

AB 1725 History & Implementation

Chabot-Las Positas Community College District

February 20, 1990 Dr. Terry L. Dicianna – Chancellor, Dr. Shanon Christiansen - Dean of Instruction, South County Community College District, Ms. Susan McElroy - Faculty Senate President of Chabot College, and Ms Peg Riley – Faculty Senate President of Las Positas College, submitted its survey to the State Chancellors Office regarding the expenditure of AB 1725 monies by the AB 1725 committees on the campus.

General Comments and Concerns –

“The AB 1725 allocation to South County Community College District has allowed the District and two colleges to work collectively with administrators and faculty in areas in which they have not been able to collaborate in the past. The AB 1725 mandates in the areas of articulation, establishing minimum qualifications, hiring procedures, etc., allowed fruitful discussions with faculty and administrators.

The process the District used was as follows: In the fall of 1989 a one and one-half days workshop was held off-campus, where nine selected individuals met to discuss how the District should go about implementing the provisions of AB 1725. The individuals were selected by management, Faculty Senate, and faculty association (union). Each group sent three people to the workshop. It was the position of the District that even through the Faculty Senate had the primary responsibility in many of the mandated areas of AB 1725, the administration, Faculty Senate, and faculty association (union) should work together on this project. Each group, therefore, provided three individuals to participate.

In selecting the individuals, it was the desire of the groups that the individuals be representative of their constituents; for example, arts and science as well as transfer faculty were represented, in addition to having representation from both of the District's colleges.

In the one and one-half days that this committee of nine individuals met, they drew up guidelines of how AB 1725 should be implemented. These are exciting times, where administration, Faculty Senate representatives, and association (union) representatives are all involved.

I would like to briefly outline the process that the District is using to implement the AB 1725 mandate:

1. *With articulation funds, the District is appointing approximately 30 individuals to articulate college programs with their counterparts in the high schools. Estimated budget for this is approximately \$60,000.*
2. *The District is employing a full-time counselor/instructor/articulation officer to provide assistance in creating new faculty coordinator positions so that we can assist the coordinators in their efforts with the high schools... The job description for this position has been developed and the position should be announced in the next few weeks. We have considered having this position as a one-year appointment to be filled by a full-time faculty member or counselor. By doing this, the District would benefit by offering staff development opportunities to the staff and by having different instructional areas emphasized each year.*
3. *Committees have been established in each one of the AB 1725 mandated areas. A minimum of four faculty members and one administrator serve on each committee. With the help of AB 1725 funds, the faculty will receive release time for their efforts (approximately 6%). In addition, committee chairs will receive approximately 11% release time to plan and conduct meetings and issue minutes.*

It is planned that all the committees will complete deliberations by July 1, 1990.

4. *The above activities have developed a much closer working relationship between the administration, Faculty Senates of both colleges and the faculty association.*

Please note the attached letters from Susan McElroy, Faculty Senate President, Chabot College; Peg Riley, Faculty Senate President, Las Positas College; and Francisco Zermeno, CCTA President, describing the benefits that the District has realized as a result of AB 1725 funds.”

May 7, 1991

“The last Chancellor’s report contained the report of the six committees relating to AB 1725 legislation. There are two committee reports yet to be developed. They are administrative retreat rights and the very sticky one, denial of tenure. The committees are still working on these two reports. In the meantime, I would hope that the Board would review the

first six reports, keeping in mind that since these reports have been reviewed and rewritten by committees numerous times, that at this point, we must be more concerned with content than language. Finally, a number of these reports must be negotiated with the Faculty Union and our time frame to accomplish this is 6/30/91. In February, the two Senate Presidents, CCLPC President and I signed a letter of commitment to the State Chancellor indicating that we felt we could complete the eight AB 1725 reports by 6/30/91.”

June 18, 1991

Dr. Terry L. Dicianna present draft procedures for implementing AB 1725 to the CLPCCD Board of Trustees for approval.

CLPCCD approves procedures as recommended by the Faculty Senates and the Administration to be effective July 1, 1991.

- Minimum Qualifications and Equivalencies for Employment
- Recommendation and Selection Procedure for Contract Faculty
- Recommendation and Selection Procedure for Part-Time Faculty
- Administrative Transfers into Faculty Position

Approval to Amend the Agreement Between the District and Chabot-Las Positas Faculty Association July 1, 1990 – June 30, 1993 to including the following AB 1725 Procedures to be effective July 1, 1991:

1. Faculty Service Areas
2. Tenure Evaluation
3. Tenured Faculty Evaluation
4. Tenured Denial Procedure

January 16, 1996 Board of Trustees Adopted and then revised on July 22, 1997

Collegial Consultation Rules and Procedures - 2015

1. **Rely Primarily**

The Board of Trustees shall "rely primarily" upon the advice and judgment of each Academic Senate independently on selected college matters and the two senates jointly on selected District matters. College and District matters will be distinguished as described in the section below on the Chancellor's Council.

