
Engaging All Voices

MJC Participatory Decision-Making Handbook



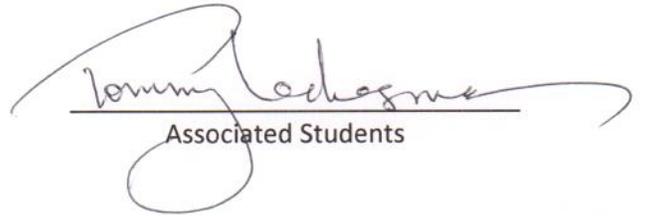
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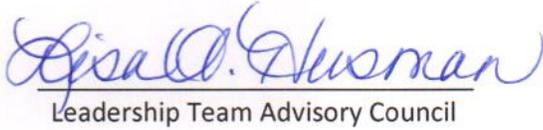
April 24, 2017



Yosemite Faculty Association



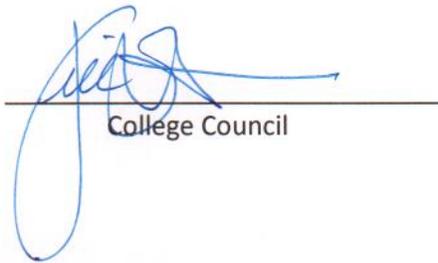
Associated Students



Leadership Team Advisory Council



California School Employees Association



College Council



Academic Senate

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College Council 2016-2017

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Introduction

The purpose of this document is to describe the structure for making decisions at Modesto Junior College. The document outlines the processes and mechanisms through which the voices of the college's constituent groups are heard in decision making. Representatives of all campus constituencies worked in good faith to develop these guidelines.

Processes outlined in this document address ACCJC Accreditation Standard IV.A.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. (ACCJC Accreditation Standards, Adopted June 2014)

This document addresses four foundational elements of decision-making at the college:

- 1) Good faith effort
- 2) Groups that develop recommendations
- 3) Timelines and sequences for key college decisions
- 4) Communication to college stakeholders

Decision-making at Modesto Junior College is guided by the college's mission, goals, and values.

Modesto Junior College Mission Statement

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.

Modesto Junior College Values

Education is the reason our institution exists. To this end, we value innovation, professionalism, integrity, and responsible stewardship. We foster respect for and interest in the diverse individuals and histories of our community. These values are foundational to the way we shape our programs and services, make and communicate decisions, reinforce collaborative relationships within our community, and promote civic engagement.

Diversity/Community

Modesto Junior College embraces a culture of collaborative decision making characterized by the effective participation of a variety of individuals and groups. Decision making responsibilities vary by the type of constituency group as described in California Education Code, California Code of Regulations, Title 5 §53200, and documented in YCCD Board Policy.

INTRODUCTION

Final decision making authority rests with the YCCD Board of Trustees as defined by applicable legal requirements. YCCD Board Policy 7430 describes the delegation of authority from the Board to the Chancellor and Board Policy 7430.1 describes the delegation of authority to the College President. The college encourages employees and students to become knowledgeable and involved with decision-making processes. Issues, concerns and ideas for institutional improvement can be brought forward through a variety of venues including but not limited to:

- supervisors and administrative staff
- representatives to college governance councils
- representatives to college committees, workgroups, and taskforces
- college leaders of Academic Senate, Student Senate, California School Employee Association (CSEA), Leadership Team Advisory Council (LTAC), and Yosemite Faculty Association (YFA)

The decision-making structure at Modesto Junior College is comprised of college governance councils which include representatives of each constituency. College Council is the principle participatory governance body which makes recommendation to the President on college policy and procedural matters. College Council advises the President to advocate at the district level on college wide issues. College Council receives recommendations from the five supporting councils; Accreditation Council, Facilities Council, Instruction Council, Resource Allocation Council, and Student Services Council. Each council will establish committees, workgroups, and taskforces as necessary to fulfill the responsibilities of the council within the established timelines.

Each college governance council has a specified charge and membership. Minutes from the meetings of each council are posted in a central location on the Modesto Junior College web site. College wide recommendations from each committee are submitted to the College Council for discussion and recommendation to the college president for action. Recommendations from the College Council requiring formal district approval are submitted through the college president to the chancellor and the Yosemite Community College District Board of Trustees. Governance councils encourage all participants to work within the system, act cooperatively and responsibly, know and seek to follow and respect the law and regulations, and focus on meeting student needs.

Modesto Junior College governance councils provide a formally established forum for collegial dialogue inclusive of all constituencies. The councils meet regularly to determine best ways to implement policies and responsibilities. The governance council structure ensures operational efforts are aligned and that communication occurs throughout the campus community. The councils are organized in a manner that supports decision-making and continual improvement of college processes in support of student learning and institutional effectiveness.

Constituent groups include faculty, staff, students, and administration. Each council includes representatives from each constituent group who serve terms of two years. The College Council includes representatives from Yosemite Faculty Association (YFA), MJC Academic Senate, Student Senate, California School Employees Association (CSEA), and Classified Staff Advisory Council (CSAC), and administrators.

INTRODUCTION

Modesto Junior College has adopted the following definitions in relation to participatory governance:

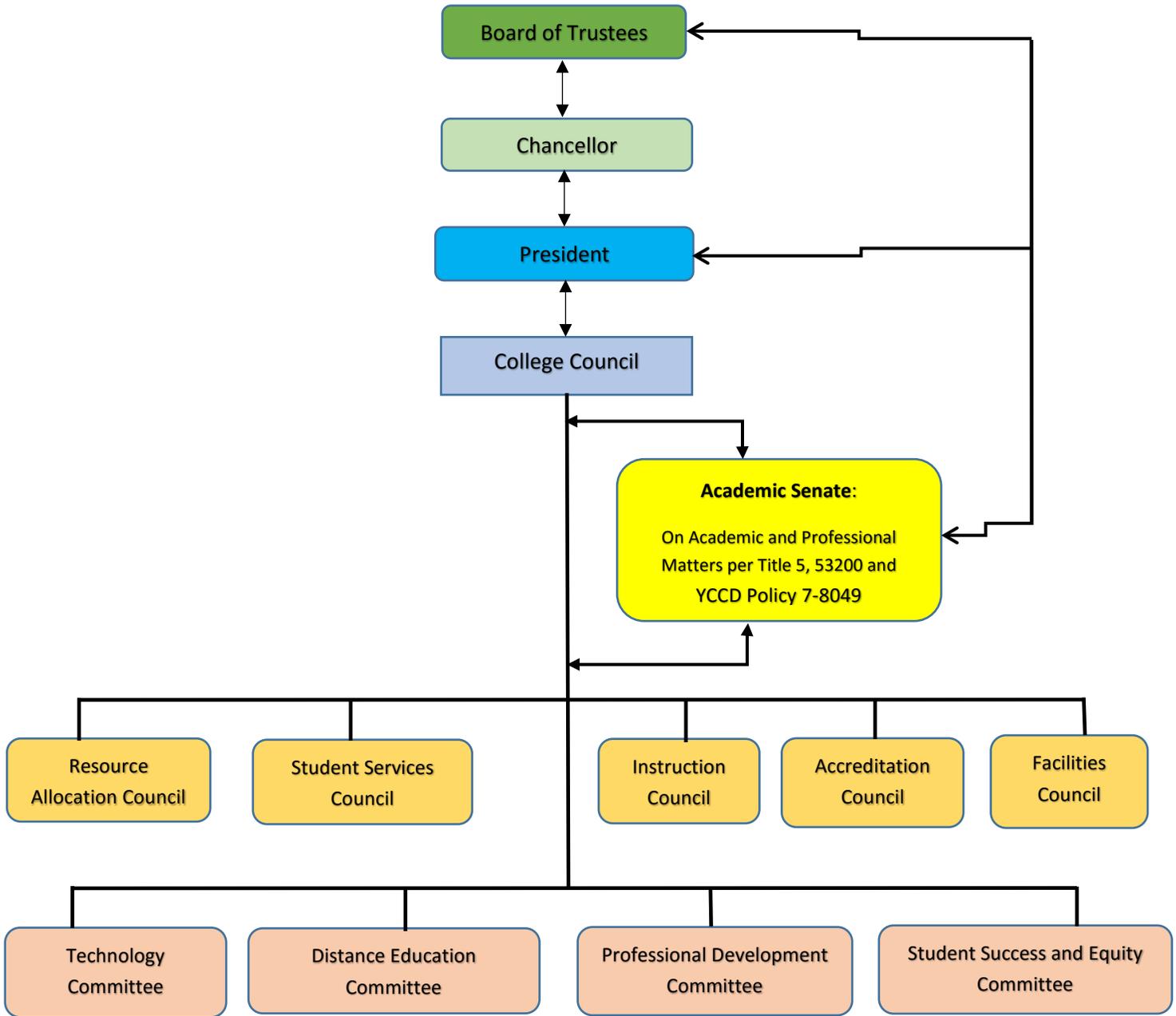
committee—a group established to support fulfilling the college mission, meeting college goals, and carrying out strategic initiatives by making recommendations to the college governance councils on those areas of responsibility as designated, also referred to as standing committee

council (college governance council)—a participatory governance group of MJC which includes representation of all constituencies that serves to make recommendations as part of the decision-making process of the college

task force—a micro-group of a committee charged with a study, or to complete a specific short-term task on a particular issue within the committee's charge

workgroup—a sub-group of a committee charged with a long-term project with college-wide impact on a subject within the committee's charge

Participatory Decision-Making and Shared Governance at Modesto Junior College



On Academic and Professional matters, the Academic Senate is the primary recommending participatory governance body "to the administration of [the] college and to the governing board of [the] district" (Title 5, section 53200(b)). When considering Academic and Professional matters the "governing board or its constituents or its designees" will "rely primarily" or "mutually agree" with the Academic Senate (Title 5, section 53203(a)). Faculty representatives to governance groups and the administration share joint responsibility for ensuring appropriate lead time for Academic Senate consideration and the process of collegial consultation (also see YCCD BP-7-8049 and Title 5, section 53200).

