

GOVERNANCE AND DECISION-MAKING 2024-2025



Sequoias Community
College District



College of the Sequoias

College of the Sequoias

Governance and Decision-making Manual

College of the Sequoias Community College District

Visalia Campus
915 South Mooney Boulevard
Visalia, CA 93277

Hanford Educational Center
925 North 13th Avenue
Hanford, CA 93230

Tulare College Center
4999 East Bardsley Avenue
Tulare, CA 93274

PURPOSE OF COLLEGE OF THE SEQUOIAS GOVERNANCE AND DECISION-MAKING MANUAL

The purpose of this document is to describe the principles of participatory governance and the structure for making decisions at College of the Sequoias, referred to in the body of this document as “the District”.

This document begins with a description of three primary facets of the District’s decision-making processes:

- The principles of participatory governance that organize the District’s operating agreements;
- The roles and responsibilities of the District’s constituent groups; and
- The type and structure of groups that develop recommendations.

Following the descriptions of these foundational elements are the descriptions of the purpose, membership and reporting structure of each of the District’s governance and decision-making groups.

This document represents the collegial consultation structure and procedures that have been agreed upon by the faculty, student, and administrative representatives of the District.

Brent Calvin, Superintendent/President

Juan Arzola, Academic Senate President

Mekhi Sanchez, Student Senate President

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INTRODUCTION

The approach to governance and decision-making for the District is based on a partnership among Board members, faculty, staff, administration, and students. In this partnership, all constituent group members are committed to the best interests of our students and are unified by a collective, shared vision that student success is the goal of everyone's work within the District. This partnership relies on the active involvement of those affected by the decisions working together in an environment of cooperation and trust.

The purpose of this document is to describe the governance and decision-making processes by which the District ensures that there are opportunities for meaningful collaboration and that the voices of the constituent groups are heard in making decisions. This document includes the purpose, membership, and reporting structure for each group.

This document is reviewed and updated annually to maintain credibility as a valuable resource. The District Governance Senate reviews the document annually and makes revisions as needed to reflect minor changes. This assessment occurs as part of the District's assessment of its planning processes. Following this assessment, the District Governance Senate reviews the results and may recommend revisions to decision-making processes when changes would address issues raised in the assessment. If the changes are approved District-wide, the *College of the Sequoias Governance and Decision-making Manual* will be updated to reflect these changes. Through these annual review processes, this document is maintained to reflect the inevitable changes in decision making processes that are to be expected as part of the District's cycle of continuous quality improvement.

PRINCIPLES OF PARTICIPATORY GOVERNANCE

1. Mutuality, Collegiality, and Collaboration

The District's governance and decision-making processes are based on recognition of and respect for the interrelationships of constituent groups.

The commitment to this principle is demonstrated in the following ways:

- Leaders and members of all constituent groups publicly acknowledge the importance of participatory governance and the rewards to all for collegial participation.
- With the exception of the Academic Senate and Student Senate, collaborative groups are co-chaired by a faculty or staff member and an administrator. The non-administrative members of the group select the faculty or staff co-chair and the Superintendent/President or his/her designee appoints the administrative co-chair.
- Sharing ideas is valued. Meetings include clear presentations of the issues to be resolved followed by brainstorming during which committee members ask questions and suggest ideas with the expectation that other group members will withhold criticism until the final stages of developing a recommendation. Divergent views are fully explored.

2. Transparency

The District values transparency and strives to maintain an open and honest approach to decision-making, operations, and communication. Everyone who will be impacted by a decision is encouraged to be involved in shaping the recommendation.

The commitment to this principle is demonstrated in several ways:

- The schedules for senate meetings and senate committee meetings are posted online at the beginning of each academic year and meetings are open to the public.
- Agendas are published on the District's website 72 hours before meetings. Senate meetings, and their agendas, include a standing item for public comment.
- Anyone from the college community can bring forward an item or issue during public comment.
- Meeting minutes are posted on the District's website when they are approved.
- District-wide emails are used to keep the internal community involved and updated on issues and decisions.
- Open forums are convened at least once a semester as a venue for general discussions of emergent issues.

3. Representative Participation

This principle supports the use of democratic processes to ensure that the voices of all constituent groups are included as appropriate. Any member of a constituent group can bring items and issues to his/her senate representative and have that item brought to the senate as a whole.

In order for this principle to be fully implemented, all members of governance and decision-making groups are asked to fulfill the following responsibilities of group membership:

- Attend meetings;
- Clearly articulate constituent needs;
- Introduce items, issues, or comments on behalf of constituents;
- Function as a team member with other members of the group;
- Follow through on tasks;
- Report meeting outcomes back to constituent groups;
- Work toward common understanding and consensus in an atmosphere of respect;
- Support the implementation of recommendations once group consensus is reached; and
- Welcome change and innovation.

4. Mutual Accountability

The principle of mutual accountability refers to the importance of the members of the various constituent groups adhering to their roles and following through on their responsibilities.

This commitment is demonstrated in the following ways:

- The District's processes for governance and decision-making are formally evaluated every year.
- Members of governance and decision-making groups respond expeditiously to requests for information and consultation.

5. Clarity of Roles

This principle requires that the separate and mutual areas of responsibility for governance and decision-making be clearly articulated. This document is evidence of the District's commitment to this principle.

ROLES OF CONSTITUENTS IN GOVERNANCE AND DECISION-MAKING

The constituents of the District participate in making decisions appropriate in scope to their roles within the District. Their respective roles in making decisions are described below. These descriptions are derived from the California Code of Regulations, District Board policies, and District practices, procedures, and job descriptions. The relevant sections of the California Code of Regulations are included in the appendix of this document.

Board of Trustees

The role of the Board of Trustees in making decisions is to determine policy and to serve as the legal and fiduciary body for the District.

The Board of Trustees maintains, operates, and governs the operations of the entire District in accordance with all applicable laws and regulations. As an independent policy-making body responsible for policies as well as legal and fiscal issues, the Board's ultimate responsibility is to ensure that the District's mission is fulfilled and that the District's financial resources are dedicated to providing sound educational programs.

The Board of Trustees consists of five locally elected trustees who represent wards within the District. One trustee is elected by the qualified voters from each of the five trustee wards to serve four-year terms. The Board annually elects a president, vice president, and clerk from among its members, and the Superintendent/President serves as the Board's secretary.

A student trustee is elected annually in a general student election. The student trustee provides a student perspective on the issues facing the Board. The student trustee receives all materials sent to other members of the Board, except those pertaining to closed-session matters; attends all open-session board meetings; asks questions; participates in discussions; and may cast an advisory, nonbinding vote on matters that come before the Board.

California State Education Code Section 70902 identifies the Board of Trustees as the District's legal and fiduciary body and outlines associated responsibilities. The Board affirms its role according to the Education Code and identifies the following specific responsibilities in *Board Policy 2200: Board Duties and Responsibilities*:

1. Represent the public interest;
2. Establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations;
3. Hire and evaluate the Superintendent/President;
4. Delegate power and authority to the chief executive to effectively lead the District;
5. Assure fiscal health and stability;
6. Monitor institutional performance and educational quality; and
7. Advocate for and protect the District.