"Rely primarily" means that all recommendations in the areas specified below will be forwarded to the Board through the Chancellor by the Academic Senate(s) and will be accepted by the Board in most cases. In instances where a recommendation is not accepted, the Board's decision must be based on a clear and substantive

rationale, which puts the explanation for the decision in an accurate, appropriate, and relevant context. If a recommendation is not approved, the Board or its designee shall promptly communicate its reason in writing to the respective senate(s). If such recommendations are not accepted, existing policies and procedures will remain in force.

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

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

2. **Mutual Agreement**

"Mutual agreement" shall be reached between the Board of Trustees or its designee and the Academic Senates on items specified below. On college matters, mutual agreement will be reached by a process agreed to by the college president and senate as defined in separate Board policies for each college.

On District matters, mutual agreement will be reached between the Chancellor and the senates as defined in the section on the Chancellor's Council. "Mutual agreement" means that the Board of Trustees and the Academic Senate(s) shall each ratify such policies or procedures before they are put into effect. If such agreements are not ratified by parties, existing policies and procedures will remain in force.

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

- a. Educational program development
- b. Standards and policies regarding student success
- c. District and college governance structures as related to faculty roles
- d. Policies for faculty professional development activities
- e. Process for program review
- f. Process for institutional planning and budget development

3. **District Councils and Committees**

District Curriculum Committee

Curriculum, including establishing prerequisites and placing courses in disciplines.

Degree and certificate requirements

Grading policies
Educational program development

District Matriculation Council

Standards or policies regarding student success

District Institutional Planning Council

Process for program review

Process for institutional planning

District Budget Study Group

Process for budget development

College Governance Process (See College Policies)

Faculty roles and involvement in accreditation processes including self-study and annual reports;

College governance structures as related to faculty roles;

Policies for faculty professional development activities.

Chancellor's Council (Exclusively District Issues)

District governance issues;

- a. To provide a means for the colleges to communicate, with one another and to their constituents, the district- and college-developed recommendations in the above ten areas of collegial consultation;
- b. To serve as a vehicle for identifying and resolving District matters. Should there be issues on which college-developed recommendations are in conflict or require a joint effort, such issues shall be identified as district matters. Prior to Board presentation, such District matters will be referred to the Chancellor's Council for resolution. District matters should be of sufficient import that the policies of one college result in a significant impact on the ability of the other college to carry out its own policies. The Chancellor's Council will develop a recommended resolution, which will be ratified by the Chancellor, and by each college President and senate following the processes established in the separate college governance policies. Typically, such a recommendation will be developed by the appropriate council. The administrative procedures for the council are located in the Administrative Rules and Procedures.
- c. To serve as a vehicle for the Chancellor to identify the need for policies and procedures in any of the ten areas of academic and professional matters, the Council will be asked for direction on the development of these policies and

refer such issues to the colleges or district councils for creation of such policies.

- d. The composition of the Council shall be jointly agreed upon by the Chancellor and Academic Senates.
- e. The membership for the District Curricular Committee, the District Matriculation Council, the District Institutional Planning Council, the District Budget Study Group, and the Chancellor's Council is located in the Administrative Rules and Procedures.

District Governance Council - Board Policy 2015
Administrative Procedures

The District Governance Council will:

1. Provide a means for the colleges to communicate, with one another and to their constituents, the district and college developed recommendations in the ten areas of collegial consultation.
 - a. Board will "rely primarily" upon by the Academic Senate(s) in the following curriculum matters;
 1. curriculum, including the establishment of prerequisites and placing courses in disciplines.
 2. degree and certificate requirements
 3. grading policies
 4. faculty roles and involvement in accreditation processes including self-study and annual reports.
 - b. "Mutual agreement" shall be reached between the Board or its designee and the Academic Senates on;
 1. educational program development
 2. standards and polices regarding student success
 3. district and college governance structures as related to faculty roles
 4. policies for faculty professional development activities
 5. process for program review
 6. process for institutional planning and budget development

"Mutual agreement" means that the Board of Trustees and the Academic Senate(s) shall each ratify such policies or procedures before they are put into effect. If such agreements are not ratified by both parties, existing policies and procedures, will; remain in force. On district matters, mutual agreement will be reached between the Chancellor and the senates as defined in the section on the District Governance Council.
2. provide the setting to identify and resolve which college-developed recommendations are in conflict or require a joint effort; such issues shall be identified as district matters.
3. Such district matters will be resolved by the Council. District matters should be of sufficient import that the policies of one college result in a significant impact on the ability of the other college to carry out its own policies.
4. The District Governance Council will develop a recommended resolution which will be ratified by the Chancellor and by each college president and senate following the processes established in the separate college governance policies. Typically, such a recommendation will be developed by the appropriate (district) council; Curriculum, Matriculation, Institutional Planning, Budget, College Governance Process and District Governance.

