



CHABOT
COLLEGE

SHARED GOVERNANCE AND COLLEGIAL CONSULTATION PROCESS

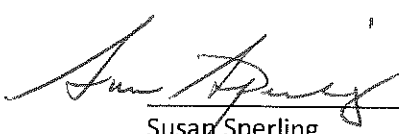


Adopted August 2004
Revised August 2006
Revised April 2017

April 26, 2017

To: Board of Trustees, Chancellor, Faculty, Classified Professionals, Administrators and Students of Chabot College

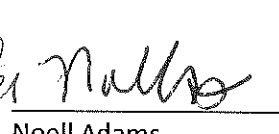
This governance document represents a process "mutually agreed" to by the College President, Academic Senate, Classified Senate and Student Senate. It respects the rights of faculty, staff and students while establishing an open and inclusive process by which the future of the College, and implementing strategies, can be mutually developed and agreed upon. This version is a 2017 revision of the College Governance and Collegial Consultation Process first adopted in 2004 and revised in 2006.



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INTRODUCTION AND PHILOSOPHY

SUMMARY OF OPERATING PRINCIPLES AND GUIDELINES

- As a process and a structure, shared governance at Chabot College will be marked by transparency and collegiality.
- All constituencies have the right and opportunity to express their opinions.
- Anyone having an opinion about a position or idea brought to a committee, council, senate, etc. meeting is expected to express it in the open forum.
- Many College committees, councils, etc. operate on the principle of consensus, but all recommendations are the outcome of a vote, which is public and recorded.
- When a committee or constituency is given the responsibility for developing a recommendation, or if a committee or constituency is generating a recommendation of its own, it will be done with the following understandings:
 - The governance body will identify the stakeholders of the issues under consideration and actively invite their participation in forming any recommendation.
 - The committee or constituency will record dissenting views and include those views in the final recommendation document.
 - If recommendations are not produced in a timely manner, then the College President may place responsibility for the recommendation elsewhere in the organization.
 - The President may choose to review the recommendations of governance bodies and constituencies with President's Council prior to final action.

2017 REVISION TO THE SHARED GOVERNANCE STRUCTURE, PROCESS, AND NARRATIVE

This shared governance structure and process has been mutually agreed to by the College President and the Academic/Faculty, Classified, and Student Senate Presidents, and honors State and Board of Trustees requirements. It was developed through an open and inclusive process over the course of several years. The shared governance process as described in this document should be understood **as a work in process, and it is envisioned that it will undergo assessment annually and may be revised as needed based on the results of that assessment.** This assessment will be led by the Office of Institutional Effectiveness (or the responsible administrator if this Office is not yet established) and will invite the perspectives of committee chairs, committee members, and the college at large. The 2017 revision represents a substantial change from previous processes. It seeks to clarify the relationships between and among the various committees and to broaden participation by all represented groups in an effort to improve institutional effectiveness. Appendix A provides a summary of the history of shared governance at Chabot College as well as providing definitions of key terms as they are understood and apply to shared governance at Chabot College.

Participants and Representation

The various senates, divisions, and senior administrators will appoint representatives and committee chairs. These are the voting members of the committee. Any college employee or student is invited to attend a committee meeting, as all meetings are open. The only potential exceptions are the Senates, which may close their meetings in accordance with the Brown Act. In that case, notice should be made on the agenda, and that portion of the meeting would be closed. (See CLPCCD Board Agendas for examples.) Otherwise, all meetings are open, and anyone is welcome to attend and participate in a meeting.

Role of Faculty

Full-time and part-time faculty members are represented in governance by the Academic Senate. Title 5 states that colleges are to rely on the recommendations of their academic senates on the development and implementation of academic and professional matters. (Title 5, Article 2, §53200) Board policy further states that the Board of Trustees will “rely primarily” on the recommendations of the Academic Senate in the areas of:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports.

Board policy provides that other academic and professional matters will be mutually agreed upon:

- Educational program development;
- Standards and policies regarding student preparation and success;
- District and College governance structures, as related to faculty roles;
- Policies for faculty professional development activities;
- Process for program review;
- Process for institutional planning and budget development; and
- Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate.

Role of Classified Professionals

Classified Senate represents all permanent full-time, part-time (20 hours or more), and permanent hourly (19 or less hours) classified bargaining unit personnel; and classified confidential and classified supervisory personnel assigned to Chabot College in the governance process on matters outside the scope of collective bargaining. Per Title 5, §51023.5 and Chabot College Classified Senate’s charter, Classified Senate shall make recommendations to college and district administration on the following matters:

- Standards, policies, and procedures regarding student support and success;

- College and district governance structures, as related to classified professional roles;
- Standards, policies, and procedures regarding implementation and integration of technology systems;
- Professional development policies and activities;
- Processes for program review, as related to Classified Professional roles;
- Processes for institutional planning and budget development;
- Classified Professional roles and involvement in accreditation processes;
- Classified Professional roles and involvement in program planning, development, and staffing;
- Regulations and procedures relating to physical safety;
- Any other district or college policy, procedure, or related matters that have or will have a significant effect on Classified Professionals.

Role of Students

Students participate in the process through the Student Senate, and through appointed or voluntary participation in the various shared governance committees and processes as provided in Title 5, §51023.7.

- 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 a significant effect on students.

Role of Administrators

Administrators participate in the process through the appointed or voluntary participation in the various shared governance committees and processes. They also participate through administrative structures. On occasion, the administrative structure may wholly develop and carry out a decision due to the need to respond quickly. When this occurs, the relevant shared governance body will be informed and provided the rationale for the action.

Role of the President

The outcomes of all committees, task forces, or other ad hoc committees are recommendations that have been reviewed by any number of groups and are then forwarded to the President for consideration and decision-making.

