

Palomar College Governance Structure and Participation Handbook

Approved
by SPC
on 12/01/2020

Vision, Mission, and Values

Palomar College's Vision, Mission, and Values guide the College decision-making process and provide clear and consistent criteria for all decisions.

Vision: Transforming lives for a better future.

Mission: Palomar College respects each of our students' experiences and supports them to achieve academic success. As a community college, we encourage our students to embrace the best version of themselves and prepare them to engage with our local and global communities.

Values: In creating the learning and cultural experiences that fulfill our mission, we are committed to serving our community, including historically and currently marginalized and racially minoritized populations. In doing so, we are guided by the core values of:

- **Access** - We make education possible for everyone.
- **Diversity, Equity, and Inclusion** - We recognize and respect diversity, seek to foster a culture of inclusion and belonging, and strive to address inequities.
- **Academic Excellence** - We provide quality programs and robust course offerings to support students who are pursuing transfer-readiness, general education, career and technical training, aesthetic and cultural enrichment, and lifelong education.
- **Student Focus** - We offer a caring and supportive environment that addresses the holistic and distinct needs of our students.
- **Community** - We are an integral part of our region and strive to foster meaningful relationships within our college and local communities.

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Introduction

Philosophy and Purpose

Palomar College is dedicated to ensuring that all students receive the opportunities and support they need to leverage their specific circumstances into a strong foundation for life-long resilient learning, career success, and global citizenship. The participatory governance structure of Palomar College is designed to address the needs of Palomar's diverse student body through active participation by administrators, faculty, staff, and students.

The Palomar College Governance Structure and Participation Handbook describes the structure and operating agreements for institutional governance and decision-making at Palomar College. These descriptions of how groups are formed and how they function are, in essence, descriptions of how Palomar College ensures that the voices of the College's constituent groups are heard when making decisions.

By documenting governance and institutional decision-making practices, this handbook promotes a common understanding of processes, helps to ensure consistent application of policies and practices, encourages broad participation in campus matters, and supports the College's continuous quality improvement. A purpose for this transparency is to encourage all constituency groups to be knowledgeable of, and responsible for, their roles in the participatory governance process.

One of the areas of focus was the participation of constituents in shared governance, as well as the composition of the proposed new councils and the role of members on the councils. Significant attention was given to defining roles of members. A goal was to make the workload of participation clearly defined and manageable. Constituent representation is one of the most complex aspects of the proposed new design. Two models were considered, one based on equal representation of constituent groups, the other ensuring adequate expertise on each council. Ultimately, a hybrid approach was taken that balanced representation with expertise, with additional specific, non-voting advisory positions on several councils to ensure expertise.

This handbook was developed using critical, yet collegial self-reflection by representatives of all college constituent groups who were united by the vision of establishing structures, processes, and communication channels that will support the mission of Palomar College. College processes, including those described in this handbook, will be periodically reviewed and revised as part of the institutional cycle.

History

In 1988, California passed [Assembly Bill \(AB\) 1725](#) encouraging California's Community Colleges to "... ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards."

The participatory governance structure has evolved over time to address changes in legislation and accreditation recommendations. Most recently, in 2015, the College received a recommendation "to create an environment that includes the participation of all employees in participatory governance and appropriate councils, committees, subcommittees, task forces, and workgroups." Additionally, state initiatives focused on improving student success, such as Guided Pathways and Vision for Success, have required the College to expand the duties of existing councils and committees and create new committees to carry the charge.

In the Fall of 2019, the Strategic Planning Council formed a Governance Task Force, consisting of Executive Leadership, Faculty, Classified Staff, Confidential and Supervisory Team (CAST), Administrative Association (AA) members, and students. With the assistance of the Institutional Effectiveness Partnership Initiative (IEPI), the Governance Task Force redesigned the participatory governance structure by reviewing work other colleges have done; conducting an analysis of the strengths, weaknesses, and opportunities of Palomar College's current governance structure; and collecting and responding to feedback on proposed changes. This handbook is one result of that work; a redesigned governance structure is another.

The Task Force will remain active for one year from the Governing Board Approval date of the proposed structure to evaluate the structure in practice. After one year, the Task Force will dissolve, and the regular evaluation of the governance structure will be turned over to the appropriate council(s) and committee(s) for formative and summative evaluation.

The Task Force also recognizes that, often in the past, diverse perspectives have been excluded from decision-making processes. This section on decision-making will include practices intended to ensure maximum inclusivity.

Approach to Decision-Making

Palomar College student success is the primary driver for decision-making. The organizational functioning is based on the College's Vision, Mission, and Values and is demonstrated through effective relationships and teamwork between administrators, faculty, staff, and students. Within participatory governance bodies, the process focuses on collaboration to make decisions that are in the best interest of the students and the College, rather than just a single constituency group or individual.

The College operates with the understanding that diverse perspectives and collegial dialogue make for a stronger campus community and lead to better decisions.

Characteristics of Effective Decision-Making

We believe that an effective decision-making structure in participatory governance at Palomar College must:

- Uphold/maintain an institution-wide perspective.
- Include intentional strategies for soliciting input from Black, Indigenous, and People of Color (BIPOC) and other historically marginalized members.
- Create a brave environment in which council/committee chairs encourage all members to contribute their perspectives without fear of judgement or negative consequences.
- Encourage challenging dialogue and exchange it in a mindful and compassionate manner.
- Provide the members of all campus constituencies – students, faculty, staff, and administrators – the ability to be involved, in person or through representatives, in the governance process and future direction of the College.
- Facilitate the coordination of the work of the various groups to ensure that we collectively make the best recommendations, which, in turn, leads to the best decisions.
- Be clearly understood and provide clear pathways for involvement for the entire campus community.
- Ensure that everyone identifies with the mission of the College and assists in the professional growth of students, faculty, staff, and administrators.
- Use a wide variety of qualitative and quantitative information from students, faculty, staff, and administrators, and the community, to drive the College's strategic direction. Whenever possible, data should be disaggregated by race, ethnicity, gender, and other important demographics.
- Foster continuous organizational improvement by evaluating outcomes and making changes to structures and processes as needed.
- Be flexible and responsive – providing the College with the ability to develop and implement contingency plans to adjust to changing environments, societal pressures, and to take advantage of unexpected opportunities.
- Ensure that the College will be responsive to community needs and accountable for its outcomes.
- Empower decision-making at the levels held accountable for the outcomes.

Meeting Etiquette

In participatory governance, while disagreement is natural and can lead to transformational compromise, a high level of collegiality, respect, and civility is expected. Those expectations include the following:

- Participatory governance is a shared environment in which all members are considered equals at the council/committee table.
- Speakers will be heard one at a time and without interruption. Members will allow for moments of silence for thought and other viewpoints. In consideration of hearing all feedback, members should be mindful of how often and how long they speak. Equity in consensus building means including diverse perspectives at all levels of the organization.
- Members will be engaged and contribute; they may challenge ideas but not people. All meeting attendees will be respectful/civil in their comments, responses, and body language.
- Members will listen to others and seek to focus on the merits of what is being said while making a good faith effort to understand the concerns of others. Council/committee members are encouraged to ask questions for clarification.
- Each person reserves the right to disagree with any proposal and accepts responsibility for offering alternatives that accommodate individual interests and the interests of others.

- All members should be mindful of the language used in discussions, including use of "I" statements instead of "they" attributions to relate anecdotal evidence or experiences. Members are encouraged to use an asset-minded approach that focuses on what works and how something can be done. This is in contrast to a deficit-minded approach that focuses on the negative and why an initiative, idea, or project can't get done.
- All council/committee members will be aware of the purpose and responsibility of their council/committee. When issues arise in discussion that are not supported by the committee's charge, the chair will identify the proper council, committee, or constituency group leadership for review and forward the issue for consideration.
- Once consensus is reached after deliberation, council/committee members will respect the decision-making process.

