Student Participation Encouraged?	VP Area
Faculty Staff Development Committee	Reviews applications submitted for professional development travel and conference funding for all employees. Decides which applications will be funded. How Membership is Determined: Membership shall be selected by the Academic Senate and shall include: 1) nomination of the chairperson shall be from existing committee membership and shall be forwarded to the Academic Senate for final approval, 2) eight (8) members (including chair) selected from the 12 departments 3) Vice President of Instruction.	No	VPI
Institutional Effectiveness Committee	The role of the IEC Committee is to facilitate and standardize the program review process required by Accreditation Standards, the Education Code of California, Title V regulations, and Board policy. The IEC is advisory to the President's Council and Board of Trustees. The committee is chaired by a member of the faculty The IEC uses a self-study report provided by each program or service followed by a validation process to accomplish its purpose. The final goal of the process is the improvement of all programs and services at Gavilan College. The primary objective of the process is to ensure the quality of the educational programs at Gavilan College so that they reflect student needs and encourage student success. How Membership is Determined: Two (2) managers (one of which is the Institutional Researcher) are appointed by the VP of Instruction. Two (2) CSEA employees are appointed by the CSEA executive board. Two (2) administrators are appointed by the Superintendent/President (typically this includes the VP of Instruction and an instructional dean or associate dean). Four (4) faculty members are appointed by the Academic Senate.	Yes	VPI

Constituency Groups

These groups identify employees who participate because of common job assignments of professional orientations.

Committee or Group	Responsibility/Membership	Student Participation Encouraged?	VP Area
Associated Student Body (ASB)	Represents the students in matters that pertain to students and in the general participatory governance process. The President and a Vice President serve on the College Council and the President serves on the Planning and Budget Committee. How Membership is Determined: Elected/appointed by students	Yes	VPSS
Classified Employees (CSEA)	Represents the classified staff on professional matters and in the general participatory governance process. The CSEA President interfaces with the Superintendent/President. The CSEA President and one additional Classified employee serve on the President's Council. Members of the classified staff are appointed to other committees in the shared governance process. How Membership is Determined: Elected by the classified staff.	No	Shared
Faculty Employees (GCFA)	The Gavilan College Faculty Association is the collective bargaining agent for full-time and part-time faculty and represents its members in relations with the College District. The GCFA union negotiates changes annually to the collective bargaining agreement that defines how faculty work, their benefits and compensation. The GCFA also strives to play an important part in shared governance at the college. The GCFA advocates for students and faculty with the goal of making Gavilan College a "college of choice" by:	No	

	• Supporting the educational needs of the greater community • Promoting professional standards and attitudes within the faculty • Forming a responsible, representative professional body which is capable of fostering good fellowship among members and directing and developing faculty group action on professional matters • Encouraging cooperation and communication between the profession and the community, and • Promoting teaching and learning in a positive, cooperative environment How Membership is Determined: Membership is open to any academic employee of Gavilan College whose position does not require an Administrative Credential. In compliance with negotiated contract language, credentialed personnel, either full-time or part-time, whose duties do not require an administrative credential, become members of the association upon payment of annual unified dues to the Gavilan College Faculty Association (GCFA), the Community College Association (CCA), the California Teacher Association (CTA) and the National Education Association (NEDA).		
Managers, Supervisors, Confidentials	The Managers, Supervisors, Confidentials group represents the management staff in discussion of professional and management matters with the Superintendent/President. Two (2) employees from this group are appointed to serve on the President's Council. This group is included in the general participatory governance process. How Membership is Determined: Membership occurs by virtue of being a supervisor, manager, or member of the confidential staff of the college.	No	President
Administrators Council	The Administrative Council meets bi-weekly to consider administrative, strategic, and accountability matters. Two (2) members from this group serve on the President's Council. All vice presidents serve as *ad hoc* members of the President's Council. How Membership is Determined: Membership occurs by virtue of being a dean, associate dean, vice president, and the Superintendent/President at the college.	No	President

Operational

A group that monitors and/or makes recommendations on the processes and activities involved in the day-to-day operation of the college.

