

Butte College

Institutional Effectiveness Manual

2027

This publication serves as the Administrative Procedure for Board Policy 2510 (Participation in Local Decision-Making) and Board Policy 2515 (Relationship with the Academic Senate).

President's Message

Welcome to the Institutional Effectiveness Manual, the core of Butte College's participatory governance and decision-making mechanism. Butte College is a complex organization operating in a rapidly changing environment. Working together through participatory governance ensures that our organization functions well and meets the promise of our motto, "Start here. Go anywhere."

In this manual, you will find the college's roadmap toward that end. It shows the linkages between institutional processes, planning, resource allocation, and decision making. By aligning these systems, we can establish priorities that will improve student learning and student achievement, allocate resources appropriately to implement our priorities, support program excellence, assess results so that we can make appropriate adjustments, and ensure input from constituent group members.

Through this work, we can also provide assurances of and accountability for attaining the Butte College strategic plan, which is aligned to the Chancellor's Office Vision 2030. Further, the strategic plan is suffused with Butte College's First Contact. First Choice. Best Choice strategy, which is also linked to the goals of Vision 2030. The structures and processes outlined in this Institutional Effectiveness Manual set the stage for accomplishing the goals we've set for ourselves.

This latest edition of the Institutional Effectiveness Manual contains several significant revisions, which have been vetted through College Council, Butte College's primary participatory governance committee. Specifically, the key cornerstones of success for all students, Guided Pathways, sustainability, and technological innovation have emerged as foundations for our work at Butte College and have been infused throughout the manual. Additionally, the Institutional Effectiveness Manual establishes a framework for our college governance committees and clearly describes their work, which is at the heart of operationalizing the strategic plan. The planning and budget cycle section has been revised to emphasize the link with other institutional decision-making processes.

Participatory governance and committee service give every Butte College employee the opportunity to have a voice in our decision-making processes. Moreover, the college depends on the active participation of the campus community to further its mission; together, we co-construct a college that places students first. I look forward to continuing our work together as we fulfill our commitments to the communities we serve.

I. Institutional Foundations

Butte College Mission Statement

Butte College is a student-ready, rural community college that provides high-quality, accessible education and support. Our career and transfer pathways cultivate curiosity and critical thinking through instruction, workforce training, and the achievement of associate degrees and certificates. Butte College is a Hispanic-Serving Institution that affirms its commitment to equity for the diverse, intersectional communities we serve.

Butte College Vision Statement

Butte College serves our communities by inspiring diverse learners to reach intellectual, cultural, social, economic, and personal success.

Butte College Values

Students First: Student success is our purpose and drives decision-making and resource allocation.

Excellence: We strive to offer the highest quality in education and services through continual evaluation and improvement, and professional development.

Respect: We value each other and build trust by engaging openly with one another's ideas, philosophies, and perspectives.

Diversity: We appreciate the attributes, capabilities and differences of each individual and we foster the social responsibility to create an inclusive institution that supports the success of all students and provides them with a global perspective.

Equity: We are committed to creating the institutional conditions that support student learning and achievement and result in a fair, just and welcoming campus community.

Communication: We are professional in our interactions and cultivate an open, collaborative environment of fairness and integrity.

Accountability: We are accountable to one another, for our responsibilities, and for developing critical thinking and civic engagement in our students. As responsible stewards of the public trust, we use our resources effectively to fulfill the mission and obligations of the college.

Sustainability: We promote and model practices that will result in positive outcomes for our human and natural environments and the long-term viability of the college.