Open Access

Governance meetings are public. In addition to representation afforded to individuals through constituencies, other individuals and groups may be heard in any governance meeting by requesting and receiving permission from the chair to participate and/or have items added to the agenda. Written minutes will be prepared for all governance meetings – ideally by assigned recorders. Agendas, minutes, reports, and other work products of all governance committees and other groups involved in governance should be made readily accessible to all interested parties. The councils should make all necessary efforts to remove obstacles to full accessibility for constituents, regardless of ability and economic status.

Consensus Building in Governance Councils

Decision-making is a participatory process. Palomar College's governance process values input, discussion, and consensus. [Administrative Policy \(AP\) 2510](#) notes: "Recommendations shall emerge ideally as a result of group consensus." Therefore, when a recommendation is made, it should be made by consensus whenever possible. Consensus means "general agreement," with everyone in the group generally in support of the recommendation.

In practice, consensus is not always possible. There may be recommendations to which most, but not all, of the group agree. In these cases, the group should strive to bring everyone together toward a recommendation agreeable to all. However, if after two votes, consensus is not reached, two-thirds of voting members present shall determine the recommendation.

One Example Method for Generating Consensus

1. Keep an open mind throughout the discussion.
2. Clarify the problem or question being addressed.
3. Determine the essential criteria for a good solution (e.g., organization, cost, scale, scope, and acceptance). Ensure that all members understand and buy into the essential criteria.
4. Brainstorm a range of alternative solutions.
 - a. Do not evaluate the alternatives during brainstorming.
 - b. Record all alternatives in a comprehensive list that can be seen by everyone.
5. Take a straw poll to check for the possibility of early agreement. If there is only a little disagreement, determine and, if possible, resolve the reasons for the disagreement.
6. Evaluate alternatives according to the essential criteria.
7. If any alternatives require further research, carry out that research.
8. Rule out any alternatives that fail to meet the criteria or are rejected by the committee after

- reflection.
9. Make a recommendation, which might involve combining or modifying the remaining alternatives to elicit the support of the committee.
 10. If consensus can still not be reached after two votes, an affirmative vote of 2/3 of voting members present is required to pass a recommendation.

Constituency Groups: Types and Roles

As noted previously, the Governing Board of Palomar College must “ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.” In addition to being discussed in Assembly Bill language, it is also called out by [California Education Code 70902](#).

[Board Policy \(BP\) 2510](#) states:

“The Governing Board of the Palomar Community College District wishes to encourage the greatest possible cooperation among its employees and believes that the best ideas are often the product of collective thought. The Board affirms its commitment to collegiality and participatory governance.

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 Superintendent/President action under which the District is governed and administered.”

[BP 2510](#) further states, “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.”

These examples from state law and board policy help frame the rights and responsibilities of constituent groups in a participatory governance structure.

Members of constituency groups represent their constituency, not themselves alone, on a council/committee. Constituency groups, and others afforded rights by law or policy, are detailed below.

Governing Board

The Governing Board of the Palomar Community College District is a group of five individuals, elected by district (as of 2020) by voters, given authority by [Ed Code 70902](#) to “establish, maintain, operate, and govern one or more community colleges in accordance with law.” The Governing Board codifies policy and delegates authority to college administrators to enact said policy [[BP 2430](#)].

Per [Ed Code 70902](#), the Palomar College Governing Board is tasked with several responsibilities (*see APPENDIX X*).

In general, Governing Boards delegate authority to the Superintendent/President, as well as to the Academic Senate [[California Code of Regulations, Title 5, 53200](#)]. Effective Governing Boards limit their role to developing broad policy and providing oversight in the areas listed in [Ed Code 70902](#) and delegate the responsibility for administrative and professional duties to the professionals in the College. The Governing Board reserves its right to approve policy recommendations.

Superintendent/President

The Superintendent/President of Palomar College sits below the Governing Board in the organizational chart. Through [BP 2430](#), the Governing Board delegates authority to the Superintendent/President to enact its policy goals. The Superintendent/President, through specific Administrative Policy, may further delegate responsibilities to qualified college administrators and other personnel. The Superintendent/President disseminates information and delegates directives from the Governing Board, relays input from other groups in the governance structure to the Governing Board, and ensures that topics that need specific constituent group input (e.g., Faculty Senate 10+1+1) are properly vetted.

The Superintendent/President of the Palomar Community College District is responsible for the execution of policies established by the Governing Board. The Superintendent/President is expected to administer the District in an economical, democratic, and efficient manner for the best interests of the students and the residents of the Palomar Community College District.

Students

Students are individuals who are engaged in learning at Palomar College and are currently enrolled in classes. Students are included in the governance process in these specific ways: via Associated Student Government (ASG), via the Student Trustee seated on the Governing Board, and via council/committee appointment and participation. ASG should encourage participation among a wide range of students.

[BP 2510](#) states, “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 task forces shall be determined by the Associated Student Government.

The following topics are identified in the [California Code of Regulations, Title 5, Section 51023.7](#) as having a significant effect on students:

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs which should be initiated or discontinued;
6. Processes for institutional planning and budget development;
7. Standards and policies regarding student preparation and success;
8. Student services planning and development;
9. Student fees within the authority of the district to adopt; 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.

Faculty

This constituency is made up of professors and teachers of all academic ranks. Through California Education Code, faculty are afforded the right and responsibility to “participate effectively” in district and college governance. In addition to having the general right and responsibility to “express their opinions at the campus level,” faculty are included in the governance process in these specific ways: via the Faculty Senate, via representation through the Palomar Faculty Federation (PFF), and via council/committee appointment and participation.

Faculty Senate

Following [California Code of Education, Title 5, 53200](#) and codified in [BP 2510](#), “the Governing Board elects to rely primarily upon the advice and judgment of the Faculty Senate on academic and professional matters.”

The term “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. 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;
11. Faculty Hiring Policy, Faculty Hiring Criteria, and Faculty Hiring Procedures; and
12. Other academic and professional matters as mutually agreed upon by the Governing Board and the Faculty Senate.

Typically, the “advice and judgment” of the Faculty Senate is communicated to the Governing Board via the Superintendent/President. In the event that said “advice and judgment” is not communicated to the Governing Board, the Faculty Senate elects to provide that “advice and judgment” directly to the Governing Board through means established by the Faculty Senate. If the Governing Board elects not to rely on Faculty Senate “advice and judgment,” a written explanation citing exceptional circumstances and compelling reasons must be made available to the Faculty Senate.

Palomar Faculty Federation (PFF)

Per [BP 2510](#), the PFF shall represent all faculty dealing with mandatory subjects of bargaining, including: salaries, benefits, evaluations, and working conditions.

Classified Staff

Classified employees are those who are employed in positions that are not academic positions. The employees and positions shall be known as the Classified Staff. The College recognizes that the classified employees are the most diverse employee group and offer necessary perspectives on governance. Procedures specific to classified employees are delineated in the applicable collective bargaining agreement or employee handbook.

This employee group performs several vital tasks in support of the District, the College, students, faculty, and administrators. In addition, they have the general right and responsibility to “express their opinions at the campus level” and to “participate effectively” in college governance. Classified Staff are included in the governance process in these specific ways: via representation of the Council of Classified Employees (CCE) and via council/committee appointment and participation.

[BP 2510](#) states, “All 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 the CCE/AFT will be given every reasonable consideration.”

Confidential and Supervisory Team (CAST)

Classified supervisors are supervisors of classified employees not employed in academic positions. Classified supervisors, regardless of job description, have authority to hire, transfer, suspend, recall, promote, discharge, assign, reward, or discipline other classified employees, or have the responsibility to assign work to and direct them, address their grievances, or effectively recommend such action.