APPROACH TO SHARED GOVERNANCE

The college is choosing to create a structure in which everyone has the opportunity to participate in governing the college. The fundamental philosophy is one of openness. This means that all governance committees and councils conduct open meetings, and the outcomes of most committees or councils are recommendations. Those recommendations move forward to the next committee and flow upward to the President for decision-making and action. Each shared governance body has a core group of representatives who are appointed or elected. The core group of representatives are those who are empowered to vote on matters for that particular body. Rather than consensus, committees will now vote on all recommendations. All voting is public, and records of votes are maintained within the minutes. Anyone may attend most governance meetings and participate. Anyone can request a spot on any agenda. Broadening participation, particularly in key committees, was identified as a major goal for this revision cycle. In addition to broadening representative membership in the committees, changes were made in the leadership structure to obtain the goal. One of the key features in this revision is the use of tri-chairs for some committees. To ensure that our shared governance structure operates effectively, we must have timely appointment of the tri-chairs. The tri-chairs will need to work together to agree on the agenda, equitably divide the committee workload, communicate and advocate for the decisions of the committee, and work with all committee members in achieving the work of the committee.

Using an open and parallel structure among the many committees and groups, information (e.g., pertinent reports) is shared and recommendations are made to the next level of the shared governance structure. At the request of the President, the President's Council, which provides advice and counsel to the President may be convened to discuss recommendations. The President sets the agenda for the President's Council meetings.

Operating Principles and Guidelines

The basic rules/principles/guidelines for operation of Chabot College's shared governance and administrative structure include the following:

1. All constituencies have the right and opportunity to express their opinions. Anyone may bring forth a position or idea that will be treated with respect and given reasonable consideration. The position or idea should be presented first to the appropriate committee representative, council, senate or other deliberative body that is most germane to the issue. In presenting the position or idea, one is expected to share all available information with the appropriate governance body, so all elements of the proposal can be considered. Those presenting should also review recent minutes to understand the context for the recommendation, and to check if this topic has already been concluded with a final recommendation.
2. Anyone having an opinion about a position or idea brought to a committee, council, senate, etc. meeting is expected to express it in the open forum. When members of the college fully participate, the college has the broadest possible perspective, and everyone shares in the work and contributes key expertise, experience and resources. Thus, it is not appropriate to grumble about decisions from the sidelines and remain silent in the open forum. It is also inappropriate,

having expressed ideas without having obtained the desired action, to take the idea to different forums in an effort to bypass the original, germane forum.

3. College committees, councils, senates, etc. will vote and maintain records of the votes. While conversation at the meeting may involve a great deal of consensus building, in order to move the business of the college forward, voting by appointed members of the committee/group will be held, and records of these votes will be maintained in the minutes.
4. When a committee or constituency is given the responsibility for developing a recommendation, or if a committee or constituency is generating a recommendation of its own, it will be done with the following understandings:
 - All recommendations should be consistent with the Strategic Plan or the Educational Master Plan.
 - Decisions anywhere in the organization affect the college's quality and resources. Governance groups who are providing recommendations must give due consideration to the resources available to implement the recommendation with quality results.
 - Governance bodies must establish a timeline for reaching their recommendations. The timeline must be responsive to the needs of the college. In many cases, those timelines are imposed by accreditation needs, or Board deadlines, or the need to make resource allocation decisions in advance of the academic year. When the timeline is not clear, the committee or council or Senate chair(s) should request clarification from the responsible administrator. If recommendations are not produced in a timely manner, then the College President may place responsibility for the recommendation elsewhere in the organization.
 - The governance body will identify the stakeholders of the issues under consideration and actively invite their participation in forming any recommendation. Stakeholders must be given the opportunity to participate in discussions that will form the basis for making recommendations affecting them.
 - Formal recommendations of governance bodies and constituencies will be made to the College President, who may consult with the President's Council for additional perspective before making a final decision.
 - While open meetings are a key element in this structure of governance, some potential exceptions are the Senates, which may close their meetings in accordance with the Brown Act. In that case, notice should be made on the agenda, and that portion of the meeting would be closed.
5. President's Council, Senates, and Governance Bodies must provide a list of core representatives, including name, office number, extension, discipline, and division to the College President, Vice President of Academic Services, Vice President of Administrative Services, Vice President of Student Services, President of the Academic Senate, President of Classified Senate, and President of Student Senate ***by the first day of the academic year***. The list is to be kept current with updated versions sent to the above constituency leadership on a regular basis.

6. While unions and the Chabot College Foundation are not part of the governance structure, communication with these groups occurs through the President's Council.
7. Training will be provided to incoming leadership during the summer. The dates for that training will be established prior to soliciting interested individuals to indicate their interest in committee leadership positions. Faculty will be compensated for this training, and classified professionals will be provided with overtime pay as necessary.

COMMITTEE GUIDELINES

Understanding the tri-chair structure. Five committees will now have tri-chairs, who will work together as peers: Professional Development; Facilities and Infrastructure Technology; Student Access, Success and Equity; Planning and Resource Allocation; and Instructional and Services Technology. Best practices encourage us to focus our talents and capacities and broaden our participation. Thus, in those committees that allocate resources, committee leadership should have representation from all long-term constituencies. The three chairs will work together to define the committee's year-long goals, set the agenda, take and finalize minutes, conduct meetings, and represent the committee in other venues (district-wide committees, for example). Committees will be appointed with tri-chairs (administrators, classified professionals, and faculty), and administration, faculty, classified professionals, and students may attend and may be appointed voting representatives.

- **Compensation.** All discussion of compensation for chairing a committee relies on a clear understanding of four key facts. First, all faculty are required to contribute to the institutional life of the college, which can be made in a variety of ways; thus, compensation would only be appropriate if the demands of the chair were over and above that contractual contribution. (Note: Faculty contract clauses concerning compensation for chairing specified committees must be observed at a minimum.) Second, given their workloads, participation as a chair may only be possible if overtime is made available to Classified Professionals. Third, as a consequence of their contracts, administrators cannot be compensated. Fourth, all additional compensation, other than that stipulated by a labor contract (e.g., Curriculum Chair), necessarily depends on the availability of financial resources during a specific academic year, that is, when fiscal conditions permit.

This shared governance structure and process recognizes that some committee chairs may work over and above their contractual obligations. Initial data concerning expected workload has been gathered, and recommendations will be made concerning compensation for the first year of implementation. During 2017-18, data will be gathered to assess the need for compensation for work over and above contractual obligations in the various committees and to make recommendations to the President. Compensation for faculty committee leadership and the availability of overtime pay for classified professional leadership will be determined prior to soliciting interested individuals to indicate their interest in committee leadership positions.