One College's Policy Conflicts-----with -----Other College's Existing Policy
goes to

District Committee for Recommendations to be sent to District Governance Council
or directly sent to District Governance Council

Resolution of Conflict occurs in District Governance Council

District Governance Council sends Recommendation to
Chancellor, each college President, and Senate(s) for ratification.

Guidelines for Implementation of Board Policy 2015- Collegial
Consultation
District Governance Council and Voting Procedures

1. **QUESTION: What is the role of the Academic Senates in the implementation of Board Policy 2015-Collegial Consultation?**

The senates and the Board have consulted collegially on the development of a new district collegial consultation policy. The new policy deals with, "academic and professional matters", and other professional matters as mutually agreed upon between the Board and the Academic Senate (sections 53200-53204 of Title 5) The new board policy and complies with Title 5 regulations, and is very specific regarding district governance and the Senates responsibilities.

2. **QUESTION: The regulations list ten areas defined as "academic and professional matters." How does the board policy relate to the senates and district and or college governance?**

The board has adopted procedures on how it will "consult collegially" in these ten "academic and professional areas" areas. Those procedures include either to "rely primarily upon the advice and judgment of the academic senate" or to "reach mutual agreement".

3. **QUESTION: What "academic and professional areas "must the Board "rely primarily on the Academic Senates recommendations?**

The board policy has selected to "rely primarily " on the Academic Senates in these "academic and professional matters:

1. curriculum, including the establishment of prerequisites and placing courses in disciplines.
2. degree and certificate requirements
3. grading policies
4. faculty roles and involvement in accreditation processes including self-study and annual reports.

4. **QUESTION: How is "rely primarily " defined in the board policy?**

"Rely primarily" means that all recommendations in the areas specified will be forwarded to the Board by the Academic Senate(s) and will be accepted by the Board in most cases. In instances where a recommendation is not accepted, the Board's decision must be based on a clear and substantive rationale, which puts the explanation for the decision in an accurate, appropriate, and relevant context.

5. **QUESTION: In the defined areas of "academic and professional matters", that the board has decided to "rely primarily" on the advice of the academic senate, is the board required to accept the recommendation of the senate?**

No. If a recommendation is not approved, the Board or its designee shall promptly communicate its reasons in writing to the respective senate(s). If such recommendations are not accepted, existing policies and procedures will remain in force.

6. **QUESTION: What "academic and professional areas" must the Board reach "mutual agreement" with the Academic Senate(s) ?**

The policy states that "mutual agreement" shall be reached between the Board or its designee and the Academic Senates on items specified below;

1. educational program development
2. standards and polices regarding student success
3. district and college governance structures as related to faculty roles
4. policies for faculty professional development activities
5. process for program review
6. process for institutional planning and budget development

7. **QUESTION: How is "mutual agreement" defined in the board policy?**

"Mutual agreement" means that the Board of Trustees and the Academic Senate(s) shall each ratify such policies or procedures before they are put into effect. If such agreements are not ratified by both parties, existing policies and procedures will remain in force.

8. **QUESTION: Is "mutual agreement" defined differently when it relates to college and district governance policies?**

Yes. On college matters, mutual agreement will be reached by a process agreed to by the college president and the senate as defined in separate Board policies for each college. On district matters mutual agreement will be reached between the Chancellor and the senates as defined in the section on the District Governance Council.

9. **QUESTION: What is the District Governance Council?**

The District Governance Council will be established for the following purposes:

1. To provide a means for the colleges to communicate. with one another and to their constituents. the district and college developed recommendations in the ten areas of collegial consultation.
2. To serve *as the* vehicle for identifying and resolving district matters.

10. QUESTION: What is defined as a district matter?

Should there be issues on which college-developed recommendations are in conflict or require a joint effort, such issues shall be identified as district matters. District matters should be of sufficient import that the policies of one college result in a significant impact on the ability of the other college to carry out its own policies.

11. QUESTION: How are policy conflicts addressed by the District Governance Council ?

When a college-developed recommendation is identified as a district matter. Prior to board presentation, such district matters will be referred to the District Governance Council for resolution.

The District Governance Council will develop a recommended resolution which will be ratified by the Chancellor and by each college president and senate following the processes established in the separate college governance policies. Typically, such a recommendation will be developed by the appropriate (district) council;

12. QUESTION: What does it mean by appropriate district council?

Under the board policy the following are defined as district councils;

District Curriculum Council

Curriculum, including establishing prerequisites and placing courses in disciplines.
 Degree and certificate requirements
 Grading policies
 Educational program development

District Matriculation Council

Standards or policies regarding student success.

