College of the Siskiyous
Governance Model
(Effective August 15, 2011)

Adopted by mutual agreement between the following groups:

**California School Employees Association (CSEA):**

CSEA President  
Date: 5/10/11

**Academic Senate:**

Academic Senate President  
Date: 5/16/11

**Administrative Support/Management (ASM):**

ASM President  
Date: 5/13/11

**Associated Student Body (ASB):**

ASB President  
Date: 5/13/11

**COS Board of Trustees:**

Board of Trustees President  
Date: 6-7-2011

To be reviewed: Fall 2014
Decision-Making Philosophy

The focus of our mission is student learning. As indicated by our core values, the college needs the active participation of the entire campus community to effectively accomplish its mission. Our philosophy is that diverse perspectives make us stronger and lead to better decisions. This philosophy fosters a climate in which participation and input is routinely sought, provided to, and accepted by those responsible for making decisions. This shared involvement:

- Does not always imply agreement;
- Does not always require the same level of involvement by all participants at all times; and
- Places the ultimate responsibility for decisions with the President and the Board of Trustees.

College of the Siskiyous’ organizational functioning is based on our mission, vision, institutional values, strategic direction, and on the development of effective relationships and teamwork between administrators, faculty, staff and students.

Characteristics of Effective Decision Making

We believe that an effective decision-making structure at College of the Siskiyous must have the following characteristics:

- It focuses the entire college on student learning;
- It provides the members of all campus constituencies – students, faculty, administration, and classified staff the ability to be involved, through their representatives, in the governance and future direction of the college;
- It facilitates the coordination of the work of the various groups to ensure that we collectively make the best decisions;
- It is clearly understood and provides clear pathways for involvement for the entire campus community;
- It ensures that everyone identifies with the mission of the college and assists in the professional growth of our faculty, administration, staff, and students;
- It uses information from faculty, administration, staff, students, and the community to drive the college’s strategic direction;
- It achieves an appropriate balance between decentralized and centralized decision-making;
- It fosters continuous organizational improvement by evaluating outcomes and making changes to our structures and processes as needed;
- It is flexible and responsive – providing the college with the ability to develop and implement contingency plans to adjust to changing environments and to take advantage of unexpected opportunities;
- It ensures that the college remains responsive to community needs and accountable for its outcomes;
- It empowers decision-making at the levels held accountable for the outcome of those decisions.
Governance Relationships

The decision-making processes at College of the Siskiyous are designed in accordance with AB 1725. They are intended to ensure that decisions are well-informed, support the effective and efficient functioning of the college, are made by those who are accountable for the results, and with the participation of those who can best contribute to their implementation. The ultimate objective is to support student learning.

There are four complementary processes which function within the college:

- The general participatory governance process which reviews, develops, and recommends policies, procedures, and priorities for the college to the Superintendent/President and the Board of Trustees.
- The academic participatory governance process which provides faculty recommendations to the Superintendent/President with respect to academic and professional matters (known as the 10+1).
- The planning, budgeting, and assessment process which defines how the college gains input into the development of its strategic direction and the allocation of resources.
- The administrative/operational processes which deal with the day-to-day functioning of the college within established policies and procedures.

In addition to these processes, there are also collective bargaining processes which deal with contractual matters and working conditions as defined by the collective bargaining law. These processes are outside of governance and are not addressed in this publication.

The Law

The Board of Governors of the California Community Colleges shall establish “minimum standards” and local governing boards shall establish procedures “inconsistent” with those minimum standards to ensure:

- Faculty, staff, and students the right to participate effectively in district and college governance; and
- 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)

In terms of institutional governance and decision-making, AB 1725 states in Section 4 paragraph (o) that “Any set of laws, regulations, directives, or guidelines regarding community college faculty and administrator qualifications, evaluations, hiring or retention should promote the efforts of local community colleges to ensure that their faculty and administration consists of:

1. Teachers who can teach and who are experts in the subject matter of their curriculum.
2. Counselors, librarians, and other instructional and student service faculty who can foster college effectiveness and who are experts in the subject matter of their specialty.
3. Administrators who can lead, organize, plan and supervise; who understand the needs of faculty and the learning process; and who value institutional governance based upon a genuine sharing of responsibility with faculty colleagues.”

Management/Governance

This section is designed to generally define the difference between these two terms since whether a decision is assigned to a particular process depends heavily on this distinction. This section will not attempt to make a list of decisions and assign them to a category as that list would undoubtedly be very extensive. Nevertheless, there will be times when there will be possible disagreement around a particular decision. In such cases, these should be brought to College Council for recommendation to the Superintendent/President, with the exception of a possible decision belonging in the 10+1. In those cases, the Academic Senate should bring the matter to the Superintendent/President to be presented to the Board.
Governance shall be defined as those matters relating to Board policy and procedure, planning and budgeting, District-wide priorities and mission, and values and vision that affect our mission as a College.