- The committee leadership for the subsequent year will be formed in the spring (no later than mid-May) of the previous academic year.

- Committee Chairs will be appointed by the associated Senate i.e. faculty chairs appointed by Academic Senate, classified chairs appointed by Classified Senate, and administrator chairs appointed by Administrator Council. Senates will set their own criteria and process for making appointments. Committees, individuals, and Senate members can forward names for consideration.
- Calls by the Classified and Faculty Senates and by administrators for names of those interested in service as committee chairs will be communicated by email. These calls will be solicited in time to ensure that appointments are made by mid-May. Timely appointment will facilitate leadership and communication training during the summer as well as appropriate transitions between chairs.
- All representative committee members should be appointed by August 1, which means that faculty representatives should be identified prior to the end of the spring semester. Vacancies can be filled at any time, but timely appointments are the goal.
- Committee members are appointed for one year and may be reappointed.
- Committee chairs are appointed for one year, and may be reappointed to serve a term of up to three consecutive years. A prior committee chair can begin another term as chair after a 'break in service' of no less than one year.
- As college resources permit, Classified Senate representatives serving on committees whose roles require travel (generally to district sites) will be reimbursed for use of their personal vehicles.
- Agendas and any relevant materials for all open meetings must be distributed by email to the entire campus by 10:00 a.m. the day before the meeting. The committee's website will provide approved minutes, relevant materials, and agendas no later than the next meeting.
- As College resources permit, administrative support will be provided to committees.
- Committees will vote on all recommendations. All voting is public, and records of votes are maintained within the minutes. Open meetings mean that any individual may join and fully participate in the meetings of the Governance groups designated as having open meetings.
- Representatives of various governance groups, identified as core representatives, bear the primary responsibility for both informing their constituency of the committees' work and informing the committee of the constituency's position on matters under deliberation.

REVISING THE SHARED GOVERNANCE STRUCTURE, PROCESS, AND NARRATIVE

- Assessment, evaluation, and revision of the shared governance structure, process, and narrative will be completed annually. It is the expectation of the college that we continually assess and adapt the structure to achieve institutional effectiveness as well as adapt to continually changing conditions. Minor revisions may be made through committee recommendations to the Office of Institutional Effectiveness or the administrator serving in that capacity: such revisions will not change the overall philosophy, structures, or processes. For example, revising the language of a committee responsibilities could be considered a minor change. Eliminating a committee or fundamentally changing its charge or position in the structure would be a major change.

- Major changes to this document must be approved by the College President and the Presidents of the Academic/Faculty, Classified, and Student Senates.

Appendix A: History and Terminology

HISTORY OF SHARED GOVERNANCE AT CHABOT

Pre-Shared Governance

Under Superintendent Reed Buffington (1961-1981), there were two shared governance groups offering insights and recommendations to the Superintendent. In 1972, the Board of Trustees lost most of their power to tax local residents without vote of residents. In 1975, the Rodda Act allowed for Public School Teachers Unions (Faculty Senate stopped representing faculty on labor issues), and established Faculty Union Rights. However, not everything was negotiable. Critical job issues that were within the legal scope of bargaining included compensation, hours of work, safety matters, class size, evaluation and disciplinary procedures, health care, access to personnel files, preparation time, seniority, transfer rights, a grievance procedure with binding arbitration to settle major disputes, discrimination, job assignments, and early retirement. Issues not within the scope of bargaining included a district's staffing needs, the district budget process, matters affecting employees outside the bargaining unit, the timing of layoffs, an advisory committee formed by the employer, and access to information unrelated to union representation.

Shared Governance

Assembly Bill 1725 (1988) gave staff groups a say in governance. Chabot Faculty helped write the bill (Larry Toy, an Astronomy Faculty member), and in 1989-1992, the era of Shared Governance began. Las Positas became independent, and the District was created in 1990-91.

What is Shared Governance? Legislation was passed that specifically describes shared governance. Faculty, staff and students (have) the right to participate effectively in district and college governance. The law establishes the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards. This responsibility is delineated in Education Code Sections 70901 and 70902, Faculty Senate Authority, Title 5 Section 53203 Academic Senates, where the governing board shall adopt policies for appropriate delegation of authority and responsibility to its academic senate...providing at a minimum the governing board or its designees *consult collegially* with the Academic Senate when adopting policies and procedures on academic and professional matters.

"*Consult Collegially*" means either: **1. Relying primarily** upon the advice and judgment of the academic senate; or **2. Reaching mutual agreement** between the governing board/designee and representatives of the academic senate. *Rely Primarily*: recommendations of the senate will normally be accepted (by the local board); 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.

Mutual Agreement: If agreement not reached, existing policy remains in effect unless it creates exposure 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 was not reached only for compelling legal, fiscal, or organizational reasons

Board Policy 2015, Collegial Consultation with the Faculty Senate (10+1)

The Board will "*rely primarily*" on the Academic Senates in these "academic and professional" matters:

1. Curriculum, including establishing prerequisites and placing courses in disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Faculty roles and involvement in accreditation processes including self-study and annual reports

The Board will reach "mutual agreement" with the Academic Senate in these "academic and professional" matters:

5. Educational program development
6. Standards and policies regarding student success
7. District and college governance structures as related to faculty roles
8. Policies for faculty professional development activities
9. Process for program review
10. Process for institutional planning and budget development

Staff: Title 5 §51023.5

Title 5 §51023.5 required Community College governing boards to adopt policies and procedures that provide classified professional staff the opportunity to participate effectively in district and college governance, and in the formulation and development of policies and procedures, and processes for jointly developing recommendations that have or will have a significant effect on classified professionals. Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting classified professionals until the recommendations and opinions of classified professionals are given every reasonable consideration.

Board Policy also stipulates classified professional staff participation in the shared governance policy, which is further refined in this document.

