



HARTNELL COMMUNITY COLLEGE DISTRICT

PARTICIPATORY GOVERNANCE CHARTER

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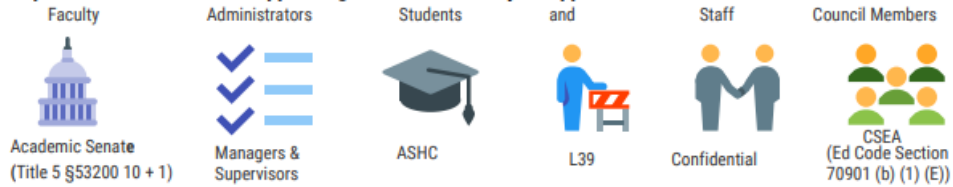


Hartnell College Participatory Governance System

Decision Making Model & Timeline

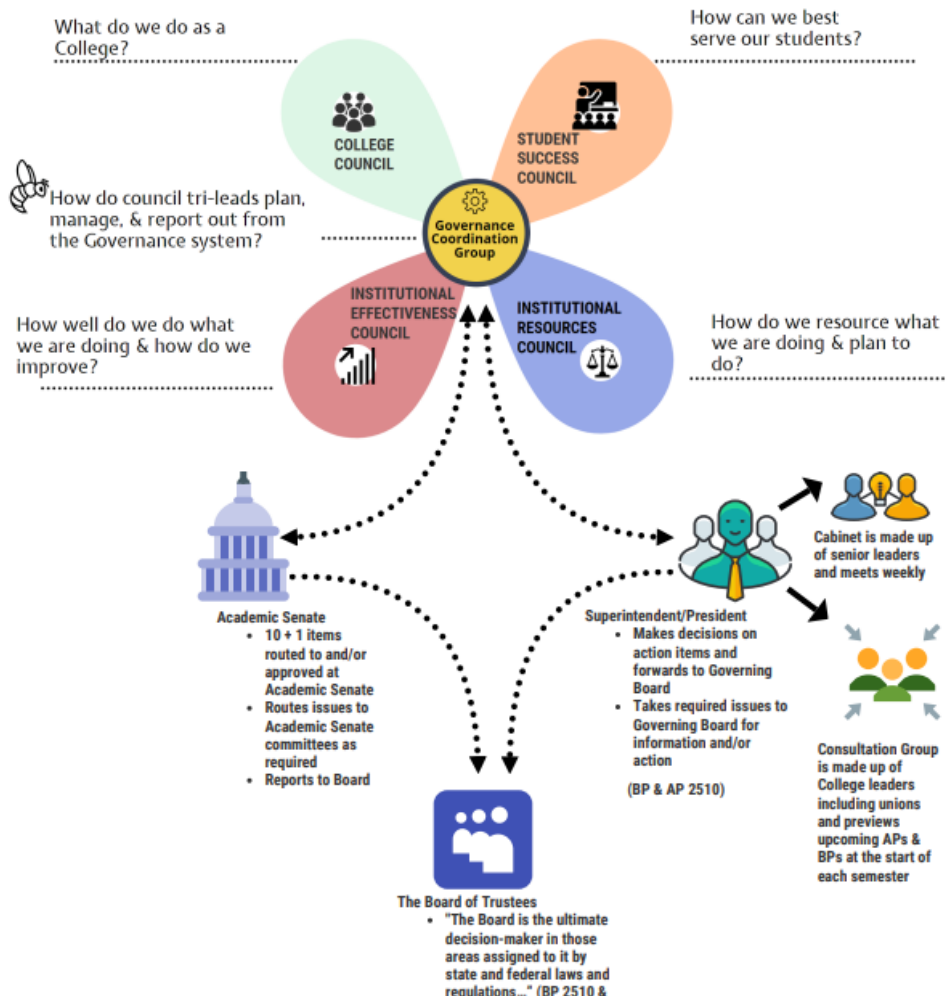
SPRING SEMESTER PLANNING FOR NEXT ACADEMIC YEAR:

Superintendent/President & appointing bodies make two-year appointments



ACADEMIC YEAR WORK FALL & SPRING:

Four councils meet monthly & may establish and disband committees and task forces to handle issues within their respective purview



VISION, MISSION, AND VALUES STATEMENTS

<https://www.hartnell.edu/about/vision-mission-and-values-statement.htm>

STRATEGIC PLAN 2019-2024 CORE OUTCOMES

Core Outcome 1 – Degree/Certificate Completion

Core Outcome 2 – Degree/Certificate Completion Efficiency (Units & Time)

Core Outcome 3 – Transfer to Four-Year Institutions

Core Outcome 4 – Student Employment Following Training and/or Degree/Certificate Completion

Definitions for Participatory Governance

Participatory Governance, Operations, and Collective Bargaining

Participatory governance is one of three complementary processes which function within the College. Whereas the administrative process deals with operational issues, and the collective bargaining process deals with contractual matters and working conditions, the participatory governance process provides the means by which all members of the College community—students, faculty, staff, and administrators—can contribute collaboratively to student success and participate in the institution’s growth and development.