Good Faith Effort

Participatory Decision-Making at Modesto Junior College

The Participatory Decision-Making Handbook of Modesto Junior College outlines effective participation in the governance of the college. This document is a joint effort between constituency groups, which include faculty, students, classified staff, and administration. The development of this document is an important first step to ensure that a culture of shared governance flourishes. Though the term shared governance does not appear in law and regulation, it is used to refer to processes that involve faculty, staff, and students in decision-making. It also refers to the role of the board of trustees and their designees. Though shared governance is used in many circles, for this document we will refer to shared governance as participatory decision-making.

Participatory decision-making necessitates engaging in mutually productive dialogue that is based on respect, trust, and a willingness to seek and give information in an honest fashion. This is what good faith effort means. It is grounded in honesty. It is a sincere intention to deal fairly with others.

Again, this Participatory Decision-Making document is an important first step in creating a culture of effective participation in the governance of the college. How well the college succeeds in this endeavor will ultimately depend on all of us at MJC. Creating a culture of cooperation and communication is not an easy task. But such a culture is necessary in order for effective participation in the governance of the college to take place. With the best of efforts and hard work that have been placed into this document to describe our structures for decision-making, this cannot replace the requirement for good faith efforts and the deliberate labor that is part of honesty, communicating, active listening, and sharing.

Effective participatory decision-making requires good faith effort, which requires the following:

- Fact-based decisions, in which all participants get access to the same data and reports.
- Inclusion of all stakeholders affected by the decision.
- Grounding in the good of the institution and student success.
- No hidden agendas.
- Open address of disagreement and difficult issues.
- An honest attempt to come to agreement.
- Decisions are made within the appropriate established process.
- Due process and timelines for review and recommendation are included.

Decision-Making Processes that are based on good faith communication include these elements:

- Decisions are made within the appropriate established process.
- Due process and timelines for review and recommendation are included.
- Meetings are publicized (website), public (open to all stakeholders), and easily accessible, with agendas and supporting documents available in a timely manner.
- Discussions and recommendations are visible, transparent, documented (minutes, etc.), and widely publicized with opportunity for feedback (e.g., facilitated through digital documents).

PART I GOOD FAITH EFFORT

In cases of inability to reach agreement:

- Win-win solutions should be prioritized, even when such solutions were not originally advocated.
- Compromises should be fully considered.
- In cases where the President makes a decision not aligned with the recommendation of College Council, the President will promptly communicate in writing the reason a differing decision was enacted to the College Council.

Conflict Resolution

In order to work in good faith where conflict occurs, communication should be collegial, respectful, and honest. This includes open, frank discussion without fear of retaliation. It suggests discussion occur at the table with cognizant stakeholders rather than in the parking lot where only a few are present. It includes fully valuing YCCD Board Policy 7-8057, adopted February 11, 2009.

Members of the Yosemite Community College District embrace the value of civility, which promotes mutual respect, fairness, concern for the common good, and politeness. The diversity of thought and ideas, on which an academic community thrives, is best maintained by a policy of respect and civility.

Participatory Governance Councils that Make Recommendations

The table below lists the constituent representatives of the various college governance councils that are involved in planning and recommendation making. The council has primary responsibility for the items noted; however, information sharing and collaboration among councils is an expected minimum condition for participatory governance.

Representatives will be appointed by the constituency group they represent according to the processes established by that constituency.

MJC College Governance Councils and Representative Memberships

College Governance Council	Representative Membership	Responsibilities
College Council	Faculty <ul style="list-style-type: none"> • Academic Senate 4 • YFA 2 Staff <ul style="list-style-type: none"> • CSEA 3 • CSAC 1 Students <ul style="list-style-type: none"> • Student Senate 3 Administration <ul style="list-style-type: none"> • President Chair • Vice President Instruction • Vice President Student Services • Vice President Administrative Services • LTAC (MJC) 1 • Dean 1 Council Representatives 5 <ul style="list-style-type: none"> • One individual selected to represent each college governance council Committee Representatives 4 <ul style="list-style-type: none"> • One individual selected to represent each college standing committee 	MJC Strategic Plan Recommendation making to President Institutional Effectiveness College mission and goals Student Learning Outcomes Budget Development Integrated Planning College Governance

PART I PARTICIPATORY GOVERNANCE COUNCILS / RECOMMENDATION

MJC College Governance Councils and Representative Memberships

College Governance Council	Representative Membership	Responsibilities
<p>Accreditation Council</p>	<p>Faculty</p> <ul style="list-style-type: none"> • Academic Senate Council Co-Chair • Faculty accreditation Chair • Faculty Standard Co-Chairs 4 <p>Staff</p> <ul style="list-style-type: none"> • CSEA 2 • CSAC 1 <p>Students</p> <ul style="list-style-type: none"> • Student Senate 2 <p>Administration</p> <ul style="list-style-type: none"> • Vice President Instruction Accreditation Liaison Officer Council Chair 	<p>Annual ACCJC reports</p> <p>Self Evaluation, Midterm, Follow-Up, and Special reports to ACCJC</p> <p>Culture of accreditation</p> <p>Student Learning Outcomes</p>

MJC College Governance Councils and Representative Memberships

College Governance Council	Representative Membership	Responsibilities
Facilities Council	<p>Faculty</p> <ul style="list-style-type: none"> • Academic Senate Co-Chair • Academic Senate 2 • YFA 1 <p>Staff</p> <ul style="list-style-type: none"> • CSEA 2 • Campus Facilities and Events Coordinator • CSAC 1 <p>Students</p> <ul style="list-style-type: none"> • Student Senate 2 <p>Administration</p> <ul style="list-style-type: none"> • Vice President Administrative Services Co-Chair • Dean 1 <p>Ex Officio</p> <ul style="list-style-type: none"> • Director Facilities Planning & Operations • Director of Campus Safety • Campus Operations Manager • Campus ADA Coordinator • Risk Management Specialist • Director of Technology and Media Service 	<p>Facilities Master Plan</p> <p>Scheduled Maintenance Planning</p> <p>TCO Planning</p> <p>Swing Space Planning</p> <p>ADA Planning</p> <p>Student Learning Outcomes</p>

PART I PARTICIPATORY GOVERNANCE COUNCILS / RECOMMENDATIONS

MJC College Governance Councils and Representative Memberships

College Governance Council	Representative Membership	Responsibilities
<p>Instruction Council</p>	<p>Faculty</p> <ul style="list-style-type: none"> • Academic Senate 9 (1 from each division with one selected as Co-Chair) • YFA 1 <p>Staff</p> <ul style="list-style-type: none"> • CSEA 2 • CSAC 1 <p>Students</p> <ul style="list-style-type: none"> • Student Senate 2 <p>Administration</p> <ul style="list-style-type: none"> • Vice President Instruction Chair • Deans 3 • LTAC (MJC) 1 	<p>Educational Master Plan</p> <p>Instructional Program Planning and Development</p> <p>Program Review</p> <p>Student Learning Outcomes</p> <p>Enrollment Management</p> <p>Program Viability</p> <p>Budget Development</p> <p>Instructional Technology Planning</p>
<p>Resource Allocation Council</p>	<p>Faculty</p> <ul style="list-style-type: none"> • Academic Senate 4 • YFA 2 <p>Staff</p> <ul style="list-style-type: none"> • CSEA 2 • CSAC 1 <p>Students</p> <ul style="list-style-type: none"> • Student Senate 2 <p>Administration</p> <ul style="list-style-type: none"> • Vice President Administrative Services Chair • Vice President Student Services • Vice President Instruction • President • Deans 2 • Director, Grants & Resource Development 	<p>Budget Development</p> <p>Budgetary Master Planning</p> <p>Student Learning Outcomes</p> <p>Technology planning</p>

MJC College Governance Councils and Representative Memberships

College Governance Council	Representative Membership	Responsibilities
Student Services Council	<p>Faculty</p> <ul style="list-style-type: none"> • Academic Senate 4 • YFA 1 <p>Staff</p> <ul style="list-style-type: none"> • CSEA 2 • CSAC 1 <p>Students</p> <ul style="list-style-type: none"> • Student Senate 2 <p>Administration</p> <ul style="list-style-type: none"> • Vice President Student Services Chair • Dean of Counseling and Student Services • Dean of Matriculation, Admissions, and Records • Dean of Special Programs • Division Dean 1 	<p>Student Equity Plan</p> <p>Student Learning Outcomes</p> <p>Program Review of services</p> <p>Budget Development for student services</p> <p>Student Access</p> <p>Student Success</p> <p>Technology planning for student services</p>

PART I DECISION-MAKING GUIDING PRINCIPLES AT MJC

Decision-Making Guiding Principles at Modesto Junior College

1. Utilize a consistent approach to data analysis
2. Access the most reliable information available
3. Produce a visual model of the process
4. Articulate clearly what the recommendation is and to whom it is being communicated
5. Provide an opportunity for all individual stake-holders to participate
6. Decide based on good of the institution and student success

The types of resources used will vary on the scope and charge of the group and what kinds of decisions are being made.