Students: Title 5 §51023.7

Title 5 §51023.7 required Community College governing boards to adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance and in the formulation and development of policies and procedures, and processes for jointly developing

recommendations that have or will have a significant effect on students. Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until recommendations and positions by students are given every reasonable consideration. Policies and procedures that have a “significant effect on students” include:

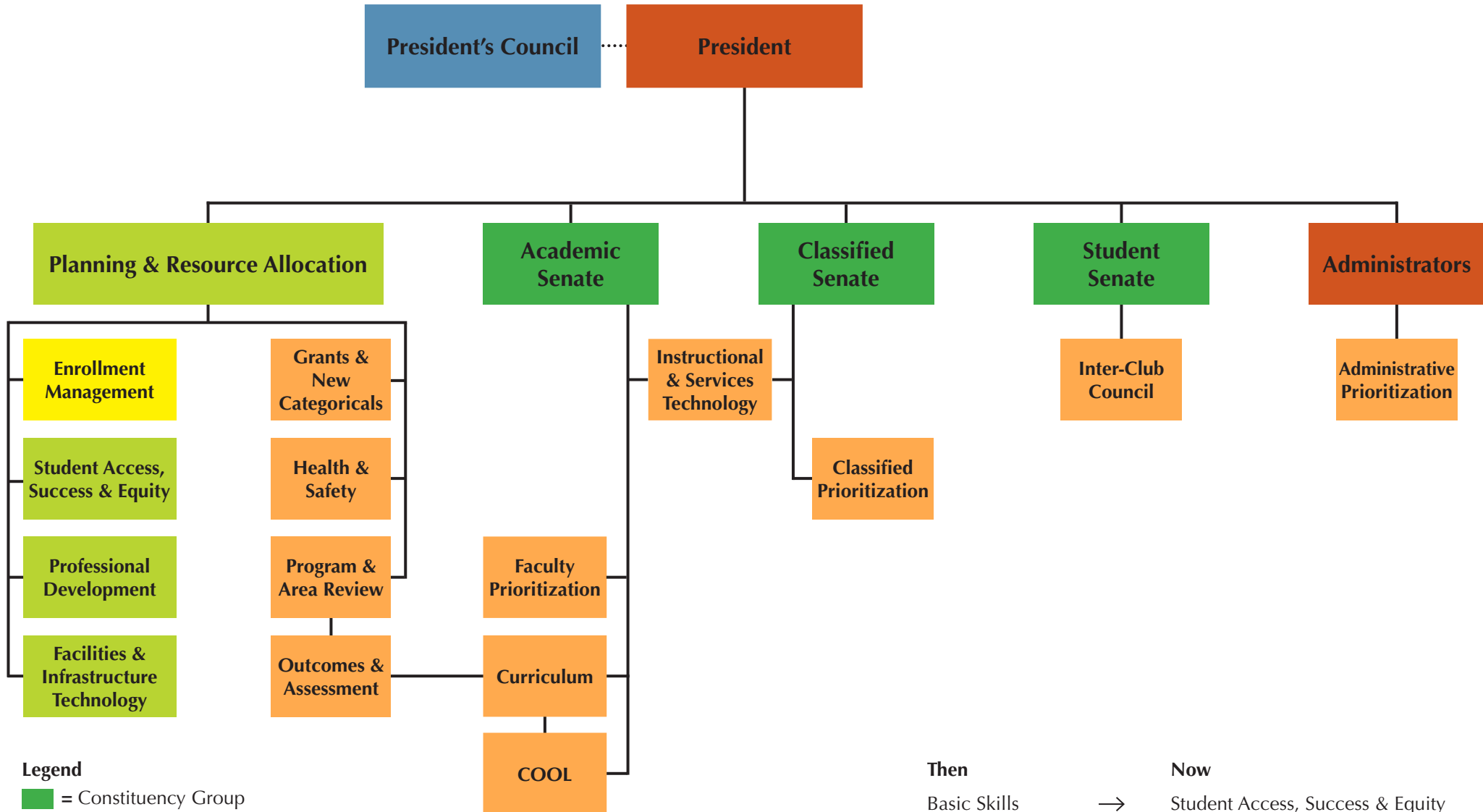
- (1) grading policies;
- (2) codes of student conduct;
- (3) academic disciplinary policies;
- (4) curriculum development;
- (5) courses or programs that should be initiated or discontinued;
- (6) processes for institutional planning and budget development;
- (7) standards and policies regarding student preparation and success;
- (8) student services planning and development;
- (9) student fees within the authority of the district to adopt;
- (10) any other district and college policy, procedure or related matter that the district governing board determines will have a significant effect on students.

Board Policy also stipulates student participation in the shared governance policy, which is further refined in this document.

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Shared Governance Structure

Chabot College



Legend

- = Constituency Group
- = Participatory Committee
- = Operational Subcommittee
- = Contractual (FA) Committee
- = Participatory + Advisory Committee
- = College Administration
- = Recommending to
- = Advisory to

Then

Basic Skills
College Budget
Equity
PRBC
SLOAC
SSSP
Technology

Now

→ Student Access, Success & Equity
→ Planning & Resource Allocation
→ Student Access, Success & Equity
→ Planning & Resource Allocation
→ Outcomes & Assessment
→ Student Access, Success & Equity
→ Instructional & Services Technology +
Facilities & Infrastructure Technology

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COMMITTEE / SENATE WRITE-UPS

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Note: When indicated, a college VP may appoint a designee to serve in his or her place. The designee must be Dean or Director-level.

PRESIDENT’S COUNCIL

Purpose

An advisory group to the College President. The responsibility for decision-making rests solely with the College President.

Responsibilities

- Consults and advises on planning, resource allocation, evaluation, shared governance changes, and policy matters that derive from the Academic, Classified, or Student senates; administration; Planning & Resource Allocation Committee; or College President.

Chair

- **Chair:** College President

Membership

- **Administration:** All VPs
- **Academic Senate:** President or designee and 1 additional representative appointed by Academic Senate
- **Classified Senate:** President or designee and 1 additional representative appointed by Classified Senate
- **Student Senate:** President or designee and 1 additional representative appointed by Student Senate
- **Faculty Association:** 1 appointed by CLPFA
- **Classified Union:** 1 appointed by SEIU
- **Other:** 1 chair of Planning & Resource Allocation Committee or designee and 1 additional representative appointed by Planning & Resource Allocation Committee

Advisory to: College President

COLLEGE ENROLLMENT MANAGEMENT

Purpose

Lead the development of class schedules that optimize student access, success, completion, equity, productivity and attainment of FTES targets.