Confidential employees are those who are required to develop or represent management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions. The fact that an employee has access to confidential or sensitive information shall not, in and of itself, make the employee a confidential employee.

This employee group performs several vital tasks in support of the District, the College, students, faculty, and administrators. In addition to having the general right and responsibility to “express their opinions at the campus level” and to “participate effectively” in college governance, CAST is included in the governance process in these specific ways: via participation of CAST and via council/committee appointment and participation.

[BP 2510](#) states, “All 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 the Confidential and Supervisory Team will be given every reasonable consideration.”

Administrators

This employee group is responsible for the maintenance and supervision of the District and the College. The Superintendent/President’s delegation of authority is usually to this group. The Superintendent/President may delegate any powers and duties entrusted to them by the Governing Board (including the administration of the College and centers), but will be specifically responsible to the Governing Board for the execution of such delegated powers and duties.

Each administrator is expected to perform the duties contained in their respective job description and fulfill other responsibilities as determined in annual goal-setting or evaluation sessions. They are also responsible for ensuring that the areas they supervise comply with all relevant laws and regulations and that mandatory reports related to their job duties are submitted in a timely fashion after review through the governance process.

[BP 7260](#) states, “Classified administrators are administrators who are not employed as educational administrators and who, regardless of job description, have significant responsibilities for formulating district policies or administering district programs other than the instructional or student services programs of the District.”

[BP 7250](#) states, “Educational administrator means an administrator employed in an academic position designated by the Governing Board of the District as having direct responsibility for supervising the operation of, or formulating policy regarding, the instructional or student services programs of the District. Educational administrators include, but are not limited to, the Superintendent/President and other supervisory or management employees designated by the Governing Board as educational administrators.”

[BP 2510](#) states, “All 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 [...] the Administrative Association [...] will be given every reasonable consideration.”

Effective Inclusiveness in the Governance Process

Participatory governance can occur effectively only if there is shared responsibility by all the constituencies that are impacted by the decisions made. Palomar College values the contributions of all employees in participatory governance. Effective participatory governance is only possible when the diverse perspectives from all constituency groups are represented. In order to ensure inclusiveness of all constituency groups, certain facilitative steps should be taken as described in the following paragraphs. These steps may be specific to each of the constituencies, or they may apply to the college community in general.

Facilitating Effective Participation

Constituent leaders across campus should commit to cultivating leadership skills in their members and seek to encourage matches of colleagues' skills with council and committee membership and participation.

Students

Student involvement and engagement is critical within the shared governance process. Students provide an intellectual exchange of perspective that assists with informed decision-making for the Palomar Community College District. Students have an interest to be involved within decisions that will directly affect, or are related to, their academic/non-academic college experience. Additionally, listening to and understanding student viewpoints is crucial in fostering trust among constituent groups to serve the District more appropriately. Although the District is committed to improving student involvement in shared governance, students may be limited in their ability to participate due to their work and/or school schedules. Chairs of councils/committees can facilitate student participation by asking for student input, providing reinforcement for their contributions, and ensuring they have transparent communication of upcoming council/committee meetings.

Student vacancies on a council/committee should be reported to the council/committee chair and to the Director of Student Life & Leadership or ASG at the earliest opportunity to ensure a timely replacement.

Faculty

Faculty members can facilitate participation by closely communicating with other faculty to determine their strengths, interests, preferences, and the amount of time they have available for council/committee participation. Faculty in particular disciplines or divisions may wish to discuss their strategic representation on particular councils/committees, sharing the workload so that no one person is overburdened. In addition, instructional management and department chairs should ensure that faculty members have the flexibility to engage in their vitally important role in shared governance. Participation by adjunct faculty and underrepresented faculty groups should be encouraged. Pay for adjunct faculty participation should be strongly considered.

Faculty vacancies on a council/committee should be reported to the council/committee chair and to the Faculty Senate or PFF at the earliest opportunity to ensure a timely replacement.

Classified Staff

Classified Staff often hold positions that leave them little flexibility in their schedule to attend participatory governance meetings. For this reason, manager/supervisor support for their participation in governance is vital. It is important to note that the Superintendent/President and executive leadership should communicate to all managers/supervisors the expectation that they facilitate classified staff member's participation in college governance activities, to the extent feasible.

Steps managers/supervisors might wish to consider include the following:

- Talk with staff members about their interests and make suggestions for committee membership
- Ask staff representatives to report council/committee activities at division or department meeting agendas
- Encourage staff to read, review, and respond to drafts of important college-wide documents (e.g., Educational Master Plan)

Classified Staff vacancies on councils/committees should be reported by the recorder to the council/committee chair and the CCE Executive Council to ensure a timely replacement.

Confidential and Supervisory Team (CAST)

CAST members may be a bridge between other Classified Staff and administrators and have a unique perspective to bring to various governance councils. This is a small group with great responsibility; therefore, sharing information is vital. One CAST member may need to serve on multiple Councils. As a result, they should be supported to participate in governance councils, and CAST members should also support classified staff to participate in governance councils.

CAST vacancies on councils/committees should be reported by the recorder to the council/committee chair and the CAST Executive Council to ensure a timely replacement.

Administrators

Administrative Association

Many members of the Administrative Association (AA), such as directors and managers, often serve on multiple councils/committees because they are operationally responsible for carrying out many of the tasks recommended by councils/committees. If a scheduling conflict arises for a given meeting, an AA representative may send a designee and must make it clear to the council/committee chair that they are doing so.

AA vacancies on councils/committees should be reported to the council/committee chair and to the Administrative Association at the earliest opportunity to ensure a timely replacement.

Assistant Superintendents/Vice Presidents

Assistant Superintendents/Vice Presidents are part of the President's Executive Cabinet, provide leadership for the four major divisions of the institution, and participate in the Councils.

Assistant Superintendent/Vice President vacancies on councils/committees should be reported to the council/committee chair and to the Superintendent/President at the earliest opportunity to ensure a timely replacement.

Governance Structure

Governance Groups vs. Operational Groups

There are two sides of the house in the governance structure: governance groups and operational groups. Clearly delineating the two – and their separate roles – can lead to an efficient and effective governance structure.

The governance side of the house uses these verbs: *approve, consult, establish, monitor, recommend, and delegate*; the operational side of the house uses this verb: *implement*.

Governance councils are primarily constituency-based and work on policy, procedures, plans, or projects that have an impact on the District. These include, but are not limited to, policies, procedures, strategic and master plans, and program review processes. They then delegate work to operational committees to implement those policies, procedures, plans, and processes.

Operational committees may or may not be constituency-based; rather, they may include the personnel necessary to accomplish their operational tasks and conduct regular business. They make decisions on specific, functional issues, based on established local, state, and federal regulations, protocols, or procedures, or they may be established for other standing or temporary purposes. Operational committees also implement the decisions made as part of the participatory governance process.

Operational committee membership is based on appointments related to expertise and position and do not represent constituency groups though their membership may reflect a wide variety of constituencies. Operational bodies are led by a chair or co-chairs depending on preference, interest in the issue, or subject matter expertise.

Ad Hoc Committees/Joint Operational Committees/Task Forces may be formed to ensure charges that may belong to two different governance councils (e.g., Faculty Senate and Education, Equity, and Success Council) are jointly operationalized. Products from these Ad Hoc Committees/Joint Operational Committees/Task Forces will need to be approved by *both* governance councils before being forwarded to the College Council for review.

Types of Groups

Governance Groups [known as Councils, per [AP 2510](#)]

Council – A group of constituency representatives designated or selected to act in an advisory capacity that meets on a regular basis. The charge of a council entails college-wide issues and reports directly to the College Council.