Superintendent/President

The Board of Trustees determines the Superintendent/President's role and authority in governance and decision-making.

The Superintendent/President is the District's chief executive officer and is the sole employee of the Board of Trustees. The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. (See *Board Policy 2430: Delegation of Authority to Superintendent/President.*)

The Superintendent/President has primary responsibility for the District. The Superintendent/President provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Faculty

The role of full-time and adjunct faculty members in making decisions in the District, as described in California Code of Regulations Title 5, Section 53200, is to participate in:

- The development of recommendations to the Superintendent/President and Board of Trustees on specific academic and professional matters as outlined in state regulations, and
- The processes for developing recommendations that have or will have a significant effect on them.

In *Board Policy 2510: Participation in Local Decision-Making*, the Board of Trustees agrees to rely primarily on the Academic Senate regarding the following academic and professional matters:

1. Degree and certificate requirements;
2. Grading policies;
3. Policies for faculty professional development activities; and
4. Curriculum, including establishing prerequisites and placing courses within disciplines.

In addition, the same policy recognizes that the Board will mutually agree with the Academic Senate on these academic and professional matters:

1. Educational program development;
2. Standards or policies regarding student preparation and success;
3. District and college governance structures as related to faculty roles;
4. Faculty roles and involvement in accreditation process, including self-studies and annual reports;
5. Processes for program review;
6. Processes for institutional planning and budget development; and
7. Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate.

Staff

The role of classified and confidential staff members in making decisions is to participate in:

- The development of recommendations to the Superintendent/President on issues that have or will have a significant effect on them and
- The processes for developing those recommendations.

The specific matters identified as having a significant effect on classified staff are identified in the California Code of Regulations Title 5, Section 51023.5 included in the appendix of this document.

Board Policy 2510 Participation in Local Decision-Making affirms that staff will have opportunities through the District committee structure to participate in the formulation and development of District policies and procedures that will have a significant effect on them.

Students

The role of students in making decisions in the District is to participate in:

- The development of recommendations to the Superintendent/President on issues that have or will have a significant effect on them, and
- The processes for developing those recommendations.

The following specific matters are identified in the California Code of Regulations Title 5, Section 51023.7 as having a significant effect on students:

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development
5. Courses or programs that should be initiated or discontinued
6. Processes for institutional planning and budget development
7. Other academic and professional matters as mutually agreed upon with the Board of Trustees
8. Standards and policies regarding student preparation and success
9. Student services planning and development
10. Student fees within the authority of the District to adopt
11. Any other District and college policy, procedure or related matter that the District governing board determines will have significant effect on students

The Board recognizes the Student Senate as the official voice for students (*Board Policy 5400: Student Organization*). In accordance with *Board Policy 2510 Participation in Local Decision-Making*, the Student Senate is given an opportunity to participate effectively in the formulation and development of policies and procedures that have a significant effect on them, and the recommendations and positions of the Student Senate are given reasonable consideration.

Administrators

The role of administrators in making decisions in the District is determined by the scope of responsibility and authority delegated to administrative positions through their job descriptions.

In general, administrators are expected to provide leadership and overall administration in academic matters, financial planning and policy, and routine operations for their units. In addition to position-specific representative duties, District administrators are responsible to:

- Plan, organize, control and direct assigned programs.
- Coordinate and direct communications, personnel, projects and resources to meet District needs and oversee assigned activities.
- Assure that program implementation satisfies established District, state and federal standards, requirements, laws, codes, rules, regulations, policies, and procedures.
- Supervise and evaluate the performance of assigned faculty and classified personnel and assure that the work of these employees complies with established standards, requirements, and procedures.
- Participate in hiring processes for potential employees and recommend hiring, transfers, and reassignment.
- Monitor and analyze assigned operations, activities, departments, and programs to determine educational and financial effectiveness and operational efficiency.
- Provide consultation and technical expertise to administrators, faculty, and others concerning assigned programs and related standards, requirements, practices, schedules, strategies, plans, goals, objectives, laws, codes, regulations, policies, and procedures.
- Develop and prepare the annual preliminary budget for assigned programs; analyze and review budgetary and financial data.

TYPES OF GROUPS THAT DEVELOP RECOMMENDATIONS

The governance and decision-making groups that provide recommendations on District issues are organized into three categories based on the group's responsibilities and its source of authority.

The groups in all three categories are essential. Members of these groups represent various constituencies and as representatives, the members understand that they are responsible to their constituents in two ways: to share input from the constituent group to the group and to share information and dialogue from the group with their constituents. This system, following the principle of representative participation, ensures broad involvement and effective communication.

The membership in each type of group is determined by the source of authority on which the group is based.

1. Governance Groups

Governance groups are those whose authority is derived from law and regulation, either as written expressly in the law/regulation or as delegated by another group that possesses said authority. Members of governance groups represent specific constituencies and, as such, serve as a liaison to bring information from constituents into the dialogue and from the governance group back to their constituents. The three governance groups are the District Governance Senate, Academic Senate, and Student Senate.

2. Operational Groups

Operational groups assist the Superintendent/President in implementing the Board's plans and policies by coordinating activities and functions to carry out the Board's policies and procedures. Members are assigned to operational groups by virtue of their position in the District. Their authority to serve in these capacities is derived from the Board of Trustees or the Superintendent/President through the assignment of responsibilities on job descriptions and appointment to positions. The District's operational groups identified in this document are the Deans Council, Facilities/Safety Council, Instructional Council, Management Council, and Senior Management Council.

3. Task Forces

Task forces are formed to create a venue for dialogue and work on topics or projects that require timely and concentrated energy. Instead of being required by law or regulation, these groups are charged by the Superintendent/President or a governance group to perform specific functions that benefit the entire District. Membership on task forces is either voluntary or by appointment. Task forces are not ongoing; when a specific project is completed, the task force is dissolved.

Following is a description of the purpose, membership, and reporting structure for the District's governance and operational groups. There is no standing structure for task forces because these are organized on an as-needed basis. In addition to the governance and operational groups that address District-wide concerns and plans, departments and programs develop groups, called work groups, as needed to address issues specific to those programs; such department-specific/program-specific groups are not included in this document.

GOVERNANCE GROUPS

Governance groups are those whose authority is derived from law and regulation, either as written expressly in the law/regulation or as delegated by another group that possesses said authority.

