



**ACADEMIC SENATE**  
for California Community Colleges  
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# 10+1 and Senate Responsibilities

Presented to  
Santa Ana College Academic Senate  
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# Overview

- Basis for Academic Senate Participation and Purview
- Centering Students
- Senator Roles, Responsibilities and Opportunities



# Basis for Academic Senate Purview and Participation

- Statute (CA Education Code)
- Regulation (CA Code of Regulations Title 5)
- Local Policy (RSCCD BPs and ARs)

## Also Important to Consider

- Effective Participation: Staff
- Student 9+1



# The Basis for Senate Purview and Participation

## California **Education Code** – EDC

- Law resulting from legislation
- Requires legislation to be changed
- Always supersedes Title 5 Regulation
- Governance was amended by AB 1725 (Vasconcellos, 1988)

## California Code of Regulations – **Title 5**, Division 6

- Derived by the California Community Colleges Board of Governors as provided for in Ed Code
- Division 6 applies to the California Community Colleges
- Regulation with the force of Law



## EDUCATION CODE §70902 (b)(7)

...the governing board of each community college district shall... ensure... the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.



## Title 5 §53203: Powers

- (a) Governing Board shall adopt policies delegating authority and responsibility to its Academic Senate.
- (b) Policies in (a) shall be adopted through *collegial consultation* with the Academic Senate.
- (c) Guarantees the Academic Senate the right to meet with or appear before the board.



## Title 5 §53200: Definitions

(b) Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters.

(c) Academic and Professional matters means the policy development and implementation matters delineated in the 10+1:



# Title 5 §53200 (c): Definitions

## The “10+1”

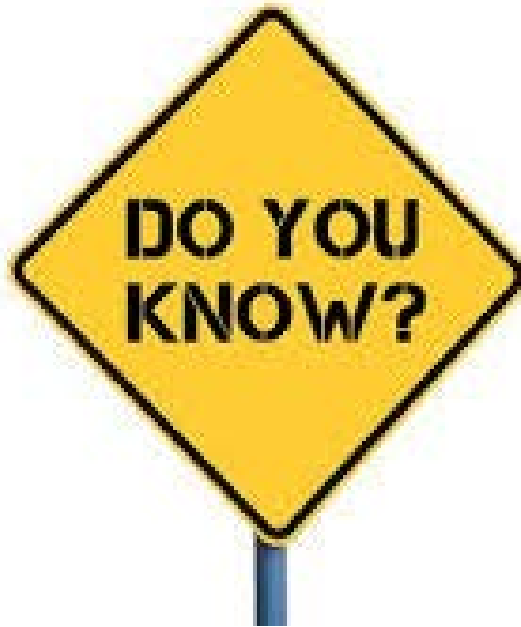
1. Curriculum including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards or policies regarding student preparation and success
6. District and college governance structures, as related to faculty
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. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate





# Do you know...

What is the difference between shared/participatory governance and collegial consultation?



# Collegial Consultation and Effective Participation

- Shared/participatory governance is not a term in Ed Code nor in Title 5
- Governance and decision-making are included in ACCJC accreditation standards
- Collegial Consultation (different from consultation) is defined in Title 5 §53200(d)
- Effective Participation is defined in several sections of Title 5:
  - §51023.5(a)
  - §51023.5(a)(4)
  - §51023.7(a)



# Collegial Consultation

(not the same as “consultation”)

Title 5 §53200 (d)...the district governing board shall develop policies on academic and professional matters through either or both of:

1. Rely primarily upon the advice and judgment of the Academic Senate
2. Reach mutual agreement with the Academic Senate by written resolution, regulation, or policy

**You should be aware of your board policy on each of the 10+1: [BP2510](#), [AR2510](#), and [AR2410](#).**



## Title 5 §53203: Powers

(d) The governing board of a district shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:

(1) When *rely primarily*:

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 accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.

(2) When *mutually agree (and an agreement has not been reached)*:

- Existing policy shall remain in effect except in cases of legal liability or fiscal hardship.
- Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.