Members of councils represent specific constituencies and, as such, serve as a liaison to bring information from constituents into the dialogue and from the council back to their constituents. Governance groups at Palomar College consist of the following:

- College Council
- Faculty Senate
- Institutional Effectiveness, Planning, and Fiscal Stewardship Council
- Equity, Education, and Student Success Council
- Employees, Community, and Communication Council
- Infrastructure and Sustainability Council

Operational Groups [known as Committees (Standing Committee, Subcommittee, and Ad Hoc), per [AP 2510](#)]

Operational groups, in the form of Standing Committees, Subcommittees, and Ad Hoc Committees, assist the Superintendent/President in implementing the Governing Board's plans and policies by coordinating operational, procedural, and policy implementation. The authority for the representatives of organizational groups is derived from the Governing Board or the Superintendent/President through the assignment of responsibilities. Examples of operational groups are the Tutoring Committee, Tenure and Evaluations Review Board, Professional Development Committee, and the Equivalency Committee. In addition, the operational groups may convene Ad Hoc Committees/Joint Operational Committees/Task Forces to ensure joint implementation of charges.

Standing Committee – A group of constituency representatives intended to consider all matters pertaining to procedural issues as defined by its role. A standing committee is part of the governance structure. Standing committees do not dissolve.

Subcommittee – A permanent sub-group convened by a council or standing committee to consider specific subjects in detail for recommendations back to the council or standing committee. The chair must be a member of the council/committee to which it reports. Other members need not be members of the council/committee to which it reports, but may be appointed by the appropriate constituent group(s) as defined by the subcommittee membership.

Ad Hoc Committee – A working group or subgroup created by a council or standing committee to address and make recommendations on a particular subject. Campus colleagues who are not members of the council/committee could be recruited to join these efforts. Ad hoc committees meet until the subject/issue is resolved.

Joint Operational Committee – Joint Committee for Academic and Professional Matters. The Faculty Senate may form a joint committee for academic and professional matters in response to a request, or a perceived need, for discussion on a 10+1+1 matter. The joint committee shall be comprised of members of equal number from the Faculty Senate and one other council/committee that is discussing a 10+1+1 matter (e.g., faculty hiring procedures, program review, or grading policies). The product of the joint committee, as it relates to a 10+1+1 matter, is sent to the Faculty Senate for recommendation.

Task Force – A constituency-represented group specifically convened by and reporting to the College Council, the Superintendent/President, other council, or Faculty Senate to address a special college-wide subject/issue that meets until the subject/issue is resolved.

Task forces are formed to create a venue for dialogue and work on topics or projects that require timely and concentrated energy. Instead of being required by law or regulation, these groups are charged by the Superintendent/President or a council/committee to perform specific functions that benefit the entire district. Membership on task forces is either voluntary or by appointment. Task forces are not ongoing; when a specific project is completed, the task force is dissolved.

Governance Groups

College Council

Purpose

The College Council is the principal participatory and planning governance body for the College. It provides a forum to review and recommend the direction and focus of the College, consistent with the College's Vision, Mission, and Values. Based on the work and input from the four main participatory councils, the College Council directly advises the Superintendent/President on policy and governance, with attention to ensuring that all Palomar College students receive the opportunities and support they need to leverage their specific circumstances into a strong foundation for life-long resilient learning, career success, and global citizenship. It is also responsible for the review, evaluation, and continuous improvement of the participatory governance process, procedures, and structure.

Responsibilities

- Oversee and make recommendations to the Superintendent/President on the budget, integration of planning and resource allocation, and other matters of the District.
- Lead the periodic review and/or affirmation of the District's Vision, Mission, and Values statements.
- Initiate and monitor the development of the master plans and strategic plan.
- Ensure college-wide plans such as the technology, staffing, and equity plans are evaluated and updated on a regular cycle to reflect current needs, goals, and priorities.
- Make recommendations to the Superintendent/President on district policies and procedures.
- Identify common areas of concern that require further study and forward these to the appropriate governance or operational group.
- Regularly monitor disaggregated, student equity, and other institutional effectiveness data to inform decision-making regarding policies, procedures, and planning.
- Annually review the Palomar College Governance Structure and Participation Handbook and revise as needed.
- Monitor compliance with accreditation standards.
- Review written responses to accreditation Standards IV.A and IV.B and assist in the collection of evidence for other relevant standards.

Plans/Products

- Master Plans (Educational and Facilities)
- Strategic Plan
- Palomar College Governance Structure and Participation Handbook
- Policies and Procedures Update and Cycle
- Integrated Planning, Resource Allocation, and Evaluation Cycle

Membership

- Superintendent/President (1) - Non-Voting | Co-Chair (Co-chair elected from the body)
- Faculty representatives (appointed by Faculty Senate and PFF through collaboration) (4)
- Classified staff representatives, President of CCE and three (3) others appointed by the Council of Classified Employees (CCE) (4)
- Confidential and Supervisory Team representatives (CAST), President of CAST and one (1) other appointed by CAST (2)
- Students representatives, ASG President and two (2) others appointed by the Associated Student Government (ASG) (3)
- Administrative representatives, President of AA and two (2) others appointed by the

Administrative Association (AA) (3)

- Assistant Superintendent/Vice President, appointed by the Superintendent/President (1)

Advisory Members (non-voting)¹

- Three Assistant Superintendent/Vice Presidents
- Senior Director of Institutional Research and Planning (for support when plans are reviewed or developed)
- Part-time faculty member, appointed by Faculty Senate and/or PFF through collaboration (1)²
- If not represented in constituency member, include leadership of 4 constituent groups or designee
- Liaison from each other Council (4)

Refer to individual constituent group for information on member appointments.

Meeting Days and Time

TBD

¹Council representation was designed to equally represent college groups. Expertise will be solicited from the advisory members and others as appropriate to help inform sound governance decisions.

²As the College moves forward in its desire to include part-time faculty members in governance, the GTF advocates for part-time faculty to be compensated. It is strongly recommended that one (1) faculty position be filled with part-time faculty.

Institutional Effectiveness, Planning, and Fiscal Stewardship Council (Reports to College Council)

Purpose

The Institutional Effectiveness, Planning, and Fiscal Stewardship Council works to support a culture of continuous quality improvement at Palomar College to ensure that all students receive the opportunities and support they need to leverage their specific circumstances into a strong foundation for life-long, resilient learning, career success, and global citizenship. The Council takes a comprehensive view of the College with attention to the interconnections between institutional planning across all divisions, and the opportunities therein. It maintains a broadly informed decision-making process, drawing from qualitative and quantitative data to arrive at recommendations to the College Council. It monitors and facilitates communication about the fiscal health of the College. It also reviews progress on college goals and priorities; evaluates and provides support for the integration of planning, assessment, and resource allocation at all levels of the institution; and shepherds the accreditation work of the College. It champions the use of data and assessment to inform strategies focused on equity and student success in alignment with the College's Vision, Mission, and Values, and strategic goals.

Responsibilities

- **Integrated Planning and Evaluation**
 - Conduct annual review of institutional, divisional, and department planning results to assess progress towards institutional goals and make recommendations regarding either the creation of new, or the revision of existing, college goals.
 - Evaluate institution-set standards, equity, and student achievement goals, including both internal- and CCCCO-produced key performance indicator metrics and other student success outcome measures.
 - Coordinate with other councils to develop evaluation plans for major initiatives and projects.
 - Review the effectiveness of current integrated planning, evaluation, and resource allocation processes and cycles, and provide feedback as needed.
 - Develop recommendations and provide technical support for the College's program review and planning processes, including evaluation of program review and planning templates to ensure alignment with the College's mission, accreditation standards, and district planning and resource allocation.
 - Support ongoing connections between unit planning through program review and institutional planning processes.
- **Fiscal Stewardship and Communication**
 - Monitor the College's fiscal health and implementation of its fiscal stewardship plan based on FCMAT metrics.
 - Develop, interpret, and articulate assumptions, priorities, guidelines, and procedures related to budget processes and resource allocation, integrating recommendations from college-wide plans.
 - Provide ongoing education and communication for the college community regarding fiscal matters.
- **Data-Informed Decision Making**
 - Analyze data and support for the development of college plans and planning activities.
 - Use aggregated and disaggregated data and research to support the continuous improvement of programs and services of the College.