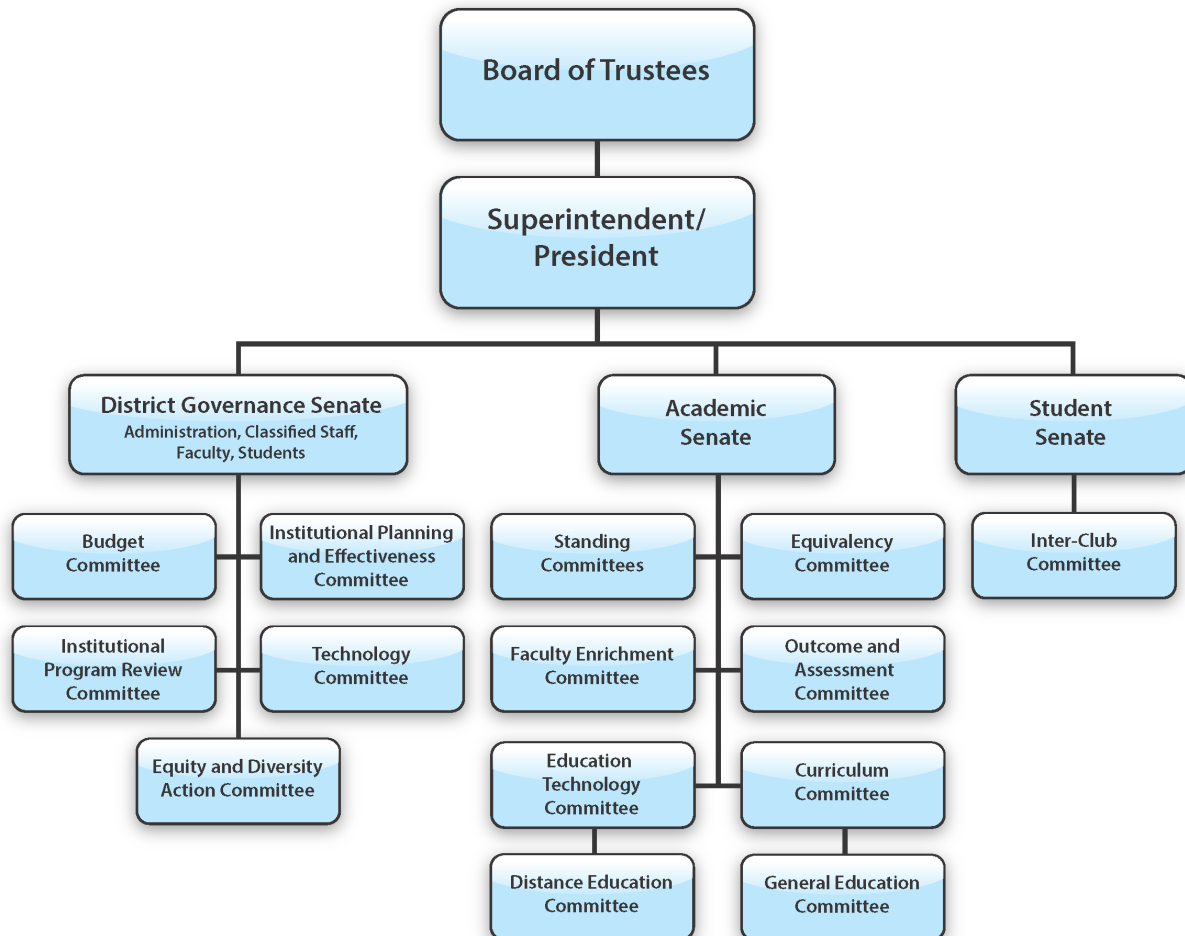
Members of District governance groups represent specific constituencies and, as such, serve as liaisons to bring information from the constituent groups into the dialogue and from the governance group back to their constituents. There are three District governance groups:

- District Governance Senate
- Academic Senate
- Student Senate

The primary purpose, membership, and reporting structure for each group are described on the following pages.

College of the Sequoias

Participatory Governance Structure



DISTRICT GOVERNANCE SENATE

Purpose

The District Governance Senate is a governance and consultative body that represents all District constituents.

The District Governance Senate meets twice monthly to:

- Make recommendations to the Superintendent/President on the budget, the integration of planning and resource allocation, and other matters of the District
- Refer appropriate items to Academic Senate with regard to issues covered under California AB 1725, commonly referred to as ten plus one items, summarized on pages 9 and 18 of this document
- Make recommendations to the Superintendent/President regarding board policies and administrative procedures
- Promote communication and foster awareness among the students, faculty, classified staff, and administration concerning the welfare, growth, and sustainable quality improvement of the District
- Identify common areas of concern that require further study and forward these to the appropriate governance or operational group
- Oversee the development, implementation, and evaluation of the District's model for integrated planning
- Lead the periodic review and/or reaffirmation of the District mission
- Support and monitor the development of the master plan and strategic plan
- Monitor compliance with accreditation standards
- Annually review the *College of the Sequoias Governance and Decision-making Manual* and revise as needed

Website: <http://www.cos.edu/DistrictGovernanceSenate>

Membership

- Chairs: Administrative co-chair appointed by Superintendent/President or his designee from among administrative appointees to the District Governance Senate; faculty or staff co-chair elected from among non-administrative members by non-administrative members
- Four administrators appointed by the Superintendent/President or his/her designee
- Two representatives from Academic Senate
- Two representatives from College of the Sequoias Teachers Association (COSTA)
- Two representatives from College of the Sequoias Adjunct Faculty Association (COSAFA)
- Four representatives from College of the Sequoias School Employees Association (COS-CSEA)
- Two students appointed by Student Senate
- The administrative or faculty/staff co-chair of each District Governance Senate committee
- Superintendent/President, ex-officio (non-voting member)

Meeting Schedule

The times, dates, and locations for District Governance Senate meetings and its committee meetings are published for the academic year at the beginning of each fall semester. This information is published in the Governance and Decision-Making section of the District's website (<http://www.cos.edu/About/Governance>) and in the calendar available on the District's website (<http://calendar.cos.edu>).

District Governance Senate Committees

The District Governance Senate conducts its business through the efforts of the following committees. These committees report to the District Governance Senate.

District Governance Senate Committees	Purpose	Membership
Budget Committee	<ul style="list-style-type: none"> • Make recommendations to District Governance Senate on policies, planning, and other matters related to fiscal resources • Review and revise budget assumptions that guide budget development • Monitor the District's fiscal solvency • Review the draft budget in its developmental stages • Oversee, evaluate and assess the budget development process including making recommendations to the above-base budgeting and the District's Faculty Obligation Number. • Provide budget analysis to the District Governance Senate • Develop and maintain a process for ensuring that resource allocations are linked to District planning • Review and discuss implementation of policies related to fiscal resources. • Serve as a forum for dialogue on ongoing fiscal activities, such as monthly and quarterly reports • Review and share information on the state budget • Annually review and update the <i>College of the Sequoias Resource Allocation Manual</i> as needed 	<ul style="list-style-type: none"> • Administrative co-chair appointed by the Superintendent/President or his/her designee • Faculty or staff co-chair selected from among the committee members • VP Administrative Services • Three administrators appointed by the Superintendent/President or his/her designee • Four faculty appointed by the Academic Senate • One adjunct faculty appointed by adjunct faculty • Two classified staff appointed by classified employees • One confidential staff appointed by the Superintendent/President or his/her designee • Two student representatives appointed by students • Nonvoting member: Fiscal Services Administrator or designee
Institutional Planning and Effectiveness Committee	<ul style="list-style-type: none"> • Make recommendations to District Governance Senate on institutional planning • Develop and monitor implementation of the long-term master plan and the strategic plan • Prepare the <i>Annual Report on the Master Plan</i> • Assess the District's model of integrated planning 	<ul style="list-style-type: none"> • Administrative co-chair appointed by the Superintendent/President or his/her designee • VP of Academic Senate, Co-chair • Three faculty appointed by the Academic Senate

