# Taft College Governance Guide

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Taft College

Mission, Vision and Values

Our Vision

Taft College instills a passion for learning, leading to success for all.

Our Mission

Taft College is committed to creating a community of learners by enriching the lives of all students we serve through Career Technical Education, transfer programs, foundational programs, and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students’ achievement of their educational goals.

Our Values

- Students and their success.
- A learning community with teaching excellence.
- An environment conducive to learning, fairness, dialogue, and continuous improvement.
- A communicative, collaborative, collegial, and respectful culture.
- A partnership of students, faculty, support services, and community.
- Innovation, diversity, creativity, and critical thinking.
- Academic, financial, personal and professional integrity.
- Employees and their professional development.
- A transparent, accessible, participative governance structure.
Governance Guide Development Team

The Taft College District Guide to Governance was developed during the fall of 2014 and included the work of:

Dr. Dena Maloney
Superintendent/President

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Vice President of Instruction

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Vice President of Student Services

Bill Devine
Liberal Arts Division Chair and Professor of English

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The guide was formerly reviewed by:

Academic Senate
California School Employees Association, Taft College Chapter #543
Associated Student Body
Governance Council
Management Group
Introduction

Governance and decision-making within the West Kern Community College District are grounded in the belief that all college constituents are committed to working collaboratively in the best interests of students. All members of the college community share a common vision for student success, which is the primary goal for the college. We work together to build and support an environment characterized by a strong commitment to transparent communication, trust and cooperation.

Good faith efforts and a dedication to student success on the part of all involved in participatory governance is critical to enhancing the college’s ability to respond to opportunities, solve problems, develop strategies, and ensure that decisions made are in the best interest of the college. This guide provides the framework to enhance and improve the outcomes of collegial consultation processes while delineating the governance structures, processes, and relationships that make collegial consultation work at Taft College.

In order to participate effectively in governance, all constituents need to understand the regulatory framework guiding participatory governance, and their role in it at Taft College. This document describes the governance process by which the college ensures that there are opportunities for meaningful participation in the process.

This document will be reviewed every three years based on the District’s assessment of its planning processes. The structures and processes described in this guide have evolved and changed in response to developments at the college. Thus, this guide should be considered a living document which will continue to change as the District strengthens its governance processes and structure.

Regulatory Framework for Participatory Governance (AB1725)

The governance processes at Taft College are designed in accordance with AB 1725 and reflect the commitment to collegial consultation. The Board of Governors of the California Community Colleges shall establish “minimum standards” and local governing boards shall “establish procedures not inconsistent” with those minimum standards to ensure the following:

- Faculty, staff and students have 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 matters (Education Code Sections 70901, 70902)
**Principles of Participatory Governance**

The Taft College governance structure and processes are based on the principle of mutual accountability. The District’s governance processes include annual self-evaluation of the effectiveness of the Governance Council, the primary body for participatory governance at Taft College. Each committee of the Governance Council engages in an annual self-evaluation as well. The results of the annual evaluation by the Governance Council and its committees are included in meeting minutes and posted on the internet.

Participatory governance at Taft College rests on a foundation of mutual respect and a commitment to good communication. These qualities are exemplified by the following:

**Shared leadership on key college committees**

- A meeting process which provides shared responsibility for facilitation, note taking and timekeeping
- An eagerness to share ideas and recognize the contributions of all participants
- Open meetings in which non-committee members are welcomed as observers
- Publishing of approved meeting agendas and minutes on the campus internet
- Annual schedules for standing college meetings distributed in the Fall of each academic year
- Posting of agendas and minutes in advance of meetings for those committees subject to the Brown Act
- District-wide emails regarding campus-wide developments on issues and decisions

**All governance committee work at Taft College is expected to adhere to the following guiding principles and expectations**

- Have integrity – to be ethical in all of their actions
- Ensure transparency
- Be self-regulating
- Be enthusiastic in matters pertaining to the Committee
- Be knowledgeable about the issues pertaining to the Committee
- Respond professionally
- Encourage others
- Be accountable

**Committee members further promise to:**

- Maintain a working familiarity with the Committee procedures
- Meet the expectations being placed upon them
- Work within the committee mandate/charter
Continued:

- Take individual responsibility
- Lead by example
- Remain committed to doing the very best they can do to accomplish committee goals

**Participatory Governance Processes**

**Three Complementary Processes that function within the college:**

- The administrative and operational processes that deal with the functioning and operation of the college within established policies and procedures;
- The collective bargaining processes that deal with contractual matters and working conditions as defined by the collective bargaining law and the District’s commitment to the interest-based bargaining process;
- The collegial consultation processes that review, develop, and recommend policies and priorities of the college to the Superintendent/President and the Board of Trustees.

This guide specifically focuses on the collegial consultation processes.
Taft College Participatory Governance Structure

WKCCD Board of Trustees

Superintendent/President

Associated Student Body

Academic Senate

Governance Council

California Schools Employees Association *

Academic Development Committee

Policies and Procedures Committee

Curriculum and General Education Committee

Student Learning Outcomes and Assessment Steering Committee

Budget Committee

Strategic Planning Committee

Access Committee

Success Committee

Campus Safety Committee

Information Technology Committee

* Classified members represented in governance by their bargaining unit.
Groups that Develop Recommendations through Collegial Consultation

Within the West Kern Community College District, there are categories of groups which provide recommendations on District issues. These groups are defined by the groups’ responsibilities and the sources of their authority.

All categories of groups are essential as they represent various constituencies among the college community. Members of each group have two responsibilities: 1) to share input from their constituents to the larger group; and 2) to share information and dialogue from the group back to their constituents. The guiding principles behind the Taft College governance structure rest with each member upholding this vital communication link between the stakeholders they represent and the larger group of which they are a member.

Membership in each body is determined by the stakeholders they represent:

1. **Governance Groups**
   Governance groups are those whose authority is derived, either directly or indirectly from law and regulation. Members of governance groups expressly in the law or regulation, or as delegated by another group which possesses said authority. Members of governance groups represent specific stakeholders and as such, create the vital communication link between constituent groups and the larger governance group. At Taft College, the governance groups are the Governance Council, the Academic Senate, the Associated Student Body, and Taft College CSEA Chapter #543 which is the designated group for appointing classified representatives to participatory governance committees.

2. **Governance Committees**
   Governance committees are those constituted by governance groups to effect policy and/or procedural decision making. At Taft College, governance committees have established charters which delineate the scope of purpose and the representative make up of committees. Examples of governance committees include the Budget Committee, Strategic Planning Committee, Student Success Committee, Academic Policies and Procedures Committee, Curriculum and General Education Committee. A matrix of committees are included in this document.