Responsibilities

- Facilitate the improvement of student access, success, completion, and equity in the schedule of classes.
- Facilitate productivity improvement.
- Recommend the allocation of FTEF to disciplines.
- Predict FTES.
- Set timelines for discipline plan and schedule development.
- Analyze discipline plans and class schedules and make appropriate recommendations.
- Support program review activities.
- Establish WSCH/FTEF goals by discipline or grouping of disciplines.
- Establish workload goals for Counseling.
- Evaluate the success of each discipline or group of disciplines in attaining the WSCH/FTEF goals.
- Assist and support the college planning process as needed or requested.

Chairs

- **Co-Chair:** One faculty member and VP of Academic Services

Membership

- **Faculty Association:** 4 members appointed by the Faculty Association
- **Other:** 4 members appointed by the College President

Recommending to: Planning & Resource Allocation Committee

PLANNING & RESOURCE ALLOCATION

Purpose

Leads the integrated planning and resource allocation processes to achieve planning goals, and monitors institutional effectiveness.

Responsibilities

- Lead development of Educational Master Plan, Strategic Plan, and Institutional Self-Study to achieve college mission.
- Review and apply the results of Program & Area Review Committee to planning and resource allocation.
- Develop and evaluate annual measurable planning goals.
- Develop resource allocation guidelines and recommendations that enable achievement of planning goals.
- Broadly and consistently communicate planning priorities and ensure transparency of resource allocation decisions.

Chairs

- **Tri-Chair:** Faculty, Classified, & College Administrator appointed by respective Senate/Administration

Membership

- **Administration:** All VPs, 2 Deans at-large, Director of Grants, College Administrator of Office of Institutional Effectiveness
- **Academic Senate:** One representative from each Academic Division and Counseling (selected by the division and confirmed by Academic Senate)
- **Classified Senate:** 6 appointed by Classified Senate
- **Student Senate:** 1-3 appointed by Student Senate
- **Faculty Association:** 1 appointed by CLPFA
- **Classified Union:** 1 appointed by SEIU
- **Other:**
 - 1 chair or designee from each of the following: Student Access, Success & Equity; Facilities & Infrastructure Technology; Professional Development; Program & Area Review; College Enrollment Management
 - 1 Institutional Research representative

Recommending to: College President

STUDENT ACCESS, SUCCESS & EQUITY

Purpose

Develops, leads, and supports campus initiatives that strengthen student access, success, and equity. Provides a platform for collaboration and communication across the college that will result in the coordination of basic skills, student access, success, and equity efforts campus-wide.

Responsibilities

- Develop a shared vision for Chabot College's student success and equity efforts.
- Identify needs and gaps in student access, success, and equity for basic skills and other students.
- Lead the development and implementation of the joint Basic Skills, SSSP, and Equity Plan and Budget.
- Use student success and equity data and research to inform college priorities and practices.
- Assist in the development of practices, programs, policies, and procedures that facilitate access, success, and completion for all students.
- Receive input from workgroups and advisory committees such as Basic Skills, SSSP, Equity, and other workgroups established as needed.
- Recommend demonstrated effective practices or policies for institutionalization.
- Provide a venue for dialogue so as to fully inform and integrate student success and equity efforts across the campus, and disseminate information among participants and constituencies regarding student success and equity.
- Support professional development efforts related to student access, success, and equity.

Chairs

- **Tri-Chair:** Faculty, Classified, & College Administrator appointed by respective Senate/Administration

Membership

- **Administration:** VP of Student Services, VP of Academic Services (or designee); All Deans; Directors of Student Success, Equity, A&R, Fin. Aid
- **Academic Senate:** One representative from each Academic Division and Counseling (selected by the division and confirmed by Academic Senate)
- **Classified Senate:** 6 appointed by Classified Senate
- **Student Senate:** 1-5 appointed by Student Senate
- **Faculty Association:** 1 appointed by CLPFA
- **Classified Union:** 1 appointed by SEIU
- **Other:**
 - SSSP Counselors
 - SSSP Classified Professionals
 - Basic Skills Coordinator(s)
 - Institutional Research Coordinator

Recommending to: Planning & Resource Allocation Committee

PROFESSIONAL DEVELOPMENT

Purpose

Meet the professional development needs identified through the college planning process and those mandated by law and contracts.

Responsibilities

- Establish professional development priorities to support college planning goals.
- Coordinate college Flex Day activities.
- Evaluate the effectiveness of professional development activities on campus and recommend ongoing changes.
- Disseminate professional development information campus-wide.
- Develop and oversee the process for allocating annual Professional Development funds.

Chairs

- **Tri-Chair:** Faculty, Classified, & College Administrator appointed by respective Senate/Administration

Membership

- **Administration:** 1 appointed by College President
- **Academic Senate:** 4 appointed by Academic Senate
- **Classified Senate:** 4 appointed by Classified Senate
- **Student Senate:** 1 appointed by Student Senate (*non-voting*)
- **Faculty Association:** 1 appointed by CLPFA
- **Classified Union:** 1 appointed by SEIU

Recommending to: Planning & Resource Allocation Committee

FACILITIES & INFRASTRUCTURE TECHNOLOGY

Purpose

Evaluates the need for new facilities and the status of current facilities. Reviews, discusses, and provides recommendations regarding campus technology and related procedures.

Responsibilities

- Identify, prioritize and review facilities needs.
- Coordinate with the Planning & Resource Allocation Committee to develop Chabot Facilities Master Plans.
- Review and prioritize relevant infrastructure technology needs identified in Program and Area Review Submissions.
- Receive and review a recommended college-wide instructional and services technology plan from the Instructional and Services Technology Committee
- Develop an infrastructure technology plan for the campus.
- Recommend an integrated Technology Plan to the Planning & Resource Allocation Committee and to the District.
- Recommend construction, modification, and allocation of bonded facilities across campus.
- Recommend sequencing and priority construction of projects.
- Coordinate with the District Citizens' Oversight Committee(s) in bonded facilities management.