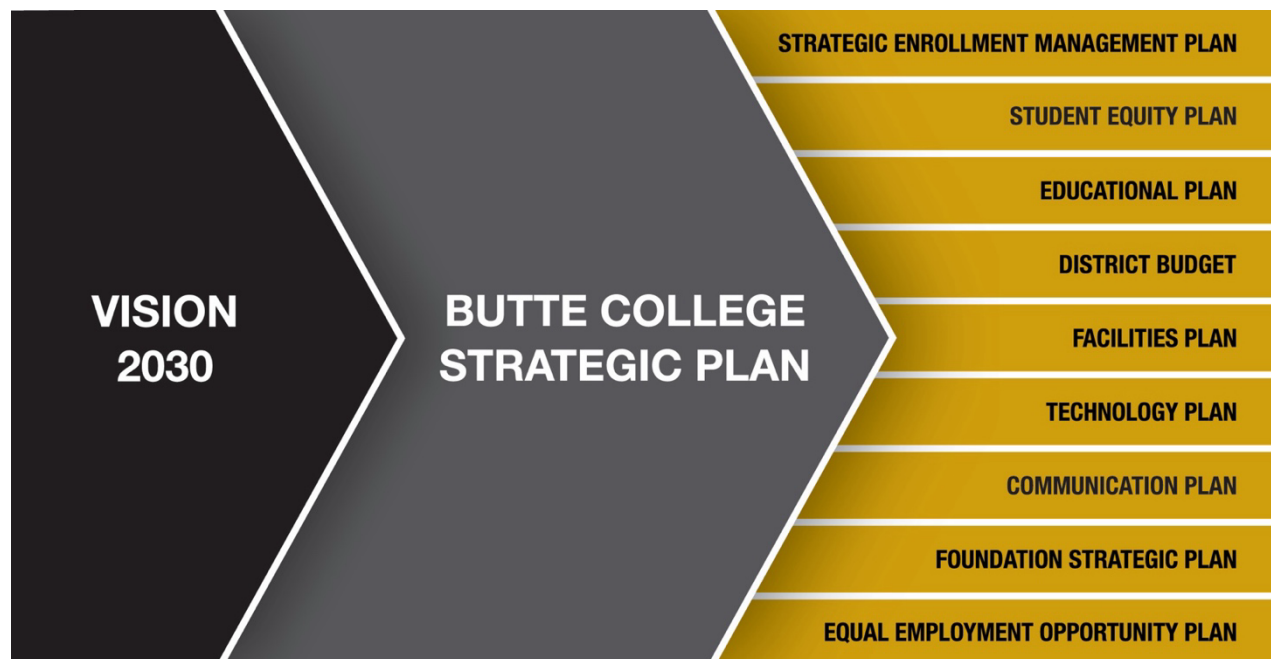
Institutional Priorities

Planning ensures that college processes are effective and directly linked to the mission, vision and values, the strategic plan and student achievement goals. The mission and values provide the overall context for the operation of the college. The student achievement goals and board vision provide the target for the core processes, and the strategic plan provides both the strategy for the college and the operational processes focused on meeting student success goals. Butte College's four foundations (U in Butte, Guided Pathways, Sustainability, and

Innovation) inform every process and underpin the college’s “First Contact - First Choice - Best Choice” paradigm.

The direction for the college’s work is sourced through various inputs and captured in district planning documents. The strategic plan is the umbrella for all institutional plans, linking state and system-wide priorities with the annual and cyclical college plans illustrated below. The annual and long-term plans for the college drive administrative and institutional processes, such as annual budget development, scheduling, student outreach and recruitment, curriculum development, hiring, evaluations, and participatory governance processes, including the work of college committees. Together, these plans and processes focus institutional efforts on meeting goals for student success and community engagement.

The college also connects its local work with the direction of the California Community College’s Chancellor’s Office. Vision 2030 provides the direction for the college to prioritize equity in support, access, and success. Additionally, it prioritizes baccalaureate achievement, economic and workforce development, and technological advancement to support the future of learning. The relationship between Vision 2030, Butte College’s Strategic Plan, and the college’s operational planning documents are illustrated below:



II. Institutional Decision-Making

A. Laws and Regulations

The modern framework for participatory governance in California Community Colleges was articulated in 1988 with the passage of AB 1725 (Vasconcellos.) This landmark legislation codified the relative roles and responsibilities of all constituencies in institutional decision-making processes.

California Education Code states in §§70901 and 70902 that the Board of Governors of the California Community Colleges shall establish “minimum standards” and that local governing boards shall establish procedures “not inconsistent” with those minimum standards to ensure:

- Faculty, staff, and students the right to participate effectively in district and college governance; and
- The right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

In terms of institutional governance and decision-making, AB 1725 states in Section 4 paragraph (o) that “Any set of laws, regulations, directives, or guidelines regarding community college faculty and administrator qualifications, evaluation, hiring, or retention should promote the efforts of local community colleges to ensure that their faculty and administration consists of:

- Teachers who can teach and who are experts in the subject matter of their curriculum;
- Counselors, librarians, and other instructional and student service faculty who can foster college effectiveness and who are experts in the subject matter of their specialty; and
- Administrators who can lead, organize, plan, and supervise; who understand the needs of faculty and the learning process; and who value institutional governance based upon a genuine sharing of responsibility with faculty colleagues.”