**Specific Governance Groups at Taft College**

**Board of Trustees**
The Board of Trustees, as elected representatives of the community, is the final voice of the District (subject to the laws and appropriate regulations of the State Legislature and the Board of Governors). The West Kern Community College District has a governing board that is responsible for establishing policies to ensure the quality, integrity and effectiveness of the District’s student learning programs and services and the financial stability of the institution. The West Kern Community College District Board of Trustees serves as an independent policy-making body that reflects the public interest. Eligible voters within the
District elect the trustees, who serve staggered, four-year terms to ensure continuity of service on the Board. The working relationships among trustees are cooperative and transparent, providing for effective board operations.

In addition to elected representatives of the public at large, the Board of Trustees also includes one non-voting student member, who serves a one year term commencing June 1st. The student trustee provides a student perspective on matters before the Board, receives board agendas and materials, and attends all open-session board meetings.

California Education Code 70902 identifies the Board of Trustees as the District’s legal and fiduciary body, and outlines associated responsibilities. West Kern Community College District Board Policy 2200 Board Duties and Responsibilities specifically defines the governing role of the Board of Trustees. This policy commits the Board to monitor institutional performance and educational quality, assure fiscal health and stability, and to hire, evaluate and delegate power and authority to the Superintendent/President to lead the District.

As defined in Board Policy 2510 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. However, the Board is committed to ensuring that members of the District participate in developing recommended policies for board action. In this regard, Board Policy 2510 defines the participatory roles of the Academic Senate, staff and students.

**Superintendent/President**

The Superintendent/President is the chief representative of the Board and is responsible directly to the Board. The Board of Trustees determines the Superintendent/President’s role and authority in governance and decision making, and has memorialized that role in Board Policy and in the job description. The Board has established policies and administrative procedures to select and evaluate the college’s chief executive officer, the Superintendent/President. Board Policy 2430 Delegation of Authority to Superintendent/President establishes the delegation of authority to the Superintendent/President to administer the policies adopted by the Board and execute all decisions of the Board requiring administrative action. Recommendations of collegial consultation committees are sent to the Board through the Superintendent/President. The Superintendent/President has primary responsibility for the District and provides leadership in planning, organizing, budgeting, selection and developing personnel, and assessing institutional effectiveness.

**Faculty**

As noted in Board Policy 2510 Participation in Local Decision-Making, the Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined in the California Code of Regulations Title 5, Section 53200. The Academic Senate, as the representative of the faculty, makes recommendations to the administration of the college and to the Board with respect to academic and professional matters (known as 10+1). The Academic Senate is also responsible for selecting faculty representative(s) on collegial consultation committees, working with other staff who request appointment of faculty to operational and/or advisory committees of the Senate.
The role of the faculty is to participate in:

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

**Staff: Confidential Classified Managers, Classified Managers and Classified Staff**

Board Policy 2510 *Participation in Local Decision Making* defines the role of staff in the governance process as participating in:

- The development of recommendations to the Superintendent President on district policies and procedures that have a significant effect on staff.

Board Policy 2510 further notes that the opinions and recommendations of all staff groups will be given every reasonable consideration. California Code of Regulations Title 5 Section 52013.5 identifies the specific matters which have a significant effect on classified staff.

**Students**

Board Policy 2510 delineates the role of students in the District governance process as:

- The development of District policies and procedures that have a significant effect on students, as defined by law.
- The recommendations and positions of the Associated Students will be given every reasonable consideration.
- The selection of student representatives to serve on District committees or taskforces shall be made after consultation with the Associated Student Body.

Nothing in the policy should 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.
Roles, Structures and Membership of Committees in Governance Process

Role of the Governance Council

The Governance Council is the primary body for participative governance at Taft College. The Council is made up of representatives from all campus constituents including faculty, students, and administration. The Council accomplishes its work through six committees:

- Access Committee
- Budget Committee
- Campus Safety and Security
- Information Technology Committee
- Strategic Planning Committee
- Success Committee

Collectively, these committees assist the Governance Council in performing its role in enrollment management, resource allocation recommendations, maintaining a safe environment for student learning, recommendations regarding technology, annual and long-range planning, and student success initiatives.

The Governance Council encourages participation of all members of the college community in the participative governance process by ensuring a flow of communication to/from the Council to college stakeholders. In particular, the Governance Council processes provides the link between planning and budgeting to support the college in ensuring decision-making is tied to student learning.

The Governance Council is co-chaired by the Superintendent/President and the Academic Senate President. The Council annually evaluates its effectiveness and makes improvements to its processes based on the evaluation data.

The Governance Council consists of the following voting members:

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<th>Administration (4)</th>
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<tbody>
<tr>
<td>- Superintendent/President</td>
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<tr>
<td>- Vice President, Instruction</td>
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<tr>
<td>- Vice President, Student Services</td>
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<tr>
<td>- Executive Vice President, Administrative Services</td>
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<table>
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<tr>
<th>Classified (4)</th>
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<tbody>
<tr>
<td>- Associated Student Body</td>
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<thead>
<tr>
<th>Academic Senate (6)</th>
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<tr>
<td>- Academic Senate President</td>
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<tr>
<td>- Division Chair, Applied Technologies or designee</td>
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<tr>
<td>- Division Chair, Liberal Arts or designee</td>
</tr>
<tr>
<td>- Division Chair, Learning Support or designee</td>
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<tr>
<td>- Division Chair, Math and Sciences or designee</td>
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<tr>
<td>- Division Chair, Social Sciences or designee</td>
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**Governance Council Committees**

The Governance Council conducts its business through the following committees. These committees provide recommendations to the Governance Council:

