

COLLEGIALITY IN ACTION

Fundamentals of Effective Participation

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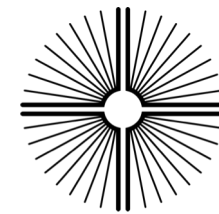
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ACADEMIC SENATE
for California Community Colleges



Community College League
OF CALIFORNIA

Context

In every college, situations arise regarding the respective roles of key players in governance. We are here primarily to address:

- The relationships between the academic senate, administrators, and the board of trustees;
- How these groups work constructively with students, classified staff, and faculty unions to assure collegial governance of the institution.

Scenario #1 (from *Scenarios to Illustrate Effective Participation in District and College Governance*)

The administration met over the summer to discuss college reorganization. When faculty returned in the fall, they were presented with a draft plan which merged discipline departments into new divisions. The merged division offices were to be separated into two locations. In one location would be the classified staff and the faculty mailboxes and in the other location would be the offices of the division deans. The stated purposes of the draft plan were to

- 1) enable student services and instruction to work together in an integrated fashion,
- 2) commingle faculty from the general education and career education disciplines, and
- 3) balance the workload of the division deans.

Scenario #1: Issues and Guidance

- Issue: Does this plan constitute a change in the faculty roles in governance (and possibly other academic and professional matters) or just a reordering of the administrative organizational chart and new physical location of staff, or both?
- Citation: **Title 5 §53200(c)(6)** lists district and college governance structures, as it relates to faculty roles, as an academic and professional matter. **Education Code 70902(b)(4)** gives the governing board the power to “Employ and assign all personnel not inconsistent with the minimum standards adopted by the board of governors...” Paragraph (d) of that section allows “delegating the power to the district's chief executive officer or any other employee or committee as the governing board may designate...” The question thus comes down to determining whether the proposal alters the governance role of faculty or just reorganizes divisions under the rights of assignment which the governing board has delegated to the CEO.

A Little Bit of History—The CCC Mission

1988

■ AB 1725 (Vasconcellos) sets the following mission priorities:

- Lower Division Arts and Sciences
- Vocational and Occupational Fields
- Remedial Instruction
- Adult Noncredit Education
- Community Service Courses and Programs

A Little Bit of History—The CCC Mission

1996

- “Advancing California’s economic growth and global competitiveness through education, training and services that contribute to continuous workforce improvement” added to mission.

AB1725: Redefining Our System

- **What did AB 1725 do?**

- Funding system changed
- Mission priorities set
- Established faculty qualifications, tenure periods, evaluation processes
- Set goal of 75% full-time faculty
- Funding for professional development
- Diversity goals set
- Delineated governance and decision-making

Effective Participation and Collegial Consultation

- “ ... not a simple process to implement – goodwill, thoughtful people, a willingness to take risks and the ability to admit problems exist – can go far toward establishing a positive environment...
- The central objective should be creation of a climate where energy is devoted to solving crucial educational tasks and not turf battles over governance.”

• CCCT/CEOCCC Policy Paper, December 1989

Title 5 Terminology: Effective Participation

- Participating effectively in district and college governance is shared involvement in the decision-making process.
 - It does not imply total agreement;
 - The same level of involvement by all is not required; and
 - Final decisions rest with the board.

Benefits and Values of Our Governance System

- Expertise and analytical skills of many
- Understanding of objective/decisions
- Commitment to implementation
- Leadership opportunities
- Promotion of trust and cooperation
- Opportunities for conflict resolution
- Less dissent
- Greater transparency

Challenges of Our Governance System

- Participation by individuals with limited expertise
- Time away from other duties
- Can require considerable time for decision
- Shared accountability
- Differing expectations and understanding
- Potential conflict if board/designee rejects recommendation

Education Code

- Board of Governors shall establish "minimum standards" and local governing boards shall "establish procedures not inconsistent" with those standards to ensure the following:
 - Faculty, staff and students have the right to participate effectively in district and college governance
 - The right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

• Education Code Sections 70901 and 70902

Regulation: Academic Senate Role

- (a) The governing board shall adopt policies for appropriate delegation of authority and responsibility to its academic senate.
- ...providing at a minimum the governing board or its designees consult collegially with the academic senate when adopting policies and procedures on **academic and professional matters**.

Title 5 § 53203

Regulation: Academic Senates

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

- Title 5 § 53200

Questions on Collegial Consultation

- Who decides which of the two processes in the regulations, “rely primarily” or “mutual agreement,” should be used on a given issue?
- Must a local board select only one procedure for addressing all ten of the identified academic and professional matters, or can there be a different approach used for the different matters?

Questions on Collegial Consultation

- If the governing board chooses the option to "rely primarily" on the advice of the academic senate on a specific issue, is the board required to accept the recommendation of the senate?

Table Discussion

The Guided Pathways Committee at college A is chaired by a faculty member and made up of a diverse group (deans, staff, faculty and students) from the college community. Through a collaborative process the GP Committee developed the Areas of Emphasis for the college's guided pathways. The committee's recommendations were supported by the Academic Senate but were significantly modified by the College Governance Council prior to being sent to the Board of Trustees for approval. The College Governance Council did not vet the changes with the Academic Senate.

As the CEO of the college how would you address this issue?

As the Academic Senate President how would you address this issue?