Mendocino College

COMMITTEE HANDBOOK

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COMMITTEE HANDBOOK

INTRODUCTION

This handbook describes the various Mendocino–Lake Community College District committees and articulates the roles and responsibilities of the committee members. It also describes the participatory governance process and the mechanisms by which the district ensures that there are opportunities for meaningful contributions from constituent groups.

To fully implement AB1725 participatory governance regulations in a true spirit of collegiality, the following committee structure has been developed. The structure is designed to ensure effective participation from constituent groups in District and College governance.

PRINCIPLES

- Participation is encouraged to afford all members of the college constituency groups equal and ample opportunity to participate fully in governance activities.
- The number of the committees is to be kept as small as possible.
- Each committee will relate to the college's mission.
- The formation of new, permanent committees is the responsibility of the Planning and Budgeting Committee (PBC). Individual committees may form ad-hoc groups and task forces as needed.
- All committees will conduct their business according to group-developed rules or standard parliamentary procedure.
- Agendas clearly define objectives and expectations for meetings.

STAFFING

- Constituent groups will appoint committee members by the end of each spring semester.
- Constituent groups include the following: Management / Supervisory / Confidential (M/S/C), Faculty (Academic Senate), Classified Employees (Classified Senate) and Students (ASMC).

FORMING/DISBANDING OF COMMITTEES

- A committee is formed by applying to PBC or, if appropriate, Academic Senate, for recognized committee status. The application shall contain the proposed name, purpose, charge and membership of the committee.
- If granted, the existence of the new committee is disseminated through PBC and the membership is assigned by the constituent groups.
- Participatory Governance Committees may be created or disbanded by formal action of PBC upon determining whether the committee is necessary or is no longer necessary.

DUTIES OF COMMITTEE CHAIR/CO-CHAIR

- Establish meeting times and locations.
- Work collaboratively with constituent group leadership to recruit members.

- Create and distribute an agenda in a timely manner. Conduct meetings in an orderly manner, allowing appropriate participation of all individuals present.
- Submit updated goals and committee description each year.
- Ensure that a consensus or vote is taken on action items.
- See that minutes are written, approved, and distributed promptly.
- When serving as a co-chair, announce to the committee members how co-chair duties will be divided. Co-chairs will meet ahead of time to determine the duties each will perform. If there is a disagreement about duties to be performed, the co-chairs will meet with the committee as a whole to establish the roles of the co-chairs. Committee co-chairs will communicate regularly with each other over the construction of the agenda and other relevant work.
- Act as a mentor or assign a mentor to the new committee members who are unfamiliar with the committee.

DUTIES OF COMMITTEE MEMBERS

- Attend and participate in committee meetings. If unable to attend, contact chair in a timely manner.
- Read materials in advance of meetings, present opinions, ask questions and make informed recommendations while considering institutional need.
- Participate in committee goals development.
- Participate in activities to reach committee goals as needed between committee meetings in a timely manner.
- Inform constituent group members of committee actions.

COMMITTEE STRUCTURE

The committee structure of the MLCCD is based on the district's commitment to its mission, vision, values and goals, all of which have been developed in support of student success. Collective bargaining units operate outside of the governance structure but are recognized as serving a vital function for the District. Participating in these groups is counted as service to the District.

Recommending Committees, representing broad perspectives, provide recommendations to the Superintendent/President and the Board of Trustees. These committees are comprised of representatives from faculty, classified staff, administration and students. Central Recommending Committees have final recommending authority over specified district-wide matters unless otherwise prescribed by educational code, collective bargaining agreements, Board Policy or other legally binding statues. Central Recommending Committees receive information and recommendations from the four other categories of committees as described below. The current Central Recommending Committees are:

- Planning and Budgeting Committee (PBC)
- President's Policy and Advisory Committee (PPAC)
- Institutional Effectiveness and Planning (as an arm of PBC, evaluates the effectiveness of the Program Review-Directed Committees)