The principles and roles for participatory governance were later expanded on in Title 5 of the California Code of Regulations, providing more detailed guidance for local college districts to develop policies, procedures, and processes. Butte College’s participatory governance framework ensures that collaborative decision-making aligns with the College’s mission and strategic goals as well as the structured processes and roles for effective governance. In addition, this scaffold supports meaningful participation by all college constituencies, providing clear pathways for collaborative and inclusive decision-making.

Democratic delegation describes how authority flows at Butte College: the publicly elected Board sets policy and delegates implementation to the Superintendent/President. The Superintendent/President, in turn, relies on participatory governance from students, classified professionals, faculty, and managers to surface evidence, deliberate in the open, and forward reasoned recommendations. This manual documents the pathway for those recommendations so that policy, procedure, and practice remain aligned and transparent.

B. Democratic Principles of Participatory Governance

In a democracy, the authority to govern is derived from the consent of the people and is vested in the elected representatives who are accountable to the constituents they serve. At Butte

College, participatory governance is grounded in the democratic principles of participation, representation, and accountability. Our governance structures ensure that institutional decision-making reflects the collective voice of the college community while maintaining an efficient system of delegated authority.

At the highest level, the Board of Trustees is elected by the people of the Butte-Glenn Community College District, representing the public's interest in shaping the vision, policies, and priorities of the institution. The Board, in turn, delegates executive authority to the Superintendent/President, who is entrusted with the administration of the college and the implementation of Board Policies (BPs) through the development and application of Administrative Procedures (APs).

This structure of democratic delegation is mirrored in Butte College's participatory governance system. Each major constituent group – Student Senate, Classified Senate, Academic Senate, and the Management/Supervisory/Confidential (MSC) Association – elects two representatives to serve on College Council, the institution's primary shared governance body. Through this process, students, staff, faculty, and administrators actively participate in decision making, ensuring that policies, planning, and resource allocations align with the needs and aspirations of the entire college community. Additionally, this “spine” composed of two (2) voting members from each constituency group is mirrored in the other governance committees, ensuring that each constituency has representation and agency in the decision-making process.

This commitment to participatory governance recognizes that the strength of Butte College lies in the engagement of its people: students, classified professionals, faculty, and administrators working together to foster an institution that is student-ready, with equitable pathways that are inclusive, innovative, and sustainable. By maintaining transparent decision-making processes, fostering open dialogue, and respecting the expertise of each constituency, Butte College upholds these democratic ideals in fulfilling its mission to serve the educational and workforce needs of its intersectional communities.

C. Participation in Decision-Making

The decision-making process at Butte College is guided by the laws and regulations outlined in the California Education Code and Title 5 of the California Code of Regulations. These statutes define the roles and responsibilities of college constituencies, the administration, and the board of trustees in participatory governance as well as operational and administrative processes. To comply with these requirements and ensure effective decision making, the college has developed structured processes that promote meaningful participation by campus constituents.

The Board of Trustees: While subject to the laws and appropriate regulations of the State Legislature and the Chancellor's Office, it is understood by all segments of the college community that the Board of Trustees, as elected representatives of the community, is the final voice in the district.

The Superintendent/President and District Administrators: As outlined in AB 1725, district administrators “lead, organize, plan, and supervise” as well as maintain and nurture a shared

responsibility in the academic operations of the college. The Superintendent/President is the official designee of the board and is directly responsible to the board. All recommendations developed through the participatory governance processes will be sent to the board through the Superintendent/President. The Superintendent/President has the right to reject or modify any participatory governance decision but, in the spirit of professionalism and collegiality, they will inform the respective group(s) about objections (if any) to their recommendations. Collegiality is a reciprocal obligation that is central to Butte College decision-making.