	<ul style="list-style-type: none"> Annually review and update the <i>College of the Sequoias Integrated Planning Manual</i> as needed 	<ul style="list-style-type: none"> One classified employee appointed by classified employees One administrator from each of these areas: Academic Services, Administrative Services, Student Services One student appointed by students One representative from Research, Planning and Institutional Effectiveness Additional members as needed
Institutional Program Review Committee	<ul style="list-style-type: none"> Make recommendations to District Governance Senate on policies and procedures related to program review Evaluate the program review template, ensuring alignment with the District mission, accreditation standards, and District planning Provide training and technical support for those preparing Program Reviews 	<ul style="list-style-type: none"> One Academic Services Dean, or designee Co-chair Six faculty appointed by the Academic Senate, one of whom is the Co-chair Three classified employees appointed by classified employees One Student Services manager appointed by the Superintendent/President or his/her designee One representative from the Office of Research, Planning and Institutional Effectiveness
Technology Committee	<ul style="list-style-type: none"> Make recommendations to District Governance Senate on policies, planning and other matters related to technology Prepare and monitor implementation of the Technology Plan Prepare an annual progress report on the Technology Plan Develop instructional technology standards 	<ul style="list-style-type: none"> Dean of Technology Services, Co-chair Faculty or staff co-chair selected from among the committee members Two faculty appointed by the Academic Senate

	<ul style="list-style-type: none"> • Monitor compliance with policies related to technology • Coordinate practices as needed related to technology • Serve as a forum for dialogue on ongoing technology projects 	<ul style="list-style-type: none"> • One adjunct faculty appointed by adjunct faculty • Two classified employees appointed by classified employees • One administrator appointed by Superintendent/President or his/her designee • One student appointed by students
Equity and Diversity Action Committee	<ul style="list-style-type: none"> • Make recommendations for the creation, editing and reviewing of Board and Administrative Policies related to equity, diversity, and inclusion. • Make recommendations on institutional strategic planning related to equity, diversity, and inclusion. • Work with other constituent and governing groups, including Human Resources and Faculty Enrichment Committee, in providing equity, diversity, inclusion, and professional development and training to students, faculty, management, and staff. • Partner with the Equal Employment Opportunities Committee in the development, implementation, and assessment of the District Equal Employment Opportunity Plan regarding hiring practices. • Promote change in attitudes, awareness, and practices regarding equity, diversity, and inclusion throughout the District. 	<ul style="list-style-type: none"> • Administrator co-chair appointed by Superintendent/President or his/her designee • Faculty co-chair elected by faculty EDAC membership • 5 administrators appointed by Superintendent/President • 5 academic faculty (to include one adjunct faculty) appointed by faculty • 5 non-academic staff and personnel (to include one representative from the Office of Research, Planning, and Institutional Effectiveness) appointed by respective constituent group(s), program, and/or office • One student representative appointed by students • Additional non-voting members as needed

ACADEMIC SENATE

Purpose

The Academic Senate is a governance and consultative body that represents full-time and adjunct District faculty. The primary purposes of the Academic Senate are as follows.

- Advise the administration and Board on academic and professional matters. In accordance with AP 2510, the Board shall rely primarily on recommendations from the Academic Senate as they pertain to:
 - Degree and certificate requirements
 - Grading policies
 - Policies for faculty professional development activities
 - Curriculum, including establishing prerequisites and placing courses within disciplines
- Collegially consult with the Administration and Board on the following academic and professional matters:
 - Educational program development
 - Standards or policies regarding student preparation and success
 - District and college governance structures, as related to faculty roles
 - Faculty roles and involvement in accreditation process, including self-study and annual reports
 - Processes for program review
 - Process for institutional planning and budget development
 - Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate
- Make appointments of full-time faculty to other governance bodies and/or their committees as described in this document

Website: <http://www.cos.edu/AcademicSenate>

Membership

- Five Academic Senate Officers elected at large by the Academic Senate Senators for two-year terms:
 - President
 - Vice President
 - Secretary/Treasurer
 - State Senate Delegate
 - Faculty Enrichment Chair (two-year term)
- One to three senators from each of the following divisions:
 - Agriculture
 - Allied Health and Nursing
 - Business
 - Consumer/Family Studies
 - Fine Arts
 - Industry and Technology
 - English
 - Language and Communication Studies
 - Mathematics and Engineering

- Physical Education and Athletics
- Science
- Social Sciences
- Student Services

The number of senators from each division is contingent on the number of full-time faculty in that division: each division with 1 to 10 full-time faculty elects one senator; each division with 11 to 20 full-time faculty elect two senators; and each division with 21 to 30 full-time faculty elect three senators. The division determines the term length.

- Two senators elected by adjunct faculty
- One non-classroom library faculty member
- One classified member elected at large by classified staff, non-voting. The term length is undefined. One representative selected by the Student Senate Executive Board, nonvoting. The Student Senate determines the term length.

The Academic Senate conducts its business in part through the efforts of an Executive Board. The Executive Board meets prior to each scheduled general Academic Senate meeting. In addition to conducting routine business for the Academic Senate, the Academic Senate Executive Board is responsible for encouraging faculty members to run for office, for developing a slate of candidates, and for insuring that all elections are administered in a fair, honest, impartial, and professional manner.

The members of the Academic Senate Executive Board are:

- Five elected officers of the Academic Senate,
- Chairs of Standing Committees,
- Distance Education Coordinator, and
- Curriculum Coordinator.

Meeting Schedule

The time, dates and locations for Academic Senate meetings and its committees' meetings are published for the academic year at the beginning of each fall semester. This information is published in the Governance and Decision-Making section of the District's website (<http://www.cos.edu/About/Governance>) and in the calendar available on the District's website (<http://calendar.cos.edu>).

Academic Senate Committees

The Academic Senate also conducts its business through the efforts of the following committees. The Academic Senate appoints members to these committees and in turn the committees report to the Academic Senate.