Decision making resources at Modesto Junior College

Master Plans at MJC

Decisions must align with the MJC's master plans, of which there are several.

1. Educational Master Plan
2. Strategic Plan
3. Facilities Master Plan
4. College Technology Plan
5. Distance Education Plan
6. Yosemite Community College District Strategic Plan

Student Learning Outcomes

Each college governance council is responsible for supporting student learning outcomes and assessment as part of the ongoing, systematic process of continuous quality improvement. The councils will serve as a forum for evaluation of student learning outcomes processes to ensure that fine-tuning of organizational structures to support student learning is ongoing.

Data and Reports

Decisions must consistently utilize appropriate data to inform and clarify decisions, and all stakeholders shall have access to the most reliable and applicable data and reports to best guide recommendations. Below are examples of additional resources that add understanding and direction to MJC's decision-making processes. Note that some data are college-level, some regional, and some state-level.

1. *Program data*: Success and retention rates (traditional and distance education); awards and completion rates; enrollments rates (basic skills, career technical education (CTE), transfer);
2. *Population/demographic data*: Ethnicity, age, gender, enrollment status, unit load, assessment placement, financial aid status, economic profiles and indicators (county employment rates, market demands, poverty rates)
3. *Institutional data*: Transfer rates, licensure exam pass rates, CTE employment rates, matriculation details, basic skills report, ARCC report

PART I ONLINE SOURCES

Online sources of data

[The Center for Excellence](#) for specialized reports and environmental scans

[Data Mart](#) at California Community College State Chancellor's office for student, course and enrollment characteristics locally and state-wide

[MJC Research and Planning](#) for enrollment, student access, and success data

Education Codes, Regulations and Contracts

State and local codes and regulations and constituency contracts also inform decisions at MJC.

[CCR Title 5 §53200](#) outlined of the role of faculty (senate) in academic and professional issues; roles of students \ and classified staff in decision-making.

[YCCD 5400](#) Board of Trustees policy on Associated Student Organizations

[YCCD 7-8049](#) Board of Trustee policies as it relates to the MJC Academic Senate, which outlines district policies on - rely primarily and - mutual agreement items

[YFA Contract](#), [CSEA Contract](#), [LTAC Handbook](#) contracts of constituent groups (faculty, staff and administrators)

Additional district policies

HR at YCCD Human Resource policies and procedures

MJC Mission and Values

[MJC Mission and Values Statements](#)

Constituent Governmental Documents (resources)

[MJC Academic Senate By-Laws and Rules Yosemite Faculty Association \(YFA\) By-Laws](#)

[CSEA By-Laws](#)

[CSAC](#)

[Associated Students MJC \(ASMJC\) Constitution and By-Laws](#)

Decision-Making Roles at Modesto Junior College

The YCCD Board of Trustees is the ultimate decision maker on district policies and master plans. The Board delegates to the Chancellor and College Presidents final approval of college and campus administrative procedures, operational issues, and strategic plans.

Role of College Council

The College Council forwards governance issues to and receives recommendations from the governance councils, then makes recommendation to the President on the issues. Individuals, college governance councils, committees, constituent groups, and operational groups develop proposals and recommendations that are forwarded to College Council.

Roles of College Constituencies

Decision making at Modesto Junior College relies heavily upon the spirit and principles of good faith and collegial, participatory governance focused on improving student learning. Members of the college community have the authority and responsibility to make recommendations in matters appropriate in scope to their roles in the college governance process. The scope for each constituent group outlined below is derived from the California Education Code, California Code of Regulations, the Yosemite Community College District Board of Trustees policies and procedures, Academic Senate rules and bylaws, CSEA/CSAC contract and bylaws, the Associated Student Government constitution and bylaws, YFA contract and bylaws. The relevant sections of the California Code of Regulations are included in an appendix of this document.

Role of President

Board policies identify the YCCD Board of Trustees' specific legal and fiduciary responsibilities, as well as their relationship with the Chancellor and College President. Board Policy 7430.1 defines the delegation of authority through the Chancellor to the College Presidents. The president is the chief executive officer of the college in accordance with the Accrediting Commission for Community and Junior Colleges eligibility requirements: The institution has a chief executive officer appointed by the governing board whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies.

Role of Faculty

Full- and part-time faculty members are provided with opportunities to participate in the formulation and development of college policies and processes that have or will have a significant effect on them. Academic Senate as the legal representative of the faculty of MJC, makes recommendations to the YCCD Board of Trustees and through internal governance councils and/or directly to the college president with respect to academic and professional matters. Recommendations requiring formal district approval are submitted by the college president to the Chancellor and the Yosemite Community College District Board of Trustees. The rights of the Academic Senate are affirmed in Board Policy 7-8049. Further information on the roles and rights of the Academic Senate is found in the section entitled Decision

PART I DECISION-MAKING ROLES AT MJC

Making on Academic and Professional Issues at Modesto Junior College ratified by the Academic Senate on March 29, 2012, and in the California Code of Regulations Title 5, §53200–53206, included in an appendix of this document. Related to working conditions, full and part-time faculty members are represented by the Yosemite Faculty Association which is the collective bargaining unit.

The governance council structure and decision-making process were designed to affirm the special role of the Academic Senate in decision-making on academic and professional matters in accordance with Title 5 §53200 and Board Policy 7-8049.

Role of Classified Staff

Classified staff members are provided with opportunities to participate in the formulation and development of recommendations, as well as in the processes for developing recommendations that have or will have a significant effect on them. Related to district governance, classified staff members are represented by the CSEA and CSAC. The rights of CSEA and CSAC to represent classified staff along with the rights to consultation on matters that may have significant impact on staff are affirmed in the CSEA contract. Information regarding the roles and rights of classified staff can be found in California Code of Regulations Title 5, §51023.5, which is included in the appendix of this document. Related to working conditions, classified staff members are represented by CSEA.

In compliance with California Education Code 70901.2, CSEA, as the exclusive representative of all classified employees in the Yosemite Community College District; appoints all classified representatives to all College and/or District committees, task forces or any other governance groups. Classified employees have a negotiated agreement that provides classified representation on College Council, District Council, and Administrative or Classified selection committees (CSEA Chapter 420 negotiated agreement article 4.3).

All classified representatives shall serve as advocates for classified employees and as a liaison between the committee and their constituent group. They are not on a committee to serve as advocates for a particular sub-group of the larger constituency.

Role of Students

In Board Policy 5400 the Board of Trustees recognizes the Associated Students organization as the official voice for the students in district and college decision-making processes. The Modesto Junior College Student Senate is recognized as the sole representative body of the Associated Students of Modesto Junior college. Through ASMJC and the ASMJC Student Senate students participate effectively in governance processes. Through ASMJC and the Student Senate perspectives, interests and opinions of students are solicited and presented as part of the formulation of recommendations by governance councils. Information on students' roles and rights is found in YCCD Board Policy 5400 and the California Code of Regulations Title 5, §51023.7 included in an appendix of this document.

DECISION-MAKING ROLES AT MJC PART I

Role of Administrators

College administrators include the president, vice presidents, deans, associate deans, and classified administrators. The Board of Trustees defines the scope of responsibilities and delegates authority to

college administrators through job descriptions and board policy. All administrators have supervisory duties related to budgets, personnel, and operational responsibilities. Administrators provide leadership and expertise in assessing, identifying, formulating, and aiding in implementing the overall direction for the college.

Resource allocation begins at the district level. The district allocates resources to each college, depending upon various formulas and the funding source. Some of these allocations are required to meet collective bargaining agreements and district strategic directions. Once the funding resources are received by the college, the **Resource Allocation Council (RAC)** is responsible for reviewing the college wide budget and providing input to College Council and College President. The Resource Allocation Council makes recommendations to College Council on college budget, including allocation of financial, human, and technology resources.