The President's Leadership Team (PLT) is composed of the vice presidents and with occasional input from other cabinet-level administrators and serves as the College's coordinating group for administrative leadership. The PLT's role is to translate Board policy and the Strategic Plan into operational priorities, receive and synthesize recommendations from councils, committees, and senates, and advise on the feasibility, compliance, fiscal impact, risk, and accessibility before decisions are issued. The PLT also coordinates the integrated planning and budget cycle (e.g., developing and reviewing the institutional prioritization list), monitors implementation of adopted actions, and ensures that accreditation and regulatory obligations are met across divisions. The PLT is an administrative body and does not replace participatory governance or make decisions assigned by policy to councils, committees, or the Board. Instead, it supports the recommendation pathway by issuing administrative guidance needed to implement approved actions. Together, the Superintendent/President and the PLT provide coherent administrative stewardship, linking policy to action while participatory governance bodies ensure that advice is developed openly, with broad representation and a clear public record.

The Academic Senate: The Academic Senate, as representatives of the faculty, makes recommendations to the administration of the college and the board of trustees with respect to the following academic and professional matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards of policies regarding student preparation and success;
6. District and college governance structures as related to faculty roles;
7. Faculty roles in the accreditation process, including self-study and annual reports;
8. Policies for faculty professional development;
9. Processes for program review; processes for institutional plans and budget development;
10. Processes for institutional plans and budget development;
- +1. Other academic and professional matters as mutually agreed between the governing board and the Academic Senate

According to Title 5 §53203, the governing board is required to adopt policies for appropriate delegation of authority and responsibility to its academic senate. These policies must, at a minimum, provide that the board, or its designees, consult collegially with the academic senate

when adopting policies and procedures on academic and professional matters. “Consult collegially” is defined by Title 5 §53200 to mean:

- a. Reaching mutual agreement between the governing board/designee and representatives of the academic senate; or
- b. Relying primarily upon the advice and judgment of the academic senate.

According to Board Policy 2515, the Butte-Glenn Community College District Board’s intent is to reach mutual agreement with the Academic Senate on academic and professional matters through its designee (the superintendent/president). However, at its sole discretion, the board retains the right to “rely primarily upon the advice and judgment of the Academic Senate if it so chooses.”

Collegial Consultation Models

Model	May the Board of Trustees Act Without Agreement?	Conditions
Mutual Agreement	Yes, after good-faith effort and with limited exceptions	<ul style="list-style-type: none"> ▪ Typically, no BOT action is taken unless mutual agreement is reached; ▪ Status quo remains in effect unless a policy absence would lead to liability or fiscal hardship; and ▪ After good-faith effort, the BOT may act only for compelling legal, fiscal, and/or organizational reasons.
Rely Primarily Upon	Yes, in exceptional circumstances	<ul style="list-style-type: none"> ▪ BOT usually accepts recommendations of the Academic Senate; ▪ BOT may act otherwise in exceptional circumstances with compelling reasons; and ▪ BOT provides justification if requested by the Academic Senate.

The Academic Senate is also responsible for selecting faculty representatives for committees, and reviews and responds to proposed changes to college policies and procedures as a part of the participatory governance process. Finally, the Academic Senate makes appropriate decisions regarding its internal operations, consistent with its approved constitution and bylaws.

The Classified Senate

The Butte College Classified Senate represents all classified professionals of the Butte-Glenn Community College District in matters relating to college governance and assumes the primary role in disseminating information and gathering input on behalf of the classified staff. The Classified Senate is also responsible for selecting classified representatives for committees, and reviews and responds to proposed changes to college policies and procedures as a part of the participatory governance process. Finally, the Classified Senate makes appropriate decisions regarding its internal operations, consistent with its approved constitution and bylaws.

According to Title 5 §51023.5 the governing board is required to adopt policies and procedures that provide staff opportunity to participate effectively in district and college governance. This is defined as participation in the formulation and development of policies and procedures, and processes for jointly developing recommendations that have or will have a significant effect on staff. Additionally, the Board shall not act on matters significantly affecting staff until the recommendations and opinions of staff are given every reasonable consideration.

The Management, Supervisory, and Confidential Employee Association

The Butte College Management, Supervisory, and Confidential Employee Association (MSC) is represented on College Council and appoints members to committees to represent MSC members, as required. This group is included in the general participatory governance process which recommends policies, procedures, and priorities for the college to the superintendent/president. MSC is also responsible for selecting representatives for committees, makes appropriate decisions regarding its internal operations consistent with its approved constitution and bylaws and is responsible for representing MSC members in all “meet-and-confer” activities.