<table>
<thead>
<tr>
<th>Governance Council Committees</th>
<th>Purpose</th>
<th>Membership</th>
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</table>
| Access Committee              | • Provide decision support related to access to educational opportunities to the community of learners served by Taft College  
                                • Provide effective enrollment management  
                                • Consider new programs/certificates or when following the discontinuation policy  
                                • Assess educational pathways from high school to other 2-year or 4-year institutions | VP Instruction (Co-Chair)  
                                Academic Senate Appointee (Co-Chair)  
                                Administrator (1)  
                                Teaching Faculty (1)  
                                Non-Teaching Faculty (1)  
                                Classified (1)  
                                Student (1) |
| Budget Committee              | • Monitor budgetary issues  
                                • Inform the Governance Council of available resources for new positions and programs  
                                • Provide the Governance Council with the costs of proposed projects  
                                • Inform the Governance Council regarding budgetary issues | EVP Administrative Services (Chair)  
                                Dean of Instruction - Grants  
                                Academic Senate (3)  
                                SS Classified Management (1)  
                                Foundation (1)  
                                Classified (1) |
| Campus Safety and Security Committee | • Serves as the central focal point to examine campus security and safety issues and responsibilities  
                                               • Provide a forum for input from all campus constituents and helps ensure integrated safety and security programs, procedures, rules and laws are followed  
                                               • Receives input, investigates current crime trends, current campus safety and security issues, develops new policies and procedures, and analyzes past events for potential improvement  
                                               • Provides recommendations including campus training opportunities | VP Student Services (Chair)  
                                               EVP Administrative Services  
                                               Director, Information Services  
                                               Director, Maintenance and Operations  
                                               Director, Human Resources  
                                               Campus Safety Officer and Advisor  
                                               Dorm Supervisor/Campus Security  
                                               WESTEC Representative, Executive Director/CIO  
                                               Science Department Representative  
                                               Athletic Department Representative  
                                               Bookstore Representative  
                                               Faculty (1)  
                                               Classified (1)  
                                               Student (1) |
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<tr>
<th>Governance Council Committees Continued</th>
<th>Purpose</th>
<th>Membership</th>
</tr>
</thead>
</table>
| Information Technology Committee       | • Coordinates technology plans and technology related operational issues | Director, Information Services (Co-Chair)  
Coordinator, Distance Learning (Co-Chair)  
VP Student Services  
Human Resources Representative  
Academic Senate Representative  
Library Representative  
Information Services Representatives (Minimum of 2)  
Transition to Independent Living Representative  
CTE Representative  
Information Technologist |
| Strategic Planning Committee            | • Oversee the Strategic Planning process  
• Facilitate long-term strategic planning, including but not limited to the integration of the Educational Master Plan, Facilities Plan, Safety Plan, and Technology Plan  
• Assess program plans and program goals for consistency with strategic plan and strategic goals  
• Monitor and report on strategic indicators  
• Monitor compliance with Accreditation and serve as the Accreditation Steering Committee during comprehensive evaluations | VP Instruction (Co-Chair)  
VP Student Services (Co-Chair)  
VP Academic Senate  
Coordinator, Student Learning Outcomes  
Dean of Instruction - Grants  
Coordinator, Counseling/Student Success  
Director, CTE  
Classified (1) |
| Student Success Committee               | • Review and analyze college student success data  
• Develop broad, comprehensive strategies for improving student success  
• Analyze and understand the common barriers and momentum points that students experience  
• Use data to identify patterns of demand to inform schedule building to support student goal completion  
• In conjunction with the Access Committee, form a workgroup to complete the Student Success Plan and the Student Equity Plan | VP Student Services (Chair)  
Assistant Director, Admissions and Records  
Coordinator, Counseling/Student Success  
Coordinator, Distance Learning  
Dean of Instruction – Grants  
Division Chair, LSD  
Research Analyst  
Faculty (1)  
Classified (1)  
Student (1) |
Academic Senate

Role of the Academic Senate

The Academic Senate is a governance and consultative body that represents full-time and adjunct District faculty. The primary purpose of the Academic Senate is to:

- Make recommendations to the administration and Board on academic and professional matters including the following:
  
  - Curriculum, including establishing prerequisites and placing courses within disciplines
  - Degree and certificate requirements
  - Grading policies
  - Educational program development
  - Standards or policies regarding student preparation and success
  - District governance structures, as related to faculty roles
  - Policies for faculty professional development activities
  - Processes for program review
  - Process for institutional planning and budget development
  - Faculty roles and involvement in accreditation process, including self-evaluation and annual reports
  - 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.

- Collegial consultation means that the District governing board shall develop policies on academic matters through either or both of the following:
  
  - Rely primarily on the advice and judgment of the Academic Senate, or
  - The governing board, or its designees, and the Academic Senate shall reach a mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.
**Academic Senate Committees**

The Academic Senate 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.

<table>
<thead>
<tr>
<th>Academic Senate Committees</th>
<th>Purpose</th>
<th>Membership</th>
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<tbody>
<tr>
<td>Academic Development Committee</td>
<td>Revise and align basic skill courses for student improvement</td>
<td>ESL Professor (Chair) VP Student Services Coordinator, EOPS/CARE Learning Disabilities Specialist</td>
</tr>
<tr>
<td>Academic Policies and Procedures Committee</td>
<td>Reviews students’ petitions regarding academic policies and procedures</td>
<td>VP Student Services (Chair) Coordinator, Counseling/Student Success Assistant Director, Admissions and Records</td>
</tr>
<tr>
<td>Curriculum and General Education Committee</td>
<td>Review and approve curriculum for submission to the Board of Trustees</td>
<td>VP Instruction (Co-Chair) VP Student Services Division Chairs Director, Dental Hygiene Coordinator, Distance Learning Coordinator, Counseling/Student Success Director, Admissions and Records Articulation Officer/Coordinator, Student Learning Outcomes</td>
</tr>
<tr>
<td>Student Learning Outcomes and Assessment Steering Committee</td>
<td>Provide oversight, technical assistance and advice regarding Student Learning Outcomes at Taft College</td>
<td>Coordinator, Student Learning Outcomes (Chair) Curriculum and Academic Senate Representative Division Chair, or Designee from each Division Non-Teaching Faculty (1) Institutional Research Representative Student (1)</td>
</tr>
</tbody>
</table>
**Associated Student Body (ASB)**

**Role of the Associated Student Body**

The Associated Student Body is the official governing organization of students enrolled at Taft College. The Board of Trustees recognizes the Associated Student Body as the official voice of students. The Associated Student Body provides a means for responsible and effective participation in the governance of the campus; is the official voice through which students’ opinions may be expressed; and provides opportunities for all members of the college community to establish memorable experiences and life-long relationships through activities and events connected to Taft College.

The primary purpose of the Associated Student Body is to advise the administration and the Board on the following matters identified in California regulations as having a significant effect on students:

- Grading policies
- Codes of student conduct
- Academic disciplinary policies
- Curriculum development
- Courses or programs that should be initiated or discontinued
- Processes for institutional planning and budget development
- Standards and policies regarding student preparation and success
- Student services planning and development
- Student fees within the authority of the District to adopt
- Any other District and college policy, procedure or related matter that the District governing board determines will have significant effect on students

The Associated Student Body also makes all appointments of students to governance bodies and their committees.

**Website:** [http://www.taftcollege.edu/tcwp/asb/?page_id=201](http://www.taftcollege.edu/tcwp/asb/?page_id=201)
Operational Groups

Operational groups are those groups which assist the Superintendent/President in implementing board policies by coordinating activities and functions at the College. Members serve in operational groups by virtue of their position in the District. The 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 or appointment to positions.

