GAVILAN COLLEGE

Gavilan College Organization and Governance Handbook

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Updated: January 2018

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To All Staff, Faculty, and Students of Gavilan College

Welcome to Participatory Governance at Gavilan College, the system that provides you a voice in institutional decision-making, as per Board Policies 2510 (Participating in Local Decision-Making) and 3250 (Institutional Planning.) I invite you to stay involved.

This publication explains the committee structure, planning cycles, and decision making processes at Gavilan College. In order for Participatory Governance to work, it is up to each individual to participate, by staying informed, providing input, and serving on committees. At Gavilan we operate based on distributed leadership model that is transparent and has a foundation of open communication.

In this handbook you will find descriptions of the key campus decision-making bodies and learn how all committees interrelate to create an open system for discussion of important college issues, and recommendations to the Superintendent/President and the Board of Trustees. We welcome your feedback on our process through the Governance Review Committee and by your participation during the academic year.

Dr. Kathleen A. Rose

Superintendent/President

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SECTION 1

What is Shared Governance and Why Should I am involved?

Shared Governance is the process in which college constituency's participate and contribute to the decision making related to college policies, procedures and practices. Shared Governance is an Institutional culture of shared ownership and accountability for the college. 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.

According to the Association of Governing Board of Universities and Colleges, the following threshold conditions exist for effective shared governance.

1. A shared commitment on the part of faculty, administration, and board members to the principles of shared governance, and a current, shared understanding among faculty, board, and Superintendent/president of what shared governance actually is and how it operates/functions/works in their institution.
2. A shared and clearly articulated commitment to trust, collaboration, communication, transparency, inclusiveness, honesty and integrity.
3. An institutional culture of good will, good intentions, and commitment to common values that is reinforced through the practice of shared governance. Clear policies concerning authority and standard operating protocol are important to develop but without goodwill and commitment to shared values, they can't lead to effective decision making on meaningful issues.
4. A shared commitment among all parties to focus the practice of shared governance on the institution's strategic goals, aspirations, and challenges.
5. Constitutional documents (such as bylaws, faculty handbooks, policy statements) that clearly codify decision-making authority as well as a thorough, nuanced understanding on the part of board members, faculty, and Superintendent/Presidents of their own respective roles in shared governance, as well as those of their colleagues.
6. A shared appreciation by board members and faculty of the complexity of the Superintendent/Presidents role in facilitating a constructive relationship between the board and the faculty.
7. A recognition that while students, staff, and contingent faculty often does not have a formal role in shared governance, boards, Superintendent/Presidents, and faculty should create regular opportunities to include their voices in the discussion of important issues and major decisions.

8. A shared recognition that institutional change is necessary, constant, and inevitable; the dynamically changing external environment and continued institutional relevance demand it. All stakeholders must be open to doing things differently when circumstances require.
9. Recognition that the most important decisions are often the most difficult and contentious, but that the preservation of relationships is vital to sustained effectiveness in governance.
10. Recognition by the Superintendent/Presidents, board chair, and faculty leadership that they have collective responsibility to ensure that the above conditions exist.[1]

These threshold conditions allow for a Shared Governance that provides the opportunity to systematically think about and the language for understanding and describing the interrelationships and forces that influence a college system's behavior.[2]

[1] *Shared Governance: Changing With the Times*, pdf (Association of Governing Boards of Universities and Colleges, 2017).
[2] Peter M Senge, *the Fifth Discipline: The Art and Practice of the Learning Organization*, 1st ed. (New York: Doubleday Business, 1990).

SECTION 2

Driving Principles for Governance at Gavilan College

Mission Statement

Gavilan College cultivates learning and personal growth in students of all backgrounds and abilities through innovative practices in both traditional and emerging learning environments; transfer pathways, career and technical education, developmental education, and support services prepare students for success in a dynamic and multicultural world.

Visionary 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 innovative instruction
- To lead in the application of appropriate educational technology
- To promote a harmonious learning and working environment.

Principles of Community

As members of the Gavilan College community, we value the worth and dignity of every person, the pursuit of truth, 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.

These Principles of Community, reflected in Board Policy 2715, guide the institution's actions. They provide guidelines to follow and are to be considered a living document. Ultimately, Gavilan College is dedicated to fulfilling its mission with compassion, caring and understanding, while respecting all individuals.[3]

Philosophy

The college's mission, values, and principles of community guide shared governance at Gavilan College. Participation from the entire campus community ensures that diverse perspectives help to continue to make Gavilan College a strong institution and community. The vested interest of all its constituencies helps to develop better decisions.