Decision-Making Regarding Budget Development and Resource Allocation

Resource Allocation Council (RAC) is the shared governance group charged with making recommendations to College Council regarding the college's processes for institutional budget development including:

the development and implementation of a process by which unit program reviews and the college strategic goals are linked to resource allocations

prioritization of expenditures based on the process described above

The Resource Allocation Council has established guiding principles that serve as the foundation for budget and resource allocation consideration and recommendation for the college. The framework for budget development and resource allocation relies primarily on program review for resource requests and includes an open opportunity for resource requests to be brought forward during the annual budget development process.

The graphic (\$) illustrates the process framework for both budget development and resource allocation at Modesto Junior College. The framework relies on collegial consultation throughout the process and is flexible to support allocation of funds from a variety of sources throughout the academic year.

Budget Development

Budget Development is initiated in the fall with discussion in the Resource Allocation Council about anticipated FTES allocation, current year scenario, emerging legislation, hiring priorities, planned retirements, state and federal initiatives, college strategic goals, and other issues influencing the college economy. The RAC discussion will lead to establishment of broad priorities for budget development for the next academic year and a timeline for budget development.

Resource Requests

Resource requests primarily originate from the program review process through which the department, division, and associated governance council prioritize the requests to best support student learning and institutional effectiveness. Resource requests are also initiated by the campus community early in the spring term to address emerging needs, new priorities, revised learning outcomes, or strategic initiatives since the program review. The resource request form requires the initiator to link the request to student learning outcomes, college goals, or strategic initiatives.

The resource requests are integrated with the requests derived from program review at the division level and ranked before being submitted to the Instruction Council and Student Services Council for consideration. In some cases, resource requests are fulfilled at the division level through general fund, restricted fund, and grant funds available to the division. The prioritized requests not fulfilled at the division level are forwarded to the governance councils for consideration and prioritization before being forwarded to the Resource Allocation Council.

DECISION-MAKING ON RESOURCE ALLOCATION AT MJC PART I

Developing a Draft Budget

The Resource Allocation Council receives a proposed budget target from the Executive Vice Chancellor. The budget target establishes the maximum college general fund budget for planning purposes. The budget priorities established in the fall and resource requests received from the governance councils are evaluated within the context and constraints of the established budget target. The evaluation serves as the starting point for drafting a budget proposal. The budget proposal is reviewed and revised by the Resource Allocation Council based on input from college constituent groups and through the process of collegial consultation. Upon approval by RAC, the budget proposal is forwarded to College Council.

College Council Review and Recommendation

Resource Allocation Council develops and recommends a budget proposal for consideration by College Council. College Council provides an additional venue for stakeholder input, collegial consultation, and review of the budget proposal before making recommendation to the College President for consideration. The Academic Senate and the Board designee will consult collegially in a good faith effort to resolve institutional planning and budget concerns before making alternative recommendations to the Board of Trustees.

Chancellor's Cabinet

The President recommends the draft budget to Chancellor's Cabinet for final review and recommendation to the YCCD Board of Trustees.

Board of Trustees

The Board of Trustees adopts a proposed district budget by June 30, inclusive of the Modesto Junior College budget. A final budget is approved by the Board of Trustees prior to September 30 each year.

Resource Allocation

Resource allocation is the process through which college resources are distributed to enhance student learning and increase institutional effectiveness. Resource Allocation Council makes recommendation to College Council on allocation of resources from the general fund and other funding sources as needed throughout the year.

*Resource Requests *single process supports resource allocation and budget development*

Resource requests primarily originate from the program review process through which the department, division, and associated governance council prioritize the requests to best support student learning and institutional effectiveness. Resource requests are also initiated by the campus community early in the spring term to address emerging needs, new priorities, revised learning outcomes, or strategic initiatives since the program review. The resource request form requires the initiator to link the request to student learning outcomes, college goals, or strategic initiatives.

The resource requests are integrated with the requests derived from program review at the division level and ranked before being submitted to the Instruction Council and Student Services Council for consideration. In some cases, resource requests are fulfilled at the division level through general

PART I DECISION-MAKING ON RESOURCE ALLOCATION AT MJC

fund, restricted fund, and grant funds available to the division. The prioritized requests not fulfilled at the division level are forwarded to the governance councils for consideration and prioritization before being forwarded to the Resource Allocation Council.

Allocation

Resource Allocation Council designates available resources to specific resource requests. The council upholds the guiding principles as they identify the resource requests that best align with the funding restriction, if any. The council recognizes and respects the difficult responsibility of allocation of limited resources that are insufficient to fulfill the requests. To facilitate unbiased consideration, the council may discuss priorities or develop a rubric for fund expenditures, before review of specific requests. Resource allocation recommendations are forwarded to College Council as consent agenda items for recommendation to the President.

Decision-Making and Collegial Consultation Regarding Academic and Professional Matters

YCCD Board Policy 7-8049 and Title 5, §53200 articulate decision-making policy with regard to academic and professional matters. “Collegial consultation” is the key principle and process for decision-making concerning academic and professional matters at Modesto Junior College.

In principle, collegial consultation is designed to foster a culture of transparent communication and continuous dialogue between the Academic Senate and administration. Collegial consultation affirms the professional knowledge and expertise of faculty, and it establishes the Academic Senate as the voice of faculty regarding academic and professional issues. The Academic Senate engages in collegial consultation as a body through the council governance structure and via direct communication with the Board of Trustees and/or the Board's designee. Faculty serving as Academic Senate representatives on any governance bodies shall be given reasonable accommodation to report to, and receive direction from, the Senate before conclusions or decisions on recommendations relating to academic and professional issues are reached.

As a process, the role of the Academic Senate in “collegial consultation” is defined in Board Policy 7-8049 and Title 5, §53200 as the practice of “relying primarily” and “mutual agreeing.” Board Policy 7-8049 delineates academic and professional matters subject to mutual agreement or as areas where the Board and/or its designee will rely primarily on the recommendations of the Academic Senate.

The Board of Trustees shall “rely primarily” upon the advice and judgment of the Academic Senates in selected areas. “Rely Primarily” means the recommendations of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not approved, the Board or its designee shall promptly communicate in writing its reason to the respective senate(s).

These areas are:

- A. Curriculum, including establishing prerequisites and placing course within disciplines
- B. Degree and certificate requirements
- C. Grading policies
- D. Faculty role and involvement in accreditation process, including the self-study
- F. Policies for Faculty professional development activities

The Board of Trustees shall reach “mutual agreement” between the Academic Senates and the Board on selected areas. “Mutual Agreement” means that recommendations shall be prepared by either the Academic Senates or the Board’s designee, and are subsequently ratified by both. If “mutual agreement” cannot be reached after good faith effort, existing policy shall remain in effect unless continuing with such policy exposes the District to legal liability or causes substantial fiscal hardship, which the Board shall promptly communicate in writing to the respective Senate(s).

DECISION-MAKING ON ACADEMIC AND PROFESSIONAL MATTERS PART I

These areas are:

- A. Education program development
- B. Student preparation and success
- C. Processes for program review
- D. Institutional planning and budget development processes
- E. District and college governance structures
- F. Others as may be mutually agreed upon by the Academic Senates and the Board of Trustees

PART I MASTER PLANS IN DECISION-MAKING

Master Plans in Decision-Making

The Modesto Junior College **Educational Master Plan** and **Facilities Master Plan** are part of the college's integrated strategic planning. The MJC Strategic Plan is in alignment and congruent with the YCCD Strategic Plan. Unit Strategic Plans and Program Reviews are consistent with the college Strategic Plan; this living document serves as a foundation to ensure institutional effectiveness and continuous quality improvement.

The MJC Strategic Plan provides the foundation and informs individual unit plans, resource allocations, and decision-making, including personnel, equipment, materials and supplies, technology, and professional development required to maintain institutional, program, and service quality and integrity. The MJC Strategic Plan guides establishment of college priorities and major initiatives. Strategic planning takes place every five years, a process that is initiated by College Council during the fall semester, one year prior to which the plan is to be updated.

The MJC Educational Master Plan provides the basis for planning the future of programs and services to be offered by the college and the facilities required to house those programs and services. The Educational Master Plan includes other campus plans. Every California Community College district is required to develop an Educational Master Plan before submitting a Facilities Master Plan to the State Chancellor's Office. The plan should be both dynamic (to accommodate change) and inclusive (involving as many representatives of the college community as possible). In addition, the plan should be based on the mission and values of the district and the college and reflect the needs of students, both current and future.

The MJC Facilities Master Plan addresses the physical resource needs identified in the Educational Master Plan. The Facilities Master Plan is a response to the needs and requirements expressed in the Educational Master Plan. The Facilities Master Plan uses the guidelines and regulations provided by the State of California Community College Chancellor's Office, the California Postsecondary Education Commission, and the Department of Finance. In addition, the realities of available capital and operational funding and the limitations of existing facilities are recognized in the final comprehensive plan.