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<thead>
<tr>
<th>Operational Groups</th>
<th>Purpose</th>
<th>Membership</th>
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<tbody>
<tr>
<td>Admissions and Attendance Committee</td>
<td>• Review students’ petitions for readmission or reinstatement</td>
<td>VP Student Services (Chair)</td>
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<td></td>
<td>• Make recommendations to the Vice President of Student Services on the</td>
<td>Coordinator, Student Support Services</td>
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<td></td>
<td>basis of these reviews</td>
<td>Director, Admissions and Records</td>
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<td>Assistant Director, Admissions and Records</td>
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<td>CalWORKS/DSPS Counselor</td>
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<td>VP Instruction Coordinator, EOPS/CARE</td>
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<td>Coordinator, Counseling/Student Success</td>
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<td>EOPS/Care Counselor</td>
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<td>Faculty (1)</td>
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<td>Community Scholarship Committee</td>
<td>• Select recipients of scholarship awards</td>
<td>VP Student Services (Chair)</td>
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<td>Director, Financial Aid</td>
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<td>Faculty (Minimum of 2)</td>
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<td></td>
<td>Director, Admissions and Records</td>
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<td>Student Services Assistant</td>
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<td>Equal Employment Opportunity Advisory</td>
<td>• Evaluates programs and services for underrepresented groups of faculty</td>
<td>Director, Human Resources (Chair)</td>
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<td>Committee</td>
<td>and staff</td>
<td>Faculty (3)</td>
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<td></td>
<td>• Participates in developing the District EEO Plan</td>
<td>Management (3)</td>
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<td>Classified (3)</td>
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<td>Community (2)</td>
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<td>Human Resources Specialist</td>
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<td>Facilities Committee</td>
<td>• Coordinate long range facilities planning</td>
<td>EVP Administrative Services (Chair)</td>
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<td>Director, Maintenance and Operations</td>
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<td>Faculty (3)</td>
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<td>Management (1)</td>
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<td>Classified (3)</td>
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<td>Architects (3)</td>
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<tr>
<td>Financial Aid Committee</td>
<td>• Review students’ petitions for exceptions to financial aid policy</td>
<td>VP Student Services (Chair)</td>
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<td></td>
<td>• Make recommendations to the Vice President of Student Services on the</td>
<td>Director, Financial Aid</td>
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<td>basis of these reviews</td>
<td>Coordinator, Counseling/Student Success</td>
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<td>Faculty (Minimum of 2)</td>
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<td>Management (1)</td>
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<td>Classified (1)</td>
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<tr>
<td></td>
<td></td>
<td>Ex-Officio Member: Financial Aid Technician</td>
</tr>
<tr>
<td>Operational Groups Continued</td>
<td>Purpose</td>
<td>Membership</td>
</tr>
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</tbody>
</table>
| Health Benefits Committee    | • Fact finding committee to research quality health care benefit plans for the District  
• Identify strategies to reduce health care benefit costs, retiree health care costs, and reduction of GASB 45 liability  
• Make recommendations to bargaining unit and administration related to health care costs | Superintendent/President (Co-Chair)  
Director, Human Resources (Co-Chair)  
Faculty (2)  
Management(2)  
Classified (2)  
Faculty Retiree (1)  
Management Retiree (1)  
Classified Retiree (1)  
Ex-officio Member: Human Resources Specialist |
| Public Information           | • Coordinate communication of outreach, catalog and District website                                                                                                                                 | VP Student Services (Chair)  
VP Instruction  
Website Coordinator  
Public Information Officer  
Outreach Coordinator  
Student Services Assistant  
EVP Administrative Services  
Director, Information Services  
Institutional Researcher  
Faculty (1)  
Ex-Officio Members: Human Resources representative |
| Professional Development Committee | • Planning and facilitation of professional development activities for faculty and staff  
VP Instruction (Co-Chair)  
Faculty (Co-Chair)  
Faculty (Minimum of 4)  
Ex-Officio Member: Human Resources Analyst/Technology Coordinator |
| Taft disAbilities Partnership Team (TAPT) | • Coordinates programs and events for students with disabilities, the campus, and community                                             | DSPS Coordinator (Chair)  
Faculty (1)  
Community  
Student (1)  
Director, Human Resources (Co-Chair)  
VP Student Services  
Classified (Minimum of 4) |

**Task Forces**

Task forces are established as needed to accomplish particular projects or address specific issues. They can be formed by the Superintendent/President, or by a governance group. Task force membership can be voluntary or by appointment.

Once the work of the task force is completed, the task force is generally dissolved. Some recurring tasks may need to be addressed but accomplishing this work does not require a standing body.
Taft College Participatory Governance Decision-Making Process

“Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students to take initiative in improving the practices, programs and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.” (ACCJC Standard IV.1)
Appendices

- Title 5 53200 – 53205
- Title 5 51203.5
- Title 5 51023.7
- Board Policy 2510
- Administrative Procedure 2510 (needs to be uploaded to website)
- Governance Council Charter
- Strategic Planning Committee Charter
- Budget Committee Charter
- Access Committee Charter
- Success Committee Charter
- Campus Safety and Security Committee Charter
- Information Technology Committee Charter
- Governance Council Self-Evaluation tool
- Governance Council Committee Self-Evaluation Tool
- Web address for meeting agendas/minutes
- WKCCD Organization Chart
§ 53200. Definitions

For the purposes of this Subchapter:
(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 Subchapter 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 Subchapter, reference to the term “academic senate” also constitutes reference to “faculty council” of “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-study and annual reports;
(8) policies for faculty professional development activities;
(9) processes for program review;
(10) processes for institutional planning and budget development; and
(11) other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.
(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 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.


History
1. Amendment of Note filed 11-4-77; effective thirtieth day thereafter (Register 77, No. 45).
2. Amendment of Note filed 4-27-83; effective thirtieth day thereafter (Register 83, No. 18).
3. Amendment filed 10-30-90 with Secretary of State by Board of Governors, California Community Colleges; operative 11-30-90 (Register 90, No. 49). Submitted to OAL for printing only pursuant to Education Code section 70901.5(b).
4. Relocation of article 2 heading filed 5-15-93; operative 6-4-93 (Register 93, No. 25).
5. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).
§ 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.
§ 51023. Faculty.

The governing board of a community college district shall:

(a) adopt a policy statement on academic freedom which shall be made available to faculty and be filed with the Chancellor;

(b) adopt procedures which are consistent with the provisions of Sections 53000-53206, regarding the role of academic senates and faculty councils and are filed with the Chancellor;

(c) substantially comply with district adopted policy and procedures adopted pursuant to Subsections (a) and (b).


History
1. New section filed 6-27-84; effective thirtieth day thereafter (Register 84, No. 26).
2. Amendment filed 3-4-91 by Board of Governors of California Community Colleges with the Secretary of State; operative 4-5-91 (Register 91, No. 23). Submitted to OAL for printing only pursuant to Education Code Section 70901.5 (b).
3. Amendment filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant Education Code section 70901.5 (Register 94, No. 38).
4. Editorial correction of HISTORY 2 (Register 95, No.15).
§ 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 position 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 of 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 formulations 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 formulations 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) The selection of staff representatives to serve on college and district task forces, committees, or other governance groups shall, when required by law, be made by those councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation. In all other instances, that selection shall either be made by, or in consultation with such staff groups. In all cases, representatives shall be selected from the category that they represent.
§ 53200   BARCLAYS CALIFORNIA CODE OF REGULATIONS   Title 5

(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 participate shall not intrude on matters within the scope of representation under Section 3543.2 of the Government Code. In addition, 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 for faculty and students pursuant to Sections 53200-53204, and Sections 51023.7, respectively.