Management is the process, with its attendant decisions, that carries out the results of our governance and Board decisions. At College of the Siskiyous, we adhere to the principle of “participatory management” where supervisors regularly involve the appropriate employees in management decisions as a way of making better and more informed choices. For this reason, we form councils, committees, taskforces and ad hoc groups as well as encourage departments and offices to hold meetings for the purpose of encouraging advice and dispensing information to employees.

A good example of the distinction between governance and management is the choice the College has to replace or not replace a position when someone retires or resigns. The decision to fill the position immediately with an interim would be a management decision to ensure continued implementation of the policy or planning to provide this particular function. The choice to fill this position permanently is a governance matter as the decision implies a continuation or change in policy and has a major planning and budgeting effect on the College.

**The Board of Trustees**

It is understood by all segments of the college community that the Board of Trustees, as elected representatives of the community, is the final voice in the District (subject to the laws and appropriate regulations of the State Legislature and the Chancellor’s Office). As a matter of professional respect, and as outlined in AB 1725, the Board will, if it rejects or modifies a recommendation proposed by the participatory governance procedure, return to the participatory governance committee(s) its objections to the proposal. It does this through its designee – the Superintendent/President.

**The Superintendent/President**

The Superintendent/President is the official designee of the Board, and is directly responsible to the Board. All recommendations developed through the participatory governance processes will be sent to the Board through the Superintendent/President.

The Superintendent/President has the right to reject or modify any general participatory governance decision. (Academic and professional matters are not part of general participatory governance. See below for how these are handled.) However, in the spirit of professionalism and collegiality, the Superintendent/President informs the respective group(s)/committee(s) of his objections (if any) to their general governance recommendations. The Academic Senate, CSEA, ASM, and the Associated Student Body retain the right to present their concerns with the Superintendent/President’s decision to the Board of Trustees if a common consensus is not achieved.

**The Academic Senate**

The Academic Senate, as the representatives of the faculty, makes recommendations to the administration of the College and the Board with respect to the following academic and professional 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 of policies regarding student preparation and success;
6. District and college governance structures as related to faculty roles;
7. Faculty roles in the accreditation process, including self-study and annual reports;
8. Policies for faculty professional development;
9. Processes for program review;
10. Processes for institutional plans and budget development;
11. Other academic and professional matters as mutually agreed between the governing Board and Academic Senate.

According to Title 5 §53203 the governing Board is required to adopt policies for appropriate delegation of authority and responsibility to its Academic Senate. These policies must, at a minimum, provide that the Board, or its designees, consult collegially with the Academic Senate when adopting policies and procedures on academic and professional matters. “Consult collegially” is defined by Title 5 §53200 to mean:
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.

According to Board Policy 2510, the Siskiyou Joint Community College District Board’s decision is to reach written mutual agreement with the Academic Senate on academic and professional matters through its designee (the Superintendent/President).

The Academic Senate is also responsible for appointing faculty representatives for committees. Per Title V, the Academic Senate may constitute committees, with specific charges, which report to the Senate in order to accomplish their academic participatory governance responsibilities.

CSEA

CSEA represents all classified staff members of the Siskiyou Joint Community College District in matters relating to college governance, and assumes the primary role in disseminating information and gather input on behalf of the classified staff.

According to Title 5 §51023.5, the governing Board is required to adopt policies and procedures that provide staff opportunity to participate effectively in district and college governance. This is defined as participation in the formulation and development of policies and procedures, and processes for jointly developing recommendations that have or will have a significant effect on staff. As is the case for the Academic Senate, CSEA is also responsible for appointing staff representatives for committees.

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

Note: CSEA is also the College’s bargaining unit for classified staff and therefore must be careful not to confuse its governance role with its collective bargaining role.

Associated Student Body

The mission of College of the Siskiyous Associated Student Body is to effectively represent student needs, keep students informed of student related issues, and promote cultural, social, and leadership opportunities for all students.

According to Title 5 §51023.7, the governing Board is required to adopt policies and procedures that provide students opportunity to participate effectively in district and college governance. This participation is defined
as the formulation and development policies and procedures and processes for jointly developing recommendations that have or will have a significant effect on students.

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

The policies and procedures that have a "significant effect on students" include:

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;
10. any other district and college policy, procedure or related matter that the district governing Board determines will have a significant effect on students.