- **Accreditation**

- Serve as the District’s accreditation steering committee to ensure all accreditation requirements are met.
- Continually compile evidence related to accreditation Standard I.A., I.B., and I.C., as well as other relevant accreditation requirements and monitor the College’s ongoing compliance with these requirements.

Plans/Products

- College Annual Report on Integrated Planning and Resource Allocation
- Institution-Set Standards and required Student Achievement Goals/Metrics
- Accreditation Reports

Membership³

- Assistant Superintendent/Vice President for Finance and Administrative Services | Co-chair; (Co-chair elected from the body)
- Assistant Superintendent/Vice President for Instruction or designee
- Assistant Superintendent/Vice President for Student Services or designee
- Senior Director of Institutional Research and Planning who is also the Accreditation Liaison Officer (1)
- Instructional Dean (1)
- Student Services Dean or Director (1)
- Faculty representatives, appointed by Faculty Senate and PFF through collaboration (4)
- Classified staff representatives, appointed by CCE (4)
- CAST representatives, appointed by CAST (2)
- Student representatives appointed by ASG (2)

Refer to individual constituent group for information on member appointments.

Advisory Members (non-voting)

Part-time faculty member, appointed by Faculty Senate and/or PFF through collaboration (1)⁴

Meeting Days and Time

TBD

³ When several administrators are represented as named positions, they will also represent the Administrative Association. This will help maintain balance across constituency groups.

⁴ As the College moves forward in its desire to include part-time faculty members in governance, the GTF advocates for part-time faculty to be compensated. It is strongly recommended that one (1) faculty position be filled with part-time faculty.

Equity, Education, and Student Success Council (Reports to College Council)

Purpose

The Equity, Education, and Student Success Council guides the College's policy and planning related to maintaining equity and excellence in all aspects of instructional and student success programs, which fosters a climate of inclusiveness and support. The Council will pay specific attention to ensuring that all students receive the opportunities and support they need to develop a strong foundation for life-long, resilient learning, career success, and global citizenship. This council is responsible for supporting and leading innovative campus strategies that strengthen student access, success, and equity. It seeks opportunities for synergy and collaboration between Instruction and Student Services in order to engage and support students, faculty, staff, and administrators in the ongoing process of transforming the campus culture to be welcoming, safe, and inclusive for all. The Council convenes several joint committees with the Faculty Senate and others. It also reviews policies and procedures related to instructional and student support programs. The Equity, Education, and Student Success Council makes recommendations to the College Council while maintaining a focus on disproportionately impacted students.

Responsibilities

- Examine, support, and develop intentional policies and practices that are student-centered, equity-focused, and antiracist.
 - Develop and oversee the implementation of the Student Equity Plan. Recommend policies, practices, and strategies that align instruction and student services to maximize equity and success.
 - Review research and disaggregated data to identify student populations that require targeted support interventions.
 - Evaluate the results of the Program Review and Planning (PRP) process and resource allocation recommendations with specific attention to equity.
 - Provide a forum for students, faculty, and staff to explore and generate ideas and recommend solutions to improve the student journey from enrollment to completion.
- Convene full-time faculty hiring subcommittee to:
 - Review and update the process (qualitative and quantitative elements and instruments) and timeline for full-time faculty position requests.
 - Annually develop and recommend a prioritized list of full-time faculty positions (instructional and non-instructional) and forward to college council for information.
- Center equity in the Integrated Planning Process
 - Make recommendations and provide input to the District's Educational Master Plan and the Strategic Plan.
 - Monitor relevant goals and objectives of the Annual Action Plan as assigned by the College Council.
- **Accreditation**
 - Continually compile evidence related to accreditation Standard II.A., II.B, and II.C., as well as other relevant accreditation requirements and monitor the College's ongoing compliance with these requirements.

Plan/Products

- Disproportionate Impact (DI) Study
- Equity Plan
- Guided Pathways Plan

Membership⁵

- Assistant Superintendent/Vice President for Instruction co-chair / Assistant Superintendent/Vice President for Student Services co-chair / Faculty Senate President or Designee co-chair
- Director of Student Success and Equity
- Dean of Counseling or designee
- Instructional Dean (1)
- Senior Director of Enrollment Services
- Faculty representatives appointed by Faculty Senate and/or PFF through collaboration (5)
- Counseling Faculty, appointed by Faculty Senate (2)
- Umoja representative, selected by the Umoja program coordinators and confirmed by the relevant constituent group (AA, ASG, CAST, CCE, or Faculty Senate) (1)
- Puente representative, selected by the Puente program coordinators and confirmed by the relevant constituent group (AA, ASG, CAST, CCE, or Faculty Senate) (1)
- Faculty representative from the Pride Center, appointed by Faculty Senate (1)
- Classified representatives appointed by CCE (4),
- CAST representatives, appointed by CAST (2)
- Student representatives, appointed by ASG (3)
- Student Support Program Director/Manager (Programs supporting disproportionately impacted students based on DI study, for example DRC and EOPS), appointed by AA (1)
- Student Support Program Supervisor (Programs supporting disproportionately impacted students based on DI study, for example DRC and EOPS), appointed by CAST (1)

Advisory Members (non-voting)

- Library Representative
- Institutional Research and Planning (provide data for Equity Plan and IE metrics)
- Part-time faculty member, appointed by Faculty Senate and/or PFF through collaboration (1)⁶

Refer to individual constituent group for information on member appointments

Meeting Days and Time

TBD

⁵ When several administrators are represented as named positions, they will also represent the Administrative Association. This will help maintain balance across constituency groups.

⁶ As the College moves forward in its desire to include part-time faculty members in governance, the GTF advocates for part-time faculty to be compensated. It is strongly recommended that one (1) faculty position be filled with part-time faculty.

Employees, Community, and Communication Council (Reports to College Council)

Purpose

The Employees, Community, and Communication Council is dedicated to cultivating, building, and sustaining a community of inclusivity that creates a welcoming, safe, and respectful environment for all to thrive. With a holistic view of the human experience at Palomar College, the Council pays particular attention to the opportunities inherent in recognizing and cultivating the interconnections between all of the College's diverse communities and constituent groups. The Council provides strategic direction for both internal and external communication to promote optimal dialogue between all dimensions of the community. It identifies, prioritizes, and advocates for diversity in hiring and the human resource needs of the College. It supports the growth and professional development of all employees in our educational community with an emphasis on institutional development opportunities that promote antiracist organizational change. The Council makes recommendations to ensure that all employees are provided training throughout their employment. It monitors and evaluates practices and makes recommendations to promote safety and security across campus. It is also empowered to develop and assess initiatives that cultivate and sustain an inclusive and connected college-wide culture and climate.