(d) The governing board of a community college district shall comply substantially with the provisions of this Section.


History
1. New section filed 3-12-91 by Board of Governors of California Community Colleges with the Secretary of State operative 4-5-91. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (b), (Register 91. No.
2. Editorial correction of printing error in subsection (b) and HISTORY 1. (Register 91. No. 43).
3. Amendment of subsections (a)(1), (a)(5), (a)(7), (b), (c) and (d) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94. No. 38).
§ 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 polices and procedures that have or will be 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) with in 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 polices;
(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 delegated 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.
§ 53200 BARCLAYS CALIFORNIA CODE OF REGULATIONS Title 5

(e) The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this Section.


History
1. New section filed 3-12-91 by Board of Governors of California Community Colleges with the Secretary of State: operative 4-5-91. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (b) (Register 91, No. 23).
2. Editorial correction of printing errors in subsections (a) and (b) and HISTEROY 1 (Register 91, No. 43).
3. Amendment of subsections (a)(2), (a)(4), (b), (b)(10), (d) and (e) filed 9-6-94; operative 10-6-94. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 94, No. 38).
BP 2510  Participation in Local Decision-Making

Reference:

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

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 participate in
developing recommended policies for board action and administrative procedures for
the Superintendent/President action under which the District is governed and
administered.

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

Academic Senate(s) (Title 5, Sections 53200 – 53206)

The Board or its designees will consult collegially with the Academic
Senate, as duly constituted with respect to academic and professional
matters, as defined by law. Procedures to implement this section are
developed collegially with the Academic Senate.

Staff (Title 5, Section 51023.5)

Staff shall be provided with opportunities to participate in the formulation
and development of district policies and procedures that have a
significant effect on staff. The opinions and recommendations of all staff
groups will be given every reasonable consideration.

Students (Title 5, Section 51023.7)

The Associated Students shall be given an opportunity to participate
effectively in the formulation and development of district policies and
procedures that have a significant effect on students, as defined by law.
The recommendations and positions of the Associated Students will be
given every reasonable consideration. The selection of student
representatives to serve on district committees or taskforces shall be made
after consultation with the Associated Students.

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 Procedures [ # ]
AP 2510 Participation in Local Decision-Making

Reference:

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

Staff

Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures, as well as in those processes for jointly developing recommendations for action, that have or will have a significant effect on staff.

Prior to the Board of Trustees taking action on such matters, staff will be provided with the opportunity to participate in the formulation and development of those matters through appropriately determined procedures and committee participation as described in the *Taft College Governance Guide*.

The Board shall give every reasonable consideration to recommendations and opinions of staff.

Procedures for Participation

The following procedures are provided to enable meaningful participation by staff in the college governance process:

1. Participation by staff in college governance will be facilitated primarily through the college’s committee and Governance Council structure which is constituted to be representative of all employee segments in the district.

2. The selection of staff representatives to serve on college and district task forces, committees (with the exception of hiring committees) or other governance groups shall, when required by law, be made by those councils, committees, employee organizations or other staff groups that the governing board has officially recognized in its policies and procedures, and as outlined in the *Taft College Governance Guide*.

3. Major recommendations of individual committees (excluding those within the purview of the Academic Senate under AB1725), that have implications for the larger college community will be forwarded to Governance Council for review and consideration.

Scope of Regulations
1. In developing and carrying out policies and procedures pursuant to these regulations, the 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.

2. Procedures for staff participation shall not intrude on matters within the scope of representation under Section 3543.2 of the Government Code.

3. In addition, the Governing Board 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 or employer-employee relations.

4. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing board.

5. It is the intent of the Governing Board 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.

**Faculty**

Faculty shall be provided with opportunities to participate in the formulation and development of District and College policies and procedures in areas as specified by Title V {Subsection 53200 c.} and designated as "Academic and Professional Matters."

"Rely Primarily On"

1. Those areas in which the Board of Trustees will "rely primarily on" the advice and judgment of the Academic Senate include:

   A. The determination of degree and certificate requirements;

   B. The development of curriculum, including the establishment of prerequisites and planning of course disciplines;

   C. The establishment of policies, procedures and programs for faculty professional development activities;

   D. The establishment and review of grading policies;
2. In the above areas, the recommendation of the Academic Senate will normally be accepted. Only in exceptional circumstances for compelling reasons will the recommendations not be accepted.

3. When the Board of Trustees does not wish to accept the advice of the Academic Senate on these matters, the Board (or its designee) will send a written communication to request that the Academic Senate reconsider the recommendation(s) taking into consideration the consensus and issues raised by the Board of Trustees.

4. If, upon consideration, the Academic Senate does not change its original recommendation, and, if it is the opinion of the Board that compelling legal, fiscal, or organizational reasons still exist, the Board may reject the advice of the Academic Senate.

5. This being the case, the final determination with rationale will be communicated to the Academic Senate in writing.

“By Mutual Consent”

1. Areas specified by Title 5 (Subsection 53200 c.) as “Academic and Professional Matters” where the Board of Trustees and the Academic Senate obligate themselves to reach mutual agreement include:

   A. The development of new educational programs;
   B. Standards or policies regarding student preparation and success;
   C. District governance structures, as related to faculty roles;
   D. Faculty roles and involvement in the accreditation process, including self-study and annual reports;
   E. Processes for program review;
   F. Processes for institutional planning and budget development;
   G. Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate.

2. Mutual Agreement process

   A. The Academic Senate, or Superintendent/President identifies issues or problems with existing Board Policy. 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 *Taft College Governance Guide*. The parties will strive to develop mutually agreed upon recommendations to the governing board regarding policies.

B. Issues requiring resolution or the formation of new policies are defined in the governance roles/responsibilities described the *Taft College Governance Guide*. Responsible parties for writing a document or policy are defined by Board Policy/ Administrative Procedure 2510, and Board Policy/ Administrative Procedure 2410.

C. The finished document or policy is reviewed by the Academic Senate in accordance with Board Policy/Administrative Procedure 2410 and the *Taft College Governance Guide*.

D. The Superintendent/President presents the document or policy recommendation to the Board of Trustees for final approval. The Academic Senate President also has the opportunity to address the Board.