Academic Senate Committees	Purpose	Membership
Standing Committees	<ul style="list-style-type: none"> • Make recommendations to Academic Senate on issues assigned to them by the Academic Senate 	<ul style="list-style-type: none"> • Academic Senators and faculty members are appointed by the Academic Senate • All other non-faculty members will be appointed by their constituent group.
Curriculum Committee	<ul style="list-style-type: none"> • Review and approve all proposed changes and additions to District curriculum • Review other District functions related to curriculum • Advise the Vice-President of Academic Services on curriculum development • Review the general education requirements and recommend changes as appropriate 	<ul style="list-style-type: none"> • Curriculum Coordinator co-chair • VP of Academic Services or designee co-chair • One faculty representative from each division appointed by the Academic Senate upon recommendation from the division • All deans in Academic Services and Student Services (nonvoting members) • Articulation officer • One librarian • Four non-voting members: financial aid advisor, distance education coordinator, Police Academy director, Learning Resource Center director • One student, nonvoting, appointed by students
Equivalency Committee	<ul style="list-style-type: none"> • To determine equivalency for the purpose of faculty hiring and perform additional equivalency work as needed. 	<ul style="list-style-type: none"> • VP of Academic Senate, Chair • Three to six faculty members
Educational Technology Committee	<ul style="list-style-type: none"> • Develop and make recommendations concerning the management and support for the District's learning management system (LMS). • Serve as a voice and advocate for the appropriate application of technologies to the teaching and learning process. • Facilitate District-wide communication on instructional technology issues, including 	<ul style="list-style-type: none"> • Faculty Co-Chair appointed by the Academic Senate • Administrative Co-Chair appointed by the Superintendent/President • One faculty representative from each division • One librarian • One academic counselor

	<p>compliance with Section 508 of the Rehabilitation Act of 1973 and U.S. Copyright laws.</p> <ul style="list-style-type: none"> • Develop and make recommendations for the specifications and uses of classroom technologies. • Develop and make recommendations concerning professional development activities related to the District's (LMS) and other learning technologies. 	<ul style="list-style-type: none"> • One classified employee appointed by classified employees • The Dean of Technology • One academic dean • One student services dean or his/her designee • The LRC Director or his/her designee • The AAC Director or his/her designee • One student, non-voting, appointed by students • Additional members as needed
Distance Education Subcommittee, <i>Subcommittee of the Educational Technology Committee</i>	<ul style="list-style-type: none"> • Review and recommend policies and procedures for the conduct of online instruction and the operation of online courses • Make recommendations to the Academic Senate regarding priorities as they relate to instructional support for online and hybrid courses • Provide input to the Academic Senate on the development of policies and academic initiatives as they relate to online courses • Serve as a discussion forum for pedagogical issues regarding the teaching, learning, assessment, ADA/504/508 compliance, and student support services for online and hybrid courses 	<ul style="list-style-type: none"> • Distance Education Coordinator, co-chair • VP of Academic Services or designee • Faculty (up to one per division) appointed by Academic Senate upon recommendation from the divisions • One adjunct faculty member • One librarian • One classified employee appointed by classified employees • One student, nonvoting, appointed by students • Additional members as needed
General Education Subcommittee, <i>Subcommittee of the Curriculum Committee</i>	<ul style="list-style-type: none"> • Draft and maintain the District's general education policy and plans • Assess the General Education Learning Outcomes 	<ul style="list-style-type: none"> • Faculty co-chair, elected from faculty membership • Academic dean, co-chair appointed by VP of Academic Services • Eight faculty appointed by the Academic Senate • Articulation officer • One student appointed by students
Faculty Enrichment Committee	<ul style="list-style-type: none"> • Approve enrichment activities proposed by faculty, staff, and administration • Track flex hours for faculty • Communicate available development opportunities 	<ul style="list-style-type: none"> • Faculty co-chair, elected from faculty membership • VP of Academic Services or designee • Faculty (up to one per division) appointed by Academic Senate upon recommendation from the divisions • One librarian

		<ul style="list-style-type: none"> • One adjunct faculty appointed by adjunct faculty • One classified employee appointed by classified employees
Outcomes and Assessment Committee	<ul style="list-style-type: none"> • Make recommendations to the Academic Senate on student learning outcome assessment • Monitor the development and assessment of student learning outcomes • Recommend and/or provide training for faculty, staff, and administrators related to the development and assessment of student learning outcomes 	<ul style="list-style-type: none"> • Curriculum coordinator, co-chair • Academic dean, co-chair appointed by VP of Academic Services • One faculty representative from each academic division, appointed by the Academic Senate • One representative from the Research Office

STUDENT SENATE

Purpose

The Student Senate is a governance and consultative body that represents District students in making recommendations on issues that have or will have a significant impact on them. The Board of Trustees recognizes the Student Senate as the official voice of the students.

The primary purposes of the Student Senate are as follows.

- Advise the administration and Board on the following matters identified in California regulations as having a significant effect on students:
 1. Grading policies
 2. Codes of student conduct
 3. Academic disciplinary policies
 4. Curriculum development
 5. Courses or programs that 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
 10. Any other District and college policy, procedure or related matter that the District governing board determines will have significant effect on students
- Make all appointments of students to governance bodies and their committees.

Website: <http://www.cos.edu/StudentSenate>

Membership

Enrolled students who have paid their current activity benefits fees are members of the Associated Students organization for the current semester. Members of the Associated Students can run for office and vote in elections for Student Senate. The Student Senate includes members elected to serve one-year terms and appointed members.

Elections are held annually in the spring and student officers are elected at large.

- The elected officers are Student Senate:
 - President
 - Vice President
 - Student Trustee
 - Student Body Ambassador
 - Commissioner of Activities
 - Commissioner of Clubs
 - Commissioner of Finance
 - Commissioner of Publicity/ Art
 - Commissioner of Records

- The appointed officers are:
 - Representative to Hanford Educational Center
 - Representative to Tulare College Center
 - 11 student senators, each representing an academic division

Meeting Schedule

The time, dates, and locations for Student Senate meetings are published for the academic year at the beginning of each fall semester. This information is published in the Governance and Decision-Making section of the District's website (<http://www.cos.edu/About/Governance>) and in the calendar available on the District's website (<http://calendar.cos.edu>).

Student Senate Committees

The Student Senate has one standing committee, the Inter-Club Committee, which is composed of the commissioner of clubs and a representative from each sanctioned student club.

<http://www.cos.edu/StudentServices/studentactivitiesAffairs/Inter-club>

OPERATIONAL GROUPS

Operational groups assist the Superintendent/President in implementing the Board's plans and policies by coordinating operations to carry out the Board's policies and procedures. Members are assigned to operational groups by virtue of their position in the District. Their authority to serve in these capacities is derived from the Board of Trustees or the Superintendent/President through the assignment of responsibilities on job descriptions and appointment to positions.