Committee or Group	Responsibility/Membership	Student Participation Encouraged?	VP Area
Catalog Committee	Responsible for the design, layout, composition and contents of the college catalog. Reports to the VP of Student Services. How Membership is Determined: Members are appointed by the VP of Student Services to include the instructional division personnel and key personnel in Student Services who implement, design and evaluate the catalog.	Yes	VPSS
Graduation Committee	Provides planning for the annual commencement ceremonies. The committee is chaired by the VP of Student Services. How Membership is Determined: Membership is recommended by the VP of Student Services to include key stakeholders from the following groups: ASB A&R, the college bookstore, Security and Facilities personnel, faculty (in consultation with academic senate), PIO, Media Services and the executive assistant to the VPSS.	Yes	VPSS

Committee or Group	Responsibility/Membership	Student Participation Encouraged?	VP Area
Professional Development Day Committee	Provides oversight for the Professional Development programs offered just prior to the beginning of the spring and fall terms. This group identifies training needs and assists in the development and evaluation of in-service training strategies to meet those needs. This committee is chaired by the VP of Student Services. How Membership is Determined: Four (4) faculty appointed by the Academic Senate, four (4) classified staff appointed by the CSEA and four (4), Managers/Administrators.	No	VPSS
Schedule Committee	Responsible for the design, layout, composition and contents of the college schedule of classes. Reports to the VP of Student Services. How Membership is Determined: Appointed by the VP of Student Services to include the instructional division personnel and key personnel in Student Services who implement and evaluate the schedule of classes.	Yes	VPSS
Accreditation Steering Committee	Plans, implements and manages the college-wide accreditation self-study. This committee is also responsible for follow-up and the formulation of the mid-term and progress reports. This committee reports to the VP of Instruction. How Membership is Determined: Leadership: the Superintendent/President appoints an Accreditation Self-study Administration co-chair/Accreditation Liaison, the Academic Senate appoints the Faculty Self-study Co-chair. Other committee members are appointed by the Superintendent/President in consultation with the co-chairs.	Yes	VPI
Department Chairs	This group considers matters related to course offerings and student-centered scheduling, shares information from the various department meetings, and recommends budgets. This group is also responsible for ensuring the completion and evaluation of program and student level learning outcomes. This group is chaired by the VP of Instruction. How Membership is Determined: Faculty Department Chairs are full-time faculty members and are recommended to the appropriate dean upon selection by the faculty in a given department. The administrative members of this group include all instructional deans.	No	VPI
President's Cabinet	This group meets to discuss administrative direction for many aspects of the college. How Membership is Determined: This group includes the Superintendent/President, and the three (3) area vice presidents.	No	President
Career & Technical Advisory Committees	Provides community input for academic programs to ensure that these programs are meeting local labor market needs. The complete list of these committees follows this table. How Membership is Determined: Community members are solicited and selected by the Career Technical programs.	Yes	VPI