E. After reasonable collegial consultation, if the parties cannot reach mutual agreement on an academic or professional matter where the Board has designated “By Mutual Consent”, alternative recommendations may be brought before the Board. 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 the Academic Senate only in cases of compelling legal, fiscal, or organizational reasons as described in Title 5, Section 53203, and will provide an explanation of those reasons.

**Students:**

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration.

**Procedures for Participation:**
The selection of student representatives to serve on district committees or task forces shall be made after consultation with the Associated Students.
Charter for the Governance Council (GC)

Role of the Governance Council

The Governance Council primary role is to:

(1) **Review** and **approve** recommendations from the Strategic Planning Committee (SPC) and the Budget Committee (BC). The SPC and BC make recommendations, provide information, or serve as resources to the GC which approves/does not approve the recommendations and forwards their recommendations to the President for a final decision.

(2) **Assist** in the development of the overall vision, mission, and long term goals of the College in conjunction with the Board of Trustees.

(3) **Lead** the development of the Mission Statement and Strategic Plan collaborating with the Strategic Planning Committee and Budget Committee.

The Governance Council:

- Serves as the shared decision making body of the college
- Encourages participation of all members of the college community in the college governance process
- Ensures a flow of communication and the sharing of information within the Governance Council and among all segments of the college community
- Provides processes for the link between budgeting and planning to ensure that the budget supports student learning and the College’s Strategic Plan
- Identifies governance subcommittees and taskforce committees to report to the Governance Council as needed
- Develops criteria for ranking program plan proposals
- Reviews program plan proposals
- Ranks program plan proposals and recommends to the president which proposals should be funded

Structure of the Governance Council

- The College President and Academic Senate President shall co-chair the Governance Council.
- The co-chairs shall be responsible for reviewing minutes and creating agendas that reflect the areas of responsibility of the Governance Council. The agenda building process shall allow for agenda item
suggestions from any member of all three planning committees (GC, SPC, and BC).

- The Governance Council shall create a policy for any TC community member outside the Governance Council to place an item on the agenda for review and discussion. The policy should be made public and posted for all staff and faculty.
- The Governance Council shall follow the college model of decision by consensus and shall make use of a facilitator, recorder, and timekeeper who are appointed from among the voting members at each meeting. A quorum must be present for a vote on action items.

**Membership of the Governance Council**

The membership of the Governance Council shall be as follows:

**Administration (4)**
- President
- Vice President, Instruction
- Vice President, Student Services
- Vice President, Administrative Services

**Academic Senate (6)**
- Academic Senate President
- Division Chair, Applied Technologies or designee
- Division Chair, Liberal Arts or designee
- Division Chair, Learning Support or designee
- Division Chair, Math and Sciences or designee
- Division Chair, Social Sciences or designee

**Management (1)**

**Classified (4)**

**Associated Student Body (1)**

**Total (15)**

**Meeting Schedule of the Governance Council**

At the beginning of each semester, the Governance Council shall adopt a proposed twice-monthly meeting schedule with each meeting scheduled for a maximum of two hours.
The Strategic Planning Committee reports to the Governance Committee.

Role of the Strategic Planning Committee

The Strategic Planning Committee's primary role is to

1. **Oversee** the Strategic Planning process (make recommendations for changes in the strategic planning process to the Governance Committee which would then approve or deny the recommendations);

2. **Facilitate** long-term strategic planning, including but not limited to the integration of the Educational Master Plan, Facilities Plan, Safety Plan, and Technology Plan (ensure that all college community members have the opportunity to participate in long-term strategic planning; schedule and facilitate sessions where college community members can participate; keep track of long-term goals and publish progress reports on progress toward long-term goals);

3. **Assess** program plans and program goals for consistency with strategic plan and strategic goals (checks Annual Program Review Reports and Annual Program Plans as they are submitted for consistency with Strategic Plan and works with Program Leads to update the Program Plans if necessary);

4. **Monitor** and **report** on strategic indicators (all strategic plan indicators are monitored and periodic updates on the status of the indicators are provided to the Governance Council and college community); and

5. **Monitor** compliance with Accreditation and serve as the Accreditation Committee during comprehensive evaluations (all members are familiar with the Accreditation Standards and make recommendations to the Governance Council on actions that would keep the school in compliance; direct the production of the Self Evaluation Report every six years).

The Strategic Planning Committee:
- Understands Strategic Planning best practices
- Understands Program Review best practices
- Knows the accreditation standards

Membership of the Strategic Planning Committee

The Strategic Planning Committee Membership Consists of:
- IR Coordinator 1
- SLO Coordinator 1
- Board Member 1
- Associate Dean, Instruction 1
- CTE Coordinator 1
- VP Academic Senate (curriculum) 1
- Classified 1
- Coordinator of Counseling/Matriculation 1
Total 8
BUDGET COMMITTEE

Committee Members:
Brock McMurray  Sheri Horn-Bunk
Bill Devine      Laura Riss
Barbara Amerio  Sonja Swenson
Sharyn Eveland  Agnes Jose-Eguaras

Charter for Budget Committee (BC)

As a fact-finding committee, the Budget Committee reports to the Governance Council.

Role of the Budget Committee

The Budget Committee’s primary role is to:
(1) Monitor budgetary issues;
(2) Inform the Governance Council of available resources for new positions and programs;
(3) Inform the Governance Council regarding budgetary issues.

The Budget Committee:
- Understands Taft College approved budget
- Understands state budget and Taft College’s allocation
- Knows fixed expenses
- Is aware of new funding sources

Membership of the Budget Committee

The Budget Committee Membership Consists of:
- Executive VP of Administrative Services (chair) 1
- Academic Senate Up to 3
- Classified Management 1
- Foundation Director 1
- Grants Representative 1
- Classified 1
Total 8

Meeting Schedule of the Budget Committee

At the beginning of each semester, the Budget Committee shall adopt a meeting schedule that meets the Governance Council needs.

Updated 8/20/14
Guiding Principles 
for all the "Planning Committees" (GC, SPC, and BC)

The Committee Leaders Promise to:
- Be Ethical in all of their actions
- Have Integrity
- Be Enthusiastic in matters pertaining to the Committee
- Be Knowledgeable about the issues pertaining to the Committee
- Lead by example
- Encourage others

The Committee Members Promise to:
- Know the Committee procedures
- Know the expectations being placed upon them
- Know the mandates pertaining to the Committee's charge
- Take individual responsibility
- Be committed to doing the very best they can do

All of the "Planning Committees" will:
- Evaluate their performance at the end of each academic year
- Review the Committee Charter at the beginning of each academic year

The Guiding Principles are evaluated annually at the same time as the Committee Charter

Approved by Planning Council on 10/14/2011
Access Committee Charter

Purpose: The Access Committee was constituted by action of the Governance Council to study issues and provide decision support related to “access” to educational opportunities to the community of learners served by Taft College. This includes but is not limited to:

- Effective enrollment management,
- Considering new programs/certificates, or when following the existing “discontinuation” policy,
- Assessing educational pathways from high school and to other 2-yr or 4-yr institutions.

