

# **Academic Senate Committee Handbook**

Membership and Responsibilities

Modesto Junior College Academic Senate

2014

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# Handbook for Senate Committee Appointees

Thank you for your service to the Academic Senate of MJC.

This manual is designed to inform committee appointees of their responsibilities and rights with regard to committee work for the Academic Senate. Along with summation of the 10 + 1 rights and responsibilities of the Academic Senate, there is helpful advice on how to participate in campus-wide committee work on behalf of the Senate.

In the appendix, you will find forms that you might use to record attendance at meetings, keep notes for reporting purposes, and track committee adherence to its charge and mission.

As you serve on behalf of the Senate, remember that you are a representative of the larger body, and your task is a vital one: representing that body's positions to other campus stakeholders and reporting back to the body information that surfaces in your meetings.

Your service is greatly valued, and the Senate and faculty thank you for your diligence.

*"The governance council structure and decision-making process were designed to affirm the special role of faculty in decision-making on academic and professional matters in accordance with Title 5§53200 and Board Policy 7-8049." (Engaging All Voices, 24)*

# 10 + 1 Rights and Responsibilities

*What is the Academic Senate?* The Academic Senate is the primary voice of faculty in academic and professional matters. Its elected members come from full time and adjunct faculty ranks, from both the East and West campuses, and from a broad array of programs.

Both law and governing board policy affirm Academic Senate responsibility in the following areas, which are commonly referred to as our “10+1”:

- Curriculum
- Degree and certificate requirements
- Grading policies
- Faculty roles and involvement in accreditation processes, including self study and annual reports
- Faculty professional development
- Educational program development
- Student preparation and success
- Program review
- Institutional planning and budget development
- District and college governance structures
- Other academic and professional matters as mutually agreed upon by the Academic Senates and the Board of Trustees

It is vitally important that all faculty participating in college governance understand what we mean by “collegial consultation.” Collegial consultation refers to the way the Academic Senate must be “relied on primarily” or must reach “mutual agreement” with the Board or its designee in all of the above areas.

YCCD Board Policy 7-8049 codifies and further defines collegial consultation and our “rely primarily” and “mutually agree” 10+1 areas. The board policy is on the following page, and you may also see the [Policies and Procedures page of the YCCD Board of Trustees web site](#). Further description of collegial consultation can be found in the appendix, “Decision Making on Academic and Professional Matters.”

# YCCD Board Policy 7-8049

## Academic Senates

I. The Board of Trustees recognizes the Academic Senates of Columbia College and Modesto Junior College as the bodies that represent the faculty in collegial governance related to “academic and professional” matters. Each respective senate is authorized to fix and amend by vote of the faculty the composition, structure and procedures of its senate. The Board or its designees will consult collegially on Academic and Professional matters that come before the Board for action.

II. The Senate Presidents or their designees shall be provided the opportunity to address the Board regarding their concerns at regularly scheduled Board meetings. The Board of Trustees shall consider and respond to senate recommendations in an appropriate manner. While in the process of consulting collegially, the academic senates shall retain the right to meet with or to appear before the Board with respect to the views, recommendations, or proposals of the senates. In addition, after consultation with the administration of the college and/or district, the academic senates may present their views and recommendations to the Board and will be given reasonable accommodation to do so.

III. The Board of Trustees shall “rely primarily” upon the advice and judgment of the Academic Senates in selected areas. “Rely primarily” means the recommendations of the senate will normally be accepted and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not approved, the Board or its designee shall promptly communicate in writing its reason to the respective senate(s).

These areas are:

- A. Curriculum, including establishing prerequisites and placing courses within disciplines
- B. Degree and certificate requirements
- C. Grading policies
- D. Faculty role and involvement in accreditation process, including the self-study
- E. Policies for Faculty professional development activities

IV. The Board of Trustees shall reach “mutual agreement” between the Academic Senates and the Board on selected areas. “Mutual agreement” means that recommendations shall be prepared by either the Academic Senates or the Board’s designee, and are subsequently ratified by both. If “mutual agreement” cannot be reached after good faith effort, existing policy shall remain in effect unless continuing with such policy exposes the District to legal liability or causes substantial fiscal

hardship, which the Board shall promptly communicate in writing to the respective Senate(s).

