Governance in the Age of Change

Dolores Davison, ASCCC Vice President
Ginni May, ASCCC Treasurer
John Stanskas, ASCCC President

RP Group Strengthening Student Success
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Overview

- History of the California Community Colleges
- AB1725 (Vasconcellos, 1988)
- Collegiality in Action (CIA)
- Role of the Academic Senate
- Role of Staff, Students, and Faculty
Context

In every college, situations raise issues regarding the respective roles of key players in governance. We are here primarily to address the relationships among the academic senate, administrators, and the board of trustees but also to discuss how these groups work constructively with students, classified staff, and faculty unions to assure collegial governance of the institution.
A Little Bit of History—The CCC Mission

1907

- “Public Junior Colleges” established in California to teach the first two years of university study for high school graduates.
- Training in “mechanical and industry arts, household economy, agriculture, civic education and commerce” added to mission.

1917
A Little Bit of History—The CCC Mission

1960

- Donahoe Act/Master Plan sets primary missions of the junior colleges as transfer courses, vocational and technical study leading to employment, and general or liberal arts courses; and authorizes remedial instruction, ESL, adult noncredit, & community service courses.

1976

- Name changed to “community colleges” and community services added to the mission.
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.
AB 1725: 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
AB 1725: Redefining Our System

What was the intent of AB 1725?

- Enhance community college image
- Increase support for more money
- Move from K-12 to higher education
- Develop more unified system
- Institutional renewal
Collegiality in Action (CIA)

The Community College League of California and the Academic Senate for California Community Colleges jointly designed a program to assist colleges struggling with change and governance roles.
Governance in the California Community Colleges

- What is participatory governance?
- What is shared governance?
- What is the difference?
Participatory Governance

“… 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 to turf battles over governance.”

• CCCT/CEOCCC Policy Paper, December 1989
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
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
The Law—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 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.
"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.
(d) The governing board of a district shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:

(1) in instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, 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 accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.

(2) in instances where the governing board elects to provide for mutual agreement with the academic senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.
Academic and professional matters means the following policy development and implementation matters:

1. Degree and certificate requirements
2. Curriculum, including establishing prerequisites and placing courses within disciplines
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
**Academic and professional matters** means the following policy development and implementation matters:

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.
Other Legal Provisions Related to Faculty

- **Curriculum Committee**: Established by mutual agreement of administration and senate
  - Title 5 §55002

- **Administrator Retreat Rights**: Process agreed upon jointly; board to rely primarily upon the advice and judgment of the academic senate to determine that the administrator possesses minimum qualifications for employment as a faculty member
  - Ed Code §87458
Other Legal Provisions Related to Faculty

- **Appointments to College Bodies**: The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the chief executive officer or his or her designee, by the academic senate. Notwithstanding this subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups.

- Title 5 §53203 (f)
Other Legal Provisions Related to Faculty

- **Equivalencies to Minimum Qualifications**: Process, criteria and standards agreed upon jointly by board designee and academic senate
  - Ed Code §87359

- **Faculty Hiring**: Criteria, policies and procedures shall be agreed upon jointly by board designee and academic senate
  - Ed Code §87360
Staff Roles in College Governance

- Governing boards adopt policies and procedures that provide staff opportunity to participate effectively in district and college governance.
  - formulation and development of policies and procedures, and
  - processes for jointly developing recommendations that have or will have a significant effect on staff.

- Board shall not take action on matters significantly affecting staff until the recommendations and opinions of staff are given every reasonable consideration.

Title 5 §51023.5
Student Roles in College Governance

• Governing boards adopt policies and procedures that provide students opportunity to participate effectively in district and college governance on formulation and development of policies and procedures and processes for jointly developing recommendations that have or will have a significant effect on students.

• Board shall not take action on a matter having a significant effect on students until recommendations and positions by students are given every reasonable consideration.

Title 5 §51023.7
Regulation: Students

Polices and procedure that have a “significant effect on students” include:

1. grading polices
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 polices regarding student preparation and success
8. student services planning and development
9. student fees within the authority of the district to adopt
10. any other district and college policy, procedure or related matter that the district governing board determines will have a significant effect on students

Title 5 §51023.7
Question on Collegial Consultation

Does the term “rely primarily upon the advice and judgment of the academic senate” mean that the governing board should not receive and consider the advice and judgment of others on issues of “academic and professional matters?”
Question on Collegial Consultation

Should the advice and the judgment of the academic senate be accorded greater weight than the advice and judgment of other groups and constituencies in connection with “academic and professional matters?”
So, What Changes Might Strain College Governance Processes?

- Anything new happening that might impact colleges?
The 10+1 and Guided Pathways

- Curriculum
- Educational Programs
- Degree and Certificate Requirements
- Student Preparation and Success

Clear pathways and programs

Guided Exploration and Progress

Teaching and Learning

Academic and Student Support

- Curriculum
- Student Preparation and Success
- Educational Programs

- Curriculum
- Student Preparation and Success
The 10+1 and AB 705

- Curriculum including establishing prerequisites and placing courses within disciplines
- Degree and certificate requirements
- Standards and Policies regarding Student Preparation and Success
- Educational Program Development
Common Themes

• Colleges struggle with responding quickly to change

• Colleges haven’t evaluated governance processes recently

• Fiscal uncertainty causes elevated anxiety in responding to change

• Colleges are expected to respond as if they had adequate funding and full-time faculty – not the reality of our system
What do we advise colleges?

• Evaluate processes and clarify/revise when needed for efficiency and understanding

• Approach all constituents with the best intentions in mind

• Encourage communication between colleges