The Student Senate

The mission of the Butte College Student Senate is to effectively represent student needs; keep students informed of student related issues; and promote cultural, social, and leadership opportunities for all students. The Student Senate is also included in the general participatory governance process which recommends policies, procedures, and priorities for the college to the superintendent/president and selects representatives for committees. Finally, the Student Senate makes appropriate decisions regarding its internal operations, consistent with its approved constitution and bylaws.

According to Title 5 §51023.7 the governing board is required to adopt policies and procedures that provide students opportunity to participate effectively in district and college governance. This participation is defined as the formulation and development policies and procedures and processes for jointly developing recommendations that have or will have a significant effect on students. Additionally, the board shall not take action on a matter having a significant effect on students until the recommendations and positions by students are given every reasonable consideration. The policies and procedures that have a “significant effect on students” include:

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;
10. Any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

D. Constituency Roles in Governance and Decision-Making

Institutional decision-making at Butte College relies on broad participation by four primary constituency groups: faculty, classified professionals, managers/supervisors/confidential employees (MSC), and students, acting through their representative bodies (Academic Senate, Classified Senate, Management Senate, and Student Senate). Each of these groups has defined rights and responsibilities in governance under Education Code, Title 5, and local Board Policies and Administrative Procedures.

Participatory governance committees are one of the primary venues through which these constituencies contribute to institutional decisions. The College's standard committee structure includes representation from all four groups, and committee service is treated as formal college work (or, for students, voluntary educational service) rather than informal or purely volunteer activity.

Detailed information about constituency representation on committees, how representatives are appointed, and the general expectations that support effective participation by each constituent group is provided in Section III.D, Constituency Representation in Participatory Governance.

E. Decision-Making Processes

The focus of Butte College's mission is being a student-ready college. As indicated by our core values, the college needs the active participation of the entire campus community to effectively accomplish its mission. Our philosophy is that diverse perspectives make us stronger and lead to better decisions. This shared involvement:

1. does not always imply agreement or consensus;
2. does not always require the same involvement by all participants; and
3. places the ultimate responsibility for decisions with the Superintendent/President and the Board of Trustees.

Butte College's organizational functioning is based on our mission, institutional values, strategic initiatives, and on the development of effective relationships and teamwork between administrators, faculty, staff, and students. This belief system fosters a climate in which participation and input is routinely provided to and accepted by those responsible for making decisions.

Decision making at Butte College aligns with AB 1725, Education Code, and Title 5 regulations, which are intended to ensure that decisions are well-informed, support the effective and efficient functioning of the college, are made by those who are accountable for the results, and include participation from all who can best contribute to and benefit from their implementation. The ultimate objective is to support student learning.

The general participatory governance process reviews, develops, and recommends policies, procedures, and priorities for the college to the Superintendent/President. Recommendations flow from the Academic Senate, Classified Senate, Student Senate, and the MSC Association to the Superintendent/President through College Council where input from members of the four

constituent groups comes through their representatives and through the input and recommendations from their membership on college committees and in work groups. The Superintendent/President, with input from the President's Leadership Team, is authorized by the Board of Trustees to make final decisions or recommend action to the board after considering the recommendations and advice from the constituency groups. Decisions made by the Superintendent/President are communicated back to each of the four constituent groups through their representatives on College Council, as outlined in BP 2510 (Participation in Local Decision Making).

Planning and budget development processes define how the college gains input into the development of its strategic direction, annual unit plans, and the allocation of resources. College Council guides the development and oversees the implementation of the strategic plan. The strategic plan is comprised of two parts: the strategy, which is developed by the board of trustees, and the plan, which is based on the strategic directions as determined by College Council. This plan is approved through the general governance process. The Planning and Budget Committee oversees the unit planning and prioritization process, which is the primary vehicle for resource allocation at the college. Unit plans are developed at the operating unit/committee level. The Academic and Classified Senates also submit unit plans. The funding requests are then prioritized by the deans and directors and forwarded to the vice presidents for further prioritization. Ultimately, the requests are prioritized at the institutional level by the President's Leadership Team. A list of prioritized items is then provided to the Planning and Budget Committee for its review. The Planning and Budget Committee reviews the priorities and provides recommendations to the superintendent/president. Changes in the priorities are reviewed and discussed with the affected programs as appropriate.