Shared Involvement:

1. Does not always imply agreement
2. May not require the same level of involvement of all members at all times and;
3. Responsibility for decisions places ultimate responsibility with the Superintendent/Presidents and Board of Trustees.

Furthermore, the following questions will help to guide the decision-making process.

1. Who has the expertise?
2. Who has the experience?
3. Whose voice are we not hearing?

Gavilan College's decision making philosophy will be strengthened and enacted by the college's Shared Governance Committee which will provide organizational functionality to ensure effective relationships and teamwork between administrators, faculty, staff and students. The belief system will help foster collective community based decision making that leads the college to cultivate the success of Gavilan College Students.

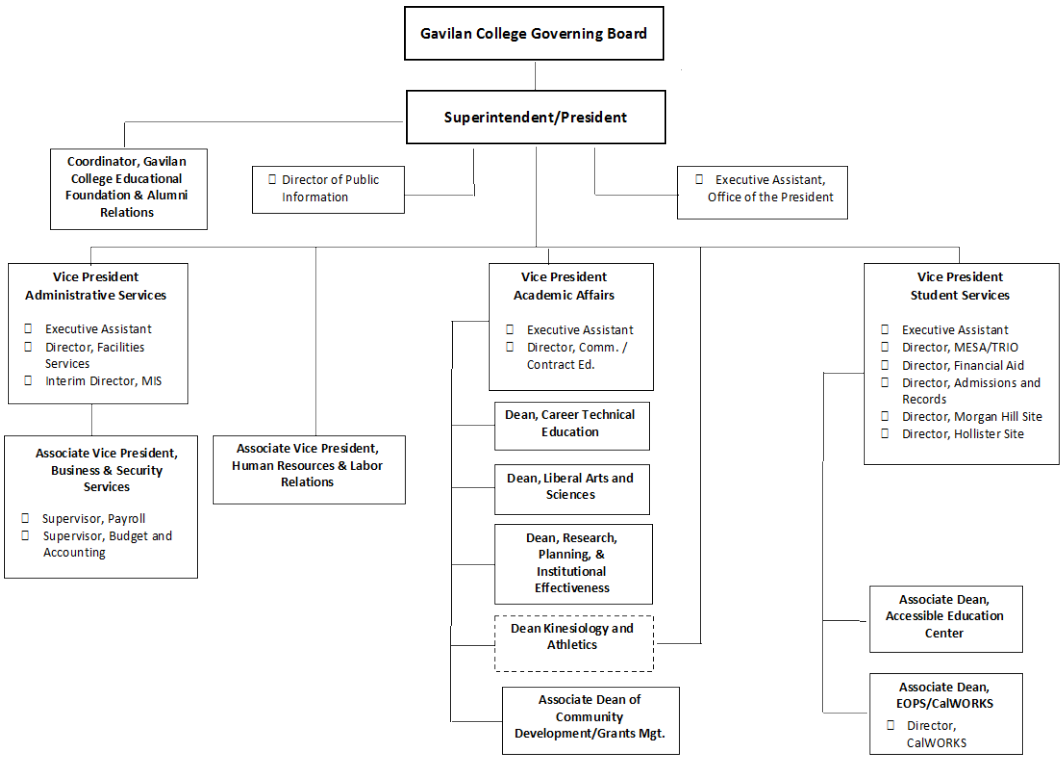
[3] "Gavilan College Education Master Plan." pdf (Cambridge West Partnership, LLC, 2017).