Operational Group	Purpose	Membership
Deans Council	<ul style="list-style-type: none"> • Make recommendations to the Superintendent/President on policies and procedures, and other matters relevant to deans • Serve as a venue for sharing information and coordinating activities 	<ul style="list-style-type: none"> • All Academic Services, Administrative Services, and Student Services deans • Other managers as appointed by the Superintendent/President
Instructional Council	<ul style="list-style-type: none"> • Make recommendations to the Superintendent/President or his/her designee on policies, procedures and other matters related to academic services • Administer academic services' policies, procedures and day-to-day operations • Review and discuss implementation of policy decisions made by the Board regarding academic services operations 	<ul style="list-style-type: none"> • VP of Academic Services, chair • Academic Services and Student Services deans, division chairs, directors • One faculty appointed by Academic Senate • Distance education coordinator • Curriculum coordinator
Management Council	<ul style="list-style-type: none"> • Make recommendations to the Superintendent/President on policies, procedures and other matters relevant to managers • Serve as a venue for sharing information and perspectives on emergent issues 	<ul style="list-style-type: none"> • All classified and certificated managers and confidential classified staff as appointed by the Superintendent/President
Senior Management Council	<ul style="list-style-type: none"> • Make recommendations to the Superintendent/President on policies, procedures and other matters with District-wide impact, such as planning, resource allocations, collective bargaining, and institutional assessment 	<ul style="list-style-type: none"> • Superintendent/President • VPs of Academic Services, Administrative Services, and Student Services • Provosts of Hanford Educational Center and Tulare College Center • Dean of Human Resources • Dean of Research, Planning and Institutional Effectiveness

Facilities/Safety Council	<ul style="list-style-type: none"> • Prioritize and recommend for approval safety and facilities projects for Above-Base Funds • Evaluate District signage issues and recommend implementation • Monitor and update the Emergency Response Plan • Monitor and update the Hazardous Material Disposal Plan • Evaluate safety conditions and hazards on District property and recommend improvements 	<ul style="list-style-type: none"> • District safety officer, chair • Three administrators from the facilities and safety areas • One classified employee from facilities and safety areas appointed by classified employees • One full-time faculty member appointed by full-time faculty • One student appointed by students
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TASK FORCES

Task forces are formed to create a venue for accomplishing specific projects or address specific issues that require timely and concentrated energy. Instead of being required by law or regulation, these groups are established as needed.

Task forces can be appointed and charged by the Superintendent/President or by a governance group to perform specific functions that benefit the entire District. Task force membership is either voluntary or by appointment.

Task forces are not ongoing; when a specific project is completed, the task force is dissolved. Tasks may be regularly recurring, such as the three-year review of the District mission, but accomplishing those recurring tasks does not require a standing body.

ASSESSMENT OF PLANNING AND DECISION-MAKING PROCESSES

The District assesses its planning and Decision-making processes in alignment with the Accrediting Commission for Community and Junior College's standards.

The District's planning and decision-making processes are evaluated annually. Annually, Decision-making processes are assessed through self-reflection.

- Annual: All governance groups (specifically senates, committees, and councils) are required to complete a Year-end Governance Evaluation. The questions include confirmation that scheduled meetings occurred and reports of committee members' attendance and committee accomplishments. These evaluations are submitted to their respective Senate by May 1. The District Governance Senate/Academic Senate consolidates these reports to create a District Year-end Governance Report that may include recommendations for improvements in the coming academic year. These reports are posted online for District-wide information and are included in the Superintendent/President's information report to the Board of Trustees.
- The District Governance Senate may recommend revisions to decision-making processes to address issues raised in the assessment. If the recommended changes are approved by Superintendent/President, the *College of the Sequoias Integrated Planning Manual* and/or the *College of the Sequoias Governance and Decision-making Manual* will be revised to reflect these changes.

The Accrediting Commission for Community and Junior Colleges standards most relevant to the assessment of planning processes are:

Standard I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Standard I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Standard I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Standard I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Standard I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a

comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

Standard IV.A.7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Timeline and Process for Annual Assessment of Planning and Decision-making Processes

By September 15	<ul style="list-style-type: none"> • Review prior year’s evaluation and initiatives. • Develop current year’s initiatives, if any. When appropriate, district goals and district objectives should be integrated into initiatives. Initiatives need to support integrated planning and the district’s goals when applicable. • Enter routine business and initiatives into TracDat.
By May 1	<ul style="list-style-type: none"> • Each individual member completes the confidential survey of their respective governance group’s work during the academic year. • Surveys are submitted to the Office of Research, Planning and Institutional Effectiveness. • Compiled survey results are sent to the co-chairs of each governance group.
By May 30	<ul style="list-style-type: none"> • Governance group co-chairs enter the Year-End Governance Evaluation into TracDat. • Co-chairs review the Year-End Governance Evaluation and survey results with the respective governance group. • Year-End Governance Evaluations and survey results are forwarded to the respective senate.
By August 15	<ul style="list-style-type: none"> • District Governance Senate and Academic Senate co-chairs consolidate the evaluations to create their respective Year-End Governance Reports. The final reports may include recommendations for improvements in processes. • District Governance Senate and Academic Senate post the Year-End Governance Reports online and the Superintendent /President distributes the reports to the Board of Trustees for information.

APPENDIX A

CALIFORNIA CODE OF REGULATIONS FOR COLLEGIAL CONSULTATION

Title 5 § 53200. Definitions.

For the purpose of this Sub chapter:

- 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 Sub chapter 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 Sub chapter, 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-studies 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.

Title 5 § 53201. Academic Senate or Faculty Council

In order that the faculty may have a formal and effective procedure for participating in the formation and implementation of district policies on academic and professional matters, an academic senate may be established at the college and/or district levels.

Title 5 § 53202. Formation; Procedures; Membership.

The following procedure shall be used to establish an academic senate:

- a The full-time faculty of a community college shall vote by secret ballot to form an academic senate.
- b In multi-college districts, the full-time faculty of the district colleges may vote on whether or not to form a district academic senate. Such vote shall be by secret ballot.
- c The governing board of a district shall recognize the academic senate and authorize the faculty to:
 - 1 Fix and amend by vote of the full-time faculty the composition, structure, and procedures of the academic senate.
 - 2 Provide for the selection, in accordance with accepted democratic election procedures, the members of the academic senate.
- e The full-time faculty may provide for the membership and participation of part-time faculty members in the academic senate.
- f In the absence of any full-time faculty members in a community college, the part-time faculty of such community college may form an academic senate.

Title 5 § 53203. Powers.

- a The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters. This requirement to consult collegially shall not limit other rights and responsibilities of the academic senate which are specifically provided in statute or other Board of Governors regulations.
- b In adopting the policies and procedures described in Subsection (a), the governing board or its designees shall consult collegially with representatives of the academic senate.
- c While in the process of consulting collegially, the academic senate shall retain the right to meet with or to appear before the governing board with respect to the views, recommendations, or proposals of the senate. In addition, after consultation with the administration of the college and/or district, the academic senate may present its views and recommendations to the governing board.

- 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.
- e An academic senate may assume such responsibilities and perform such functions as may be delegated to it by the governing board of the district pursuant to Subsection (a).
- f 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 § 53204. Scope of Regulations.

Nothing in this Subchapter shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between collective bargaining representatives and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining representatives 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 these regulations.

Title 5 § 53205. Duties Assigned by Administration and Governing Board.