Administrative/operational processes deal with the day-to-day functioning of the college within established policies and procedures and comprise all decisions not specifically outlined in the previous sections. Operations consist of actions and decision taken to conduct the day-to-day business of the college based on approved policies and procedures. These activities are directed by administrative leaders and conducted through the operating units (e.g. areas, departments) as detailed in the organizational charts for the college. College and area committees with operational responsibility coordinate many of these activities and provide recommendations to administrative leaders. Community input committees, such as advisory committees, also provide recommendations to operating units and administrative leaders. Operating units often have leadership teams that are comprised of the leader of the operating unit and the leaders of each subordinate operating unit. Operating units also have committees that are used solely to implement existing procedures and/or processes. The membership of these operational committee is designed to accomplish the assigned tasks, and they may not have formal representation from constituent groups. In essence, these operational committee are treated like operating units for the purposes of this process.

In addition to these processes, there are also collective bargaining processes that deal with contractual matters and working conditions as defined by the collective bargaining law. These processes are outside of governance and are not addressed in this publication.

F. Characteristics of Effective Decision-Making

We believe that effective decision-making has the following characteristics:

1. It affirms the college's commitment to being a student-ready college that is poised to serve its intersectional communities;
2. It focuses the entire college on student learning and student achievement;
3. It provides the members of all campus constituencies – students, faculty, administration, and classified staff – the ability to be involved, through their representatives, in the governance and future direction of the college;
4. It facilitates the coordination of the work of the various groups to ensure that we collectively make the best decisions;
5. It is clearly understood and provides clear pathways for involvement for the entire campus community;
6. It ensures that everyone identifies with the mission and values of the college and assists in the professional growth of our faculty, staff, and students;
7. It uses information from faculty, staff, students, and the community to drive the college's strategic direction;
8. It achieves a balance between decentralized and centralized decision-making;
9. It fosters continuous organizational improvement by evaluating outcomes and making changes to our structures and processes as needed;
10. It is flexible and responsive, providing the college with the ability to develop and implement contingency plans to adjust to changing environments and to take advantage of unexpected opportunities;
11. It ensures that the college remains responsive to community needs and accountable for its outcomes; and
12. It empowers decision making with accountability for the outcomes of those decisions.

III. College Committees and Processes

A. Overview

Committees are the primary means through which the college works to achieve the goals outlined in its institutional plans. The committee structure is designed to ensure appropriate constituent group input in institutional decision making.

This manual includes committees that meet two criteria: The first is that the committee is a participatory governance committee which makes recommendations and/or acts on the strategic plan initiatives and objectives. The second is that the committee is managed by the college. There are other campus groups that meet and do important work for the college but based upon the above criteria, are not outlined in this manual. Groups that are specifically excluded include: constituent groups, operational group meetings with membership that is solely defined by position (e.g. the President's Leadership Team, Learning Council, Deans and Directors, Student Services Leadership Team), ad hoc sub-committees, task forces, event planning committees (e.g. Homecoming, etc.), and department advisory committees.