# Collegial Consultation: RSCCD AR2410

For the following items the Board of Trustees will rely primarily upon the advice of the Academic Senate:

- 1) Curriculum, including establishing prerequisites and placing courses within disciplines
- 2) Degree and certificate requirements
- 3) Grading policies
- 5) Standard or policies regarding student preparation and success
- 8) Policies for faculty professional development activities;

At RSCCD, the mutual agreement process is the use of planning and budget development consisting of councils, committees, and the District Council. Further, representatives of staff and student groups are encouraged to work within the established processes to address the issues of the District.

For the following items, the Board of Trustees will come to mutual agreement with the Academic Senate:

- 4) Educational program development
- 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
- 9) Processes for program review
- 10) Processes for institutional planning and budget development



# Exceptional Circumstances and Compelling Reasons

These terms mean that ... in instances where a recommendation is not accepted the reasons for the board's decision must be in writing and based on a clear and substantive rationale which puts the explanation for the decision in an accurate, appropriate, and relevant context.

--From *Participating Effectively in District and College Governance*, ASCCC/CCLC, Fall 1998

## Note:

- The Governing Board has the final say.
- The Governing Board is never prohibited from acting.



# Title 5 § 53203 – More Powers

- (e) Academic Senate may assume responsibilities and perform functions as may be delegated by the Governing Board.
- (f) Appointment of faculty members to college committees **shall be made by the Academic Senate in consultation\* with CEO or designee**; collective bargaining agent may seek to appoint faculty (per local policies and collective bargaining agreements).

*\*Note that “consultation” is not the same as “collegial consultation”*



# What other matters fall under senate purview?

- Equivalence to the minimum qualifications (Equivalency) – Ed Code §87359(b)
- Faculty hiring processes – Ed Code §87360
- Administrative retreat to faculty (determining minimum qualifications areas) – Ed Code §87458(a)
- Establishment of the curriculum committee – Title 5 §55002





# Effective Participation - Staff

## **Title 5 §51023.5 (a)**

The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance.

## **Title 5 §51023.5 (a)(4)**

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 the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.



# Effective Participation – Students

## **Title 5 §51023.7 (a)**

The governing board shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance.

Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students.

Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.