These areas are:

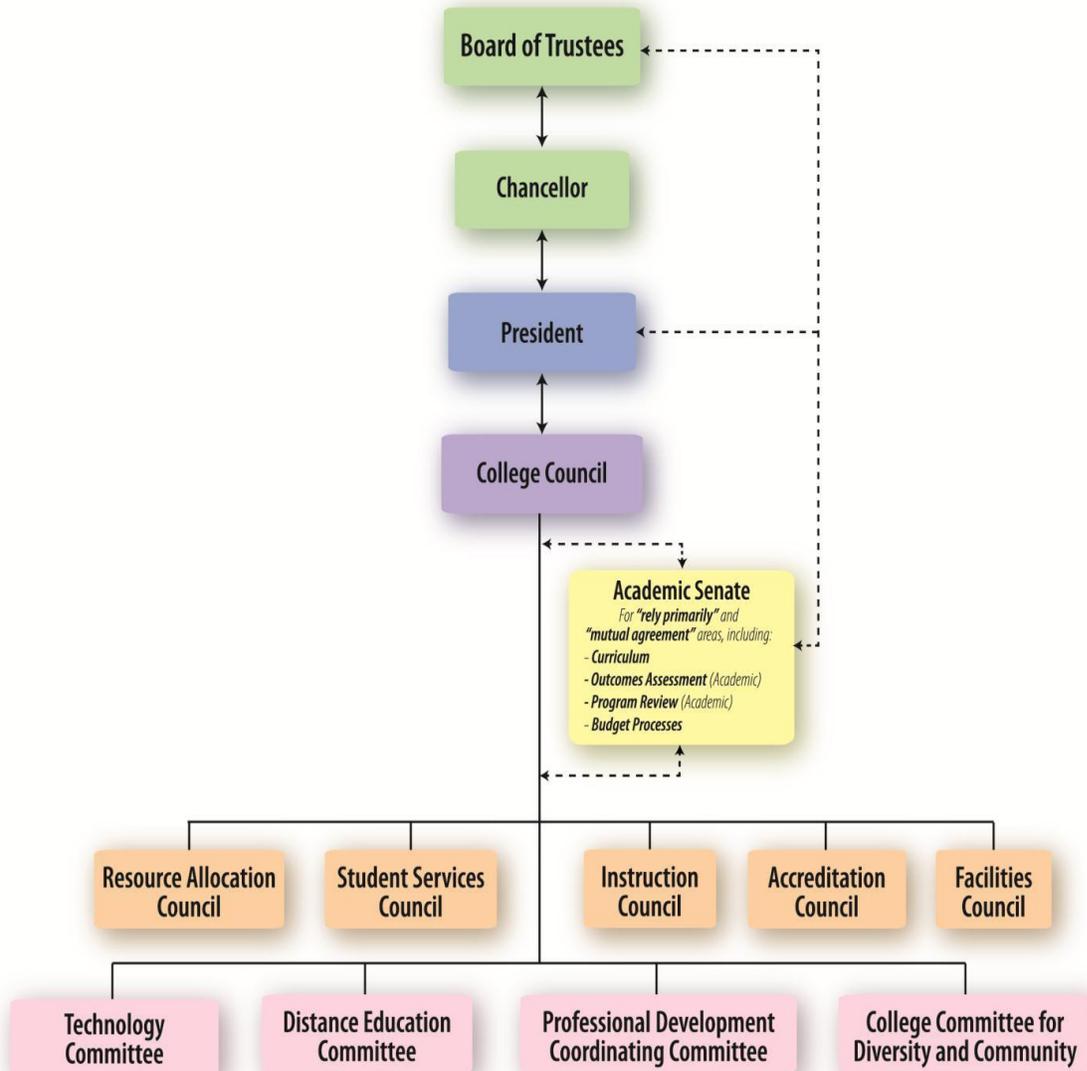
- A. Education program development
- B. Student preparation and success
- C. Processes for program review
- D. Institutional planning and budget development processes
- E. District and college governance structures
- F. Others as may be mutually agreed upon by the Academic Senates and the Board of Trustees.