Chairs

- **Tri-Chair:** Faculty, Classified, and VP appointed by respective Senate/Administration

Membership

- **Administration:** All VPs (or designees) and 2 at-large college administrators appointed by the College President
- **Academic Senate:** One representative from each Academic Division and Counseling (selected by the division and confirmed by Academic Senate)
- **Classified Senate:** 6 appointed by Classified Senate
- **Student Senate:** 1-3 appointed by Student Senate
- **Faculty Association:** 1 appointed by CLPFA
- **Classified Union:** 1 appointed by SEIU
- **Other:**
 - 2 Instructional & Services Technology Committee representatives
 - VC of Facilities/Bond Programs/Operation (**non-voting**)
 - District Chief Technology Officer (or designee) (**non-voting**)

Recommending to: Planning & Resource Allocation Committee

Collaborating with: Instructional & Services Technology Committee, District Technology Coordinating Committee

INSTRUCTIONAL & SERVICES TECHNOLOGY

Purpose

Identifies, reviews and prioritizes campus instructional and services technology needs. Provides recommendations on district-wide technology platforms and purchases.

Responsibilities

- Identify, review, and prioritize instructional and services technology needs as identified in Program and Area Review submissions, and recommend a college-wide plan to the Facilities and Infrastructure Technology Committee.
- Liaise with the Committee on Online Learning (COOL) to provide guidelines and leadership in the development of a technology plan for online instruction.

Chairs

- **Tri-Chair:** Faculty, Classified appointed by respective Senate and VP of Administrative Services

Membership

- **Administration:** 2 additional college administrators appointed by College President
- **Academic Senate:** One representative from each Academic Division and Counseling (selected by the division and confirmed by Academic Senate)
- **Classified Senate:** 6 appointed by Classified Senate
- **Student Senate:** 1-3 appointed by Student Senate
- **Faculty Association:** 1 appointed by CLPFA
- **Classified Union:** 1 appointed by SEIU
- **Other:**
 - 2 COOL representatives
 - District Chief Technology Officer (or designee) (**non-voting**)

Recommending to: Academic and Classified senates

Collaborating with: Facilities & Infrastructure Technology Committee, Committee on Online Learning, District Technology Coordinating Committee

GRANTS & NEW CATEGORICALS

Purpose

Ensure all grant applications submitted support the goals, objectives and strategies of the Chabot Strategic Plan. Facilitates coordination between grants, assists with onboarding new categorical funding, identifies grants or categorical funds that could address gaps, and assists with institutionalization efforts.

Responsibilities

- Review and evaluate opportunities for grant funding.
- Provide preliminary approval for all grant applications submitted.
- Annually designate a committee member to facilitate the review of grant opportunities whose timelines are incongruent with regular committee meeting schedule.
- Facilitate coordination between grants submitted to avoid duplications of requests and resulting activities, and promote maximum leveraging of institutional resources.
- Make recommendations about pre- and post-award grants processes and policies.
- Provide assistance as needed to successfully and expeditiously on-board new categorical funding.
- Make periodic grants report to President's Council, Planning & Resource Allocation Committee, and other shared governance committees.
- Annually review results from grant-funded activities, conduct gap analysis and strategize for institutionalization or pursuit of continued external funding of grant-funded activities where appropriate.

Chair

- **Chair:** Director of Grants

Membership

- **Administration:** All VPs (or designees), 2 Deans at-large, Director of Grants, College Administrator of Office of Institutional Effectiveness, Executive Director of the Foundation
- **Academic Senate:** 4 Appointed by Academic Senate
- **Classified Senate:** 3 Appointed by Classified Senate
- **Student Senate:** 1-3 appointed by Student Senate
- **Faculty Association:** 1 appointed by CLPFA
- **Classified Union:** 1 appointed by SEIU
- **Other:**
 - 1 chair or designee from Student Access, Success & Equity
 - 1 Institutional Research representative
 - Grants Writer/Developer
 - Faculty and/or Deans initiating a grant application must attend meetings when presenting grant applications seeking approval

Recommending to: Planning & Resource Allocation Committee

Collaborating with: Student Access, Success and Equity

HEALTH & SAFETY

Purpose

Assist with the development and promotion of a healthy and safe physical environment for staff, students, and visitors to our facilities and grounds.

Responsibilities

- Studies, reviews, and recommends regulations and procedures relating to the health and safety of persons and facilities.
- Serves as an advisory to the College President on health and safety issues.
- Develops and posts the campus emergency plan and college safety plan.
- Make recommendations regarding parking and traffic control, hazardous waste management, equipment and other issues affecting classroom and workplace safety.

Chairs

- **Co-Chair:** Director of Campus Safety and Faculty or Classified, elected by membership

Membership

- **Administration:** 1 appointed by the College President
- **Academic Senate:** 4 appointed by Academic Senate
- **Classified Senate:** 4 appointed by Classified Senate
- **Student Senate:** 1-3 appointed by Student Senate
- **Faculty Association:** 1 appointed by CLPFA
- **Classified Union:** 1 appointed by SEIU

Recommending to: Planning & Resource Allocation Committee

PROGRAM & AREA REVIEW

Purpose

Leads and manages the college-wide program and area review process. Synthesizes results into a college-wide review of themes, needs, and ideas. Provides data on resource requests to resource allocation committees.

Responsibilities

- Develop required forms, technology, and training to efficiently and effectively prepare program and area review documents.
- Manage program review timelines.
- Ensure that program review continues to mature to reflect whole programs (including GE/CWLG), accreditation needs, and key committee planning.
- Synthesize program review submissions into a college-wide document highlighting themes, concerns, needs and innovative ideas and connect all of this to college-wide plan goals.
- Consolidate resource requests for dissemination to appropriate resource allocation committees.