Representation through associated student organization



# Effective Participation – Students

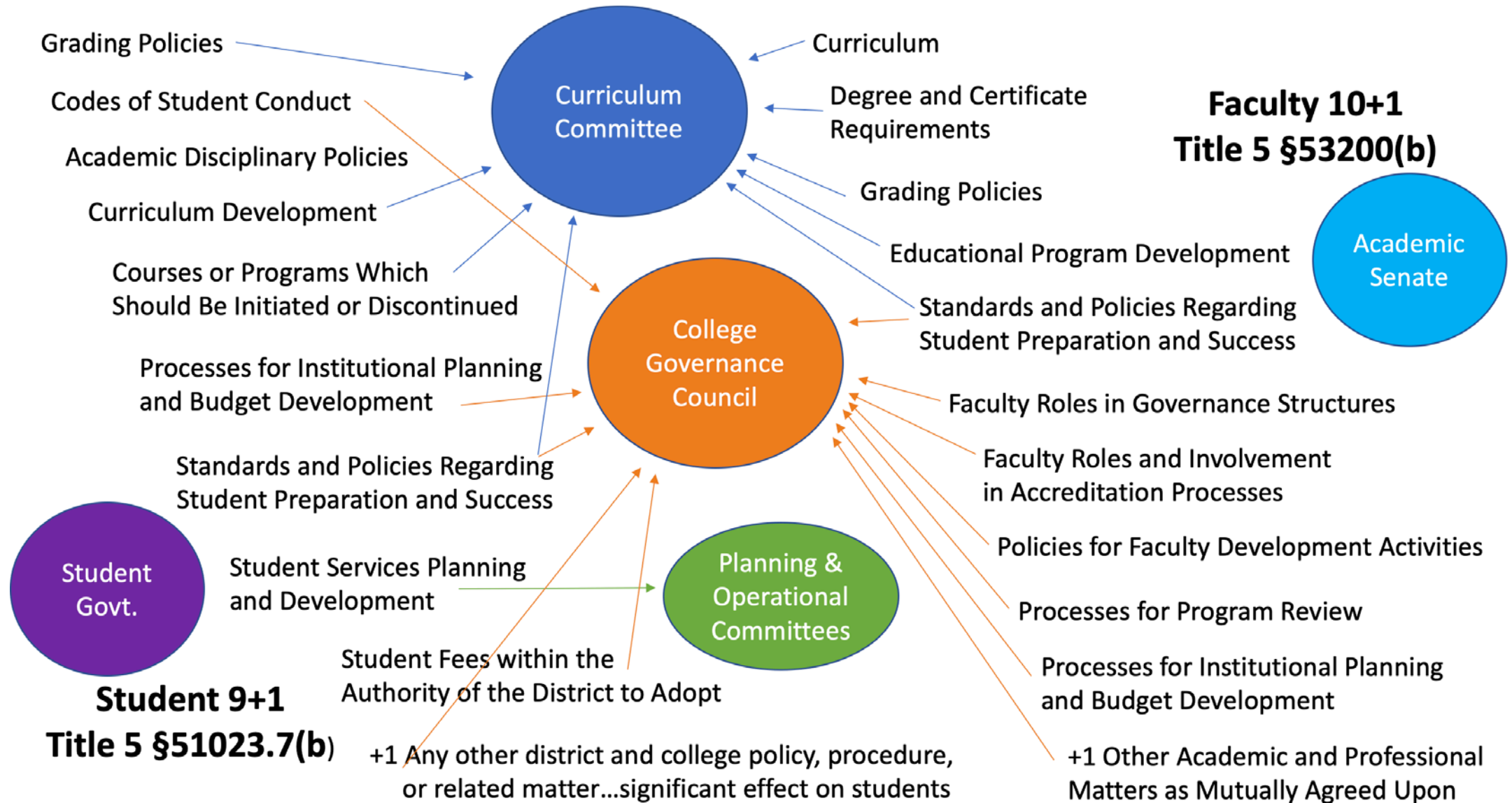
## The “9+1”

**Title 5 §51023.7 (b)** ...district and college policies and procedures that have or will have a “significant effect on students” includes the following:

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development
5. Course/program initiation or elimination
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
- +1 Any other district or college policy... that will have a significant effect on students



# Faculty and Student Roles in Governance



# Senate Roles and Responsibilities

- Center Students
- Respect Roles
- Collaborate
- Communicate
- Participate



# Center Students

- Always put the needs of students and the college first
- Consider student perspectives and experiences
- Collaborate with local student government



# Respect Roles

- Be vigilant, be firm, but be collegial
- Know when the fight is worth having
  - You can't fight every battle
  - Determine which hills to die on
  - Not everything is 10+1
- Protect faculty by putting agreements into written college policy or procedure
- Follow process for transparency



# Collaborate

- Remember overlap of faculty 10+1 and student 9+1
- Review agreements between academic senate and union
- Stay aware of others' efforts and positions; collaborate when appropriate
  - Faculty union
  - Student government
  - Staff
- Be collegial – treat others with respect
- Compromise may be necessary, but do not waive faculty rights or responsibilities





# Communicate

- Senators and officers are faculty representatives
- Solicit input from those you represent
- Provide regular updates to those you represent
- Be open to all ideas, opinions, and positions discussed
- Create and hold space for constructive dialogue and critical conversations that are characterized by collegiality and respect
- In matters of disagreement, take the time to hear the content of the words of our colleagues, college administrators, and other constituencies. Consider ways in which agreement may exist



# Participate

- If faculty do not show up or are not involved, rights and voice mean nothing
- Be prepared for meetings
  - Read or review materials provided
  - Do additional research as needed
  - Gather input from faculty you represent
- Disagree at the senate level, but stand unified behind recommendations at college and district level





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Questions?  
Thank You!

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