Reference: Education Code Sections C.A.C. Title 5, Section 53200 et. Seq.

Adopted: June 28, 2004

Revision Adopted: April 14, 2010, November 13, 2013

## PARTICIPATORY DECISION-MAKING AND SHARED GOVERNANCE AT MODESTO JUNIOR COLLEGE



# Councils and Committees

College Council  
Accreditation Council  
Facilities Council  
Instruction Council  
Resource Allocation Council  
Student Services Council

Technology Committee  
Distance Education Committee  
Professional Development Coordinating Committee  
College Committee for Diversity and Community

# College Council

Committee Chair: College President

The primary role of the College Council is to advise the President on college policy and procedural matters. The College Council also advises the President to advocate at District level on college wide issues.

- The role of the council in the budgeting process is to review and recommend budget and planning through its established committees.
- The council will annually review existing college councils and, where appropriate, make recommendations on the charge and membership of such councils.
- The council will maintain a handbook of its charge, responsibilities, and membership which will be reviewed and updated annually.
- The council agenda, minutes and handbook will be made available on the college website.
- The council will periodically review and update the college mission statement.
- The council will maintain and update the MJC Strategic Plan at least every five years.
- The council will have primary responsibility for institutional effectiveness.
- The council serves as a forum for the discussion of the concerns of college constituent groups.
- The council will support the legal responsibilities of all constituent groups.

**The College Council has a role in decision-making:**

- Any member may propose an item for an agenda. Effective discussions require that appropriate documentation be sent out with the agenda or in advance.
- Decision-making is by consensus, defined as a decision that all Council members either agree with or can live with, or by simple majority vote of members present.
- All decisions are documented by the meeting minutes.
- Decisions typically require a first and second reading. A decision can be reached at first reading if a written rationale is presented and agreed upon by consensus and suspension of the rules.
- On matters subject to negotiations, the Council will not be a forum for discussion, although the need for union involvement can be recognized by the Council in discussing a matter that may need to be referred to YFA or CSEA.

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- Council minutes will be posted on the web where they are available to all interested parties.
- Council member reports will be expected to be submitted in writing and may be posted on the web by direction of the Council.

## Membership

### **College Council Membership:**

Chair: College President

#### **Faculty**

- Academic Senate 4
- YFA 2

#### **Staff**

- CSEA 3
- CSAC 1

#### **Students**

- Student Senate 3

#### **Administration**

- President Chair
- Vice President Instruction
- Vice President Student Services
- Vice President Administrative Services
- LTAC 1
- Dean 1

Council Representatives 5

One individual selected to represent each college governance council

Committee Representatives 4

One individual selected to represent each college standing committee

\*With the exception of Student Senate, members will be appointed by constituent groups with overlapping two year terms with the option of reappointment.

# Accreditation Council

## Accreditation Council (AC) Responsibilities

The AC will make recommendations to the College Council on the following:

- Annual ACCJC reports
- Self Evaluation
- Midterm, follow-up, and special reports to ACCJC
- Culture of accreditation
- Student Learning Outcomes

## Charge

- To develop, implement, monitor, review, evaluate, and revise college accreditation activities in accordance with the college mission, vision, and college goals.
- Serve as the steering committee for the accreditation process.
- Provide leadership in the development, planning, preparation, supervision and completion of the accreditation self evaluation.
- Promote a campus culture that is concerned about accreditation.
- Support the legal responsibilities of all constituency groups.

## Membership

### Faculty

- Academic Senate President Co-Chair
- Faculty Accreditation Co-Chair
- Academic Senate Faculty Standard Co-Chairs 4

### Staff

- CSEA 2
- CSAC 1

### Students

- Student Senate 2

### Administration

- Administration Standard Co-Chairs 4
- Vice President Instruction Accreditation Liaison Officer Chair

Communication and Reporting Procedure Meetings are to be held regularly to fulfill responsibilities and charge. Agenda and Minutes are posted on the college website.

