



Academic Senate
for California Community Colleges

LEADERSHIP. EMPOWERMENT. VOICE.

Consulting Collegially and the 10+ 1

San Bernardino Valley College

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Outcomes

- Review the authority of the academic senate in the areas of academic and professional matters
- Review local policy to identify collegial consultation and the 10+1
- Discuss the areas of the 10+1 and the senate role
- Discuss how the senate can work with other groups on campus
- Understand how the ASCCC can support local senates

Where does the 10+1 purview come from?

Academic Senate for California Community Colleges
PROVIDE MEMBER OF THE ACADEMIC SENATE FOR CALIFORNIA COMMUNITY COLLEGES

Title 5 §53200 (b): Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. In Section 53200 (c), "Academic and professional matters" means the following policy development and implementation matters:

ACADEMIC SENATE
for California Community Colleges

Title 5 §53200 (b): Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. In Section 53200 (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
- +1 Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Providing Leadership, Empowerment, and Voice to California Community College Faculty

MEMBERSHIP CARD

Academic Senate
for California Community Colleges
LEADERSHIP. EMPOWERMENT. VOICE.

Governance Defined

“Shared governance” is not defined in the Education Code, Title 5, nor any other statute or regulation. There is, however, the provision in Title 5, California Code of Regulations section 51203.5(a) (4) that “staff shall be provided with opportunities to participate *in the formulation and development of district and college policies and procedures*, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.”

**CALIFORNIA
EDUCATION
CODE**

Laws resulting from
legislation

Requires legislation to be
changed

Always supersedes Title 5
regulation

Governance was amended
by AB 1725 in 1988

TITLE 5



California Code of
Regulations



Derived by the
Board of Governors
from Ed. Code



Division 6 - applies to
California Community
Colleges



Regulation with the
force of law

Title 5 (California)

Title 5: § 53203

- The governing board shall adopt policies for appropriate delegation of authority and responsibility to its academic senate.
- ...providing at a minimum the governing or its designees
- consult collegially with the academic senate when adopting policies and procedures on academic and professional matters.

Board Policies (BP) and Administrative Procedures (AP)

- BP—Setting Policy

Broadly defines the roles, responsibilities, and goals of the board of Trustees

Example-- Policy is to have clear and fair employment practices

- AP -Carrying out Policy

Details on how those policies should be carried out and by whom

Example- Defines the specific practices used to recruit and hire employees

BP and AP 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
- Defines how Academic Senate, Staff and Students-
“shall participate as required by law in the decision-making processes of the district”
- Locally defined in AP 2510

Consulting Collegially

- Consult collegially means that the district governing board shall develop policies on academic and professional matters through either or both of the following:
 - rely primarily upon the advice and judgment of the academic senate, or
 - reach mutual agreement between the governing board/designee and the academic senate/designee

Rely Primarily

- Recommendations of the Senate will normally be accepted
- Only in exceptional circumstances and for compelling reasons will the recommendations not be accepted
- If not accepted, board/designee communicate its reasons in writing if requested
- Title 5 53200

Mutual Agreement

- If agreement is not reached, existing policy remains in effect unless it exposes the district to legal liability or substantial fiscal hardship.
- If no policy or existing policy creates exposure to legal liability or substantial fiscal hardship the board may act if agreement is not reached: if a good faith effort first or for compelling legal, fiscal or organizational reasons.

AP 2510 Defines Philosophy of Collegial Consolation in SBCCD

Collegial Consultation is the democratic process utilized on campus in decision-making procedures. Successful Consultation creates an environment of awareness throughout the District by having each constituency represented throughout the process. To be effective, collegial Consultation must exhibit the following characteristics:

- Capacity to establish directions and goals
- React to internal and external stimuli
- Move with diligence and timeliness
- Provide the campus community with an annual cycle of planning and budgeting

The process is designed to establish the goals, priorities, and objectives of the college. The exercise of administrative prerogatives must reflect these aims in order to perpetuate an environment of mutuality and trust.

Academic and Professional Matters: The 10+ 1

1. Curriculum, including establishing pre-requisites & placing courses within disciplines
2. Degree & certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation & success



10+1 Continued

6. District & college governance structures, as related to faculty roles
7. Faculty roles in accreditation processes
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for planning & budget development

+1= Other academic & professional matters,
as are mutually agreed upon between the governing board and the academic senate.

--For example, faculty hiring practices and minimum qualifications.