Responsibilities

- Recommend policies and procedures to meet the onboarding, professional development, and human resources needs (e.g., ADA compliance, employee recognition) of the College in alignment with our antiracist framework.
- Monitor the implementation of the College's EEO and Staffing (Human Resources) Plans.
- Evaluate effectiveness of professional development to ensure access to and quality of professional development for all employees and make recommendations for improvement as needed.
- Monitor the Classified Professional Growth Program.
- Provide a forum for employees and students to address safety and security needs and concerns.
- Develop and assess initiative to cultivate and sustain college culture and climate.
- Review and recommend processes for effective communication among all employees.
- Support activities that engage the campus with the external community.
- Continually compile evidence related to accreditation Standard III.A as well as other relevant accreditation requirements and monitor the College's ongoing compliance with these requirements.

Plans/Products

- Staffing (Human Resources) Plan
- EEO Plan, as developed by the EEOAC

Membership⁷

- Assistant Superintendent/Vice President for Human Resources co-chair | Co-Chair (Co-chair elected from the body)
- PD Coordinator
- Director of Marketing, Communications, and Public Affairs

⁷ When several administrators are represented as named positions, they will also represent the Administrative Association. This will help maintain balance across constituency groups.

Executive Director of Palomar College Foundation

- Chief of Police
- Manager, Environmental Health and Safety and Risk Management
- Faculty representatives, appointed by Faculty Senate and PFF through collaboration (4)
- Classified staff representatives, appointed by CCE (4)
- CAST representatives, appointed by CAST (2)
- Administrative representative, appointed by AA (1)
- Student Representatives, appointed by ASG (2)

Advisory Members (non-voting)

- Part-time faculty member, appointed by Faculty Senate and/or PFF through collaboration (1)⁸

Meeting Days and Time

First and Third Friday of the month from 9:00 – 11:00 a.m.

⁸ As the College moves forward in its desire to include part-time faculty members in governance, the GTF advocates for part-time faculty to be compensated. It is strongly recommended that one (1) faculty position be filled with part-time faculty.

Infrastructure and Sustainability Council (Reports to College Council)

Purpose

The Infrastructure and Sustainability Council identifies, prioritizes, and advocates for the College's technology and facilities needs and services to ensure that students receive the opportunities and support they need to develop a strong foundation for life-long, resilient learning, career success, and global citizenship. With particular attention to equity, it makes recommendations to the College Council for the strategic direction and implementation of technology, facilities, and sustainability priorities and ensures that these recommendations are consistent with the objectives and recommendations established in the Technology Plan, Facilities Master Plan, Strategic Plan, Educational Master Plan, and other supporting plans and reports.

Responsibilities

Technology

- Make recommendations for the strategic direction and implementation of technology resources used throughout the College to support student learning programs and services, operations, and improve institutional effectiveness.
- Review the College's Technology Master Plan and monitor implementation.
- Evaluate the results of the Program Review and Planning (PRP) process and resource allocation recommendations to prioritize technology requests with specific attention to equity.
- Ensure ongoing attention to equitable educational access and outcomes, and removal of barriers for historically underserved populations and students with disabilities, in technology planning and the technology prioritization process.
- Continually compile evidence related to accreditation Standard III.C, as well as other relevant accreditation requirements and monitor the College's ongoing compliance with these requirements.

Facilities

- Recommend institutional annual and long-term goals to develop and implement initiatives in accordance with the recommendation of the Facilities Master Plan, the 5-year capital outlay plan, use of space, scheduled maintenance, and other state and federal reports.
- Act as a recommending body to the College Council for the construction, remodeling, and/or reassignment of existing and new facilities, including bond-funded construction.
- Study existing facilities and recommend alterations and improvements in response to the annual unit plans and emergent needs.
- Ensure that the campus and college spaces are intentionally designed to welcome and engage our diverse student, employee, and broader community populations.
- Ensure that college facilities are physically and electronically accessible to all.
- Continually compile evidence related to accreditation Standard III.B, as well as other relevant accreditation requirements and monitor the College's ongoing compliance with these requirements."

Sustainability

- Promote energy efficiency and conservation, sustainable construction and grounds management, and best practices for physical plant management.

- Consider total cost of ownership, including renewal costs and maintenance, of college technology and facilities recommendations.
- Ensure that the infrastructure and design of all college buildings support the future use of technology.
- Ensure ongoing attention to equitable educational access and outcomes, and removal of barriers for historically underserved populations and students with disabilities, in technology planning and the technology prioritization process.

Plans/Products

- Technology Plan
- 5-Year Capital Outlay Plan

Membership⁹

- Assistant Superintendent/Vice President for Finance and Administrative Services co-chair | (Co-chair elected from the body)
- Director Information Services
- Director of Facilities
- Chair of Academic Technology or designee
- CCTech Connect Director
- Faculty representatives, appointed by Faculty Senate and PFF through collaboration (4)
- Classified staff representatives, appointed by CCE (4)
- CAST representatives, appointed by CAST (2)
- Student Representatives, appointed by ASG (2)

Advisory Members (Non-Voting)

- Center Directors (2)
- Part-time faculty member, appointed by Faculty Senate and/or PFF through collaboration (1)¹⁰
- Manager Construction & Facilities Planning

Meeting Dates and Times

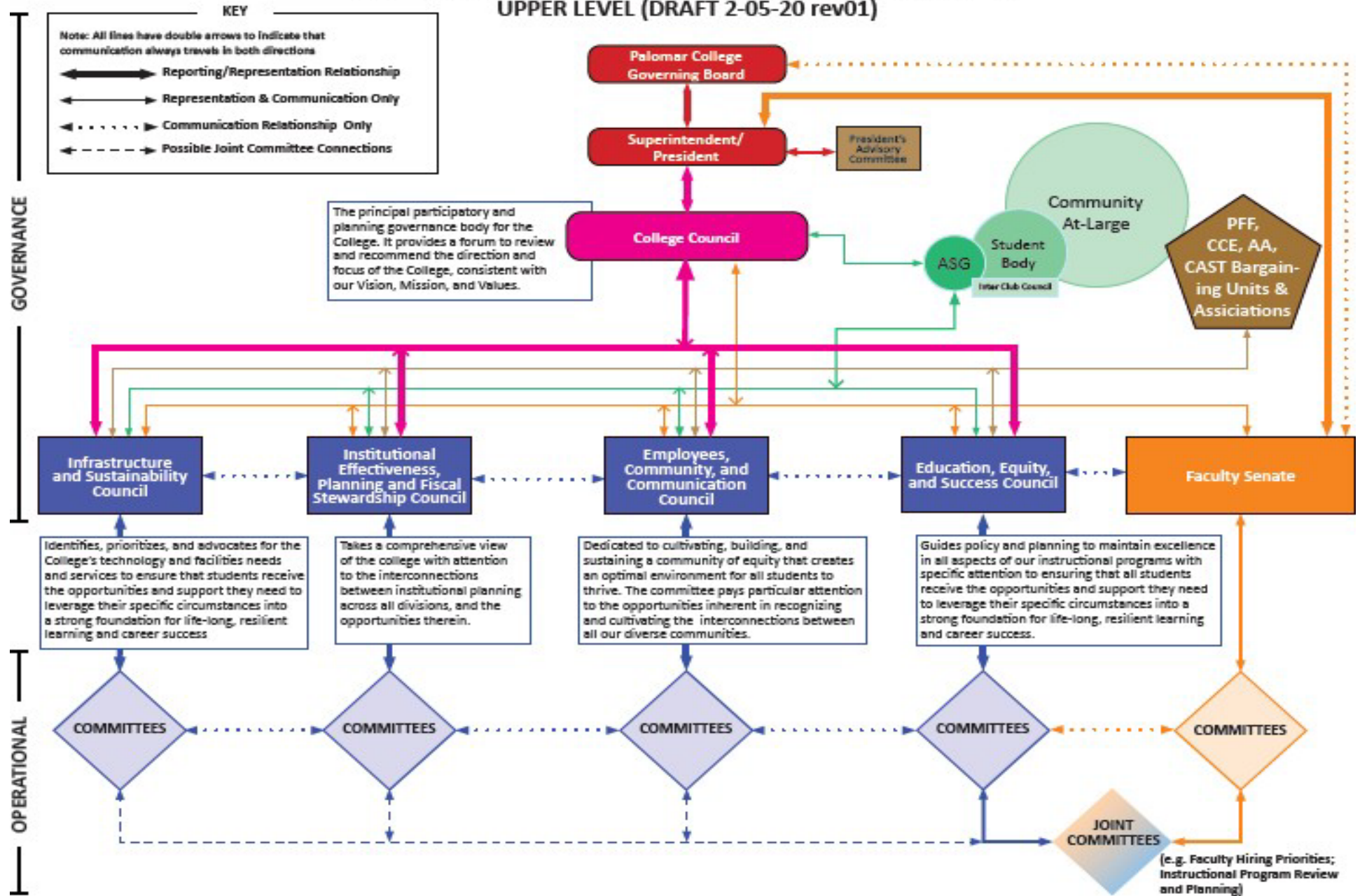
First and Third Fridays from 9:00 – 11:00 a.m.

