

HARTNELL COMMUNITY COLLEGE DISTRICT

AP 2510 Participation in Local Decision-Making

References: Education Code Section 70902(b)(7); Title 5 Sections 53200 et seq., 51023.5, and 51023.7; ACCJC Accreditation Standards IV.A and IV.D.7 (*formerly IV.A.2, IV.A.5*)

Academic Senate Role in Collegial Governance

The board recognizes the Academic Senate as the body that represents the faculty (full-time and part-time) in collegial governance relating to academic and professional matters. The board acknowledges the definition of academic and professional matters to mean the following categories as defined in Title 5 of the California Code of Regulations:

1. Curriculum, including establishing prerequisites and placing courses within the 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. Establishing policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.
 - a. Evaluation of equivalency for meeting minimum qualifications for faculty positions (Approved by Academic Senate March 22, 2011, Approved by Board of Trustees May 3, 2011).

The board will consult collegially with the Academic Senate on all of the listed academic and professional matters.

“Consult collegially” means that the district governing board shall develop policies on academic and professional matters through relying primarily upon the advice and judgment of the Academic Senate.

Recommendations from the Academic Senate in the eleven areas listed above will normally be accepted and only in exceptional circumstances and for compelling reasons will the recommendation not be accepted. If a recommendation is not accepted, the Board of Trustees through the superintendent/president, upon request of the Academic Senate, shall promptly communicate its reasons in writing to the Academic Senate.

Upon request of the Academic Senate, the board's delegated administrators, shall confer with the Academic Senate regarding recommendations or proposals by the Academic Senate. If parties to the discussion do not reach consensus, the Academic Senate may present its views to the board, and the board shall consider and respond to such views.

Likewise, Academic Senate representatives have the responsibility, when requested, to confer with the board's delegated administrators and to respond to their proposals and recommendations.

Individuals who represent the faculty as a whole on collegial governance issues and advisory committees unrelated to working conditions and compensation shall be recommended by the president of the Academic Senate with concurrence of the Academic Senate.

Administrator Role in Collegial Governance

The Board of Trustees defines the scope of responsibilities and delegates the authority of Hartnell Community College District administrators through job descriptions and board policy.

The superintendent/president has primary responsibility for the quality of the institution he/she leads and, as appropriate, delegates the authority to administrators and others consistent with their responsibilities, and sets the goals and priorities for the institution.

Administrators shall be provided with opportunities to participate collegially in the formation and development of district policies and procedures that have significant effect on the college.

Administrators include all educational and classified administrators as defined by the Education Code and Title 5. Administrators provide leadership and direction for the college community, facilitate collaboration and communication among departmental administrators, and serve as a resource in achieving shared goals.

All administrators have supervisory duties related to budgets, personnel, and operational responsibilities. Major governance responsibilities include the following:

- A. Recommend appointment of administrators to serve on governance committees.
- B. Serve in an advisory role to the superintendent/president.
- C. Make recommendations to the superintendent/president on actions by governance committees related to board policies and administrative procedures that have been routed to administrators.
- D. Make recommendations to the superintendent/president on district budgets.
- E. Make recommendations to the superintendent/president on district operations, plans, policies and procedures.
- F. Promote the appropriate inclusion of students, faculty, and staff in making recommendations to the superintendent/president.
- G. Serve as a resource to the superintendent/president, the Board of Trustees, and district faculty and staff.

Classified Employees Role in Collegial Governance

In accordance with provisions of Title 5 of the California Code of Regulations, the board recognizes the right of classified employees to participate in the collegial governance of the college and further acknowledges the benefit of such participation to the college and its students.

The board recognizes the California School Employees Association (CSEA) Chapter 470 and the International Union of Operating Engineers, Stationary Local No. 39 (L-39) as the employee organizations as the representative bodies for purposes of this policy section.

Pursuant to Title 5, Section 51023.5, classified employees are to be included in all governance and advisory committees of the college when a college or district task force, committee, or other governance group, is used to deal with issues which have been determined to significantly affect staff. Individuals who represent CSEA or L-39 in collegial governance shall be recommended by the leadership of these groups. Classified employees will have an opportunity to provide input into all board policies and administrative procedures that are reviewed through the District's process for review of board policies and administrative procedures.

Supervisors will support flexibility in work schedules to permit classified employees to participate in collegial governance meetings and activities.

Confidential Employees Role in Collegial Governance

Confidential employees shall be provided with opportunities to participate effectively in the formulation and development of policies and procedures that have a significant effect on them. The opinions and recommendations of confidential employees will be given every reasonable consideration.

Supervisors will support flexibility in work schedules to permit confidential employees to participate in collegial governance meetings and activities.

Student Participation in Collegial Governance

In accordance with Title 5, section 51023.7, of the California Code of Regulations, the Hartnell Community College District Board of Trustees affirms the role of students in the collegial governance process. The board recognizes the Associated Students Hartnell College (ASHC) as the representative body authorized to make recommendations to the administrators and the Board of Trustees on policies and procedures of the college that have or will have a significant effect on students. This right shall include the opportunity to participate in processes for jointly developing recommendations on policies and procedures under which the college is governed and administered and that have or will have a significant effect on students.

The AHSC has the authority to select student representatives for participation on college committees, task forces, and other governance groups. The board will give reasonable consideration to recommendations of students with regard to college policies and procedures related to the hiring and evaluation of administrators, faculty, and staff members. Except in unforeseeable, emergency situations, administrators and the 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.

The board acknowledges the following as areas that have or may have a significant effect on students:

- A. Grading policies.
- B. Codes of student conduct.
- C. Academic disciplinary policies.
- D. Curriculum development.
- E. Courses or programs that should be initiated or discontinued.
- F. Processes for institutional planning and budget development.
- G. Standards and policies regarding student preparation and success.
- H. Student services planning and development.
- I. Student fees within the authority of the district to adopt.
- J. Any other district and college policy, procedure, or related matter the board determines have or will have a significant effect on students.

See Board Policy 2510

Approved by Superintendent/President: April 3, 2018

Formerly BP 2005, 2010, 2015