Groups That May Engage in Participatory Governance

AP 2510 delineates groups of students and employees that may participate in local decision-making as officially recognized by the governing board, and therefore may appoint members to deliberative bodies or otherwise engage in participatory governance.

Academic Senate Through collegial consultation, the governing board relies primarily upon its advice and judgment for specified academic and professional matters (10+1).

Decision-Making Terminology

Quorum is the minimum number of members who must be present for the deliberative body to take action.

Action is a recommendation to the superintendent/president or their designee.

Decision is a determination or choice made as a result of or outside of participatory governance deliberations by the superintendent/president or their designee, and/or the governing board, that may lead to implementation.

Deliberative Bodies That May Take Action on Participatory Governance Issues

Executive Cabinet is the senior-level administrative group that advises the superintendent/president.

Council is a standing deliberative body with membership consisting of appointed students, faculty, staff, and administrators within the participatory governance structure.

Committee is a standing deliberative body with a specialized role that reports to a specific council within the participatory governance system.

Task force is a temporary group that works on an assigned problem or project within the participatory governance system, and serves as an ad hoc subcommittee of and reports to a specific council, or alternatively a senior-level administrator.

Groups That Deal with Issues Outside of the Participatory Governance Process

Collective bargaining unit is officially recognized by the governing board as a union that exclusively represents an employee group as defined by collective bargaining law. The collective bargaining

process deals with contractual matters and working conditions outside of the participatory governance process.

Operational group is an administrative entity that deals directly with College operations by implementing decisions through established board policies and administrative procedures under the direction of one or more administrators. The administrative process deals with operational issues outside of the participatory governance process.

OVERVIEW OF THE PARTICIPATORY GOVERNANCE SYSTEM

- The Governance Coordination Group (GCG) coordinates and provides oversight for the work of all four councils--the College Council, the Institutional Effectiveness Council, The Institutional Resources Council, and Student Success Council--so that the participatory governance system as a whole remains focused on shared student-centered goals, optimizes efficiency, avoids redundancies, and ensures clear communication between the councils and to the College.
- Each of the four councils is led by administrator, faculty, and staff tri-leads chosen by each council from its membership. All three tri-leads from each council come together to make up the membership of the Governance Coordination Group
- Governance meetings are held remotely in order to promote equity in the governance system on all campuses. Guests are encouraged to attend.
- The GCG and each of the four councils will meet once a month during the academic year. Additional meetings may be called if deemed necessary.

GOVERNANCE COORDINATION GROUP

PURPOSE OF GCG: The Governance Coordination Group keeps the participatory governance system organized and focused on strategic governance agenda.

MEMBERSHIP OF GCG

- All three tri-leads (one administrator, one faculty member, and one staff) from each of the four governance councils: College Council tri-leads, Institutional Effectiveness Council tri-leads, Institutional Resources Council tri-leads, and Student Success Council tri-leads (term determined at Council level).
- The council tri-leads will rotate responsibility for facilitating GCG meetings.

RESOURCES FOR GCG

- Academic Senate Vice President or designee attends one meeting per semester and/or is available for consultation for assistance with properly routing 10+1 issues (available for consultation)
- ASHC President or designee attends one meeting per semester and/or is available for consultation for assistance with providing the student perspective.

RECEIVES INFORMATION FROM

- The following sources appropriate to the work of the College's participatory governance system, including but not limited to employees, students, other college councils and/or committees
- Superintendent/President routes participatory governance issues to GCG

REPORTS TO/RECOMMENDATIONS

- Routes issues/items to and among participatory governance councils
- Reports back to the College via Governance Coordination Group Strategic Agenda Spreadsheet published on the website; the spreadsheet is used to route, track, and report on items through the participatory governance system.
- When appropriate, recommends proposed agenda items be rerouted from governance:
 - Routes items that may have the potential for college wide implications or impact to recorded town halls for appropriate dissemination, discussion, and/or feedback
 - Routes items as presentations to organizational meetings when targeted dissemination, discussion, and/or feedback is deemed useful
 - Facilitates focus groups and/or listening sessions to obtain student and/or employee input on issues as appropriate
 - Facilitates workshops to educate and inform students and employees about the College's participatory governance system as needed
- Responsible for forwarding action items to the President/Superintendent who then:
 - Routes working conditions and operational issues (which are not participatory governance purview) to human resources and to the Executive Cabinet that meets weekly respectively.
 - Makes decisions on action items routed from GCG
 - Takes required issues/items to Governing Board as information
 - Takes required issues/items to Governing Board for action
 - Otherwise may make recommendations to Governing Board for action
- The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations.