District Institutional Planning

Process for
 program review
 Process for
 institutional planning

District Budget Council

Process for budget development

College Governance Process (each college will develop their own policies)

Faculty roles and involvement in accreditation process including self-study and annual reports
College governance structures as related to faculty roles
Policies for faculty professional development activities.

District Governance Council. (deals exclusively with district issues)

District governance structure as related to faculty roles; To serve *as a* vehicle for the chancellor to identify the need for policies and procedures in any of the ten areas of academic and professional matters.

The council will be asked for direction on the development of these policies and refer such issues to the colleges or district councils for creation of such policies. The composition of the Council shall be jointly agreed upon by the Chancellor and the Academic Senates.

13 . QUESTION: What does the flow conflict structure look like?

Any conflict that is determined to be a district matter should following this resolution pattern:

One Colleges Policy Conflicts-----with---- Other College's Existing Policy

goes to

District Committee for Recommendations to be sent to District Governance Council

or directly sent to District Governance Council

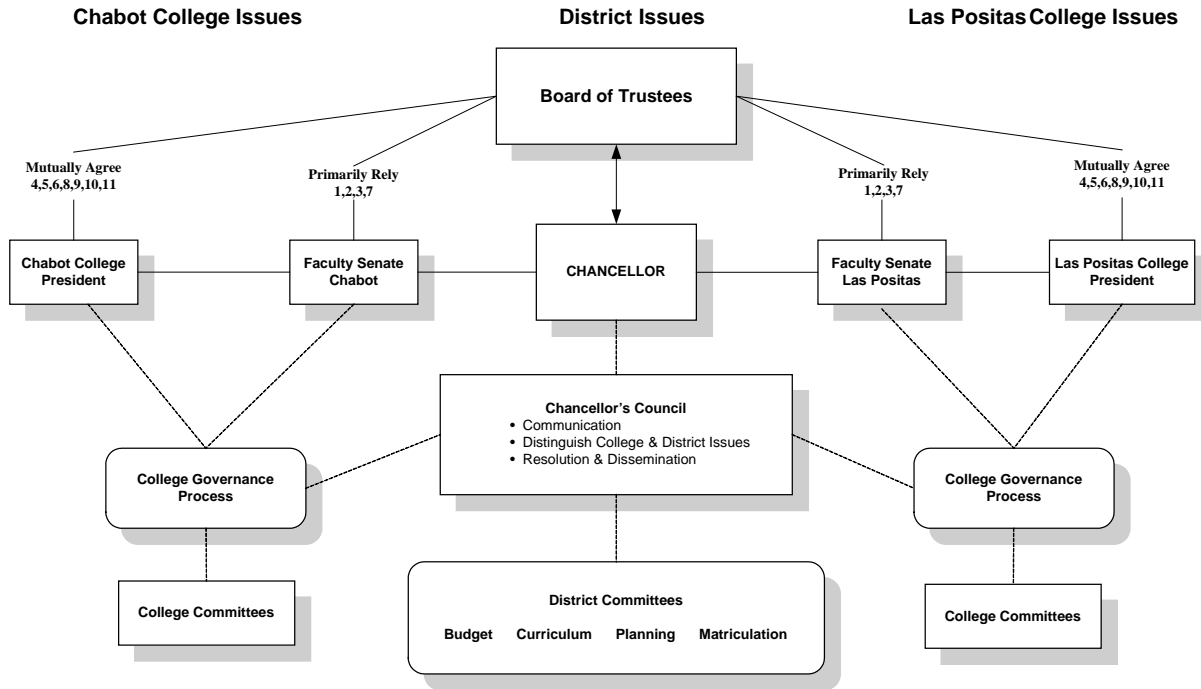
Resolution of Conflict occurs in District Governance Council

District Governance Council sends Recommendation to Chancellor, each college President, and Senate(s) for ratification.

April 18, 2006

2015 Revised to provide greater specificity on how the District Curriculum Council with respect to Collegial Consultation on curricular matters of sufficient import that the policies of one college result in a significant impact on the ability of the other college to carry out its own policies.

District Governance Chart



Primarily Rely: (1) curriculum, (2) degree and certificate requirements, (3) grading policies, (7) accreditation and faculty roles
Mutually Agree: (4) educational program development, (5) student preparation and success, (6) district and college governance structures, (8) faculty professional development, (9) program review, (10) institutional planning and budget, (11) other academic and professional matters as mutually agreed upon

**The numbers in parenthesis indicate the specific number under Title 5, Section 53200 © "Academic and professional matters".

————— = decision making
 - - - - - = communication, reviewing, reconciliation