ASM

The Administrative Support/Management group includes managers, supervisors, and confidential employees. It is represented on the College Council and appoints members to committees to represent managers, supervisors, and confidential employees as required. This group is included in the general participatory governance process which recommends policies, procedures, and priorities for the College to the Superintendent/President.

The College Council

The College Council is the institution’s chief representative body for general governance matters. The body consists of two representatives each from the Associated Student Body, California School Employees Association (CSEA), Administrative Support/Management (ASM), Academic Senate and Administrators. The College Council makes its recommendations to the Superintendent/President.

Council of Presidents

The Council of Presidents is a consultative group for the Superintendent/President comprised of the Presidents of all the constituent and bargaining groups in the College. Therefore it includes the Presidents of the Academic Senate, CTA, CSEA, ASM, and the ASB. While the Council of Presidents do not make official recommendations to the Superintendent/President, they do offer advice to him/her on a wide variety of topics.

Cabinet

The Cabinet is a group of administrators that provides advice to the Superintendent/President. It currently consists of the two Vice-Presidents, the Director of Human Resources, the Director of Institutional Advancement, and the Director of Planning, Assessment and Research. The Superintendent/President may designate decision authority if it has been designated to him/her by the Board, to any member of this body. However, he/she may not designate the decision to receive and recommend to the Board any governance recommendation from the Academic Senate or College Council unless in the process of designating an individual as Interim President in the case of an emergency.
Reading the Charts

These charts are constructed to show the relationships between groups in the decision-making processes of the College. For that reason, it is important to pay close attention to the arrows because they define the relationships in two ways:

1. The type of line defines the relationship as one of either mutual agreement, recommendation, advice or management process.

2. The point of the arrow shows to whom the above relationships are directed (for instance to whom a recommendation is given) and the non-point end, from whom it originates. If there are arrows on both ends, this implies the action can move in either direction.

Terms

Academic and Professional Matters
The ten items contained in Title V plus any other items mutually agreed to by the Board and the Academic Senate. The Senate has the responsibility of seeking advice from the constituent groups.

General Governance
Those items which are both pan-institutional in affect or of crucial interest to the mission of the institution. These are most often expressed in policy and procedure and are referred by constituent groups to College Council. Items do not include working conditions (salary, stipends, employee/management relations, job descriptions, etc.) which are the purview of unions and management and should be referred to negotiating teams.

Operations
The implementation of policies and procedures adopted by the Board or its designee(s). This does not mean that managers do not make decisions, only that those decisions are based on policy and procedure or relate to a personnel matter. Proposals that end up in College Council or the Academic Senate often start in Operations and then are referred to either of the other two bodies. (The opposite may happen as well.)

Budgeting and Planning
These two processes have their own individual models that involve appropriate stake holders. Along the way, they seek advice from constituent groups. When they have an official recommendation, they make it to the College Council which can accept it or send it back for revision.

Legends

Mutual Agreement
A written agreement between the Academic Senate and the Board of Trustees or its designee specifically about an Academic or Professional Matter as defined by Title V.

Advice
Input given or solicited by/from one group to another. Advice does not require an answer from the group receiving the input.

Recommendation
A written proposal from one group to another. The proposal needs to be in writing and requires, in writing, a decision from the receiving group. Minutes are an acceptable form of writing if a verbal decision is rendered verbally in an open meeting.
Management
Decisions that are made as a part of the organization's structure including administrative positions, councils, committees and taskforces.
Academic and Professional Matters

Legend:
Recommendation: 
Mutual Agreement: 
Advice: 
Management (Participatory):

Board of Trustees

Council of Presidents

Academic Senate & Committees
(for academic and professional matters)

President

Cabinet

Admin./Councils

College Council

Divisions/Comms.

ASB  CSEA  ASM  Academic Senate (for general governance matters)  Administration

Departments
Budget and Planning Approval

Legend:
Recommendation: ----
Advice: ...........

Board of Trustees

Council of Presidents

President

Cabinet

Academic Senate
(for academic and professional matters)

College Council

Admin./Councils

Divisions/Comms.

Departments

SB CSEA ASM

Academic Senate
(for general governance matters)

Administration

Final budget recommendation from the Budget Development Committee

Final EMP recommendation from the EMP Steering Committee

Budget Process ← ---- → Planning Process
**Decision Making that Passes From One Process to Another**

Very often issues that start in an area like Operations can be determined to be an Academic and Professional Matter or a General Governance matter. When this happens, the originating group recommends that the issue be moved to the appropriate group. Since this could happen between any two processes, the following representation would show this phenomenon:

If the receiving end of this recommendation disagrees with the recommendation (that it rightly belongs in their area), then it is returned to the original process. If a disagreement cannot be resolved, the Board’s designee determines where the issue best resides.