

**Board of Trustees**

**BP 2510 PARTICIPATION IN DISTRICT AND COLLEGE  
GOVERNANCE**

**Reference(s):**

Education Code Sections 70902, 70901.2  
Code of Regulations 51023.5, 51023.7, 53200-53206  
Accreditation Standards IV.A and IV.D.7

It is the belief of the Chabot-Las Positas Community College District Board of Trustees that participatory governance is both a philosophy and a process, which assures the mutual respect of all district and college constituencies by providing them the right to participate effectively in district and college governance. Although the Board of Trustees has the ultimate responsibility in decision making in those areas assigned to it by state and federal laws, the Board recognizes that the best decisions for the district can be made by relying upon the collective knowledge and expertise of the district and college communities and by ensuring that each constituency has the opportunity to express its opinions and provide advice and counsel.

The Board is committed to participatory governance and shall ensure faculty, classified professionals, and students participate as required by law in the decision-making processes of the district as follows:

**Faculty**

The Board shall consult collegially upon the advice and judgement of each Academic Senate independently on college matters and the two senates jointly on district matters. District matters should be of sufficient importance that the policies of one college result in a significant impact on the ability of the other college to carry out its own policies.

“Rely primarily” means that the recommendations of the Academic/Faculty Senate will be forwarded to the Board through the Chancellor will normally be accepted by the Board. If a recommendation is not approved, the Board or its designee shall promptly communicate its reason in writing to the respective senate. 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.

The Board elects to rely primarily on the Academic Senate in the following 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.

The Board elects to reach mutual agreement with the Academic Senate on items specified below. On college matters, mutual agreement will be reached by a process agreed to by the College President and Academic Senate as defined in separate local policies for each. (See Chabot College Participatory Governance & Collegial Consultation Process and Las Positas College Participatory Governance Handbook.) On district matters, mutual agreement will be reached between the Chancellor and the Academic Senates through the Chancellor's Council. Mutual agreement means that the Board and the Academic Senate shall each approve such policies or procedures before they are put into effect. If such agreements are not approved by both parties, existing policies and procedures will remain in force unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

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

- a) Educational program development;
- b) Standards or policies regarding student preparation and 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.

- g) Process for the development and design of the district and colleges facilities master plans.

The selection of faculty to serve on district or college task forces, committees, or other groups shall be made by the Academic/Faculty Senates and, as set forth in the faculty contract, the faculty collective bargaining unit. The Academic Senates and the faculty collective bargaining unit each design and administer their own processes for assigning representation to district and college task forces, committees, and other groups where designated.

### **Classified Professionals**

Classified professionals, defined as all employees in classified positions exclusive of those who are designated as management, shall be provided the opportunity to participate effectively in district and college governance, and the opportunity to express their opinions at both the campus and district level with these opinions being given every reasonable consideration.

Classified professionals shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures that have or will have a significant effect on classified professionals, and in those processes for jointly developing recommendations for action by the Board, that have or will have a significant effect on classified professionals. The Board recognizes the Classified Senates of the colleges and district office as the bodies that represent classified professionals on all non-collective bargaining matters that have or will have a significant effect on classified professionals.

### **Students**

Students shall be provided the opportunity to participate effectively in district and college governance, and the opportunity to express their opinions at both the campus and district level with these opinions being given every reasonable consideration. Students 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 Board, that have or will have a significant effect on students. The Board recognizes the Student Senates of the colleges as the bodies that represent students on matters having a significant effect on students.

The selection of students to serve on district or college task forces, committees, or other groups shall be made by the Student Senates, which design and administer their own processes for assigning representation to district and college task forces, committees (including hiring committees), and other groups where designated.

Except for unforeseeable, emergency situations, the Board shall not take any action on matters significantly affecting faculty, classified professionals, and students until the affected constituent group or groups have been provided the appropriate opportunity to participate in the formulation and development of those matters through appropriate structures or procedures. Even in such unforeseeable, emergency situations, the Board and the district will make every effort to communicate with the leaders of all constituencies before such action is taken.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3450 et seq.

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**Adopted:** January 16, 1996

**Board Reviewed:** November 15, 2022