ACADEMIC SENATE COMMITTEES

Academic Senate committees are committees over which the Academic Senate has primacy. These committees include the following:

- Curriculum Committee
- Distance Education Committee
- Foundational Skills Teaching and Learning

COMMITTEE REPRESENTATIVE STAKEHOLDER GROUPS

Stakeholder groups provide to and solicit information from their constituency in order to inform the governance process. Stakeholder groups are also charged with appointing representatives from their groups to the committee. These groups include the following:

- ASMC
- Academic Senate
- Classified Senate
- Management Supervisory Confidential

PLANNING COMMITTEES

Planning Committees receive reports for requests through the yearly Program Review process. These committees prioritize requests and make recommendations directly to PBC as part of the planning and resource allocation process:

- Educational Action Plan Committee (also reports to Academic Senate)
  - Program Review Task Force
  - Program Assistance Teams
- Facilities Committee
  - Faculty Office Space (also reports to Academic Senate)
  - Mendocino College Coastal Field Station
  - Safety Committee / Assistance and Care Team for Student Services
- Outreach and Marketing Committee

Professional Development Committee
- Professional Development Leave
- FLEX

Staffing Committee
Student Learning Outcomes Committee
Technology Committee

STANDING COMMITTEES

Standing committees serve a variety of functions across the District, and are most likely to have a department or function-specific purpose. Standing committees report back to their respective stakeholder groups or departments:

Academic Review Committee
Advisory Committees
- Career and Technical Education Programs
- Categorically Funded Programs

508 Compliance Committee
Career and Technical Education Committee
Health Benefits Committee
Student Services Council
Assessment Committee
Enrollment Management Committee
Student Success and Support Program Committee
Accreditation Steering Committee
Equal Employment Opportunity Committee
Student Equity Committee
Website Committee
Committee Chairs' Committee

DISCIPLINE, DIVISION OR EVENT SPECIFIC WORKGROUPS AND AD HOC COMMITTEES

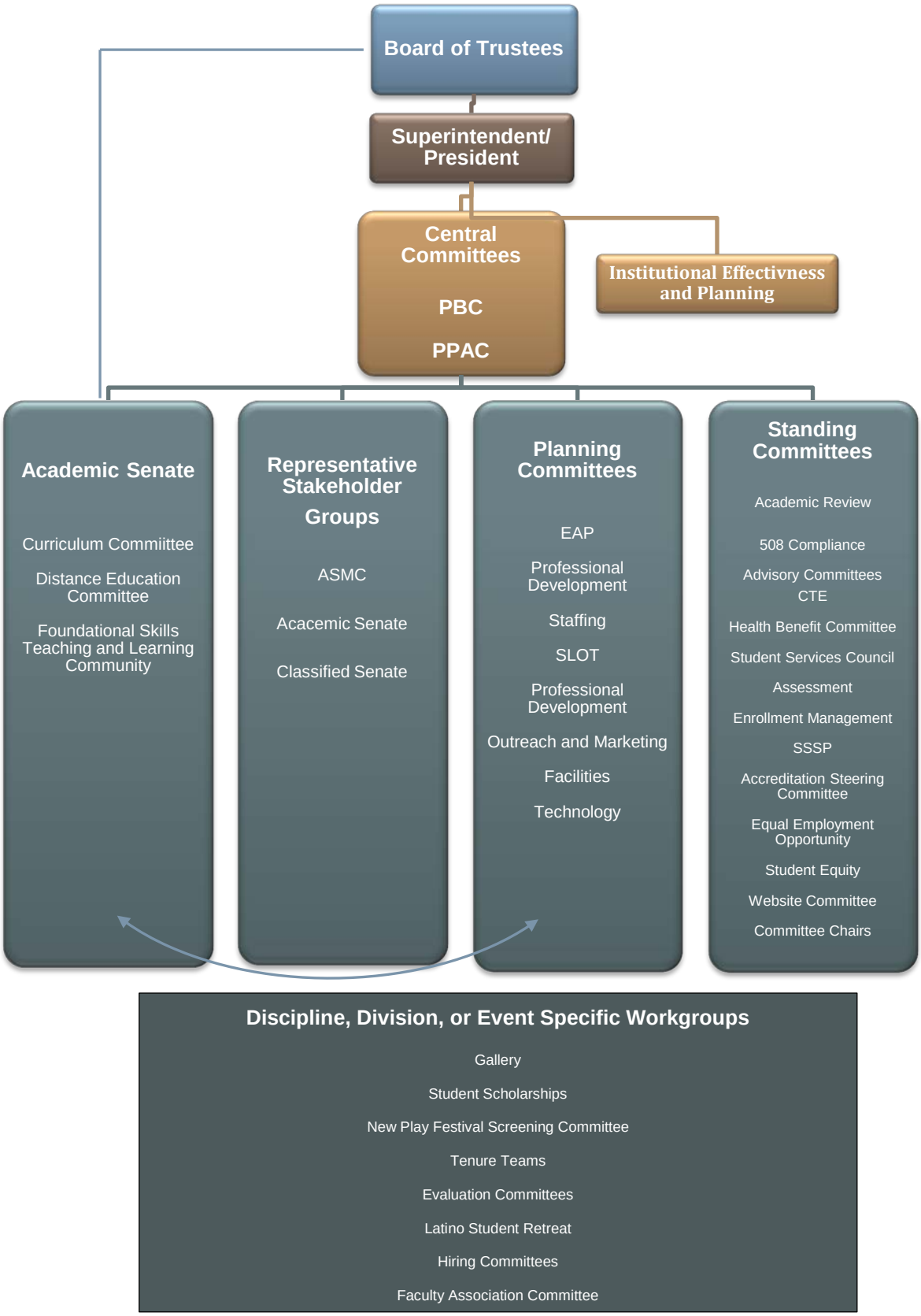
In addition to the committees listed previously, discipline, division or event specific workgroups are also part of the committee structure. These workgroups may meet sporadically throughout any given semester:

Art Gallery
Student Scholarships
Latino Student Retreat
New Play Festival Screening Committee
Tenure Teams
Evaluation Committees
Hiring Committees
Faculty Association Committee

COMMITTEE GOALS AND DESCRIPTIONS

Each fall, all committees will update their descriptions and membership via the electronic committee description form. Additionally, all of the Program Review Informed committees will update their goals each fall via the electronic committee goals form.

In the following chart, committees have been categorized by group to best capture the work in which they engage:


Board of Trustees
Superintendent/ President
Central Committees
PBC
PPAC
Institutional Effectivness and Planning
Academic Senate
Curriculum Commiittee
Distance Education Committee
Foundational Skills Teaching and Learning Community
Representative Stakeholder Groups
ASMC
Acacemic Senate
Classified Senate
Planning Committees
EAP
Professional Development
Staffing
SLOT
Professional Development
Outreach and Marketing
Facilities
Technology
Standing Committees
Academic Review
508 Compliance
Advisory Committees
CTE
Health Benefit Committee
Student Services Council
Assessment
Enrollment Management
SSSP
Accreditation Steering Committee
Equal Employment Opportunity
Student Equity
Website Committee
Committee Chairs
Discipline, Division, or Event Specific Workgroups
Gallery
Student Scholarships
New Play Festival Screening Committee
Tenure Teams
Evaluation Committees
Latino Student Retreat
Hiring Committees
Faculty Association Committee

PARTICIPATORY PROCESS

BACKGROUND

Title 5 of the California Code of Regulations, which implements the legislature's intent in passing AB 1725, establishes relationships among the constituencies within California's community colleges to "ensure faculty, staff, and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and 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."

Participating effectively in college governance consists of shared involvement in the recommendation process. It does not imply total agreement or the same level of involvement by all. At Mendocino College, governance groups typically serve as information-gathering and recommending bodies and do not make final decisions. Final decisions rest with the College Board of Trustees or its designee, the Superintendent/President.