# Facilities Council

## Facilities Council (FC) Charter:

The charge of the Facilities Council (FC) is to provide input and monitor activities and changes related to the physical plant and grounds of the college to ensure a healthy, safe, and aesthetically pleasing environment. This includes analysis and prioritization of all capital projects including remodels, new construction, and repurposing/reassignment of space. The Facilities Council will make recommendations to the College Council, committee members report to their constituent groups and will ensure that decisions and information be made available to the campus community.

- Develop and monitor the facilities and maintenance plans and supporting budgets.
- Cooperate with the Director of Facilities Planning & Operations regarding all aspects of construction projects, planning, revision, and completion.
- Review and interpret research data related to facilities development and space utilization.
- Promote the use and understanding of data as a basis for facilities decision- making.
- Make recommendations and identify priorities for technology issues related to facilities development.
- Develop, implement, review and revise policies for facilities use in coordination with Central Services.
- Support the legal responsibilities of all constituency groups.
- Campus safety committee to ensure health and safety.

### C. Membership:

Co-Chair Vice President Administrative Services

Co-Chair Faculty appointed by the Academic Senate

#### Students

- Student Senate, 2

#### Administration

- Dean, 1

#### Faculty

- Academic Senate 2, one each from East and West Campuses
- YFA, 1 either East or West Campus

#### Staff

- CSEA 2, one each from East and West Campuses
- Campus Facilities and Events Coordinator
- CSAC, 1 either East or West Campus

#### Ex Officio

- Director of Facilities, Planning & Operations
- Director of Campus Safety
- Campus Operations Manager
- Campus ADA Coordinator
- Risk Management Specialist • Director of Technology and Media Services

One task of the Instruction Council is to create a preliminary ranking for the yearly prioritization of faculty hiring. It is important for Academic Senate representatives on the Instruction Council to report in a timely way to the Senate on the Instruction Council's efforts in creating their recommendation, and to bear in mind the Senate's role in faculty hiring prioritization, as described in Hiring Prioritization Process (4):

Hiring prioritization is intrinsically connected to many of the academic and professional issues designated as "rely primarily" or "mutually agree" items in Title V Section 53200 and YCCD Board Policy 7-8049. If the Academic Senate has concerns with the process of Hiring Prioritization, or concerns with the ranking results and number of positions, the Academic Senate will reserve its right to follow the process of collegial consultation articulated in

# Instruction Council

## Council Charge

- Ensure that the Education Master Plan is integrated into college planning processes.
- Maintain and implement Board Policy, State Law, Education Code and standards of accreditation.
- Assure that instruction is carried out as approved by the Curriculum Committee and that Outcomes Assessment is in compliance with accreditation standards.
- Enrollment management
- Ensure completion of Program Review and prioritization of Resource Allocation requests to assure student and community needs are being met.
- Discuss and respond to emerging needs within the institution and the external community
- Engage in institutional strategic planning and budget development
- Engage in self-evaluation of IC for continuous quality improvement of processes.
- Support the legal responsibilities of all constituent groups.

## Responsibilities

The IC will make recommendations to the College Council on the following:

- Educational Master Plan
- Instructional Program Planning and Development
- Student Learning Outcomes
- Program Review
- Program Viability
- Enrollment Management

- Budget Development
- Instructional Technology Planning

#### **Communication and Reporting Procedure**

Meetings are to be held regularly to meet responsibilities and charge. Agenda and minutes are posted on the council web site.

#### **Membership**

##### **Faculty**

- Academic Senate 9 (1 from each division with one selected as Co-Chair)

- YFA 1

##### **Staff**

- CSEA 2

- CSAC 1

##### **Administration**

- Deans 3

- Vice President of Instruction Chair

- LTAC (MJC) 1

##### **Students**

- Student Senate 2

# **Resource Allocation Council**

*“Resource Allocation Council develops and recommends a budget proposal for consideration by College Council. College Council provides an additional venue for stakeholder input, collegial consultation, and review of the budget proposal before making recommendation to the college president for consideration. The Academic Senate and the Board designee will consult collegially in a good faith effort to resolve institutional planning and budget concerns before making alternative recommendations to the Board of Trustees.” (EAV, 28) Therefore, it is of particular importance for committee members to keep the Academic Senate informed of committee discussion and action.*