SECTION 3

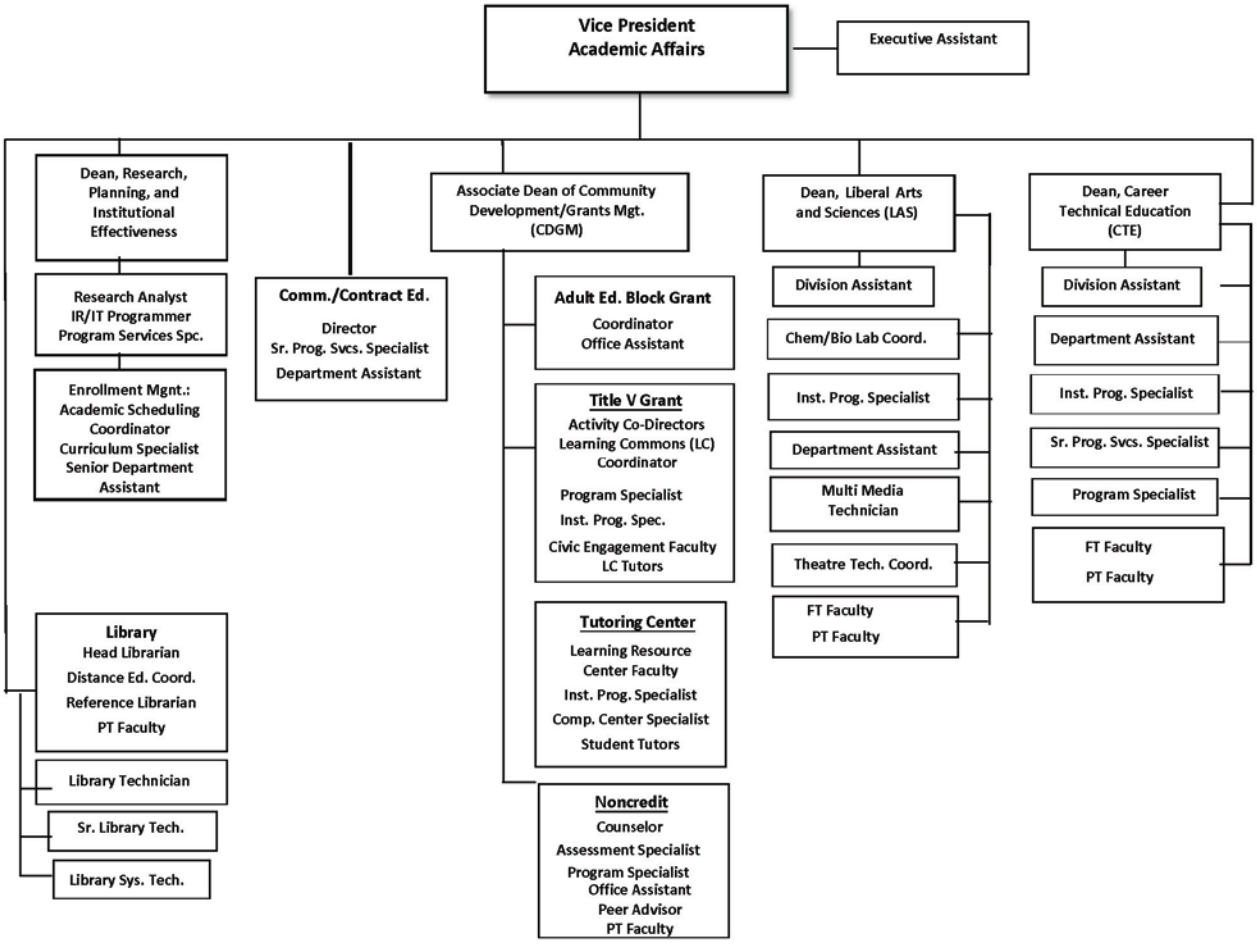
Organizational Charts

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

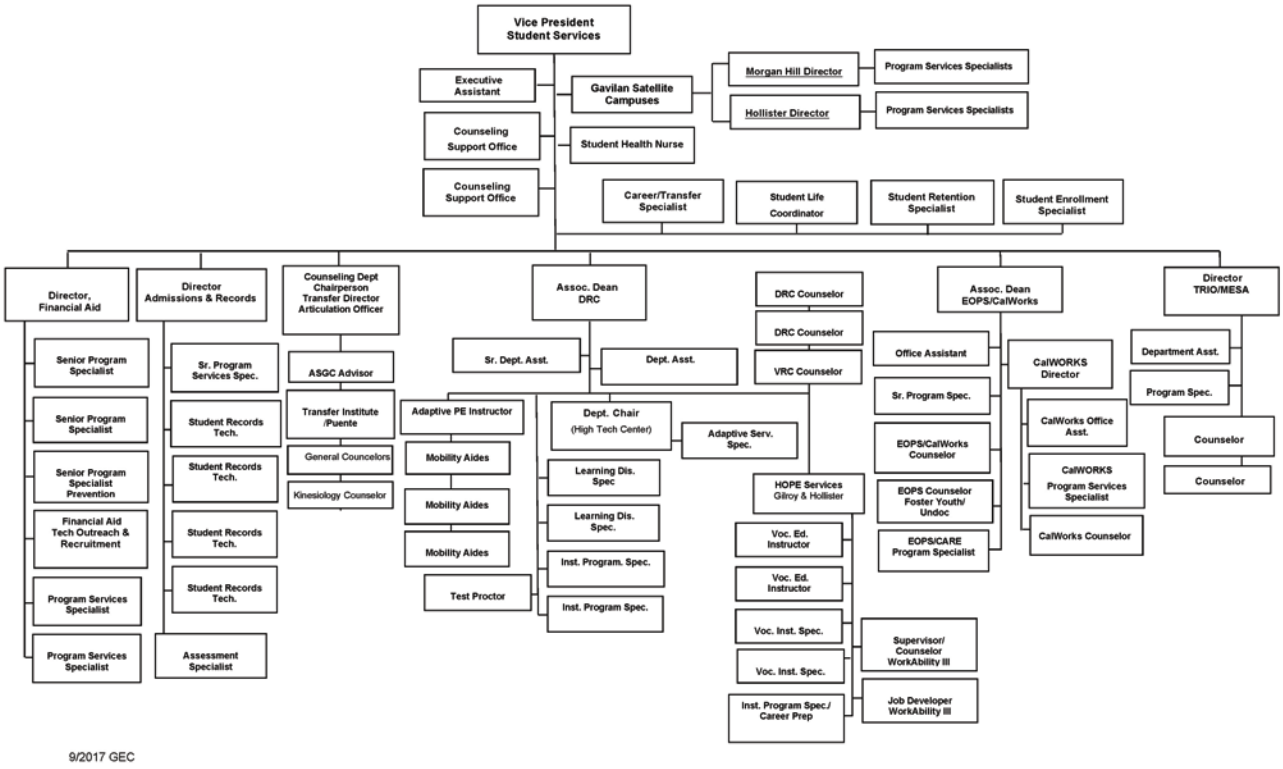
Administrative Organization Chart



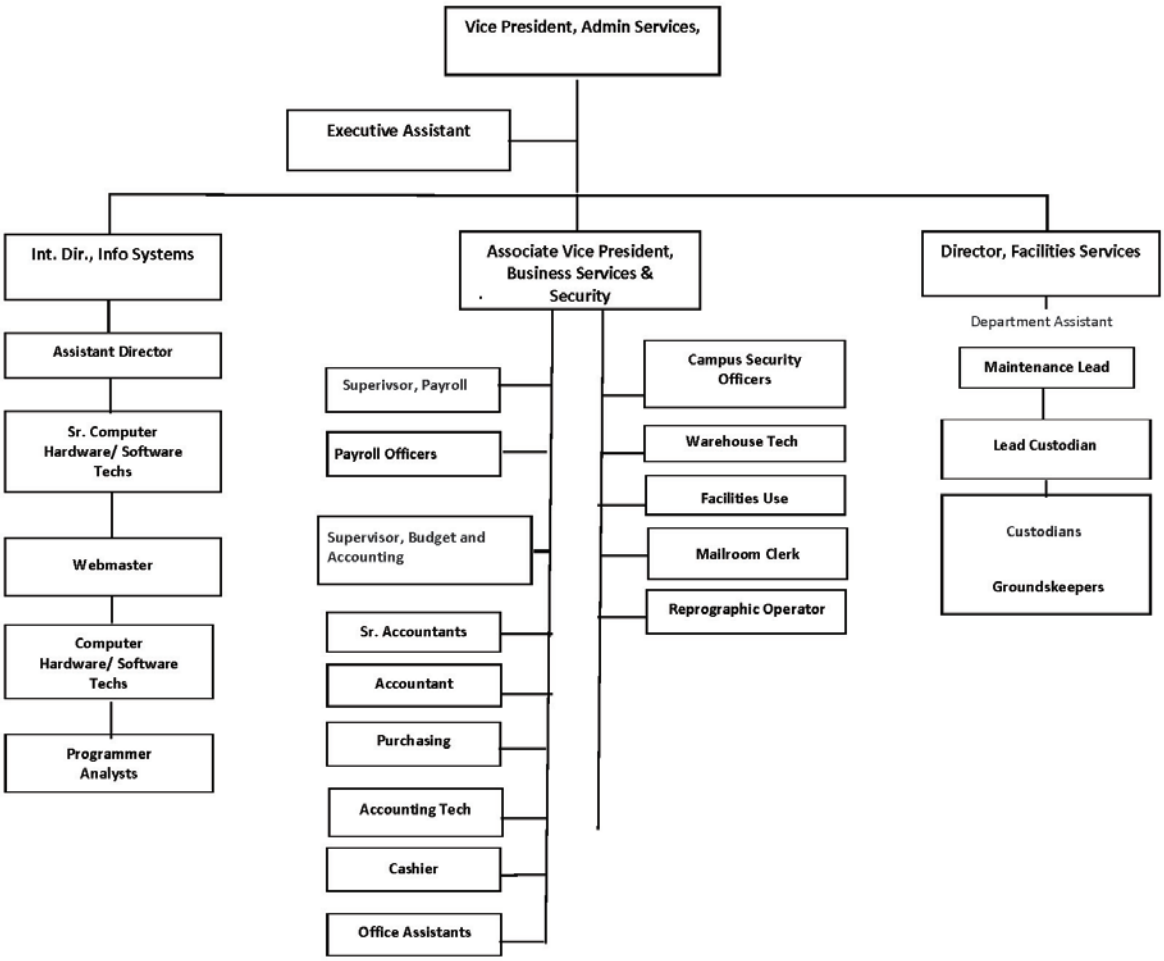
Academic Affairs Organization Chart



Student Services Organization Chart



Administrative Services Organization Chart



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 which 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.[4]

In terms of institutional governance and decision-making:

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.

[4] Education Code - EDC, vol. 70901 and 70902.

(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.[5]

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. The accreditation process currently provides an avenue for the college to assess how it is meeting standards. The process includes evaluation of shared governance processes, policies and procedures. These standards and expectations are as follows:

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution.

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 and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.
2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.
3. Administrators and faculty, through policy and procedures, 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.

[5] Assembly Bill 1725, section 4, paragraph (o), 1988.

4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.
5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.
6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.
7. Leadership roles and the institution's governance and decision-making policies, procedures, 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.[6]

Key stakeholders in the shared governance process

The key stakeholders in the shared governance process are as follows:

- The Board of Trustees
- The Superintendent/ President/CEO
- Academic Senate
- Educational Administrators
- Staff
- Associated Student Body of Gavilan College (ASGC)

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).

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.

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.

[6] Accreditation Standards, pdf, 2014, https://accjc.org.

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 Superintendent/Presidents) 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.

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/CEO

The Superintendent/President/CEO 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.