The MJC Strategic Plan provides the framework for operationalizing the college mission and goals. Qualitative and quantitative data are gathered from a variety of sources including environmental scanning, advisory committees, the Accountability Reporting for the Community Colleges (ARCC), student, faculty, staff, external stakeholders and community partners surveys, and focus groups, themes identified in program reviews, and the spring annual assessment workshop. The draft plan is vetted with the constituency groups and submitted to the College Council for its deliberation.

The MJC Strategic Plan is in alignment and congruent with the YCCD Strategic Plan. Unit Strategic Plans and Program Reviews are consistent with the College Strategic Plan; this living document serves as a foundation to ensure institutional effectiveness and continuous quality improvement.

College Governance Councils

There are six councils at MJC. The College Council is the highest level college governance council, responsible for making recommendations to the College President. Five councils make recommendations to the College Council to support institutional effectiveness and participatory decision-making. The governance councils are Accreditation Council, Facilities Council, Instruction Council, Resource Allocation Council, and Student Services Council.

Representatives will be appointed by the constituency group they represent according to the processes established by that constituency. Any one individual may hold no more than two representative roles and will have only one vote.

Governance councils will be considered to have a quorum when more than 50% of the members are present. Decision-making may be either by consensus or by vote. In either option, members have the opportunity to submit a dissenting opinion or clarification in writing for inclusion in the minutes.

PART II COLLEGE GOVERNANCE COUNCILS / (CC)

College Council (CC)

Committee Chair: College President

The primary role of the College Council is to advise the President on college policy and procedural matters. The College Council also advises the President to advocate at District level on college wide issues.

- The role of the council in the budgeting process is to review and recommend budget and planning through its established committees.
- The council will annually review existing college councils and, where appropriate, make recommendations on the charge and membership of such councils.
- The council will maintain a handbook of its charge, responsibilities, and membership which will be reviewed and updated annually.
- The council agenda, minutes and handbook will be made available on the college website.
- The council will periodically review and update the college mission statement.
- The council will maintain and update the MJC Strategic Plan at least every five years.
- The council will have primary responsibility for institutional effectiveness.
- The council serves as a forum for the discussion of the concerns of college constituent groups.
- The council will support the legal responsibilities of all constituent groups.

The College Council has a role in decision-making:

- Any member may propose an item for an agenda. Effective discussions require that appropriate documentation be sent out with the agenda or in advance.
- Decision-making is by consensus, defined as a decision that all Council members either agree with or can live with, or by simple majority vote of members present.
- All decisions are documented by the meeting minutes.
- Decisions typically require a first and second reading. A decision can be reached at first reading if a written rationale is presented and agreed upon by consensus and suspension of the rules.
- On matters subject to negotiations, the Council will not be a forum for discussion, although the need for union involvement can be recognized by the Council in discussing a matter that may need to be referred to YFA or CSEA.
- Council minutes will be posted on the web where they are available to all interested parties.
- Council member reports will be expected to be submitted in writing and may be posted on the web by direction of the Council.

<p>College Council Membership:</p> <p>Chair College President</p> <p>Faculty</p> <ul style="list-style-type: none"> • Academic Senate 4 • YFA 2 <p>Staff</p> <ul style="list-style-type: none"> • CSEA 3 • CSAC 1 <p>Students</p> <ul style="list-style-type: none"> • Student Senate 3 <p>Administration</p> <ul style="list-style-type: none"> • President Chair • Vice President Instruction • Vice President Student Services • Vice President Administrative 	<p>Services</p> <ul style="list-style-type: none"> • LTAC 1 • Dean 1 <p>Council Representatives 5 One individual selected to represent each college governance council</p> <p>Committee Representatives 4 One individual selected to represent each college standing committee</p> <p>*With the exception of Student Senate, members will be appointed by constituent groups with overlapping two year terms with the option of reappointment.</p>
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PART II COLLEGE GOVERNANCE COUNCILS / (AC)

Accreditation Council (AC)

Responsibilities

The AC will make recommendations to the College Council on the following:

- Annual ACCJC reports
- Self Evaluation
- Midterm, follow-up, and special reports to ACCJC
- Culture of accreditation
- Student Learning Outcomes

Charge

- To develop, implement, monitor, review, evaluate, and revise college accreditation activities in accordance with the college mission, vision, and college goals.
- Serve as the steering committee for the accreditation process.
- Provide leadership in the development, planning, preparation, supervision and completion of the accreditation self evaluation.
- Promote a campus culture that is concerned about accreditation.
- Support the legal responsibilities of all constituency groups

<p>Membership</p> <p>Faculty</p> <ul style="list-style-type: none"> • Academic Senate President Co-Chair • Academic Senate Faculty Accreditation Chairs • Academic Senate Faculty Standard Co-Chairs 4 <p>Staff</p> <ul style="list-style-type: none"> • CSEA 2 • CSAC 1 <p>Students</p> <ul style="list-style-type: none"> • Student Senate 2 	<p>Administration</p> <ul style="list-style-type: none"> • Administration Standard Co-Chairs 4 • Vice President Instruction Accreditation Liaison Officer Chair <p>Communication and Reporting Procedure</p> <p>Meetings are to be held regularly to fulfill responsibilities and charge</p> <p>Agenda and Minutes are posted on the college website</p>
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Facilities Council (FC)

Charter:

The charge of the Facilities Council (FC) is to provide input and monitor activities and changes related to the physical plant and grounds of the college to ensure a healthy, safe, and aesthetically pleasing environment. This includes analysis and prioritization of all capital projects including remodels, new construction, and repurposing/reassignment of space. The Facilities Council will make recommendations to the College Council, committee members report to their constituent groups and will ensure that decisions and information be made available to the campus community.

- Develop and monitor the facilities and maintenance plans and supporting budgets.
- Cooperate with the Director of Facilities Planning & Operations regarding all aspects of construction projects, planning, revision, and completion.
- Review and interpret research data related to facilities development and space utilization.
- Promote the use and understanding of data as a basis for facilities decision- making.
- Make recommendations and identify priorities for technology issues related to facilities development.
- Develop, implement, review and revise policies for facilities use in coordination with Central Services.
- Support the legal responsibilities of all constituency groups.
- Campus safety committee to ensure health and safety.

B. Meetings:

Monthly meetings will be held according to a schedule established for each year at the end of the previous academic year.

<p>C. Membership:</p> <p>Co-Chair Vice President Administrative Services</p> <p>Co-Chair Faculty appointed by the Academic Senate</p> <p>Faculty</p> <ul style="list-style-type: none"> • Academic Senate 2, one each from East and West Campuses • YFA, 1 either East or West Campus <p>Staff</p> <ul style="list-style-type: none"> • CSEA 2 • Campus Facilities and Events Coordinator • CSAC, 1 either East or West Campus 	<p>Students</p> <ul style="list-style-type: none"> • Student Senate, 2 <p>Administration</p> <ul style="list-style-type: none"> • Dean, 1 <p>Ex Officio</p> <ul style="list-style-type: none"> • Director of Facilities, Planning & Operations • Director of Campus Safety • Campus Operations Manager • Campus ADA Coordinator • Risk Management Specialist • Director of Technology and Media Services
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Instruction Council (IC)

Charge

- Ensure that the Education Master Plan is integrated into college planning processes.
- Maintain and implement Board Policy, State Law, Education Code and standards of accreditation.
- Assure that instruction is carried out as approved by the Curriculum Committee and that Outcomes Assessment is in compliance with accreditation standards.
- Enrollment management
- Ensure completion of Program Review and prioritization of Resource Allocation requests to assure student and community needs are being met.
- Discuss and respond to emerging needs within the institution and the external community
- Engage in institutional strategic planning and budget development
- Engage in self-evaluation of IC for continuous quality improvement of processes.
- Support the legal responsibilities of all constituent groups.