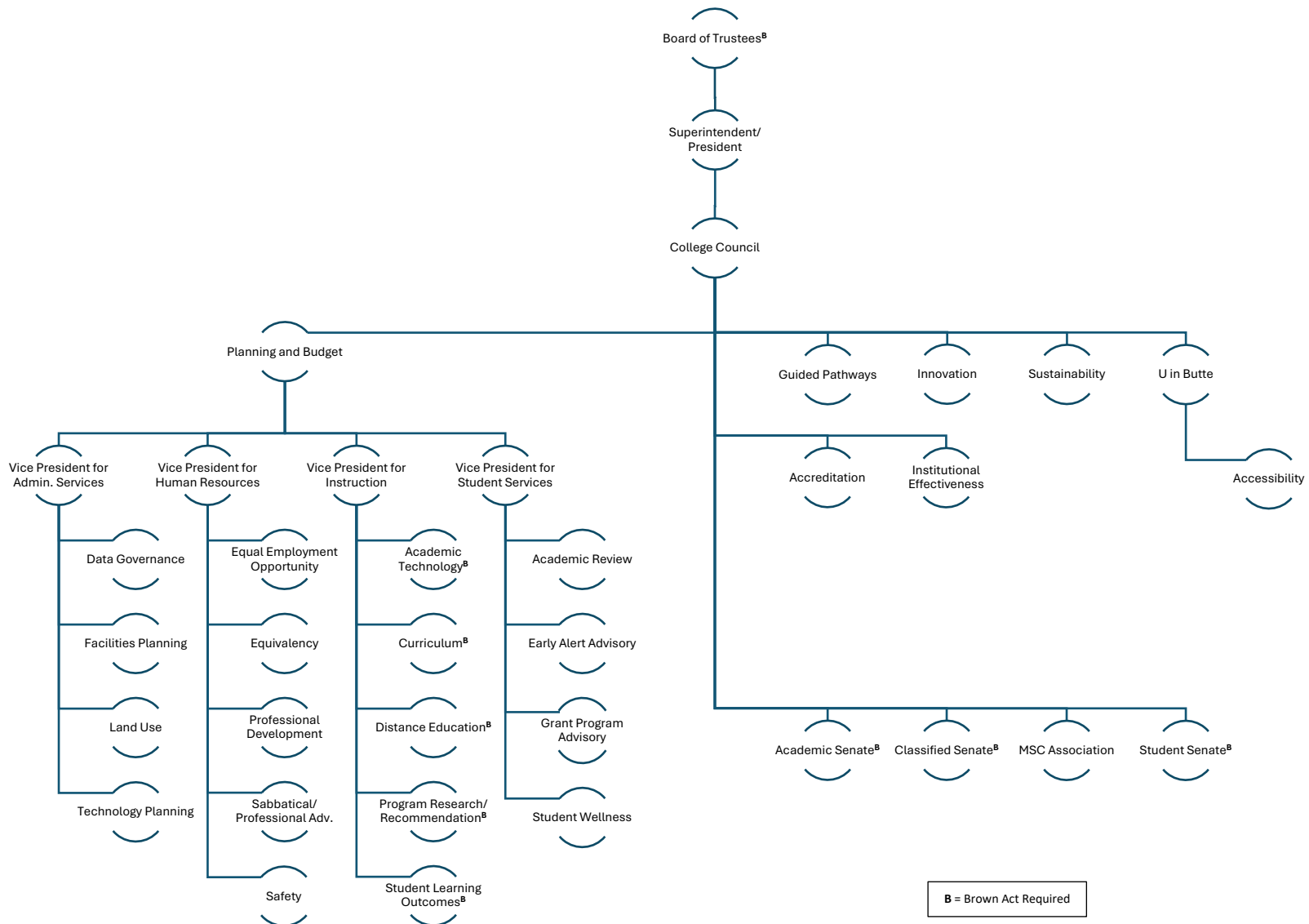
College Council provides a centralized mechanism for ensuring that decision-making processes at Butte College are characterized by integrity, equity, and effectiveness and include input from all constituency groups. It also ensures compliance with appropriate regulatory guidelines and actively facilitates shared governance through participation of all constituency groups. As such, College Council is the highest-level governance committee at Butte College.

B. Participatory Governance Committees

Participatory Governance Committees are the College's primary venues for collegial consultation under BP/AP 2510 and BP 2410. These bodies bring together students, classified professionals, faculty, and management to analyze issues, surface options, and formally recommend actions to College Council for consideration by the Superintendent/President and, where appropriate, by the Board of Trustees for final approval. Bodies created by formal action with continuing subject-matter jurisdiction or a fixed meeting schedule are typically subject to the Brown Act; these are flagged in the governance map, and their agendas and materials are posted in accessible formats consistent with open-meeting requirements.

Each committee operates from an approved charter that defines the purpose, scope, authority, membership, and reporting lines. Consistent with our Students First paradigm, every recommendation considers expected student impact. Democratic norms apply to all committees including balanced representation; timely, accessible posting of agendas and materials; transparent reporting of minutes with attached minority reports when consensus isn't reached; and justifications when final actions diverge from advice given during collegial consultation. Committees set annual goals each fall, publish year-end results in spring, and participate in periodic effectiveness reviews. Annual updates and periodic evaluations are completed through the process in Appendix E. Only committees that meet these standards and are chartered through College Council governance appear in this section. Operational teams, work groups, and constituency bodies are described elsewhere.

Butte College Participatory Governance



C. Committees, Work Groups, and Operational Teams

There are many groups working to refine and manage the processes of the college. The differences between committees, work groups, and operational teams are described below. Only governance committees, which participate in local decision making, planning, and resource allocation, are listed in this manual.