Membership Criteria: In addition to the designated co-chairs, the Access Committee shall consist of a minimum of 5 members. The following criteria are not prescriptive, but are to be used to help guide committee makeup to ensure a diversity of perspectives, roles and required skillsets are represented:

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<th>Student Services</th>
<th>Instruction</th>
<th>Other</th>
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<tbody>
<tr>
<td>Administration</td>
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<tr>
<td>Classified</td>
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<tr>
<td>Non-teaching faculty</td>
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<tr>
<td>Teaching Faculty</td>
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<td>Student</td>
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Leadership:

The leadership shall be a shared responsibility between two co-chairs

- Co-Chair: Vice President of Instruction
- Co-Chair: Faculty Senate appointee

Meeting Schedule: the Access Committee members shall meet a minimum of once per month during the academic year. Meetings include working groups established by the Access Committee for primary topics of investigation with membership drawn from the college and community; working group members shall act as liaison with other groups on campus on behalf of the Access Committee.

Reporting Schedule: the Access Committee shall submit summary reports on its work to the Governance Council at least one calendar week prior to any regularly scheduled Governance Council meeting.

Self-Evaluation: the Access Committee shall:

- Review/evaluate their performance at the end of each academic year
- Review/evaluate the Committee Charter at the beginning of each academic year

Approved by Governance Council on March 28, 2014
Guiding Principles and Expectations

Committee members shall:

- have integrity - be ethical in all of their actions
- be enthusiastic in matters pertaining to the Committee
- be knowledgeable about the issues pertaining to the Committee
- lead by example
- encourage others

Committee members further promise to:

- maintain a working familiarity with the Committee procedures
- meet the expectations being placed upon them
- work within the Access Committee mandate / charter
- take individual responsibility
- remain committed to doing the very best they can do to accomplish committee goals

Approved by Governance Council on March 28, 2014
Title: Student Success Committee Proposal

NAME OF COMMITTEE:
Student Success Committee

MISSION:
Promote a campus-wide culture that fosters and supports student learning, access, success, goal completion, and institutional effectiveness.

SPECIFIC RESPONSIBILITIES:
1. Review and analyze college student success data.
2. Develop broad, comprehensive strategies for improving student success.
3. Analyze and understand the common barriers and momentum points that students experience.
4. Use data to identify patterns of demand to inform schedule building to support student goal completion.
5. In conjunction with the Access Committee, form a workgroup to complete the Student Success and Support Program Plan and Student Equity Plan.
6. Report to the Governance Council and other college committees regarding issues relating to student success. Make appropriate recommendations to the Governance Council.

MEMBERSHIP REPRESENTATION:
The Student Success Committee consists of:
Vice President, Student Services – Chair
Assistant Director, Admissions and Records
Coordinator, Counseling/Student Success
Coordinator, Distance Learning
Dean of Instruction-Grants
Division Chair, LSD
Research Analyst
Faculty Representative appointed by Academic Senate
Classified Representative appointed by CSEA
Student Representative appointed by ASB

MEMBERSHIP AND MEETING POLICIES:
The Vice President of Student Services will serve as the Committee Chair. The person serving as chair in any particular meeting shall not vote in that meeting except in the case of a tie. The recording secretary will be responsible to the Chair for contacting the members of the Committee, taking and distribution of minutes, and setting the dates, times, and a meeting room, for each meeting.

MEETING SCHEDULING, AGENDAS, AND MINUTES:
The Committee shall meet once a month to accomplish its goals and responsibilities

REVIEW:
The Charter will be reviewed annually by the Committee and recommendations for changes shall be submitted to the Governance Council.

Updated March, 2014-db
GUIDING PRINCIPLES AND EXPECTATIONS:

Committee members shall:

- have integrity—be ethical in all of their actions
- be enthusiastic in matters pertaining to the Committee
- be knowledgeable about the issues pertaining to the Committee
- lead by example
- encourage others

Committee members further promise to:

- maintain a working familiarity with the Committee procedures
- meet the expectations being placed upon them
- work within the Student Success Committee mandate/charter
- take individual responsibility
- remain committed to doing the very best they can do to accomplish committee goals

Updated March, 2014-db
Governance Council Document

Title: Campus Safety and Security Committee Proposal

NAME OF COMMITTEE:
Campus Safety and Security Committee

VISION:
Achieve continuous safety and security performance improvement by fully integrating safety and security philosophy and practices into all campus activities, facilities, operations, design and planning.

MISSION:
The Campus Safety and Security Committee supports the mission of the college by fostering and promoting a welcoming and safe place for learning and working by enhancing and maximizing safety for students, staff, faculty, and visitors on the TC campus.

PURPOSE:
The Campus Safety & Security Committee serves as the central focal point to examine campus security and safety issues and responsibilities. The Committee provides a forum for input from all campus constituents and acts as a resource with regard to ensuring the integrated safety & security programs, procedures, rules and laws are followed and those allowable for revision are reviewed and monitored for all potential improvements. The Committee will receive input, investigate current crime trends, current campus safety & security issues, develop new policies and procedures, as well as analyze past events for potential improvement and make recommendations including campus training opportunities.

DEFINITIONS:
Integrated Safety & Security Program: The consideration of safety and security aspects in all college planning and execution.
Safety & Security Process: 1) Analyze current vulnerabilities/threats; 2) Determine the risks; 3) Develop mitigating requirements to reduce risk; 4) Develop procedures to support mitigation; 5) Verify effectiveness

SPECIFIC RESPONSIBILITIES:
1. Review the annual crime statistics report to ensure accuracy and effectiveness and initiate any necessary improvements.
2. Gather data, deliberate and make recommendations including new or revised policies and procedures to address campus security, safety, and facility issues.
3. Communicate security, safety, and facility issues with the campus community through various communications, media and publications.
4. Make specific recommendations for the elimination or reduction of hazards to environmental health and occupational safety.
5. Promote accident prevention and loss control programs.
6. Develop and support Occupational Safety awareness and training sessions for the campus community.
7. Serve as a contact point for the members of the campus community who wish to raise issues regarding safety, security, facilities, and the prevention of violence.
8. Review safety, security, and facility policies and procedures, annual crime and service data and advise the appropriate campus constituents of any issues that are identified.
9. Report and advise the President and other college committees regarding issues relating to campus safety, security, facilities, and the prevention of violence. The Committee will prepare an annual report outlining the issues addressed in the preceding year and will make appropriate recommendations to the above constituents.
10. Make recommendations related to campus safety and security personnel and the needs of the campus.