Responsibilities

The IC will make recommendations to the College Council on the following:

- Educational Master Plan
- Instructional Program Planning and Development
- Student Learning Outcomes
- Program Review
- Program Viability
- Enrollment Management
- Budget Development
- Instructional Technology Planning

<p>Membership</p> <p>Faculty</p> <ul style="list-style-type: none"> • Academic Senate 9 (1 from each division with one selected as Co-Chair) • YFA 1 <p>Staff</p> <ul style="list-style-type: none"> • CSEA 2 • CSAC 1 <p>Students</p> <ul style="list-style-type: none"> • Student Senate 2 	<p>Administration</p> <ul style="list-style-type: none"> • Deans 3 • Vice President of Instruction Chair • LTAC (MJC) 1 <p>Communication and Reporting Procedure</p> <p>Meetings are to be held regularly to meet responsibilities and charge. Agenda and minutes are posted on the council web site.</p>
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Resource Allocation Council (RAC)

A. Charter:

The Resource Allocation Council makes recommendations to the College Council regarding the college’s processes for institutional budget development. Recommendations are based on RAC Guiding Principles of stewardship, integrity, institutional decision-making, strategic resource allocation, responsiveness to need, use of consistent data, leverage of current resources, timeliness, assessment, and communication. These responsibilities include:

- The development, articulation and implementation of a process by which unit program reviews and the College’s annual strategic goals are linked to resource allocations
- Recommend institutional budget allocations and expenditures priorities established through budget development process
- Participation in the review/revisions of the college’s Master Plans
- Support of the legal responsibilities of all constituent groups related to resources

B. Responsibilities:

- College budget development
- Budgetary master planning
- Budgetary support of Student Learning Outcomes
- Fiscal review of technology planning

C. Meetings:

Twice monthly during academic year and summer months as needed

<p>Membership</p> <p>Faculty</p> <ul style="list-style-type: none"> • Academic Senate 4 • YFA 2 <p>Staff</p> <ul style="list-style-type: none"> • CSEA 2 • CSAC 1 <p>Students</p> <ul style="list-style-type: none"> • Student Senate 2 	<p>Administration</p> <ul style="list-style-type: none"> • Vice President of Administrative Services <p>Chair</p> <ul style="list-style-type: none"> • Vice President of Student Services • Vice President of Instruction • President • Deans 2 • Director, Grants & Resource Development
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PART II COLLEGE GOVERNANCE COUNCILS / (SSC)

Student Services Council (SSC)

The Student Services Council provides a forum for strategic problem solving and sharing best practices related to the provision of services to students. The council convenes to share, review and discuss information related to their respective functional areas and make recommendation to College Council.

Charge:

Provide leadership, to ensure quality student services and programs that support student access, equity and success.

1. Promote an environment that enhances students' academic success
2. Facilitate information sharing and coordination among instruction and student services programs, projects and grants
3. Support the legal responsibilities of all constituent groups

Vision:

To provide exemplary services that support, inspire, and empower students to achieve their goals.

Mission:

To provide services and programs in partnership with other areas of the college and the community that will maximize each student's success.

Core Values:

Across all student services offices, we value:

- Access • Diversity • Honesty • Innovation • Integrity • Kindness • Respect • Trust

Responsibilities:

The SSC will make recommendations to the College Council on the following:

- Student Equity Plan
- Student Learning Outcomes
- Program Review of services
- Budget Development for student services
- Student Access
- Student Success
- Technology planning for student services

<p>Membership</p> <p>Faculty</p> <ul style="list-style-type: none"> • Academic Senate 4 • YFA 1 <p>Staff</p> <ul style="list-style-type: none"> • CSEA 2 • CSAC 1 <p>Students</p> <ul style="list-style-type: none"> • Student Senate 2 <p>Administration</p> <ul style="list-style-type: none"> • Vice President of Student Services Chair 	<ul style="list-style-type: none"> • Dean of Counseling and Student Services • Dean of Matriculation, Admissions, and Records • Associate Dean of Special Programs • Division Dean 1 <p>Communication and Reporting Procedure Agenda and Minutes are posted on the Website</p>
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PART II COLLEGE COMMITTEES

College Committees

There are four college committees at MJC:

- Student Success and Equity Committee
- College Technology Committee
- Distance Education Advisory Committee
- Professional Development Coordinating Committee

These committees perform organizational functions that benefit the college community, and they serve as recommending bodies to the College Council, Accreditation Council, Facilities Council, Instruction Council, Resource Allocation Council, Student Services Council, and other areas of the college within their respective charges.

In some instances, workgroups (charged with a long-term project with college-wide impact) or task forces (charged with a study or completion of a specific short-term task) may be employed to focus on a particular issue within the committee's charge.

Student Success and Equity Committee

Charge:

The Committee is responsible for recommending the planning, implementation, monitoring, evaluation, and effectiveness of the following: Student Success and Support Program, Student Equity Plan, Basic Skill Initiative. Also, the Committee will consider the implications and disseminate information regarding: AEBG Legislation (including Adult Education, Career Development and College Preparation (CDCP), Credit/Non-Credit coursework and vocational pathways).

Meetings:

Minimum once a month during academic year and as needed, including over the summer.

Membership:

Minimum membership of:

- 1 Administrator
- 1 Faculty
- 1 Staff
- 1 Student
- 1 Professional Development Committee Liaison
- 1 Human Resources Liaison

<p>MODESTO JUNIOR COLLEGE PRINCIPLES OF COMMUNITY:</p> <p>Diverse: We affirm and embrace diversity and its many forms, striving for a community of inclusiveness.</p> <p>Open: We are committed to an open environment that values the free exchange of ideas, as well as intellectual discourse and inquiry. We realize this endeavor necessitates mutual respect, trust, and consideration for our differences.</p> <p>Purposeful: We share a commitment to service, community engagement, and education.</p> <p>Caring and Just: We promote understanding, civility, dignity, and equitable access to resources and recognition.</p> <p>Unique: We celebrate the contributions and uniqueness of our community and its individual members.</p>

College Technology Committee

The College Technology Committee has a broad focus on all campus technologies: administrative, instructional, student support, desktop, mobile computing, and other technologies.

Charter:

The College Technology Committee serves as a resource and makes recommendations to the college governance councils and communicates to the campus regarding the direction and evaluation of technology-related decisions campus-wide, including:

- faculty, staff and student training and support
- prioritization of technology resource allocations based on Program Review
- minimum standards for campus technology
- initiatives contributing to a campus-wide culture of innovative learning enhanced by technology

Meetings:

Twice monthly during academic year and as needed

Membership:

Administrative oversight: VP of Administrative Services

College administrators, Academic Senate and Classified Staff Advisory Council (CSAC) appointees; one representative from each campus unit; college and district individuals who work regularly with technology, Student Senate representative

Terms:

Academic Senate, CSEA, and College Unit appointees will serve a term of two years on the CTC. Student Senate representatives will serve a one year term. Administrators with direct oversight of college technology initiatives will be permanent committee members.

Distance Education Advisory Committee (DEAC)

Charge:

The Distance Education Advisory Committee provides ongoing coordination of the college's activities related to distance education policies, priorities, standards, resource allocation, planning, and implementation. The committee also provides input to the YCCD Technology Coordinating Committee, College Technology Committee, Student Services Council, and Instruction Council.

Areas of Responsibility:

The committee makes recommendations to college administrators, faculty and staff regarding the direction and evaluation of distance education related decisions campus wide, including:

- Development, implementation, evaluation, and ongoing refinement of DE Plan
- Analysis and communication of applicable standards and guidelines (e.g., ACCJC Distance Learning Manual, Distance Education Guidelines from the California Community Colleges Chancellor's Office) to determine and support MJC compliance
- Conducting regular surveys to determine MJC DE practices, strengths, and gaps
- Recommending faculty, staff and student training and support
- Setting minimum standards for Distance Education delivery
- Reviewing and recommending the delivery of online student services
- Communication with the Academic Senate on topics relevant to Academic Senate purview over academic and professional issues, including curriculum, faculty professional development, educational program development, student preparation and success, relevant planning and budget development, etc.

Meetings:

Monthly during academic year and as needed.

Membership:

Administrative oversight: Dean overseeing Distance Education

The Committee will be co-chaired by the administrator overseeing DE and the Faculty Instructional Design Coordinator.

COLLEGE COMMITTEES / (DEAC) PART II

The Committee will include:

1. Two Instructional Deans
2. Four Academic Senate-appointed faculty representatives to include one from Library and one from Counseling
3. A YFA representative
4. A Curriculum Committee representative, recommended by the Curriculum committee and appointed by the Academic Senate.
5. A Student Services representative
6. Distance Ed Office Staff
7. Two CSEA-appointed classified staff representatives
8. Two Student Senate representative
9. Director of Media and IT
10. An IT representative from Central Services

Terms:

Academic Senate, CSEA and College Unit appointees will serve a term of two years on the DEAC. Student Senate representatives will serve a one year term. Staff with direct responsibility affecting DE initiatives will be permanent committee members.

Professional Development Coordinating Committee (PDCC)

MISSION:

The Modesto Junior College Professional Development Coordinating Committee (PDCC) supports the ongoing professional growth of all employees through collegially planned teaching and learning opportunities that promote continuing education, equity, diversity, personal and career advancement, and civic engagement in support of the institution's Mission and Strategic Plan.