KEY CAMPUS DOCUMENTS

In 1991, the Mendocino-Lake Community College District Board of Trustees adopted Board Policy 213, Participation in Local Decision-Making. The accompanying Administrative Procedure 213.1, Procedures for Participation in Local Decision-Making, further defined the process for developing college policies with contributions from constituent groups.

Since the adoption of the policy, the governance process at Mendocino College has continued to mature to foster an inclusive climate. The college administration operates the college with regular advice and feedback from the college's constituent groups through their active participation in senates, committees and other governance groups.

In addition to key board policies and administrative regulations, the understanding and implementation of campus planning documents such as the Strategic Plan (mission, vision, values, and goals) and the Educational Master Plan are essential to successful participation in college governance structures.

CONSTITUENT GROUPS

Students and staff choose their own representatives who are responsible for representing their constituents, communicating with their constituent groups, and respecting the rights and responsibilities of all other participants in the governance process. The Planning Committee Structure chart lists the various committees that make recommendations to the Planning and Budgeting Committee. Committee membership is named at the end of each academic year and is housed in the Committee Handbook.

EFFECTIVE PARTICIPATION

Each representative has been empowered and authorized to represent the view of the constituency during their term of service and are not expected to spend significant amounts of time consulting with other constituents prior to making their recommendations.

When constituent groups participate in college governance, it is agreed that they:

• recognize that final decisions rest with the Board of Trustees or its designee, the Superintendent/President.

• will be familiar with key campus documents including the Strategic Plan and the Educational Master Plan.

• think institutionally, keeping the mission of the College in mind.

• convey the interests and positions of their constituents and represent these in an open forum.

• work within established timeline and meets deadlines.

• recognize that constituent representatives are empowered to make recommendations.

• communicate recommendations and decisions from committees to their constituent groups.

• understand that consensus may be reached using a variety of means, including a formal vote.

• follow the Brown Act if they are participating in a Brown Act committee.

• keep accurate documents, including committee approved minutes.

• distribute meeting materials in a timely manner.

• develop recommendations that focus on serving students and consider available district resources.

LOCAL IMPLEMENTATION

The following chart represents the intersection of 10+1 (areas considered to be "academic and professional" in Title V and in which faculty have primacy) with responsible district committees to facilitate the implementation of AB1725:

10+1	Responsible Committee	Rely Primarily Upon	Mutual Agreement
1. Curriculum, including establishing sit and placing courses within disciplines.	Curriculum Committee	X	
2. Degree and certificate requirements	Curriculum Committee	X	
3. Grading Policies	Academic Senate	X	
4. Educational program development	Educational Action Plan Committee		X
5. Standards or policies regarding student preparation and success	Student Learning Outcomes Team; Assessment Committee; Student Success and Support Committee		X
6. District and college governance structures, as related to faculty roles	Planning and Budgeting Committee		X
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports	Accreditation Steering Committee		X
8. Policies for faculty professional development activities	Professional Development Committee		X
9. Processes for program review	Program Review Task Force; Educational Action Plan Committee		X
10. Processes for institutional planning and budget development	Planning and Budgeting Committee		X
11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate	All College Committees with Constituent Representatives		x

COMMUNICATION

Updates or reports of governance group activity may be provided by constituent representatives but official group action can be represented only by the content of minutes or meeting notes formally approved by the group.

Participants in governance group activity agree that meetings shall follow Roberts Rules of Order Newly Revised, applicable for "smaller boards and committees." For those groups required to hold open public

meetings, the Ralph M. Brown Act will be followed. Meeting draft minutes and agenda will be distributed to committee members prior to committee meetings when possible. Meeting minutes will "not become the minutes and assume their essential status as the official record of the proceedings until they have been approved." Additionally, meeting minutes will reflect "what was done at the meeting, not what was said by the members."

It is essential that all available information is shared to ensure that recommendations can be considered thoroughly. Once recommendations are made, representatives are responsible for communicating outcomes to constituent members. Decisions may also be communicated directly to the district by the Superintendent/President.