1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

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

3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
    - establishing a collegial process that sets values, goals, and priorities;

- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- Establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.
5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.
6. The CEO works and communicates effectively with the communities served by the institution. [7]

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

The Academic Senate

The Academic Senate serves as the representative of the faculty in making recommendations to the administration of the College and to the Board of Trustees with respect to academic and professional matters, on which the Board of Trustees relies primarily upon the advice and judgment of the Academic Senate. The so-called "10+1" academic and professional matters over which faculty have primacy are 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. Policies for faculty professional development activities.
8. Processes for program review.

[7] Accreditation Standards, pdf, 2014, https://accjc.org.

9. Process for institutional planning and budget development.
10. Faculty roles and involvement in accreditation process, including self-study and annual reports.
11. Other academic and professional matters as mutually agreed upon between the governing Board and the Academic Senate.[8]

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 2510, the Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

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.

Leadership Council

While the Superintendent/Presidents, 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, Leadership Council Members 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. Collegiality is a reciprocal obligation that is central to Gavilan College decision-making.[9]

Classified Employees

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.

[8] "By-Laws of the Academic Senate", *Gavilan College*, 2017, http://www.gavilan.edu/committee/senate/bylaws.
[9] Assembly Bill 1725, section 4, paragraph (o) sub-paragraph 3, 1988.

Associated Students of Gavilan College

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,

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

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

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

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.[10]