No content included in this Regulation other than:

Note: Authority cited: Sections 66700, 71020, 71062 and 71079, Education Code. Reference: Sections 71079 and 72292, Education Code.

Title 5 § 53206. Academic Senate for California Community Colleges.

- a An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of

California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.

- b The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

Title 5 § 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 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 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.

Title 5 §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.

BOARD POLICY**2510**

SEQUOIAS CCD

Board of Trustees

PARTICIPATION IN LOCAL DECISION-MAKING

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District have the opportunity to participate in developing recommended policies for board action and administrative procedures for Superintendent/President action under which the District is governed and administered. The *College of the Sequoias Governance and Decision-making Manual* describes roles/responsibilities, process, protocols and authority for decision-making. If any group or individual fails to participate in the opportunities provided for input in local decision-making, the Superintendent/President will note such actions and will complete the participatory process and present final recommendations to the Board.

The Board of Trustees is the legal entity accountable to the Accrediting Commission for Community and Junior Colleges, the State Chancellor for Community Colleges, the State Department of Education and the Federal Department of Education. As such, no part of any policy or administrative procedure can abdicate their sole authority to govern in accordance with all state and federal laws and regulations and the collective bargaining agreements by and between the employee associations and the District. The Board may take action to reject recommendations or outcomes achieved through the process described in Board Policy 2510 and Administrative Procedure 2510 when they determine that there are compelling legal, fiscal or organizational reasons.

Each of the following shall participate as required by law in the decision-making processes of the district:

Staff (Title 5, Section 51023.5.)

Staff shall be provided with opportunities to participate in the development and revision of (non-Ten Plus One) district policies and administrative procedures in accordance with BP/AP 2410. The opinions and recommendations of staff in governance and decision making are represented through staff participation in District Governance Senate and processes set forth in the *College of the Sequoias Governance and Decision-making Manual*.

Students (Title 5, Section 51023.7.)

The Student Senate shall be given an opportunity to participate effectively in the development and revision of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Student Senate will be presented to the superintendent/president in accordance with the process set forth in BP/AP 2410 the *College of the Sequoias Governance and Decision-*

making Manual and given every reasonable consideration. The selection of student representatives to serve on District senates, committees or task forces shall be made in consultation with the Student Senate.

Academic Senate (Title 5, Sections 53200-53206.)

The Board or its designee will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Under the Ten Plus One provision of Title 5, AB 1725, Academic Senate has the right to present recommendations directly to the superintendent/president for presentation to the Board. Recommendations for Ten Plus One items should be presented to the superintendent/president for proposal to the Board of Trustees.

The methods by which the Board of Trustees and its designee will consult with the Academic Senate on Ten Plus One items are specified below:

- A. Primarily rely upon the advice and judgment of the Academic Senate on:
 - 1. Degree and certificate requirements
 - 2. Grading policies
 - 3. Policies for faculty professional development activities
 - 4. Curriculum, including establishing prerequisites and placing courses within disciplines
- B. Mutually Agree on:
 - 1. Educational program development
 - 2. Standards or policies regarding student preparation and success
 - 3. District and college governance structures, as related to faculty roles
 - 4. Faculty roles and involvement in accreditation process, including self-study and annual reports
 - 5. Processes for program review
 - 6. Processes for institutional planning and budget development
 - 7. Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate.

Procedures to implement this section are carried out in accordance with BP/AP 2410 the *College of the Sequoias Governance and Decision-making Manual*.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, et seq.

See Administrative Procedure 2510

Reference: Educ. Code Section 70902(b)(7); Title 5, Sections 53200 et seq.,
(Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation
Standard IV.A

Adopted: October 8, 2007

Revised: June 19, 2013

Revised: May 12, 2014

Revised: November 13, 2023

PARTICIPATION IN LOCAL DECISION-MAKING

I. Key Terms: (Based upon Title 5, Section 53200 & Community College League of California Guidelines for Implementation of Title 5, Section 53200-53204.)

- A. Primary, but not exclusive of Board approval: describes the Academic Senate's role in making recommendations with respect to academic and professional matters listed under Ten Plus One.
- B. Consult collegially with the Academic Senate: describes how the Board of Trustees is to seek faculty input for recommendations on policies listed under Ten Plus One through either of the following methods:
 - 1. Rely primarily upon the advice and judgment of the Academic Senate
 - a. Senate recommendations will normally be accepted.
 - b. Only in exceptional circumstances and for compelling reasons will a recommendation not be accepted.
 - c. The Board of Trustees can receive advice from others.
 - 2. Mutual agreement with the Academic Senate
 - a. If no agreement, existing policy remains in effect unless policy exposes District to legal liability or fiscal hardship.
 - b. If there is no existing policy or when legal liability or fiscal hardship requires that the existing policy be changed, the Board of Trustees may do so, after a good faith effort to reach agreement and only for compelling legal, fiscal, or organizational reasons.
- C. Compelling legal, fiscal or organizational reasons: which relate to matters determined by the Board of Trustees to have a significant effect on students. These may include but are not limited to:
 - 1. Complying with the law.
 - 2. Protecting District solvency.
 - 3. Complying with recommendations to remain fully accredited.
 - 4. Improving organizational planning, efficiency and effectiveness concerning matters that have a significant effect on students.

II. Ten Plus One - Mutual Agreement Process

- A. The Academic Senate, or Superintendent/President identifies issues or problems with existing Board Policy, or written process agreements. When the Superintendent/President or the Academic Senate seeks to consult collegially, the party seeking consultation shall initiate consultation in writing (email is acceptable). The parties shall then collegially consult in accordance with Board Policy 2510, Administrative Procedure 2510 and the participatory governance process described in the *College of the Sequoias Governance and Decision-making Manual* and strive to develop mutually agreed upon recommendations to the governing board regarding policy.
- B. Any data that needs to be collected and/or issues to be resolved will be defined through the governance roles/responsibilities described in the College of the Sequoias Governance and Decision-making Manual. In these matters the Academic Senate shall appoint faculty to serve on college task forces or other groups.
- C. Responsible parties for writing a document or policy are defined by Board Policy 2410 and Administrative Procedure 2410 and governance roles/responsibilities described in the *College of the Sequoias District Governance and Decision-making Manual*.
- D. The document or policy is reviewed by Academic Senate in accordance with Board Policy 2410 and Administrative Procedure 2410 and the *District Governance and Decision-making Manual*.
- E. The Superintendent/President presents the document or policy recommendation to the Board of Trustees for final approval. Academic Senate President has the opportunity to address the Board.
- F. After reasonable collegial consultation, if the parties cannot reach mutual agreement on an academic and/or professional matter, alternative recommendations may be brought before the Board for action with written rationale from the Superintendent/President. If there is no existing policy and the parties cannot reach mutual agreement, the Board of Trustees may act if there are compelling legal, fiscal, or organizational reasons to do so.

The Board of Trustees may act without reaching mutual agreement with Academic Senate only in cases of compelling legal, fiscal or organizational reasons as described in Title 5, Section 53203, and I.C above, and will provide a written explanation of those reasons.