Chairs

- **Co-Chair:** Faculty and Classified or College Administrator, elected by the membership

Membership

- **Administration:** 3 appointed by the College President
- **Academic Senate:** One representative from each Academic Division and Counseling (selected by the division and confirmed by Academic Senate)
- **Classified Senate:** 3 appointed by Classified Senate
- **Student Senate:** 1-2 appointed by Student Senate
- **Faculty Association:** 1 appointed by CLPFA
- **Classified Union:** 1 appointed by SEIU
- **Other:**
 - 1 Institutional Research representative

Recommending to: Planning & Resource Allocation Committee

OUTCOMES & ASSESSMENT

Purpose

Oversees and coordinates assessment practices for Academic Services, Student Services, and Administrative Units. Maintains the policies and processes that guide the college through the ongoing process of developing, implementing, and assessing institutional, program, and student learning outcomes and service area outcomes. Promotes campus-wide understanding of ILOs, PLOs, SLOs, and SAOs and their integration into the planning process.

Responsibilities

- Develop and lead processes for developing, implementing, and assessing institutional, program, and student learning outcomes (ILOs, PLOs, SLOs), and service area outcomes (SAOs).
- Provide training for developing and assessing SLOs, PLOs, ILOs and SAOs.
- Monitor institutional, program, and course student learning outcomes as well as service area outcomes.
- Synthesize the results of learning and service area assessments so they can be integrated into the planning process by Program & Area Review Committee.
- Promote campus-wide understanding of SLOs, PLOs, ILOs, and SAOs.

Chairs

- **Co-Chair:** Faculty and Classified or College Administrator, elected by the membership

Membership

- **Administration:** VP of Academic Services (or designee) & 1 Dean
- **Academic Senate:** One representative from each Academic Division and Counseling (selected by the division and confirmed by Academic Senate)
- **Classified Senate:** 3 appointed by Classified Senate
- **Student Senate:** 1-2 appointed by Student Senate
- **Faculty Association:** 1 appointed by CLPFA
- **Classified Union:** 1 appointed by SEIU
- **Other:**
 - 1 Institutional Research representative

Recommending to: Curriculum Committee, Program & Area Review Committee

CURRICULUM

Purpose

Reviews curriculum; establishes prerequisites, course placement in disciplines, degree and certificate requirements, and grading policies; assigns course identifiers; maintains and updates the discipline list; and makes recommendations to the College President for action by the Board of Trustees.

Responsibilities

- Apply Title 5 and Board policies in review of course and program proposals.
- Recommend and oversee the development of new courses and programs.
- Develop process and timeline for review of academic programs.
- Recommend course outlines of record and new program applications for those courses and programs.
- Recommend requirements for the associate degree and certificate programs to the Academic Senate for approval.
- Recommend and oversee course proposals for transmittal to CSU and UC to meet General Education Breadth and IGETC requirements.
- Recommend prerequisites, co-requisites, and advisory preparation for courses and programs to the Academic Senate for approval.
- Recommend and oversee courses taught by distance learning.
- Assist the Office of Academic Services with the development of the catalog and class schedules.
- Recommend and oversee regulations and policy for Distance Education.

Chair

- **Chair:** One faculty member, selected from the membership, confirmed by Academic Senate

Membership

- **Academic Senate:** One representative from each Academic Division and Counseling (selected by the division and confirmed by Academic Senate)
- **Classified Senate:** 1 appointed by Classified Senate (*non-voting*)
- **Student Senate:** 1 appointed by Student Senate
- **Faculty Association:** 1 appointed by CLPFA
- **Other (non-voting):**
 - VP of Academic Services (or designee)
 - Outcomes & Assessment Committee Chair
 - Curriculum & Student Learning Outcomes Specialist
 - Student Records Evaluator(s)
 - Articulation Officer
 - Academic Scheduler(s)

Recommending to: Academic Senate

Collaborating with: Outcomes & Assessment Committee

COMMITTEE ON ONLINE LEARNING (COOL)

Purpose

Lead the development of quality online and hybrid instruction.

Responsibilities

- Supports faculty in online/hybrid course delivery ventures and the development of online/hybrid course proposals.
- Reviews and approves online course proposals.
- Makes recommendations on issues related to online and hybrid courses.
- Makes recommendation to the Professional Development Committee on training needs related to online/hybrid instruction.

Chair

- **Chair:** One faculty member, selected from the membership, confirmed by Curriculum Committee

Membership

- **Academic Senate:** One representative from each Academic Division and Counseling (selected by the division and confirmed by Academic Senate)
- **Classified Senate:** 1 appointed by Classified Senate
- **Student Senate:** 1-3 appointed by Student Senate
- **Faculty Association:** 1 appointed by CLPFA
- **Other:**
 - 2 representatives from Instructional & Services Technology Committee
 - 1 DSRC representative
 - DE Coordinator
 - Instructional Designer
 - Online Learning Student Support (Instructional Assistant)
 - Alternative Media Specialist
 - Dean responsible for Online Learning (*non-voting*)

Recommending to: Curriculum Committee

Collaborating with: Instructional & Services Technology Committee, LPC Distance Education Committee

FACULTY PRIORITIZATION

Purpose

Prioritize new faculty position requests in alignment with the college mission and strategic plan.

Responsibilities

- Oversee and assess the Faculty Prioritization Process.
- Review faculty position requests submitted through college processes, including but not limited to Program and Area Review, and prioritize requests in alignment with the college mission, the strategic plan, and other associated policies and procedures.
- Develop forms, tools, and rubric required for ranking requested positions.
- Recommend faculty hiring priorities to the College President.

Chairs

- **Co-Chair:** Academic Senate President and VPs of Academic and Student Services

Membership

- Two representatives from each academic division
- Two representatives from Student Services
- One representative from the Library
- All Deans
- Classified Senate President

Recommending to: Academic Senate and College President

Collaborating with: Planning & Resource Allocation Committee

CLASSIFIED PRIORITIZATION

Purpose

Prioritize new classified professional position requests in alignment with the college mission and strategic plan.

Responsibilities

- Oversee and assess the Classified Prioritization Process.
- Review classified professional position requests submitted through college processes, including but not limited to Program and Area Review, and prioritize requests in alignment with the college mission, the strategic plan, and other associated policies and procedures.
- Develop forms, tools, and rubric required for ranking requested positions.
- Recommend classified professional hiring priorities to the College President.