[10] *§ 51023.7 Students*, vol. 510237 (Barclays Official California Code of Regulations, 1991).

SECTION 5

Shared Governance and Committee Structure

Introduction

The committee structure at Gavilan College consists of three separate groups:

1. Shared Governance Standing Committees
2. Operational Committees
3. Ad hoc Committees, taskforces and workgroups

The shared governance groups are monitored and evaluated by the Governance Review Subcommittee. The Governance Review subcommittee makes recommendations to President's Council concerning matters pertaining to shared governance structures. All committees make policy and/or operational recommendations to President's Council.

Governance Review Subcommittee

A Governance Review Subcommittee guides the entire structure for the college. The committee will be a subcommittee of the Presidents Council. The committee guides, monitors and evaluates the shared governance process at Gavilan College. The committee is dedicated to:

1. Conduct periodic Shared Governance committee and council evaluations.
2. Recommend shared governance changes and revisions based on recommendations of committees and/or constituencies.
3. Monitor Shared Governance committee charges
4. Ensure processes are transparent and open
5. Adhere to operational guidelines as presented in the *Shared Governance Manual*
6. Support committees to be accountable for meeting their charges
7. Ensure committees are reflective of Gavilan College's Educational Master Plan, Strategic Plan , Mission, and all integrated planning documents and guided pathway models
8. Ensure the college maintains an active participatory governance system

The Shared Governance Review Subcommittee makes recommendations to President's Council concerning overall shared governance structure. President's Council has the final decision-making authority with recommendations forwarded by the Governance Review Subcommittee

President's Council

All shared governance groups make recommendations to the President's Council. The President's Council serves as the umbrella committee that makes recommendations to the College Superintendent/President/CEO from all represented constituency groups. The council acts as an advisory group to the President and a clearinghouse for information from all represented constituency groups. It recommends Board Policies, Administrative Procedures, all integrated College Plans and initiatives. Recommendations flow up from Shared Governance committees. The College President chairs this council.