**A. Charter:**

The Resource Allocation Council makes recommendations to the College Council regarding the college’s processes for institutional budget development. Recommendations are based on RAC Guiding Principles of stewardship, integrity, institutional decision-making, strategic resource allocation, responsiveness to need, use of consistent data, leverage of current resources, timeliness, assessment, and communication. These responsibilities include:

- The development, articulation and implementation of a process by which unit program reviews and the College’s annual strategic goals are linked to resource allocations
- Recommend institutional budget allocations and expenditures priorities established through budget development process
- Participation in the review/revisions of the college’s Master Plans
- Support of the legal responsibilities of all constituent groups related to resources

**B. Responsibilities:**

- College budget development
- Budgetary master planning
- Budgetary support of Student Learning Outcomes
- Fiscal review of technology planning

**C. Meetings:**

Twice monthly during academic year and summer months as needed

**D. Membership:**

**Faculty**

- Academic Senate 4
- YFA 2

**Staff**

- CSEA 2
- CSAC 1

**Students**

- Student Senate 2

**Administration**

- Vice President of Administrative Services Chair
- Vice President of Student Services
- Vice President of Instruction
- President
- Deans 2
- Director, Grants & Resource Development

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# Student Services Council

The Student Services Council provides a forum for strategic problem solving and sharing best practices related to the provision of services to students. The council convenes to share, review and discuss information related to their respective functional areas and make recommendation to College Council.

## Charge:

Provide leadership, to ensure quality student services and programs that support student access, equity and success.

1. Promote an environment that enhances students' academic success
2. Facilitate information sharing and coordination among instruction and student services programs, projects and grants
3. Support the legal responsibilities of all constituent groups

## Vision:

To provide exemplary services that support, inspire, and empower students to achieve their goals.

## Mission:

To provide services and programs in partnership with other areas of the college and the community that will maximize each student's success.

## Core Values:

Across all student services offices, we value:

- Access
- Diversity
- Honesty
- Innovation
- Integrity
- Kindness
- Respect
- Trust

## Responsibilities

The SSC will make recommendations to the College Council on the following:

- Student Equity Plan
- Student Learning Outcomes
- Program Review of services
- Budget Development for student services
- Student Access
- Student Success
- Technology planning for student services

## Membership

### Faculty

- Academic Senate 4

- YFA 1

**Staff**

- CSEA 2
- CSAC 1

**Students**

- Student Senate 2

**Administration**

- Vice President of Student Services Chair
- Dean of Counseling and Student Services
- Dean of Matriculation, Admissions, and Records
- Associate Dean of Special Programs
- Division Dean 1

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# Council Membership, Spring 2014

## Faculty Appointees

### College Council

James Todd	Academic Senate President
Jennifer Hamilton	Academic Senate President-Elect
Bill Anelli	Academic Senate Secretary
Vacant	Academic Senate
Iris Carroll	Distance Education Committee
Flora Carter	Diversity Committee
Deborah Laffranchini	Instruction Council
Paul Cripe	Resource Allocation Council
Debra Bolter	YFA Rep
Ross McKenzie	YFA Rep

### Accreditation Council

James Todd	Academic Senate President/Council Co-Chair
Chad Redwing	Academic Senate/Faculty Standard Co-Chair
Bill Anelli	Academic Senate/Faculty Standard Co-Chair
Ellen Dambrosio	Academic Senate/Faculty Standard Co-Chair
Jennifer Hamilton	Academic Senate/Faculty Standard Co-Chair

### Facilities Council

John Zamora	Council Co-Chair, Academic Senate Faculty Co-Chair
Jim Howen	Academic Senate
Alejandro Sabre	Academic Senate
Dale Phillips	YFA