⁹ When several administrators are represented as named positions, they will also represent the Administrative Association. This will help maintain balance across constituency groups.

¹⁰ As the College moves forward in its desire to include part-time faculty members in governance, the GTF advocates for part-time faculty to be compensated. It is strongly recommended that one (1) faculty position be filled with part-time faculty.

FLOWCHART

**PALOMAR COLLEGE PARTICIPATORY GOVERNANCE STRUCTURE
UPPER LEVEL (DRAFT 2-05-20 rev01)**



Institutional Plans/Accreditation Standards

Governance Council	Institutional Plans and Products	Accreditation Standards
College Council	Master Plan (Educational and Facilities), Strategic Plan, Palomar College Governance Structure and Participation Handbook, Policies and Procedures Update and Cycle, Integrated Planning, Resource Allocation, and Evaluation Cycle	IV.A, IV.B
Institutional Effectiveness Council	Annual Report on Planning, Accreditation Reports, Fiscal Stewardship Plan, Proposed District Budget	I.A, I.B, I.C, III.D
Equity, Education, and Student Success Council	Disproportionate Impact Study, Equity Plan, Guided Pathways Plan	II.A, II.B, II.C
Employees, Community, and Communication Council	Staffing Plan, EEO Plan	III.A
Infrastructure and Sustainability Council	Technology Plan, Facilities Master Plan, 5-Year Capital Outlay Plan, Strategic Plan, Educational Master Plan	III.B, III.C

Roles of Council Members

There are several different roles for those who participate in a participatory governance body. The following list describes those roles and the expectations for each type.

Role of the Chair/Co-Chairs/Tri-chairs

The role of the chair/co-chairs/tri-chairs is to manage the business of their council/committee. The chair/co-chairs/tri-chairs are responsible for:

- Developing agendas, including awareness of the College's calendar and the scheduling of items to ensure timely discussion and processing in the participatory governance system, especially in those instances where items must be forwarded to the Governing Board for approval;
- monitoring member attendance and following up with constituency leadership regarding any chronic absenteeism;
- ensuring meeting discussions are focused on agenda items that adhere to the council/committee's charge;
- participating in chair training; and
- equally collaborating and coordinating with their council/committee co-chair(s) on the aforementioned items.

The College chair/co-chairs/tri-chairs are also responsible for ensuring that all members are properly trained and for requesting appointment, or reappointment, of constituency representatives. Most importantly the convener and co-chairs are responsible for ensuring all council/committee members have

an opportunity to voice their opinions and ideas and cultivating a safe and welcoming environment for discussion.

For Governance Councils and the College Council, one co-chair is appointed by the Superintendent/President and one co-chair is selected by the body.

Role of the Voting Council/Committee Member

Participatory governance works best when all members approach their role with a goal of understanding the council/committee's purpose and objectives, contributing ideas, listening for understanding, and being committed to equity, civility, mutual respect, and collegial behavior.

Active participation by all council/committee members enables the college community to strive for governance outcomes that are inclusive, reflect all constituency perspectives, and expand the leadership capacity of personnel at Palomar College. Members should be consensus-seeking, rather than position-taking, which requires the dialogue process to be transparent and enables all members to both listen and understand one another clearly. Council/committee members should come to meetings on time and prepared, having read/reviewed any materials provided in advance, and/or having completed any assigned tasks.

While the College's participatory governance system does not specifically record votes, recommendations are made through informal voting that results in consensus. All council and committee members, whether voting or not, are able to discuss items under review, but only voting members can participate in voting and providing a formal recommendation.

In the event that a council/committee member who represents a constituency is absent, the member may appoint a proxy. In those instances, proxy have the same authority to discuss and vote on issues on behalf of the absent member they represent. In the College Council, a maximum of two proxy members is allowed for each constituency group at each meeting. It is the responsibility of the constituency group representative to inform the proxy of agenda items, constituency group discussions, and council/committee discussions related to the agenda item and to notify the chair/co-chairs of their absence and assigned proxy.

Role of the Constituency Member

Constituency members representing students, faculty, staff, and administrators have an important role in the participatory governance process. By representing the whole of their constituency, they bring important viewpoints, experiences, context, and institutional memory to the meeting table. Expertise or experience in an area should be one factor in determining constituency member appointment to a council or committee.

As a constituency group representative, they are representing the "we" of their group as opposed to themselves as an individual, their respective department or program, or their division. While there is no expectation that constituency representatives must share a single perspective and/or vote as a unified block on any council or committee, constituency group representatives are appointed by their respective leadership group – Academic Senate, Administrators' Association, Associated Students Government, etc. – to represent their group and are responsible for reporting back to their groups in addition to creating a two-way communication between participatory governance bodies and their constituency. There is a two-year length of service for each constituency member after which they must be reappointed or replaced by their constituency group.

Role of the Proxy Member

Proxy representation on councils/committees is arranged by the constituency group representative who will be absent for an upcoming meeting. While there is responsibility for the constituency group representative to inform the proxy member of the council/committee's agenda, discussions, and action items, the proxy is responsible for understanding as much as possible regarding the council/committee meeting that they will attend, including proper meeting preparation and following meeting etiquette.

Role of the Expert/Ex Officio Member

An expert member can be appointed to a council/committee because they have an expertise and/or official position relevant to the work of the council/committee. The role of the expert member is to advise and provide counsel to the council/committee so that all members may have a thorough understanding of the matter under discussion. Expert/ex officio members are full members and have the right to vote.

Role of the Advisory Member

Similar to the expert/ex officio member, an advisory member is appointed to a council or committee because they have an expertise relevant to the work of the council/committee. The role of the advisory member is to advise and provide counsel to the council/committee so that all members may have a thorough understanding of the matter under discussion. However, they do not have the right to vote on councils or committees.

Role of the Recorder

Each council should have an assigned recorder to record discussions and conclusions and distribute agendas and meeting minutes in a timely fashion. Recorders will most likely be the administrative assistant for the permanent administrative co-chair. Recorders cannot serve as council/committee members or as proxy and, if absent, the note taker and/or chair or co-chairs should find an appropriate substitute who is not an existing council/committee member.

Role of the Meeting Guest

Three types of guests may attend participatory governance council or committee meetings:

- guests who provide expert knowledge who have been invited to attend on behalf of the convener, co-chairs or a council/committee member;
- guests who wish to make a statement during open comment; and
- guests who wish to observe the open meeting.

Guests do not have voting privileges and are only allowed to comment upon invitation, such as the agenda item for which they are providing expertise or during open comment. All meeting guests should be respectful, enter and exit the meeting with as little disruption as possible, and limit their comments to the agenda items under discussion, unless they are commenting during open comment.