The Shared Governance System (SGP) consists of *Standing* committees and councils.

Shared Governance Standing Committees

Shared Governance Standing Committees involve developing recommendations on Board Policies and on the academic and professional matters defined in California Code of Regulations Title 5 § 53200 (10+1), such as:

- Developing and revising processes for program review and planning,
- Drafting policies related to academic and professional matters such as a Program Discontinuance Policy, and
- Recommending curricular additions and revisions.

Members of these committees are selected in accordance to the SGP requirements and as outlined in the committee bylaws. Each member is responsible to bring information and perspectives from that unit or area into the Shared Governance committee dialogue as well as to bring information and perspectives from the Shared Governance Committee back to the unit or area.

All Shared Governance Standing committees are required to conduct their meetings in compliance with the Brown Act. In addition, they may follow Robert's Rules of Order. Subcommittees of these governance groups, though recommended, are not required to conduct meetings in compliance with the Brown Act or Robert's Rules of Order.

Operational Committees

Operational committees are focused on the implementation of Gavilan's Board Policies and Administrative Procedures. The authority for creating operational tasks is derived from the Superintendent/President/CEO through Governing Council recommendations and approval by the President's Council. Operational committee members are assigned or appointed by virtue of their unique expertise or the position they hold within the College.

Operational committees are charged with the task of collaborating to implement Board Policies and Administrative Procedures, or, any 10+1 processes approved by the Academic Senate, department chair duties, scheduling classes, planning Convocation and Professional Learning Days, continues improvement processes, and accreditation standards.

Operational committees are not required to conduct their meetings in compliance with the Brown Act or Robert's Rules of Order. However, norms for collaboration in decision-making as outlined in this document are designed to provide the same type of transparency and openness that is intended by the Brown Act without detracting from efficiency and expediency. Agendas can be posted, but minutes/notes are not required.

Ad Hoc Committees, Subcommittees and Taskforces

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.

- ***Subcommittee:*** A permanent subcommittee is one created by a council or standing committee to address and make recommendations on a subject. The members need not be from the standing committee or council. A subcommittee shall channel its recommendations or findings to the originating standing committee or council for

approvals in continuing the shared governance process as needed.

- ***Ad Hoc Committee:*** A committee created by a council or standing committee for a special purpose. They meet as needed until the task is finished. An Ad Hoc committee shall channel its recommendations or findings to the originating standing committee or council for approvals in continuing the shared governance process as needed.
- **Task Force:** A group created by the President's Council or the President to address a special college-wide issue and meet until the issue is resolved. Once the issue is resolved, the task force shall be dissolved.

For all three groups (subcommittees, Ad Hoc Committee, and Task Forces) notes are available through the originating committee, agendas are not posted.

Operational Procedures

All Standing Committees and Councils must be RECOMMENDED by the Governance Review committee and approved by the President's Council. All Standing committees and Councils (see appendixes) must also have corresponding bylaws that clearly establish their charge, role and contribution to the Shared Governance Process, and, shall abide by the requirements cited below:

1. Committee appointments:
    - Members appointed for two-year terms.
    - All faculty appointed by the Academic Senate
    - All classified professionals appointed by the CSEA president
    - All students appointed by Associated Students of Gavilan College
    - All Administrators appointed by the College Superintendent/Presidents or designee
2. Quorum:
    - Quorum for meetings will be a simple majority (50% + 1) of the Council or Committee's filled seats
    - Seats with no appointed representatives shall not be included when establishing quorum
    - If any governance group does not provide at least one representative for a meeting, the remaining group will comprise a quorum and can take action provided they comprise a simple majority
    - Composition and Population of Participatory Governance Committees:
    - When recommending appointments of representatives to serve on participatory governance committees, councils, taskforces, etc., appointing bodies will strive to allow all interested parties to serve
    - Members will be appointed for two-year terms
    - If replacements are made, the new representative will complete the term of the original appointment
    - Appointing bodies reserve the right to remove their representatives for not fulfilling their duties as specified in this document or for other reasons specified in their governing documents
    - By the fall and spring semester census date, participatory governance committees will submit a current list of representatives and their term of office to the Office of Planning, Research and Institutional Effectiveness to be posted on the participatory governance web page