## Instruction Council

Rob Stevenson	Arts, Humanities & Communication, Council Co-Chair
Mike Morales	Agriculture & Environmental Sciences
Deborah Laffranchini	Allied Health/Family & Consumer Science
Kimberly Kennard	Business, Behavioral & Social Sciences
Al Smith	Business, Behavioral & Social Sciences
Kathleen Ennis	Library
Shelley Circle	Literature & Language Arts
Michael Adams	Math, Science & Engineering
Eric Fischer	Physical, Recreational & Health Education
Jeff Beebe	Technical Education & Workforce Development

## Resource Allocation Council

Kevin Alavezos	Academic Senate
Iris Carroll	Academic Senate
Paul Cripe	Academic Senate
John Zamora	Academic Senate
Vacant	YFA Budget Analyst
Nancy Sill	YFA

## Student Services Council

Layla Spain	Academic Senate
Ross McKenzie	Academic Senate
Vacant	Academic Senate
Brian Greene	YFA
Sam C. Young	Academic Senate appointee

# How Do I Best Represent the Senate?

## Important items to keep in mind:

1. If you are not a Senator or member of the Senate, make sure to know who the Senate member is on your committee in case you need to consult.
2. Attendance at all meetings is crucial. You are the conduit for information between the Senate and your committee, so if you are absent from your meeting, the Senate potentially loses voice. Your presence matters!
3. Reports are due 48 hours after the end of the meeting. Send a copy to the Senate President and Assistant via email.
4. While you may, at times, have opportunity to voice your personal opinion or opinion as a person from your department/division, remember that you are representing the Academic Senate. Comments can easily be taken as Senate position, so it is important to speak judiciously and remember that you are representing all faculty from the Senate perspective.
5. Know how and when it is appropriate to delay a vote. Generally, items of significance will be brought forward for a first reading for initial consideration, and the second reading and vote is what really matters with regard to adoption or ratification. It is crucial that you get Senate position on items before the second reading and vote.
6. It is always appropriate to insist on following procedure.
7. It is always appropriate to advocate for Senate purview in the areas of primarily rely and 10 + 1.

# Reporting to the Senate

Most times, a summary of the meeting that takes special note of items requiring action is sufficient for the report to the Senate. What is most important is to pay attention to the dynamics of the meeting and implications of actions. If there are times when it would be advantageous to have a more detailed report, then the following tips will be helpful.

## Writing an effective Meeting Summary:

1. Read the agenda thoroughly before attending the meeting, making sure to understand who is responsible for what item of discussion and what action (if any) is to be taken.
2. Record thoroughly and accurately the manner in which things are said as well as what is said. It is important to catch the nuances of discussion.
3. Allow others attending the meeting to fact-check your notes if you are unsure about a particular item; however, you should not change your report simply to avoid controversy. Accurate reports on your council or committee meeting content are essential for the Senate to perform its role.

## Timing of Reports:

1. Reports are due in electronic form to the Senate Secretary and President via email within 48 hours after the meeting.
2. Make sure that items needing Senate attention are highlighted with a date for action so that they can be agendaized adhering to the parameters of the Brown Act.

## Format of Reports:

See Appendix D for a form you may use. You can use one of your own devising if you like; however, make sure that your report is clear and easy to follow.

# Appendix A

## Decision Making on Academic and Professional Matters

### Decision-Making and Collegial Consultation Regarding Academic and Professional Matters

YCCD Board Policy 7-8049 and Title 5, §53200 articulate decision-making policy with regard to academic and professional matters. “Collegial consultation” is the key *principle* and *process* for decision-making concerning academic and professional matters at Modesto Junior College. In principle, collegial consultation is designed to foster a culture of transparent communication and continuous dialogue between the Academic Senate and administration. Collegial consultation affirms the professional knowledge and expertise of faculty, and it establishes the Academic Senate as the voice of faculty regarding academic and professional issues. The Academic Senate engages in collegial consultation as a body through the council governance structure and via direct communication with the Board of Trustees and/or the Board's designee. Faculty serving as Academic Senate representatives on any governance bodies shall be given reasonable accommodation to report to, and receive direction from, the Senate before conclusions or decisions on recommendations relating to academic and professional issues are reached.