CORE VALUES:

- **Accountability:** PDCC commits to developing a professional development program that utilizes ongoing assessment and careful analysis of data to modify and improve program components to reach desired results. It will establish a repository of training and resource materials that are readily available to all employees.
- **Diversity and Equity:** PDCC supports a college environment of diverse ideas by collaborating with constituent and community groups to develop and provide ongoing diversity and multi-cultural training for all employees.
- **Effective Communication:** PDCC fosters collaboration and communicates with college constituencies, district departments, and other college committees to assess needs, coordinate scheduling, disseminate information, and evaluate professional development activities.
- **Excellence:** PDCC is committed to providing high-quality on-going professional development opportunities that are based on access to research and best practices. By enhancing professionalism within the campus community, the college utilizes the expertise of our own staff and faculty as teachers and trainers.
- **Innovation:** PDCC embraces change, remains flexible, and is open to taking advantage of internal and external resource opportunities as they emerge in order to foster institutional support of ongoing professional development for all employees.
- **Student Success:** A sustained investment in quality professional development for all faculty, staff and administrators provides employees with the skills to transform lives and increase student success while meeting student learning, program and institutional outcomes.

CHARGE of the Committee:

- Coordinate the college wide professional development processes, resources and activities, incorporating recommendations from faculty, classified and management advisories and other college constituencies.

COLLEGE COMMITTEES / (PDCC) PART II

- Ensure that appropriate professional development opportunities exist to support the identified needs of faculty, classified and management staff.
- Design and disseminate a variety of professional development resources in various delivery modalities.
- Develop external relationships and funding to support professional development initiatives and operations.
- Provide a communications network to facilitate the campus-wide exchange and dissemination of information regarding professional development needs, opportunities and events.
- Facilitate the dissemination of information about and the availability of resources to support departmental or division-sponsored professional development opportunities.
- Evaluate the effectiveness of activities and opportunities offered by the Professional Development Coordinating Committee.
- Conduct periodic needs assessments regarding professional development procedures and activities.
- Coordinate with the Academic Senate Faculty Professional Development Committee on issues relating to faculty professional development.
- Facilitate training for effective participation in decision-making for all constituents, including legal responsibilities.

STRUCTURE of Professional Development Coordinating Committee

Tri-Chair

Academic Senate (Chairperson, AS Committee for Professional Development)
Administrator (Representative, College Management Committee)
Classified (Chairperson, Classified Staff Advisory Committee)
Regular Members: Academic Senate (2)
Yosemite Faculty Association (2) Administrators (2) Classified (2: 1 CSEA, 1 CSAC)
Title V representative (1)
Instructional Resource Center/Technology (1)
Student Success and Equity Committee (1)

Members serve for a two-year term and are appointed by their constituent groups to serve on the Professional Development Coordinating Committee.

PARTICIPATION in College Standing Committees and Councils.

Committee for Diversity and Community

MEETINGS:

Meetings are scheduled monthly on the first Wednesday of the month.

Effective Practices for Council Chairs and Members

Council membership is governed by the charge of each council and the constituent groups on campus. Each council will include a representative of each constituent group in order to truly reflect participatory governance and inclusive decision-making.

We, at Modesto Junior College, value participation as a means to provide equal access to all staff, faculty, and administrators on matters that affect our institution. We believe that each participant brings different skills and gifts to the table, improving our discussion of issues which affect our students and our working environment.

Our college values all members within a committee. All members can expect;

- The right to be heard, fully without interruption or prejudice
- The right to conflict, bringing issues to the table which will better our college, our community, or our working conditions
- To cooperate with colleagues, despite political or pedagogical differences
- College governance councils exist to address issues that affect our college. Our goal is not to push forward a personal conviction, but to develop collegial relationships. We see conflict as opportunities to identify problems and seek solutions to benefit our community as a whole.

Our college governance councils should adapt to changing structures or needs within the college. New leadership in constituent groups should acknowledge the existing councils structure, proposing changes through the appropriate channels and be widely vetted to support full participation of constituent groups.

Council Members

1. Each member brings a unique perspective to the table, adding value to each council and college governance.
2. Each member should be prepared for meetings in advance;
 - Access to all materials
 - Research relevant contract, policies, governance structures which affect issues on the agenda
 - Research sister colleges, cohorts, and constituencies in order to add a broader perspective of the issue and identify possible alternatives
3. Each member values the time commitment of all members on a council. Members will use due diligence to bring key issues to the table in a timely manner where all members can be fully informed and each council can function in its most efficient and effective manner.
4. Each member acts in Good Faith--bringing areas of concern to the table, valuing conflict to problem-solve and work towards the common good.
5. Each member will locate a substitute if absent to not derail council work.
6. If strategic decisions are slated for the agenda, each member will give advance warning of absence in order to guarantee a quorum and not derail progress due to their absence.
7. If a constituent group member is absent without verification for two meetings, the constituent group will be notified and select an alternative member to represent the group.
8. Each member recognizes that attendance and participation fosters relationship- building.

PART III EFFECTIVE PRACTICES FOR COUNCIL / COMMITTEE CHAIRS / MEMBER

9. Members represent constituent groups and should avoid personal comments that do not represent that membership.
10. Chair of the council has the responsibility to encourage courteous, constructive, and professional conduct.
11. Each member has open access to the chair of the council to voice concerns.

Chair: The chair of each council has the following responsibilities:

1. To move the agenda and ask for discussion to create efficient, informative meetings.
2. Maintain a focus on the college mission, college goals, and student learning in decision-making.
3. To facilitate meetings – locating areas of concern requiring resolution, seeking common ground rather than set a personal agenda.
4. To recognize that decisions and outcomes take time to develop. True collaboration always checks-in with each constituent group in order to see the possible consequences that decisions may have upon the campus community.
5. To utilize the skill set of members to benefit the whole committee and college. Members with knowledge of Education Code, Title V, constituent contracts, accreditation standards and Board policy and procedure are encouraged to add to the conversation.

Voice and Role of the Individual (How the Individual Can Get Involved)

Modesto Junior College invites your participation in its shared governance processes whether you are an employee or student.

Administrators, faculty, staff and students are encouraged to take an active role in their appropriate unit or constituency groups, college governance councils, and committees. Committees, such as initiative groups, and constituency committees, such as union representative councils, provide an excellent opportunity to make a contribution to the institution's shared governance.

MJC's college wide councils are comprised of members that are elected, appointed, or position based, but one does not need to be a member to participate. These college wide councils are open to everyone.

Any member of the community can attend a committee and can make his or her voice heard. An individual may contact the respective council chair. Many councils and committees allow debate following Robert's Rules of Order. At these meetings one must wait for acknowledgment and permission from the chairperson to enter the discussion. Some councils, committees, and boards only allow discussion from voting members and invited guests during business. These meetings must provide an open comments item on the agenda, where anyone can speak. It is advisable in both cases to let the chairperson know who you are and that you would like to speak about, so that they can provide you with that opportunity. If you have an item you feel should be placed on an agenda it is appropriate to contact the chairperson(s) of that committee in advance. The chairperson will let you know whether your item will be on the agenda, or whether you will need to bring the item as an open comment.

APPENDIX

Title 5, CCR §53200

5 CCR § 53200

Cal. Admin. Code tit. 5, § 53200

Barclays Official California Code of Regulations Currentness

Title 5. Education

Division 6. California Community Colleges

Chapter 4. Employees

Subchapter 2. Certificated Positions

Article 2. Academic Senates

§ 53200. Definitions.

For the purpose of this Subchapter:

(a) "Faculty" means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.

(b) "Academic senate," "faculty council," and "faculty senate" means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term "academic senate" also constitutes reference to "faculty council" or "faculty senate."

(c) "Academic and professional matters" means the following policy development and implementation 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 or policies regarding student preparation and success;
- (6) district and college governance structures, as related to faculty roles;
- (7) faculty roles and involvement in accreditation processes, including self-study and annual reports;
- (8) policies for faculty professional development activities;
- (9) processes for program review;
- (10) processes for institutional planning and budget development; and
- (11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

(d) "Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

- (1) relying primarily upon the advice and judgment of the academic senate; or
- (2) agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

Note: Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code.

HISTORY

- 1. Amendment of NOTE filed 11-4-77; effective thirtieth day thereafter (Register 77, No. 45).
 - 2. Amendment of NOTE filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18)
 - 3. Amendment filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code section 70901.5(b)
 - 4. Relocation of article 2 heading filed 5-15-93; operative 6-4-93 (Register 93, No. 25)
 - 5. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).
 - 5 CCR § 53200, 5 CA ADC § 53200
- This database is current through 8/31/12 Register 2012, No. 35

Title 5, CCR §51023.5

Barclays Official California Code of Regulations Currentness
 Title 5. Education
 Division 6. California Community Colleges
 Chapter 2. Community College Standards
 Subchapter 1. Minimum Conditions
 § 51023.5. Staff.

(a) The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:

(1) Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this section, management and non management positions or groups of positions shall be separately defined or categorized.

(2) Participation structures and procedures for the staff positions defined or categorized.

(3) In performing the requirements of subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee

APPENDIX

organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the A participation of staff, and provide opportunities for staff to express their views.

(4) Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.

(5) Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.

(6) The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.