- Committee chair(s) will notify the Office of Planning, Research and Institutional Effectiveness whenever there is a change in representation and will maintain current lists of committee representatives and their term of office
- Participatory governance committees, task forces or subcommittees should have equal representation from each constituency unless they fall under the academic and professional matters as defined in Title V, Section 53200

3. Meeting Process:
    - All meetings are open to the public
    - Non-members may attend meetings as observers and speak with permission of the committee chairperson(s)
    - All participatory governance committees act as recommending bodies.
    - Participatory governance committees will establish and publish an agenda for each meeting in a timely manner by using the Brown Act as a goal
    - Agendas for all standing committee and council meetings will be posted on their respective webpages upon approval
    - Participatory governance committees should develop agreed upon ground rules for committee operation
    - Committees will develop annual goals and objectives and a method for evaluation and be posted on Gavilan College's webpage.
4. Responsibilities of Constituent Representatives
    - Representatives of constituent groups involved in the participatory governance process are responsible for keeping their respective groups informed of the proceedings and recommendations of governance committees
    - Because of the importance of regular attendance by members of governance committees, the chair of each committee will notify the appropriate appointing body to request that a replacement be appointed after three unexcused absences
    - If a committee member is unable to attend a meeting, the constituent group may send a substitute
5. Duties of Chair and Co-Chairs:
    - Establish and publicize meeting times and locations
    - Establish committee ground rules
    - Create and distribute an agenda in a timely fashion
    - Maintain a page on the Shared Governance website and post copies of the agendas and minutes on a monthly basis
    - Use email or other electronic methods to conduct relatively simple business between meetings
    - Establish annual goals and objectives and a method of evaluation.
    - Once a year, have the committee review their charge and submit proposed changes, if needed, to the Governance Council
    - Conduct meetings in an orderly manner allowing appropriate participation of all individuals present
    - Ensure that appropriate timelines to complete committee tasks and recommendations are established

- It is the responsibility of the chair or co-chairs to ensure that the conduct of all committee members remains professional, respectful and collegial
- The chair or co-chairs will mediate conflict and/or discuss unprofessional conduct with the appointing body who may take action, including the possibility of removing the appointed member if necessary
- In the event that the unprofessional conduct involves the chair or co-chair, the members of the committee will provide a written request to adjudicate to President's Council
- Ensure that a clear vote is taken on all action items following the latest edition of Robert's Rules of Order
- See that minutes are written, approved, and distributed promptly.
- Act as a mentor or assign a mentor to new committee members who are unfamiliar with the committee or Gavilan College's shared governance process
- When serving as co-chairs, inform committee members how duties will be divided
- Committee co-chairs will communicate regularly with each other over the construction of the agenda and other relevant work
- In the event that the committee chair seat is vacant, the administrator assigned to the committee will serve as interim chair until the seat is filled at the committee's next regular meeting