As a process, the role of the Academic Senate in “collegial consultation” is defined in Board Policy 7-8049 and Title 5, §53200 as the practice of “relying primarily” and “mutual agreeing.” Board Policy 7-8049 delineates academic and professional matters subject to mutual agreement or as areas where the Board and/or its designee will rely primarily on the recommendations of the Academic Senate.

The Board of Trustees shall “rely primarily” upon the advice and judgment of the Academic Senates in selected areas. “Rely primarily” means the recommendations of the Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not approved, the Board or its designee shall promptly communicate in writing its reason to the respective senate(s).

These areas are:

- A. Curriculum, including establishing prerequisites and placing course within disciplines
- B. Degree and certificate requirements
- C. Grading policies
- D. Faculty role and involvement in accreditation process, including the self--study
- E. Policies for Faculty professional development activities

The Board of Trustees shall reach “mutual agreement” between the Academic Senates and the Board on selected areas. “Mutual Agreement” means that recommendations shall be prepared by either the Academic Senates or the Board’s designee, and are subsequently ratified by both.

If “mutual agreement” cannot be reached after good faith effort, existing policy shall remain in effect unless continuing with such policy exposes the District to legal liability or causes substantial fiscal hardship, which the Board shall promptly communicate in writing to the respective Senate(s).

These areas are:

- A. Education program development
- B. Student preparation and success
- C. Processes for program review
- D. Institutional planning and budget development processes
- E. District and college governance structures
- F. Others as may be mutually agreed upon by the Academic Senates and the Board of Trustees.

*Engaging All Voices, 29-30.*

# Appendix B

## Decision Making on Resource Allocation at MJC

Resource allocation begins at the district level. The district allocates resources to each college, depending upon various formulas and the funding source. Some of these allocations are required to meet collective bargaining agreements and district strategic directions. Once the funding resources are received by the college, the **Resource Allocation Council (RAC)** is responsible for reviewing the college wide budget and providing input to College Council and college president. The Resource Allocation Council makes recommendations to College Council on the college budget, including allocation of financial, human, and technology resources.

### Decision-Making Regarding Budget Development and Resource Allocation

Resource Allocation Council (RAC) is the shared governance group charged with making recommendations to College Council regarding the college's processes for institutional budget development including:

- the development and implementation of a process by which unit program reviews and the college strategic goals are linked to resource allocations
- prioritization of expenditures based on the process described above.

The Resource Allocation Council has established guiding principles that serve as the foundation for budget and resource allocation consideration and recommendation for the college. The framework for budget development and resource allocation relies primarily on program review for resource requests and includes an open opportunity for resource requests to be brought forward during the annual budget development process.

The graphic (\$) illustrates the process framework for both budget development and resource allocation at Modesto Junior College. The framework relies on collegial consultation throughout the process and is flexible to support allocation of funds from a variety of sources throughout the academic year.

### Budget Development

Budget Development is initiated in the fall with discussion in the Resource Allocation Council about anticipated FTES allocation, current year scenario, emerging legislation, hiring priorities, planned retirements, state and federal initiatives, college strategic goals, and other issues influencing the college economy. The RAC discussion will lead to establishment of broad priorities for budget development for the next academic year and a timeline for budget development.

### *Resource Requests*

Resource requests primarily originate from the program review process through which the department, division, and associated governance council prioritize the requests to best support student learning and institutional effectiveness. Resource requests are also initiated by the campus community early in the spring term to address emerging needs, new priorities, revised

learning outcomes, or strategic initiatives since the program review. The resource request form requires the initiator to link the request to student learning outcomes, college goals, or strategic initiatives.

The resource requests are integrated with the requests derived from program review at the division level and ranked before being submitted to the Instruction Council and Student Services Council for consideration. In some cases, resource requests are fulfilled at the division level through general fund, restricted fund, and grant funds available to the division. The prioritized requests not fulfilled at the division level are forwarded to the governance councils for consideration and prioritization before being forwarded to the Resource Allocation Council.