Chair

- **Chair:** Classified Senate President

Membership

- **Classified Senate:** 1-2 senators or representatives from each of the three sectors (Academic, Administrative, and Student Services) appointed by the governing council
- **Classified Union:** SEIU Site VP or designee
- **Academic Senate:** 1 appointed by Academic Senate
- **Administration:** 1 dean or director appointed by the College President

Recommending to: Classified Senate and College President

Collaborating with: Planning & Resource Allocation Committee

ADMINISTRATIVE PRIORITIZATION

Purpose

Prioritize new administrator position requests in alignment with the college mission and strategic plan.

Responsibilities

- Oversee and assess the Administrative Prioritization Process.
- Review administrator position requests submitted through college processes, including but not limited to Program and Area Review, and prioritize requests in alignment with the college mission, the strategic plan, and other associated policies and procedures.
- Develop forms, tools, and rubric required for ranking requested positions.
- Recommend administrative hiring priorities to the College President.

Chairs

- **Tri-Chair:** VPs of Academic Services, Student Services and Administrative Services

Membership

- All College Administrators
- Academic Senate President
- Classified Senate President

Recommending to: College President

Collaborating with: Planning & Resource Allocation Committee

INTER-CLUB COUNCIL

Purpose

Serve as the governing body of student club members and a representative body to all officially recognized campus clubs to promote cohesion amongst students and clubs.

Responsibilities

- Enforce all rules and regulations of the Student Senate of Chabot College's (SSCC) codes pertaining to campus clubs and club rules.
- Establish and operate under a budget separate to that of the SSCC.
- Establish bylaws and a constitution separate to that of the SSCC.
- Assist in the coordination of club activities and expressions.
- Act as a liaison of communication between clubs, the SSCC, and the student body.
- Provide a regular report to the SSCC of all club matters and activities.
- Promote club affairs and activities.
- Promote cooperation among clubs and club members.

Governing Council

- **Chair:** ICC Chair
- **Vice Chair:** Appointed by the ICC Chair
- **Voting Members:** Inter-Club Council Representatives

General Membership

- Additional club members

Recommending to: Student Senate

ACADEMIC SENATE

Purpose

Represent the core values of the Faculty of the college in issues that pertain to 10+ 1 items that are the responsibility of the Academic Senate in Title 5 and AB1725.

Responsibilities

- Recommend curriculum, including establishing prerequisites and placing courses into disciplines.
- Recommend degree and certificate requirements.
- Recommend grading policies.
- Coordinate with Planning & Resource Allocation Committee the Institutional Self- Study for accreditation.
- Represent Chabot faculty at District meetings and taskforces established to develop District policy when faculty participation is needed or requested.
- Recommend and maintain faculty roles and involvement in accreditation processes including self-study and annual reports.
- Examine program review documents and make recommendations.
- Collaborate through the shared governance process on:
 - Educational Program development;
 - Standards and policies regarding student preparation and success;
 - District and College governance structures as related to faculty roles;
 - Policies for faculty professional development activities;
 - Process for program review;
 - Process for institutional planning and budget development; and
 - Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Officers

- President (elected by faculty at large)
- Vice President
- Secretary

Senators

- One to three faculty representatives from each division based on the size of the division

Recommending to: College President, Board of Trustees, Chancellor

CLASSIFIED SENATE

Purpose

Represent Classified Professionals in all matters outside the scope of collective bargaining and thereby ensure a formal and effective procedure for participating in the formulation and development of district and college policies and procedures that have or will have a significant effect on Classified Professionals.

Responsibilities

- Participate in the college and district governance.
- Enhance student/classified and faculty/classified relations.
- Coordinate with the classified union in the selection of representatives to serve on college and district governance and hiring committees.
- Participate in selection and evaluation of administrators.
- Make recommendations to college and district administration on the following academic and professional matters:
 - Standards, policies, and procedures regarding student support and success.
 - College and district governance structures, as related to classified professional roles.
 - Standards, policies, and procedures regarding implementation and integration of technology systems.
 - Professional development policies and activities.
 - Processes for program review, as related to Classified Professional roles.
 - Processes for institutional planning and budget development.
 - Classified Professional roles and involvement in accreditation processes.
 - Classified Professional roles and involvement in program planning, development, and staffing.
 - Regulations and procedures relating to physical safety.
 - Any other district or college policy, procedure, or related matters that have or will have a significant effect on Classified Professionals.

Governing Council

- **Executive Officers:** President, Vice President, Secretary, Treasurer, Past President
- **Senators:** 4 senators from each of the three sectors (Academic, Administrative, and Student Services)
- **Representatives:** Appointed by Governing Council
- **Advisory:**
 - SEIU Site VP (*non-voting*)
 - College President (*non-voting*)

General Membership

- All permanent full-time, part-time (20 hours or more), and permanent hourly (19 or less hours) classified bargaining unit personnel; and classified confidential and classified supervisory personnel assigned to Chabot College

Recommending to: College President, Board of Trustees, Chancellor

STUDENT SENATE

Purpose

Serve as the representative body for Chabot College students. Uphold and encourage the values, opinions, and recommendations from students as they pertain to the policies and procedures “that have or will have a significant effect on students” as stated in California Code of Regulations, Title 5, 51023.7.

Responsibilities

- Participate in the college and district governance.
- Work closely with the student body through the Inter-Club Council projects that address student needs and proposals.
- Establish an open channel of communication between the students, faculty, staff, and administration the college and other campuses and universities.
- Distribute Associated Students Activities Fees via academic and social funding opportunities.
- Educate students about policies that affect them.
- Make recommendations to college and district administration on the following matters:
 - Grading policies.
 - Codes of student conduct.
 - Academic disciplinary policies.
 - Curriculum development.
 - Courses or programs which 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 a significant effect on students.

Executive Council

- President
- Vice President
- Finance Director
- Inter-Club Council Chair
- Legislative Director
- Events Coordinator
- Communications Director
- Secretary
- Representative-at-Large
- Student Trustee

Representative Council

- Appointed by Executive Council

Recommending to: College President, Board of Trustees, Chancellor