



Chapter 2—The District and Board of Trustees

AP 2510 – YCCD Shared Decision Making Model

I. Overview

Participation in decision making has existed in the District for many years. This has been manifested by the formation of several committees and councils, all of which are charged with providing input to the administration and Board on various topics from budget to curriculum.

AB 1725, adopted in 1987, mandated the participative process by requiring that faculty, staff, and students be provided the opportunity to “participate equitably and collegially in the decision-making processes of the college.” The legislation outlined areas of “primacy” known as “academic and professional matters” for faculty; furthermore, AB 1725 gave students the opportunity to provide input on matters that have a “significant effect on students” and afforded staff an opportunity to participate in the formulation and development of “policies and procedures” that have a direct impact on staff.

To further the shared decision-making process, the legislature adopted SB 235, effective January 2002, requiring the college to have an exclusive representative to appoint classified employees to college committees. SB 235 strengthens the classified staff role in decision making by denoting that classified staff participate as a group in shared governance. Prior to the passage of SB 235, Title 5 only mentions “staff” in a general sense to include all others who are not faculty or students.

The Yuba Community College District adopted this “Model of Shared Decision-Making” to fulfill the spirit as well as the mandate of shared decision-making outlined in the aforementioned enacted legislation. The model was developed through the participative process itself during the period from 2000 – 2003 through several committees, and ultimately through the District Council.

The model is designed to serve the entire District. It is therefore incumbent upon all District constituent groups, committees, councils, and others involved to guarantee that representation from all areas of the District and from the three campuses of the District is fair and inclusive. The same principle should be applied to College committees and councils, that is, they should include representation across all segments of the College and its campuses and outreach operations. The model comprises a College Council, site council for approved educational centers, and a variety of cross-functional committees that serve the district. Additionally, one or more project teams may be established annually to accomplish major district and/or college projects through the shared decision-making process.

A purpose statement is provided for each council, committee, and project team with a clearly defined scope of work, responsibilities outlined, and a representative membership from across the college and its campuses. A sponsor from the Chancellor’s Executive Team or President’s Group, chair(s), and a recorder are assigned to each council, committee, and project team. Roles of the sponsor, chair, recorder, and members are defined, and the decision-making process clarified.



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II. Guidelines

- The following guidelines serve as a foundation for the shared decision-making model, to be used at each college.
 - Standing committees and Project Teams shall consist of administrators, faculty, staff and students as appropriate to the work of the committee.
 - The size of the committee/team (usually 8-12 members) needs to be suitable to facilitate decision making in a timely manner, and needs to include representative stakeholders from across the respective college.
 - Committees will be streamlined through use of subcommittees to ensure progress is made and work completed.
 - Decisions made by committees are provided as recommendations to the sponsor. Committees will strive for consensus before reaching a decision.
 - Decisions made by committees and their recommendations to sponsors and/or other groups will be shared with the College Council for information.
 - Campus site councils make recommendations to the College Council or other committees when appropriate.
 - The College Council makes specific recommendations to the College President. If the President recommends something different to the Chancellor, it is reported and explained to the College Council.
 - Information sharing is a critical issue; it is the responsibility of all committee members to share information both among themselves and with their constituents.
 - Committee processes will establish timelines for review and recommendations
 - If any recommendations in the process are contrary to recommendations passed along through the process, the rationale should be reported and explained to previous committees.
 - Mutual trust, support, and civility are imperative for the success of shared decision-making. Mutual trust and support result from the consistent demonstration that each individual and group involved in the process seeks first and foremost to carry out the community college mission in meeting the needs of students and the communities we serve.



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- To provide a shared role in decision-making, the processes are structured to provide representation of the various opinions and perspectives found in the District/College while retaining the appropriate level of accountability for those responsible in the decision-making process. All groups operate inside the shared decision-making process on those issues deemed by the Board of Trustees to be included in the scope of the shared decision-making model as outlined by California law. This guarantees that all groups are heard and that the processes continue to have integrity.

III. District Roles

A. Board of Trustees

The Board of Trustees is the ultimate decision maker in those areas assigned to it by state and federal laws and regulations. The Board establishes policies by which the district is governed. Recommendations for policies and other decisions/actions are provided to the Board by the Chancellor.

B. Chancellor

The Board delegates to the Chief Executive Officer (Chancellor) the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.

The Chancellor is authorized as the Board's delegate to consult collegially with the Academic Senate, through the College President, with respect to academic and professional matters (see below). Additionally, the College President provides staff and students the opportunity to participate effectively in college decision-making.

The Chancellor receives recommendations from each Vice Chancellor and College President, reviews such recommendations; and provides recommendations to the Board for action and/or policy.

C. Faculty (Title 5, Subchapter 53200)

Each college maintains an "Academic Senate" as the representative body of its faculty. Each Academic Senate works with its college president in making recommendations to the Board of Trustees via its designee, the Chancellor, with respect to academic and professional matters.

"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;



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- (3) Grading policies;
- (4) Educational program development;
- (5) Standards or policies regarding student preparation and success;
- (6) District and college governance structures, as related to faculty roles;
- (7) Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- (8) Policies for faculty professional development activities;
- (9) Processes for program review;
- (10) Processes for institutional planning and budget development; and
- (11) Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

“Consult collegially” means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:

- (1) Relying primarily upon the advice and judgment of the academic senate; or
- (2) Agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

[Note: The YCCD Board of Trustees and its Academic Senates have agreed to academic and professional matters, numbers 1 through 3, to utilize the first category “rely primarily upon” and, numbers 4 through 11, to utilize the second category, “mutual agreement”.]

D. Staff (Title 5, Subchapter 51023.5)

College staff shall be provided the opportunity to participate effectively in college decision-making.

- (1) Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board that have or will have a significant effect on staff.
- (2) Policies and procedures shall ensure that the recommendations and opinions of staff are given every reasonable consideration.

E. Students (Title 5, Subchapter 51023.7)

Students shall have the opportunity to participate effectively in district and college decision-making processes.



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District and college policies and procedures that have or will have a “significant effect on students” include the following:

- (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 will have a significant effect on students.

Revised: 8/24/09

Adopted: 7/21/04