GOVERNANCE COORDINATION GROUP RESPONSIBILITIES

1. Conducts Spring retreat to train governance appointees and chooses strategic governance agenda for the next academic year (afterwards sends report to Superintendent/President)
2. Coordinates with councils to ensure the appropriate number of new council appointees for the next academic year are requested in a timely manner so that council members are in place by Spring Retreat
3. Sets standards for all participatory governance remote meetings (i.e. screen sharing documents on zoom with the presenter view) and models and communicates those standards, providing training as needed.
4. Manages the strategic governance agenda.
5. Coordinates overall flow of agenda items within the governance system
6. Tracks, summarizes, and communicates the actions of all councils and provides follow-up information about the acceptance or changes to council decisions by senior leadership and/or the board via the GCG Strategic Agenda Spreadsheet published on the College website
7. Coordinates the routing of Academic Senate 10+1 issues
8. Conducts periodic evaluation of the participatory governance system.

COUNCILS

The College Council, the Institutional Effectiveness Council, The Institutional Resources Council, and Student Success Council

- Councils will reach quorum when at least half of appointed employees are present including at least one tri-lead of that council.
- Councils put forth agendas focused on action items, not presentations, and handle discussion items and action items within their respective purview
- Each council has the authority to create and/or discontinue committees and task forces under its purview as appropriate.

TRI-LEAD RESPONSIBILITIES ON COUNCILS

- Each of the four councils is led by administrator, faculty, and staff tri-leads.
- Tri-leads shall share responsibilities to set the agenda for council meetings.
- Tri-leads will rotate responsibilities for the facilitation of meetings, for monitoring chat and following up as needed, and for monitoring time and participation in order to stay on track with both the agenda and council goals.

APPOINTMENTS TO COUNCILS

- Council members will be appointed by the appropriate constituent groups during the Spring Semester for the next academic year and serve out their two-year terms whenever possible.
- The College recognizes that the participatory governance system will be more positive and robust if members have the right to resign without prejudice at any time. As a result, a new member can be appointed promptly.
- When making or ratifying appointments, the S/P and appointing bodies should act to ensure diversity of perspectives considered in participatory governance deliberations through membership with respect to ethnicity, race, gender, district location, and other important characteristics or features.
- Moreover, in order to promote equity, inclusiveness, and new leadership at the College--appointed council members shall only be allowed to serve on one council at a time.

MEMBERSHIP ON THE FOUR COUNCILS

Council members are appointed to commit themselves to participatory governance and are therefore not obligated to serve as resources in supportive roles (e.g note taking; minutes) to each Council.

- Six faculty members per council appointed by the Academic Senate
- Six administrators per council appointed by the President/Superintendent

The College recognizes that staff appointed to councils are invaluable members of participatory governance. Staff appointees will be approved by the President/Superintendent and as a result be provided appropriate time to participate in governance activities including training, regularly scheduled meetings, and/or leadership. Moreover, whenever possible, staff will not be appointed to the same council as their direct supervisor.

- Two CSEA staff members per council
- Two L39 staff members per council
- Two Confidential staff members per council appointed by the President/Superintendent

Given that student schedules change from semester to semester, the governance system recognizes that more flexibility will be required for student council members to be appointed by ASHC at times convenient to them and to resign terms at any time without prejudice. One student member per council can serve as a fourth lead along with the administrator, faculty, and staff tri-leads. Any student council member interested in this opportunity is highly encouraged to inform the tri-leads of his or her council.

- Six students members per council

RECEIVES INFORMATION FROM

- Governance Coordination Group routes issues/items to an among participatory governance councils

REPORTS TO/RECOMMENDATIONS

- All four councils report action items to the Governance Coordination Group

EXPECTATIONS FOR COUNCIL MEMBERS

- Council members commit to a student-centered participatory governance system in which they work collaboratively toward the best interests of students while considering what is fair for all parties involved.
- Council members commit to speaking up and authentically engaging in civil and respectful discussion, debate, and deliberation in order to get to the best possible outcomes for students.
- Council members commit to working toward consensus in Council deliberation. Can you like it; love it; or live with it? If not, more communications and possible compromise is needed.
- Council members understand the need to keep moving forward and not backtrack discussion or decisions unnecessarily.
- Council members are College leaders who model a cooperative, problem-solving mindset-- including honesty, trusting/trustworthiness, understanding, empathy, and collaborative communication.