#### *Developing a Draft Budget*

The Resource Allocation Council receives a proposed budget target from the Executive Vice Chancellor. The budget target establishes the maximum college general fund budget for planning purposes. The budget priorities established in the fall and resource requests received from the governance councils are evaluated within the context and constraints of the established budget target. The evaluation serves as the starting point for drafting a budget proposal. The budget proposal is reviewed and revised by the Resource Allocation Council based on input from college constituent groups and through the process of collegial consultation. Upon approval by RAC, the budget proposal is forwarded to College Council.

#### *College Council Review and Recommendation*

Resource Allocation Council develops and recommends a budget proposal for consideration by College Council. College Council provides an additional venue for stakeholder input, collegial consultation, and review of the budget proposal before making recommendation to the college president for consideration. The Academic Senate and the Board designee will consult collegially in a good faith effort to resolve institutional planning and budget concerns before making alternative recommendations to the Board of Trustees.

#### *Chancellor's Cabinet*

The president recommends the draft budget to Chancellor's Cabinet for final review and recommendation to the YCCD Board of Trustees.

#### *Board of Trustees*

The Board of Trustees adopts a proposed district budget by June 30, inclusive of the Modesto Junior College budget. A final budget is approved by the Board of Trustees prior to September 30 each year.

#### **Resource Allocation**

Resource allocation is the process through which college resources are distributed to enhance student learning and increase institutional effectiveness. Resource Allocation Council makes recommendation to College Council on allocation of resources from the general fund and other funding sources as needed throughout the year.

*Resource Requests \*single process supports resource allocation and budget development*

Resource requests primarily originate from the program review process through which the department, division, and associated governance council prioritize the requests to best support student learning and institutional effectiveness. Resource requests are also initiated by the campus community early in the spring term to address emerging needs, new priorities, revised learning outcomes, or strategic initiatives since the program review. The resource request form requires the initiator to link the request to student learning outcomes, college goals, or strategic initiatives.

The resource requests are integrated with the requests derived from program review at the division level and ranked before being submitted to the Instruction Council and Student Services Council for consideration. In some cases, resource requests are fulfilled at the division level through general fund, restricted fund, and grant funds available to the division. The prioritized requests not fulfilled at the division level are forwarded to the governance councils for consideration and prioritization before being forwarded to the Resource Allocation Council.

#### *Allocation*

Resource Allocation Council designates available resources to specific resource requests. The council upholds the guiding principles as they identify the resource requests that best align with the funding restriction, if any. The council recognizes and respects the difficult responsibility of allocation of limited resources that are insufficient to fulfill the requests. To facilitate unbiased consideration, the council may discuss priorities or develop a rubric for fund expenditures, before review of specific requests. Resource allocation recommendations are forwarded to College Council as consent agenda items for recommendation to the president.

*Engaging All Voices, 26-28.*

# Appendix C

## Good Faith Effort

**Decision-Making Processes that are based on good faith communication include these elements:**

- Decisions are made within the appropriate established process.
- Due process and timelines for review and recommendation are included.
- Meetings are publicized (website), public (open to all stakeholders), and easily accessible, with agendas and supporting documents available in a timely manner.
- Discussions and recommendations are visible, transparent, documented (minutes, etc.), and widely publicized with opportunity for feedback (e.g., facilitated through digital documents).

**In cases of inability to reach agreement:**

- Win-win solutions should be prioritized, even when such solutions were not originally advocated.
- Compromises should be fully considered.
- In cases where the President makes a decision not aligned with the recommendation of College Council, the President will promptly communicate in writing the reason a differing decision was enacted to the College Council.

### Conflict Resolution

In order to work in good faith where conflict occurs, communication should be collegial, respectful, and honest. This includes open, frank discussion without fear of retaliation. It suggests discussion occur at the table with cognizant stakeholders rather than in the parking lot where only a few are present. It includes fully valuing YCCD Board Policy 7717/4217, adopted February 11, 2009.

*Members of the Yosemite Community College District embrace the value of civility, which promotes mutual respect, fairness, concern for the common good, and politeness. The diversity of thought and ideas, on which an academic community thrives, is best maintained by a policy of respect and civility.*

*Engaging All Voices, 16.*