(7) When a college or district task force, committee, or other governance group, is used to consult with staff regarding implementation of this section or to deal with other issues which have been determined to significantly affect staff pursuant to subdivision (a)(4), the appointment of staff representatives shall be made as follows:

(A) The exclusive representative shall appoint representatives for the respective bargaining unit employees, unless the exclusive representative and the governing board mutually agree in a memorandum of understanding to an alternative appointment process.

(B) Where a group of employees is not represented by an exclusive agent, the appointment of a representative of such employees on any task force, committee or governance group shall be made by, or in consultation with, any other councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation.

(C) When the task force, committee or governance group will deal with issues outside the scope of collective bargaining, any other council, committee or staff group, other than an exclusive agent, that the governing board has officially recognized in its policies and procedures for staff participation may be allowed to designate an additional representative. These organizations shall not receive release time, rights, or representation on such task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.

(D) In all cases, representatives shall be selected from the category that they represent.

(b) In developing and carrying out policies and procedures pursuant to subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code sections 3540, et seq., such procedures for staff participation shall not intrude

on matters within the scope of representation under section 3543.2 of the Government Code. Governing boards shall not interfere with the exercise of employee rights to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

(c) Nothing in this section shall be construed to impinge upon the policies and procedures governing the participation rights of faculty and students pursuant to sections 53200-53204, and section 51023.7, respectively. (d) The governing board of a community college district shall comply substantially with the provisions of this section. Note: Authority cited: Section 70901, Education Code. Reference: Sections 70901, 70901.2 and 70902, Education Code; and Sections 3540 et seq., Government Code.

HISTORY

1. New section filed 3-12-91 by Board of Governors of California Community Colleges with the Secretary of State operative 4-5-91. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b), (Register 91, No. 23).

2. Editorial correction of printing error in subsection (b) and HISTORY 1. (Register 91, No. 43).

3. Amendment of subsections (a)(1), (a)(3), (a)(5), (a)(7), (b), (c) and (d) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

4. Amendment of section and Note filed 5-16-2003; operative 6-15-2003. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2003, No. 27).

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5 CCR § 51023.5, 5 CA ADC § 51023.5

This database is current through 9/14/12 Register 2012, No. 37
Title 5, CCR §51023.7
Barclays Official California Code of Regulations Currentness
Title 5. Education
Division 6. California Community Colleges
Chapter 2. Community College Standards
Subchapter 1. Minimum Conditions
§ 51023.7. Students.

(a) The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:

(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.

(b) For the purposes of this Section, district and college policies and procedures that have or will have a “significant effect on students” includes the following:

- (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.

(c) The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

(d) Nothing in this Section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to the regulations on academic senates contained in Sections 53200-53206.

(e) The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this Section.

Note: Authority cited: Sections 66700 and 70901(b)(1)(E), Education Code. Reference: Sections 70901(b)(1)(E), 70902(b)(7) and 76060, Education Code.

HISTORY

1. New section filed 3-12-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91. Submitted to OAL for printing only pursuant to Education Code section 70901.5(b) (Register 91, No. 23).

2. Editorial correction of printing errors in subsections (a) and (b) and HISTORY 1 (Register 91, No. 43).

3. Amendment of subsections (a)(2), (a)(4), (b), (b)(10), (d) and (e) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).

5 CCR § 51023.7, 5 CA ADC § 51023.7

This database is current through 9/14/12 Register 2012, No. 37

YCCD Board Policy 7-8049

Academic Senates

The Board of Trustees recognizes the Academic Senates of Columbia College and Modesto Junior College as the bodies which represent the faculty in collegial governance related to “academic and professional” matters. Each respective senate is authorized to fix and amend by vote of the faculty the composition, structure and procedures of its senate. The Board or its designees will consult collegially on Academic and Professional matters that come before the Board for action. [Title 5 Section 53203(a)]

II. The Senate Presidents or their designees shall be provided the opportunity to address the Board regarding their concerns at regularly scheduled Board meetings. The Board of Trustees shall consider

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and respond to senate recommendations in an appropriate manner. While in the process of consulting collegially, the academic senates shall retain the right to meet with or to appear before the Board with respect to the views, recommendations, or proposals of the senates. In addition, after consultation with the administration of the college and/or district, the academic senates may present their views and recommendations to the Board [Title 5 Section 53203(c)], and will be given reasonable accommodation to do so.

III. The Board of Trustees shall “rely primarily” upon the advice and judgment of the Academic Senates in selected areas. “Rely Primarily” means the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted [Title 5 Section 53203(d)(1)]. If a recommendation is not approved, the Board or its designee shall promptly communicate in writing its reason to the respective senate(s).

These areas are:

- A. Curriculum, including establishing prerequisites and placing courses within disciplines
- B. Degree and certificate requirements
- C. Grading policies
- D. Faculty role and involvement in accreditation process, including the self---study and
- E. Policies for Faculty professional development activities

IV. The Board of Trustees shall reach “mutual agreement” between the Academic Senates and the Board on selected areas. “Mutual Agreement” means that recommendations shall be prepared by either the Academic Senates or the Board’s designee, and are subsequently ratified by both. If “mutual agreement” cannot be reached after good faith effort, existing policy shall remain in effect unless continuing with such policy exposes the District to legal liability or causes substantial fiscal hardship, which the Board shall promptly communicate in writing to the respective Senate(s).

These areas are:

- A. Education program development
- B. Student preparation and success
- C. Processes for program review
- D. Institutional planning and budget development processes
- E. District and college governance structures
- F. Others as may be mutually agreed upon by the Academic Senates and the Board of Trustees

Reference: *Education Code Sections C.A.C. Title 5, Section 53200 et. Seq.*

Adopted: June 28, 2004

YCCD Board of Trustees Policy 5400

Policy

The students of the District are authorized to organize student body associations. The Board hereby recognizes that those associations as the Associated Students of the District, Modesto Junior College and Columbia College.

The Associated Students organization is recognized as the official voice for the students in District and college decision-making processes. It may conduct other activities as approved by the Chancellor. The

Associated Students activities shall not conflict with the authority or responsibility of the Board or its officers or employees.

The Associated Students shall conduct itself in accordance with state laws and regulations and administrative procedures established by the Chancellor.

The Associated Students shall be granted the use of District premises subject to such administrative procedures as may be established by the Chancellor. Such use shall not be construed as transferring ownership or control of the premises.

Reference: *Education Code Section 76060*

Policy Adopted: 6/28/04

Procedure

Each College of the Yosemite Community College District shall have one Associated Students Organization.

Both day and evening student representatives shall be encouraged.

A governing body shall be elected that shall keep an account of its meetings, expenditures, authorizations and policies established.

A simple majority of the elected voting members of the Associated Students Organization governing body shall constitute a quorum.

Reference: *Education Code Section 76060*

Procedure Last Revised: 4/11/07

Terms, Acronyms, and Definitions

advisory committees — external stake-holders including community and business members who advise programs on campus

AB — Assembly Bill

ASMJC — Associated Students of Modesto Junior College

CCDC — College Committee for Diversity and Community

CCR T.5 — California Code of Regulations, Title 5 California Code pertaining to community colleges

College Council — main decision-making council on campus, advises president on college policy and district advocacy

committee — a group established to support fulfilling the college mission, meeting college goals, and carrying out strategic initiatives by making recommendations to the college governance councils on those areas of responsibility as designated

council (college governance council) — a participatory governance group of MJC which includes representation of all constituencies that serves to make recommendations as part of the decision-making process of the college

CSAC — Classified Staff Advisory Council

CSEA — California School Employees Association

CSU — California State University

CTE — Career and technical

DE — Distance education

EMP — Educational master plan

environmental scanning — social, demographic, economic and technical trends that influence the climate of the college

ex-officio — membership granted on a committee by virtue of the person's office or position on campus

external stake-holders — constituency groups outside of college employees with an interest in the college's planning and decision-making

fact-based decisions — decisions in which all participants get access to the same data and reports

TERMS, ACRONYMS, AND DEFINITIONS

FMP — Facilities master plan

good faith effort — mutually productive dialogue that is based on respect, trust, and a willingness to seek and give information in an honest fashion

living document — a document that undergoes continuous updates and refinements

LTAC — Leadership Team Advisory Council

MOU —Memo of understanding between district and bargaining groups

participatory governance —process that involves faculty, staff and students in decision-making

PDCC —Professional Development Coordinating Committee

program review (PR) —cyclical evaluation of programs in academic, vocational, administrative or project units

RAC — Resource Allocation Council

Robert’s Rules of Order Newly Revised — guidelines for running meetings including recognizing speakers and facilitating motions/votes, writing bylaws, etc (handbook available online)

SSC — Student Services Council

standing committees — permanent committees

strategic plan — framework for implementing the college mission, values, and goals

task force — a micro-group of a committee charged with a study, or to complete a specific short- . term task on a particular issue within the committee’s charge

Title 5 —California Code of Regulations, section on education

workgroup —a sub-group of a committee charged with a long-term project with college-wide impact on a subject within the committee’s charge

YFA —Yosemite Faculty Association