Typical Areas under the 10 + 1 (not an exhaustive list)

- Curriculum/Program- Creation, review and discontinuance
- Any Requisites (pre/co)
- Academic Standards Reviews
- Degree and Certificate Requirements
- Grading Polices (including EW or other grades)
- Placement Policies
- Planning and Budgeting Processes
- Equivalencies
- Faculty Evaluations (input)
- Review of BP and APs related to the 10+1
- Accrediation participation including self study
- Governance Structures/Committee structures
- Faculty appointments to committees and search committees
- Professional Development and Flex
- Credit for Prior Learning (CPL)
- Student Support Services
- Processes for faculty hiring

Questions

- Is the amount that the Biology Department receives in their budget under the 10+1?
- If a grant is put through without faculty consultation are they required to submit curriculum to achieve the goals of the grant?
- Who is responsible for creating processes for a new graduation requirement?
- Is the senate responsible for negotiating release time for faculty?
- Should senates be able to recommend changes to district policies related to the 10+1?

Representation

- Faculty, Staff, Administrators, and Students Appointed to Governance Committees represent a body (Senates, Unions, Departments, Students...)
- Essential that Representatives
 - Communicate with their groups what is going on in committees
 - Get feedback from the groups they represent
 - Vote on behalf of who they represent
- Having representatives in the room is not the same as the consolation process

The 10+ 1 in action/ Agenda Planning

- Focus on Policies, Procedures and Planning
- Set up proactive discussions on how to identify items in the 10+1 and plan for how to review them.
- Ground Resolutions on 10 + 1 items in the senate purview as defined in local policies.
- Plan you agenda out proactively. Work with other groups and administrators to address timelines and outcomes

What if it is not part of the 10+1?

- Work with other groups to address concerns (unions, classified, students, administrators)
- Create open dialog between unions and senates
- Create defined roles for each group and address combined areas of purview like faculty evaluations.
- Work proactively together emphasizing the purview and strengths of each group.

Work together with other constituent groups

- Work with your classified colleagues, student groups and unions
- It is harder to say no to multiple groups
- Bring shared concerns to administration and BOT
- Use joint resolutions to make a statement

Role of Students In Governance

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

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

Students will exercise their opportunity through the Associated Student organization and through appointments to District committees that review, analyze, and formulate District policies and procedures.

Students 9+1

Students will be provided an opportunity to participate in the formulation and development of District policies related to:

1. Grading policies;
 2. Codes of student conduct;
 3. Academic disciplinary policies;
 4. Curriculum development;
 5. Courses or programs that should be initiated or discontinued;
 6. Processes for institutional planning and budget development;
 7. Standards and policies regarding student preparation and success;
 8. Student services planning and development;
 9. Student fees within the authority of the District to adopt; and
- +1 Any other District and college policy, procedure or related matter that the District governing board determines will have a significant effect on students.



Accreditation- Standard 4A

- 3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.
- 4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.
- 5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.
- 6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.
- 7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.
 - If a violation causes the college not to meet accreditation standards or eligibility requirement an urgent letter to the Accrediting Commission for Community and Junior Colleges (ACCJC) may be sent or a third party report can be addressed to the commission during the self evaluation

Seek Advice

- Informally reach out to other senate leaders. Use this information to reopen a discussion of the issues.
- Contact the Academic Senate of the California Community Colleges (ASCCC) to request help. This can be a preliminary “email consultation” with info@asccc.org
- A local senate visit where members of the ASCCC Executive committee can come out to your campus to work with your senate. <http://asccc.org/contact/request-services>

Collegiality in Action Visit

- Request a Technical Assistance visit from the ASCCC and the Community College League of California (CCLC). The ASCCC and the CCLC have joined together to offer a program of assistance for local colleges and districts. The purpose of the program is to help districts and colleges successfully implement state law and regulations that call for effective participation by faculty, staff and students in district and college governance. No joint service will be provided unless there is a written request for assistance signed by the college president or district chancellor and local academic senate president.

<http://asccc.org/services/technical-assistance>

Things to remember

- Remember the Voice of the Body is the collective voice of the Constituent group
- Base your recommendations to the college in your role and responsibilities as Staff, Faculty, and students (provides more authority)
- Regularly communicate concerns and issues between constituent groups
- Work collectively with Unions, other Classified Senates in the District Student Senates and Academic Senate. Shared voices stronger and harder to ignore .
- Be pro-active on areas of interest. Create goals or areas of focus.
- Celebrate the amazing work of your colleagues!

Questions