OSCAR'S PRINCIPLES OF CONSENSUS

All participatory governance meetings will be conducted using a consensus model, and all actions by governance bodies are recommendations to senior leadership. A consensus based process is an effort in which affected parties seek to reach agreement on a course of action to address an issue or set of related issues. In a consensus process, the stakeholders work together to find a mutually acceptable solution.

- Successful consensus processes follow several guiding principles:
 - Consensus participants make recommendations by agreement rather than by majority vote.
 - Inclusiveness– To the extent possible, varied individual perspectives are represented or, at a minimum, approve of the action.
 - Facilitation– An impartial facilitator accountable to all participants manages the process, ensures the ground rules are followed, and helps to maintain a productive climate for communication and problem solving.
 - Shared Control/Ground Rules– Participants share with the facilitator responsibility for

- setting and maintaining the ground rules for a process and for creating outcomes.
- Commitment to Implementation – All stakeholders commit to carrying out their agreement.
- Outcomes of a Consensus-Based Decision
 - All parties agree with the proposed recommendation and are willing to carry it out;
 - No one will block or obstruct the recommendation or its implementation; and
 - Everyone will support the recommendation and implement it.
- What agreement may look like within consensus
 - I can say an unqualified “yes!”
 - I can accept the action proposed.
 - I can live with the proposed action.
- What disagreement may look like within consensus
 - I do not fully agree with the proposed action; however, I will not block it and will support it.
 - I had a legitimate concern, but my concern was addressed adequately, so I now can support the proposed action
 - I “step aside”: I feel my concern was heard and carefully weighed even if it was not resolved. It will be noted with the final decision, but I will not impede the recommendation
- What it may look like when a group cannot come to consensus
 - The presenter withdraws the proposal
 - The group decides to take a break, table the item and schedule more time, or schedule a session dealing with underlying issues before proceeding
 - The proposal is sent or sent back to another group for more work and a possible action there
 - The group decides to note one person’s concern(s) in the final recommendation, but feels that the concern(s) have been addressed to the best of the group’s ability

COLLEGE COUNCIL

PURPOSE

Reviews and makes recommendations to the superintendent/president about institutional purpose, policy, and procedures. Approves institutional level documents that ultimately must be ratified by the governing board, otherwise presented to the board by the superintendent/president.

COLLEGE COUNCIL RESPONSIBILITIES

1. Review and revise the College’s Mission, Vision, and Values
2. Review and make recommendations regarding board policy
3. Review & make recommendations on Board and administrative procedures
4. Recommend institutional level plans that require ratification by the board

INSTITUTIONAL EFFECTIVENESS COUNCIL

PURPOSE

Assesses how well the college is doing on institutional level matters and recommends how to make improvements. Establishes and maintains focus on strategic and student centered goals within the context of continuous improvement and data-informed decision making

INSTITUTIONAL EFFECTIVENESS COUNCIL RESPONSIBILITIES

1. Discuss models and trends in higher education
2. Establish institutional level goals and targets
3. Review outcomes to gauge progress on institutional goals
4. Establish and review processes for data-informed decision making & continuous improvement throughout the College

INSTITUTIONAL RESOURCES COUNCIL

PURPOSE

Leverages resources to maximize student success. Prioritizes resources from various funding sources and invests in strategic and student centered goals.

INSTITUTIONAL RESOURCES COUNCIL RESPONSIBILITIES

1. Review and recommend institutional level grant opportunities, technology acquisition decisions, and facilities plans
2. Review and recommend the overall set of PPA budget requests
3. Review hiring protocol and employee on-boarding, recognition, and retention
4. Ensure workflow efficiency to enhance organizational effectiveness
5. Ensure equitable resources at all campuses and centers

STUDENT SUCCESS COUNCIL

PURPOSE

Focuses on ensuring student success and closing student equity gaps. Coordinates and aligns collaborative work at the College to improve student success and equity.

STUDENT SUCCESS COUNCIL RESPONSIBILITIES

1. Reviews overall alignment between and among academic programs, meta-majors, student services, and grant-funded initiatives
2. Reviews and recommends equitable access to student services across all campuses, centers, and hybrid/online offerings
3. Reviews Institutional learning outcomes
4. Gives voice to the student experience at Hartnell