Ref: Title 5, Section 53200; Community College League of
California Guidelines for Implementation of Title 5, Sections
53200-53204

Adopted: May 20, 1996 as Board Policy 1110
Revised: as Administrative Procedure 2510, October 8, 2007
Revised: June 19, 2013
Revised: April 7, 2014
Revised: November 13, 2023

BOARD POLICY**2410**

SEQUOIAS CCD

Board of Trustees

POLICY AND ADMINISTRATIVE PROCEDURES

The Sequoias Community College District (“District”) Board of Trustees may adopt such policies, not inconsistent with the regulations of the Board of Governors and the laws of this State that are determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to District activities. All District employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority vote.

Administrative procedures are to be issued by the Superintendent/President as statements of method to be used in implementing board policy. Such administrative procedures shall be consistent with the intent of board policy. Administrative procedures may be revised as deemed necessary by the Superintendent/President.

The Superintendent/President shall regularly provide each member of the Board with any revisions of administrative procedures since the last time they were provided. The Board reserves the right to direct revisions of the administrative procedures should they, in the Board’s judgment, be inconsistent with the Board’s own policies.

All policies and administrative procedures are readily available to District employees and the public on the COS website.

See Administrative Procedure 2410.

Reference:	Educ. Code Section 70902; Accreditation Standard IV.B.1.b & e
Adopted:	October 8, 2007
Revised:	December 12, 2022

POLICY AND ADMINISTRATIVE PROCEDURES

Board Policy and Administrative Procedure Review:

Board Policies (BP) and Administrative Procedures (AP) are regularly reviewed by the Superintendent/President's Office and Senior Management to remain current and to ensure compliance with state and federal laws. Any changes in the law which require updates or changes in either BP or AP will be done so in a timely manner.

Additionally, the District will review all of its BP and AP on a six-year cycle. Guided by the annual updates from the Community College League of California's Board Policy and Procedure Service, District Board Policy Chapters will be individually reviewed and revised as needed.

The Superintendent/President's Office will track all BPs and APs for progress during the review cycle through Board notification and/or approval. Once the BP or AP has been to the Board for notification or approval, the Superintendent/President's Office will maintain the approved document(s) and make the revised or new BP/AP available to the public on the COS website.

Any employee, student, or member of the public may initiate a review of any policy and/or procedure or propose a new policy or procedure by submitting a request or recommendation and a draft document to the Superintendent/President's Office.

1. Any BP or AP in question will be brought to Senior Management for review and discussion.
2. If Senior Management decides that the proposed new or revised policy or procedure is necessary, the policy and/or procedure will be assigned to a senior manager of the appropriate department (Student Services, Academic Services, Administrative Services, or Human Resources Office) to facilitate review and/or modification. If Senior Management decides that the proposed new policy or procedure or revision of an existing policy or procedure is not necessary, the Superintendent/President, or designee, will notify the requesting party in writing.
3. Senior Management will determine whether each BP or AP is a 10+1 or Non 10+1. However, during the review process, Academic Senate may request that a Non 10+1 BP or AP be considered as a 10+1.
4. Drafts of newly proposed or revised BPs and/or APs will be distributed to senior administrators, presidents or designees of Academic Senate, District

Governance Senate, CSEA, COSTA, COSAFA, and Student Senate for a 30-day review/feedback period. The intent of this 30-day period is to allow for draft revisions to be on senate agendas for comprehensive feedback and proposed substantive change if desired. BPs and APs designated as 10+1 will be approved by Academic Senate during this 30-day period.

5. Responses and/or proposed revisions are sent by senate co-chairs to the senior administrator originator for a second review by Senior Management. Thirty (30) additional days may be approved by Senior Management if needed.
6. Final revisions to all BPs and APs are at the discretion of the Superintendent/President in accordance with BP 2410 and BP 2510. If the revisions concern a 10+1 issue, the proposal will be sent back to Academic Senate for consent.
7. The superintendent/president, or designee, will present the proposal for revised or newly created BP to the Board of Trustees for public reading(s) and action. APs are approved by the Superintendent/President and do not require Board approval.
8. No BP will be forwarded to the Board of Trustees for review/approval during the months between spring and fall semesters without respective approval of District Governance Senate or Academic Senate.
9. All draft documents, new or revised, will have the author's name, file name, and date of the draft at the end of the document.

Reference: Educ. Code Section 70902; Accreditation Standard IV.B.1.b & e
Adopted: September 9, 2008
Revised: June 11, 2012
Revised: April 8, 2013
Revised: April 7, 2014
Revised: September 20, 2018
Revised: December 12, 2022

ADMINISTRATIVE PROCEDURE

3255

SEQUOIAS CCD

General Institution

DISTRICT GOVERNANCE STRUCTURE AND MANUAL MODIFICATIONS

Proposed changes to the governance structure may be recommended to Senior Management for review and discussion by any of the district's governance groups: District Governance Senate, Academic Senate, or Student Senate.

1. Senior Management will decide which governance group has purview over the proposed modification with the consent of the governance groups and assign a senior manager to facilitate the review process.
2. Proposed modifications to the governance structure will be distributed to senior administrators, presidents or designees of Academic Senate, District Governance Senate, CSEA, COSTA, COSAFA, Student Senate, District Governance Senate Committee co-chairs, Instructional Council, and Management Council for a 30-day review/feedback period. The intent of this 30-day period is to allow for proposed changes to be on senate/committee/council agendas for first and second readings for comprehensive feedback and proposed substantive change if desired.
3. Responses and/or proposed revisions from #2 above are sent by senate/council/committee co-chairs to the senior manager facilitator for a second review by Senior Management.
4. The proposal for modifying the governance structure will be presented to District Governance Senate, Academic Senate, or Student Senate for a final public reading and approval (up to two consecutive readings if needed). Approved modifications to the governance structure are at the discretion of the Superintendent/President in accordance with BP 2510.
5. Following District Governance Senate, and Academic Senate approval (or Student Senate when appropriate), the Superintendent/President, or designee, will present the proposal(s) to the Board of Trustees for public reading(s) and action. Changes will be presented to the Board of Trustees by the May board meeting each year, and upon approval, be implemented the following fall.

Modification of Governance Manuals

The governance manuals are reviewed and updated annually. This assessment occurs as part of the District's assessment of its planning processes. Following this assessment, the District Governance Senate reviews the results and may recommend revisions to decision-making processes when changes would address issues raised in the assessment. If the changes are approved District-wide, the *College of the Sequoias Governance and Decision-making Manual*, *Resource Allocation Manual*, and/or *Integrated Planning Manual* will be updated to reflect these changes. Through this review process, these manuals are maintained to reflect the inevitable changes in the decision-making processes that are to be expected as part of the District's cycle of continuous quality improvement. The request for modifications will be announced through the Senates each Spring, with the final recommended modifications to the Senates by the first meeting in April.

Adopted: February 12, 2020