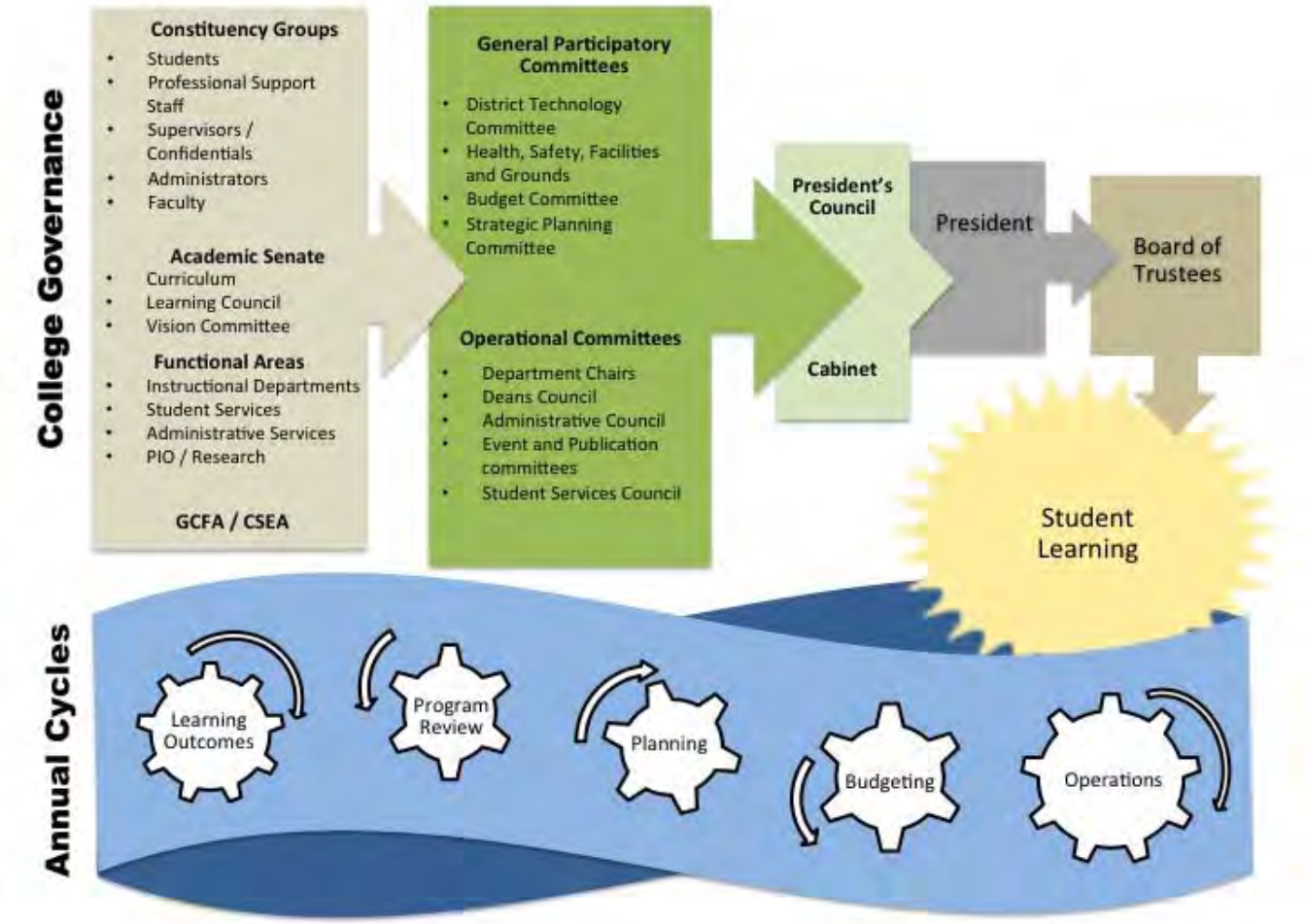
Committee or Group	Responsibility/Membership	Student Participation Encouraged?	VP Area
Hiring/ Screening Committees	Responsible for selecting qualified employees by developing screening criteria, reviewing applications, conducting panel interviews, and other assessment methods. Provides recommendations to the Superintendent/President for final selection and meets as needed to assist with staffing needs. How Membership is Determined: Membership Varies for Faculty, Classified, and Administrator recruitments. Faculty representation is provided by the Academic Senate; Classified representation is determined by the classified executive committee members; the Manager/Supervisor/ Confidentials appoint representatives; the ASB appoint representatives; the Director of Human Resources serves as the committee Equal Employment Opportunity Officer chairperson; the Administrator or Department Chair serves as the Committee Chairperson.	Yes	VPAS

Career & Technical Program Advisory Committees

Program Area	College Resource Persons
Administration of Justice	Dean of Career and Technical Education Lead Administration of Justice Instructor
Allied Health	Dean of Career and Technical Education Director of Allied Health
Aviation	Dean of Career and Technical Education Lead Aviation Instructor
Business, Computer Science, Digital Media and Computer Graphics	Dean of Career and Technical Education Department Chair
Child Development and Educational Studies	Dean of Career and Technical Education Director, Child Development Center
Cosmetology	Dean of Career and Technical Education Lead Cosmetology Instructor

Regular Meeting Schedules

Meeting	Weekly	Bi-weekly	Monthly	Day	Time	Location *(verify with meeting chair)*
Academic Senate		1st & 3rd		Tuesday	3:00p – 4:30p	Mayock House
Administrative Council		2nd & 4th		Tuesday	9:00a – 10:30a	HRC 101
Associated Student Body	X			Tuesday	9:45a – 11:05a	North Lounge
Budget Committee	*Meets every other month – check with committee chair*					
Cabinet	X			Monday	9:30a – 11:30a	President's Office
Counselor Meetings		2nd & 4th		Thursday	2:10p – 4:00p	Varies
Curriculum Committee		2nd & 4th		Monday	2:15p – 4:15p	LS 104
Dean's Council		1st & 3rd		Thursday	9:00a – 10:30a	Varies
Department Chairs		1st & 3rd		Monday	2:30p – 4:00p	North Lounge
Distance Education Committee		2nd & 4th		Monday	2:00p – 3:00p	PB 11N
Equal Opportunity Advisory	Meets biannual – check with committee chair					
Health, Safety, Facility & Grounds			3rd	Wednesday	2:15p – 3:15p	HRC 101
Institutional Effectiveness		1st & 3rd		Friday	2:15 – 4:00p	Varies
Managers			2nd	Wednesday	1:00p – 2:30p	Varies
Staff Development Committee			3rd	Wednesday	3:30p – 5:00p	HRC 101
Student Services Council		1st & 3rd		Monday	1:00p – 2:00p	North Lounge
Technology Committee			2nd	Thursday	1:15p – 2:30p	HRC 101

Section 6
Gavilan College Integrated Planning Model

Section 7
Shared Governance Model