Timeline for Council and Committee Goals/Assessment/Actions

All participatory governance councils/committees adhere to the following timeline:

Month	Task
August	Participatory Governance workshop held to identify council/committee goals for current year derived from the Strategic Plan and other institutional foci.
September	End of year report from prior year reviewed by the Institutional Effectiveness, Planning, and Fiscal Stewardship Council for comment and recommendations back to the College Council.
October	End of year report from prior year provided to the Board of Trustees as an action item.
April	Councils/committees complete and review self-evaluations for current year and develop a summary report for the College Council.
May	<p>End of year report for current year on status of committee goals and an assessment of issues the committee would like addressed in the next year by any committee or unit and the committee’s recommendations for changing the description or composition of the committee if any.</p> <p>The College Council reviews self-evaluation summary reports for current year.</p>
June	Final committee reports for current year provided to the College Council and a summary is added to the aggregate end of year report.

Planning and Budget Timeline

FISCAL SERVICES – BUDGET CALENDAR – FY 2021-22

January 8, 2021	Governor 2021-2022 Proposed Budget.
February 9, 2021	Budget Committee (BC) begins review of 2021-2022 Governor's Proposal.
February 9, 2021	Divisions begin budget development process for Fund 11, Unrestricted discretionary budgets.
February 24, 2021	Budget Development Training Begins: Mar 2 10-12; Mar 4 1-3; Mar 8 10-12; Mar 8 2-4.
March 10, 2021	Prioritization of PRP Resource Requests completed at Division Level.
March 15, 2021	Executive Cabinet review and prioritize one-time request with Categorical resource funding options (Restricted/Unrestricted).
March 23, 2021	Budget Committee review one-time request.
March 26, 2021	Designated and Restricted budget development forms due to Fiscal Services for input into PeopleSoft Financials. Proposed budgets are acceptable. Attach grant letter, if applicable.
March 26, 2021	Fiscal Services will project salaries with grade/step impacts (including benefits) and fixed non-discretionary costs.
March 26, 2021	Budget Development Submissions for General Fund Unrestricted due to Fiscal Services (NOTE: Fiscal Services will run budget reports as of February 28, 2021, and compare against budget development submissions.)
April 6, 2021	Strategic Planning Council recommends prioritized resource allocation distribution.
April 12, 2021	Executive Cabinet review.
April 19, 2021	Superintendent/President determines one-time request allocation and submits to budget.
April 13, 2021	Budget Committee finalizes review of budget assumptions.
April 20, 2021	Strategic Planning Council begins review of budget assumptions.
May 4, 2021	Strategic Planning Council finalizes review of budget assumptions ⁱ .
May 26, 2021	Tentative Budget finalized and printed for Governing Board approval.
June 1, 2021	Tentative Budget presented to Governing Board for approval.
August 1, 2021	Restricted (final) budgets submitted to Fiscal Services.
August 31, 2021	Fiscal Services finalizes revisions to Adopted Budget .
Sept. 2-3, 2021	Proposed Adopted Budget available for Public Inspection.
Sept. 7, 2021	Proposed Adopted Budget presented to Governing Board. Governing Board holds public hearing on proposed Adopted Budget .

ⁱ Adjustments will be made based on the May Revision and State Adopted Budget.

Process for Recommendations

All ideas or proposed changes that have a college-wide impact will move through the Participatory Governance process via appropriate councils/committees. Final recommendations and decisions move through the governance process to the College Council. The College Council considers the recommendations and provides final recommendation to the Superintendent/President. Should the Superintendent/President disagree with a governance recommendation, it is incumbent upon the Superintendent/President to state the rationale in writing. Recommendations that require Governing Board approval will move forward as action items to the board agenda. Informational recommendations may also be given to the Governing Board as an information agenda item or report.

1. **Propose** action.
2. Relevant governance council/committee(s) will **discuss and evaluate** the proposed action through **inclusive dialogue** and may request additional data or wish to confer with other councils, committees, etc.
3. A formal recommendation may move forward to the College Council to **discuss and evaluate through inclusive dialogue**. The council/committee chair or designee(s) forwarding the recommendation is expected to introduce the written recommendation to the College Council in person. Should the chair or designee be unavailable, the recommendation must be accompanied by a written summary of council/committee feedback and rationale for the recommendation. Any recommendation moving forward must be provided in time to allow for sufficient dialogue, data and information request fulfillment, and other consultation.
4. The College Council will provide **feedback and any requested changes** to the proposing council/committee. This will be documented through minutes and communicated to the council/committee chair by the Superintendent/President in writing. This may require returning to Step 1 or 2 as appropriate.
5. The College Council makes a **final recommendation to the Superintendent/President**. The Superintendent/President can ask for additional information, and if they do not accept the recommendation, the rationale must be stated in writing and returned to within two weeks.
6. The Superintendent/President presents the recommendation as an **action item to the Governing Board** to discuss and evaluate, and may request additional information or consult with others as appropriate. Should the Governing Board not accept the recommendation, their rationale should be clearly reflected in the minutes.
7. After adoption the **action item is implemented**. The implementation task is typically assigned to an employee, office, service, and/or department.
8. After implementation, the **action should be assessed or evaluated** for effectiveness and informing future action proposals to complete the cycle of *Planning, Implementation, and Evaluation*. The means and method of evaluation depend on the action item and should be defined when developing the action item. For example, an action item to implement a process change to improve student outcomes should contain a specific numeric goal and timeline.

Assessment

Governance Structure

In the Fall of 2019, a task force was created to restructure the participatory governance system and processes. Members of each constituency group were chosen to evaluate the structure, keeping the effective and reforming the non-effective aspects. During this evaluation, it became apparent to the

Governance Task Force that a regular evaluation of the system would keep it highly functional for years to come.

The result was the decision to have an annual self-evaluation of each council/committee by its members and an annual review of all the councils/committees by the College Council.

In April, an anonymous evaluation shall be done by each member of a council/committee (including the College Council), using a common, approved assessment template. Each council/committee will review and discuss the evaluations and develop a summary report to send on to the College Council. The information can be used by the council/committee to make small changes to the meetings in order to make them more effective.

In May, the College Council will evaluate each council/committee based on a summary report submitted by the chair(s). A report of the effectiveness of the governance structure shall be submitted to the Superintendent/President, Governing Board, and campus community. The College Council may use the summer months to make recommendations of changes to the governance structure or any councils/committees. Upon approval of the recommendations, changes are made to the structure and handbook.

Palomar College Governance Structure and Participation Handbook

Following the review of the governance structure, the College Council shall create a task force to make changes to the handbook based on the recommendations and approvals. A brief revision of the handbook shall be made in order to make sure changes are made throughout the handbook consistently. Quoted Board/Administrative Policies in the handbook are an exception to this process. As revisions to BPs and APs are approved in the College Council, those affected quoted policies will be updated to reflect any factual changes. Any changes necessitated in the handbook language based on those revisions to quoted BPs and APs will need to go through the handbook revision process.

In June, every 3 years, a thorough evaluation of the handbook shall be made by the College Council via a task force. This shall include updating forms, ensuring the hyperlinks are functional, legislation from the state, accreditation standards, BPs, APs and that the previous changes to the handbook are consistent throughout its entirety.

Acknowledgements

The 2019-2020 revision to the Palomar College Governance Structure and Handbook was made possible through the collaboration of Palomar College students, faculty, staff, and administrators. The process was facilitated by Debbie Di Thomas, Ed.D., and was made possible via an Institutional Effectiveness and Partnership Initiative (IEPI) grant. The hard work of everyone involved in this project encompasses the spirit with which these revisions were made: a desire to bring people from all levels of the College together for the success of our students and the success of our college.