MEMBERSHIP REPRESENTATION:
The Campus Safety & Security Committee consists of a maximum of fourteen (14) members. That membership is determined as follows:
Vice President, Student Services – Chair
Executive Vice President, Administrative Services
Director, Information Services
Director, Maintenance
Director, Human Resources
Campus Safety Officer and Advisor
Dorm Supervisor/Campus Security
WESTEC Representative, Executive Director/CIO
Science Department Representative
Athletic Department Representative
Bookstore Representative
Faculty Representative appointed by Academic Senate
 Classified Representative appointed by CSEA
Student Representative appointed by ASB

MEMBERSHIP AND MEETING POLICIES:
The Vice President of Student Services will serve as the Committee Chair. The person serving as chair in any particular meeting shall not vote in that meeting except in the case of a tie. The recording secretary will be responsible to the Chair for contacting the members of the Committee, taking and distribution of minutes, and setting the dates, times, and a meeting room, for each meeting.

MEETING SCHEDULING, AGENDAS, AND MINUTES:
The Committee shall meet as often as needed to accomplish its goals and responsibilities, normally monthly.

REVIEW:
The Charter will be reviewed annually by the Committee and recommendations for changes shall be submitted to the Governance Council.

RECOMMENDATIONS REPORTED TO:
President.

Dates Prepared/Modified by the Governance Council

______________________________
Date

Approved by the Administration

______________________________  __________________
President          Date
NAME OF COMMITTEE

Information Technology Committee

ROLE OF THE INFORMATION TECHNOLOGY COMMITTEE:

The Information Technology Committee serves as the central focal point to examine technology planning and operations at Taft College. The Committee provides a forum for input from all campus constituents and acts as a resource with regard to technology planning and operational effectiveness. The Committee receives input, recommends areas of interest, analyzes technology effectiveness, and makes recommendations regarding technology-related matters including campus technology training needs. The Committee leads the development of the Technology Master Plan and provides annual updates to the plan.

SPECIFIC RESPONSIBILITIES:

1. Coordinates technology plans and technology related operational issues
2. Leads the development of the Technology Master Plan.
3. Reviews technology-related policies and procedures and serve as a communication link to campus constituents regarding campus technology.
4. Gathers data, deliberate and make recommendations including new or revised policies and procedures to address technology use on campus.
5. Assesses the need for technology training and make recommendations to the Staff Development Committee.
6. Evaluates, discusses and recommends technology solutions to support student success and college operations.
7. Serves as a point of contact for member of the campus community who wish to provide input on technology applications and infrastructure on the campus.
8. Advises the Superintendent/President and other college committees regarding issues relating to campus technology.

MEMBERSHIP REPRESENTATION:

The Information Technology Committee consists of:

Director, Information Services (Co-Chair)
Coordinator, Distance Learning (Co-Chair)
Superintendent/President
VP Instruction
VP Student Services
Academic Senate President
Human Resources Representative
Library Representative
Information Services Representative (min of 2)
TIL Representative
CTE Representative
Information Technologist
Faculty (2)

Total: 14
MEMBERSHIP AND MEETING POLICIES:
The Director of Information Technology Services and the Coordinator of Distance Learning co-chair this committee. The Information Technology Administrative Assistant communicates the dates, times and meeting locations for the committee, and is responsible for taking and distributing minutes.

MEETING SCHEDULING
The Committee shall meet on a monthly basis.

Guiding Principles for all Governance Council Committees:
The Committee Leaders Promise to:
• Be Ethical in all of their actions
• Have Integrity
• Be Enthusiastic in matters pertaining to the Committee
• Be Knowledgeable about the issues pertaining to the Committee
• Lead by example
• Encourage others

The Committee Members Promise to:
• Know the Committee procedures
• Know the expectations being placed upon them
• Know the mandates pertaining to the Committee’s charge
• Take individual responsibility
• Be committed to doing the very best they can do

All of the Committees will:
• Evaluate their performance at the end of each academic year
• Review the Committee Charter at the beginning of each academic year

The Guiding Principles are evaluated annually at the same time as the Committee Charter

Date Reviewed by the Governance Council
December 12, 2014
Governance Council Effectiveness Evaluation: Spring 2014

The following statements are of various functions of Taft College’s Governance Council as identified in its charter. Use the scale below to indicate your level of agreement with how effective the Governance Council is at achieving the function in the statement. If you are not sure about a specific statement, mark it with "DK." Feel free to comment on your response to any statement. All ratings and comments will be brought back to the Governance Council for discussion and recommendations to improve its effectiveness in achieving that function.

1 Strongly Agree
2 Somewhat Agree
3 Neutral
4 Somewhat Disagree
5 Strongly Disagree
DK Don’t Know

To take the survey, please visit:

http://planning.taftcollege.edu/content/forms.php?do=form&fid=36

Part I: Effectiveness in Achieving its Charter

The Governance Council is Effective in:

1. Reviewing and approving recommendations from the Strategic Planning Committee (SPC) and the Budget Committee (BC).
2. Assisting in the development of the overall vision, mission, and long term goals of the College (every three to six years).
3. Leading the development of the Mission Statement and Strategic Plan (every three to six years).
4. Serving as the shared decision making body of the college
5. Encouraging participation of all members of the college community in the college governance process
6. Ensuring a flow of communication and sharing of information within the Governance Council and among all segments of the college community
7. Providing processes for the link between budgeting and planning to ensure that the budget supports student learning and the College’s Strategic Plan
8. Identifying governance subcommittees and taskforce committees to report to the Governance Council as needed
9. Developing criteria for ranking program plan proposals
10. Reviewing program plan proposals
11. Ranking program plan proposals and making recommendations to the president which proposals should be funded
Part II: Effectiveness of Persons and Processes

12. The College President and Academic Senate President effectively co-chair the Governance Council.
13. The co-chairs review minutes and create agendas that reflect the areas of responsibility of the Governance Council.
14. The agenda building process allows for agenda item suggestions from any member of all the College Community through their Governance Council representative.
15. The Governance Council follows the college model of decision by consensus.
16. The Governance Council makes use of a facilitator, recorder, and timekeeper who are appointed from among the voting members at each meeting.
17. The Governance Council meets frequently enough to effectively conduct its business.

Part III: Guiding Principles:

The Governance Council Members:

18. Are ethical in all of their actions
19. Have integrity
20. Are enthusiastic in matters pertaining to the Committee
21. Are knowledgeable about the issues pertaining to the Committee
22. Lead by example
23. Encourage others
24. Know the Committee procedures
25. Know the expectations being placed upon them
26. Know the mandates pertaining to the Council’s charge
27. Take individual responsibility
28. Are committed to doing the very best they can do
29. Evaluate their performance at the end of each academic year
30. Review the Governance Council Charter at the beginning of each academic year

Part IV: Comments

31. What is the Governance Council doing well that could serve as an example for how to facilitate other processes?
32. What can the Governance Council do better to more effectively accomplish its role?