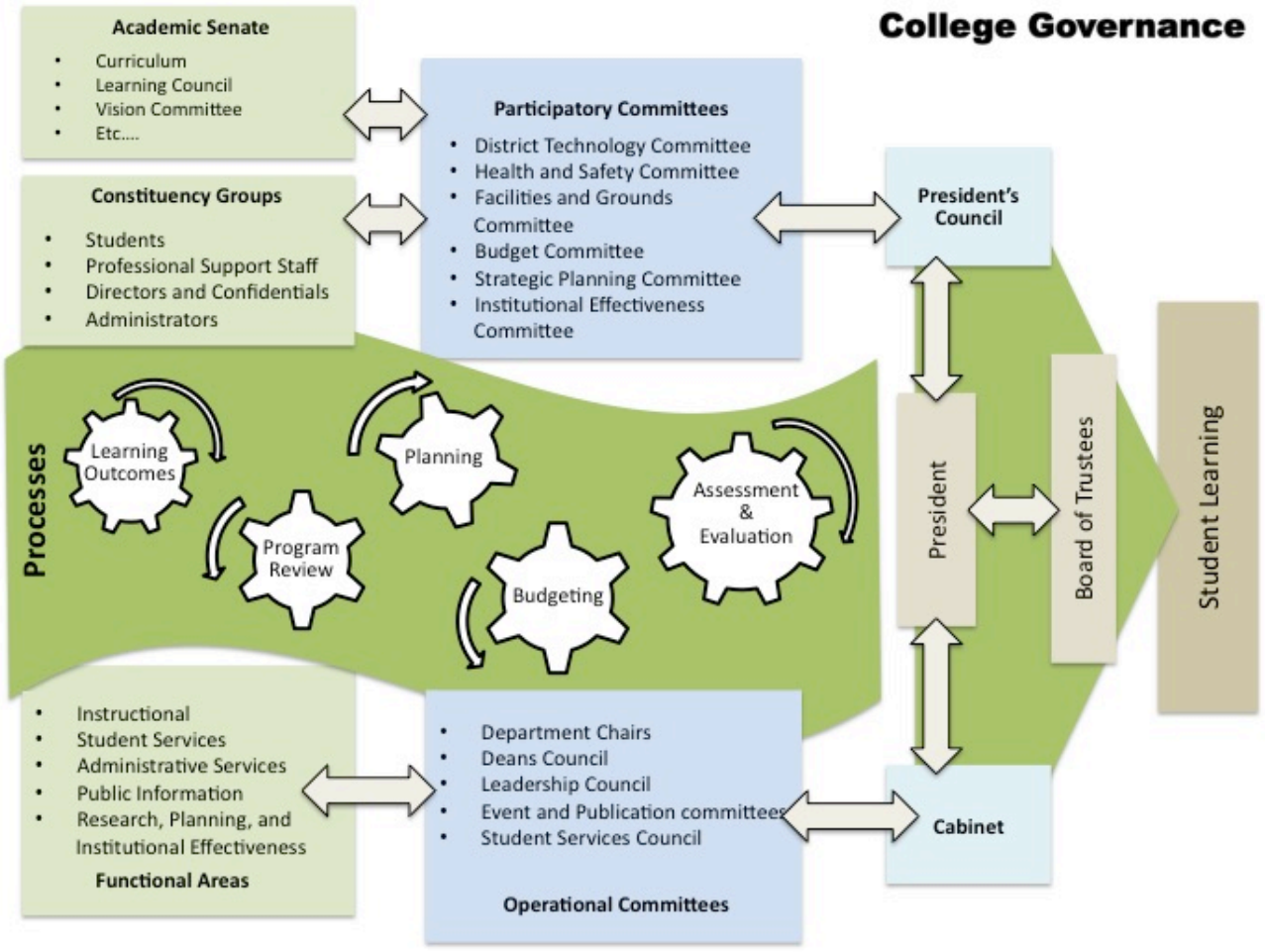
7) Duties of Members:

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

8) Staff Resources:

- Governance committees may request staff resource members to support committee work, provide information and/or advise the committee
- Staff resources do not vote on committee actions
- A staff resource person can serve as a committee member with the consent of their constituent group
- A committee meeting calendar will be maintained by the Office of Planning, Research and Institutional Effectiveness
- To assure timely communication between committee representatives and their respective appointing groups, appointing groups are encouraged to have a standing agenda item, "Governance Committee Reports." One representative from each committee is encouraged to provide their respective appointing group with information about committee issues and also receive suggestions and ideas from their appointing group members. dissolved and its findings made available institutionally

Section 6
Shared Governance Model



Appendixes

The following are the placements of Gavilan Colleges groups within the shared governance structure. Upon the establishment of the Shared Governance Review Committee, these committees will be reviewed and the status of groups will be decided by the Governance Review Subcommittee,

SHARED GOVERNANCE STANDING COMMITTEES

1. President's Council
2. Academic Senate
3. Associated Students of Gavilan College
4. Distance Education Committee (proposed)
5. Budget Committee
6. Technology Committee
7. Equal Opportunity Employment Committee
8. Enrollment Management Committee
9. Student Success and Equity Committee
10. Facilities and Grounds Committee
11. Health and Safety Committee
12. Institutional Effectiveness Committee

OPERATIONAL STANDING COMMITTEES

1. Administrative Services Council
2. Cabinet (VPs, President, AVPs)
3. Deans Council
4. Department Chairs
5. Directors and Confidential Council
6. Leadership Council
7. Student Services Council

Ad Hoc Committees, Subcommittees and Taskforces

1. Accreditation Steering Committee
2. Career Fair Committee
3. Centennial Task Force
4. Community Spirit Award
5. CSEA (propose Classified Senate?)
6. GCFA
7. Health Faire Committee
8. Hiring Committees
9. Professional Learning Day Committee
10. Title V Civic Engagement Team
11. Transfer Day Committee