1. Committee

Purpose: Provides ongoing oversight for a process, activity, or program.

Functions: Ensures input about the process(es), activity(ies) or program(s) by constituent groups. Sometimes has an operational role. Can recommend changes to policy and procedures.

Membership: Includes members with a functional responsibility for the process, activity, or program as well as two representatives from each of the four constituent groups: Student Senate, MSC Association, Classified Senate, and Academic Senate. The role of the representational members is to ensure diverse voices, input and from the constituency and to report back to the constituent group.

Timeline: Ongoing.

Reporting and Recommendations: Committees report to the group(s) and/or individual that chartered it (typically administration, Academic Senate, or a vice president area) and makes recommendations to the sponsoring individuals and group(s).

Example: Accreditation Steering Committee. This committee is established to advance continuous institutional improvement and accreditation compliance at Butte College. It coordinates campus-wide efforts for self-evaluation and peer review, midterm and follow-up reporting, evidence development and curation, and college communication and training required by Accrediting Commission for Community and Junior Colleges (ACCJC) Eligibility Requirements, Accreditation Standards, and Commission Policies.

2. Work Group

Purpose: Recommends needed changes for a process, activity, or program to a committee with oversight authority.

Functions: Scope is relatively narrow and focused on the development and implementation of the specific outcomes.

Timeline: Temporary. A work group dissolves when its specific task is completed.

Reporting and Recommendations: The work group reports to the group that sponsored it (typically administration, Academic Senate, or a vice president area) and makes recommendations to that group, which may include changes to policies and procedures.

Membership: Includes individuals with a functional responsibility for the process, activity, or program, but may draw additional representation from impacted constituent groups. The role of the representative members is to ensure diverse voices, input from the constituency and to report back to the constituent group, but work group membership tends to be more functional than representational.

Example: The AB 705 Work Group is tasked with coordinating and making recommendations about the implementation of AB 705 to include placement, developmental sequences, and supporting processes.

3. Operational Team

Purpose: Implements a process, activity, or program.

Functions: Implements a process, activity, or program within existing policies and procedures. Operational teams may recommend changes to procedures, but these changes must then go to the appropriate governance committee for consideration and through the participatory governance process for approval.

Timeline: Ongoing.

Reporting and Recommendations: An operational team responds to the operational area administrator (vice president, dean/director, etc.) that established it.

Membership: Includes individuals with a functional responsibility for the process, activity, or program.

Example: Learning Council is an example of an operational team that coordinates and implements established programs and/or policies.

D. Constituency Representation in Participatory Governance

Butte College's participatory governance structure is designed to ensure that students, classified professionals, faculty, and managers/supervisors/confidential (MSC) employees all have meaningful voice in institutional decision-making. Consistent with Board Policy and Administrative Procedure 2510 (Participation in Local Decision Making), the college generally reserves two voting seats for each constituency group on standing participatory governance committees, unless a different composition is specified in an approved charter. The following subsections describe how representatives are selected and the general expectations that support their effective participation. Nothing in this section establishes or modifies employee assignments or other terms and conditions of employment, which remain governed by applicable law, District procedures, and collective bargaining agreements.

1. Classified Professional Representatives

Classified professionals are central to the college's mission and are explicitly guaranteed the right to participate effectively in governance by Title 5, § 51023.5 (Staff Participation in Governance) and Education Code § 70902(b)(7). Local implementation occurs through Board Policy/Administrative Procedure 2510 and through the Classified Senate. The Classified Senate is responsible for appointing classified professional representatives to participatory governance committees, consistent with Title 5 appointment requirements for represented staff and with the CSEA collective-bargaining agreement.

Workload and Assigned Duties.

At Butte College, participatory governance service by classified professionals is considered part of their assigned work duties, not an "extra" or purely voluntary add-on. Committee participation is scheduled within the employee's regular assignment (including flexed work schedules where appropriate and mutually agreed upon) and is approved in advance by the supervisor to ensure coverage of essential services.

To support equitable participation, the college affirms that:

- Supervisors will make reasonable efforts to accommodate classified participation on committees, consistent with operational needs;
- Classified staff will not be required to use vacation, compensatory time, or unpaid time for scheduled governance meetings that occur during their regular workday; and
- There will be no expectations for committee preparation or follow-up tasks outside of the employee's available work time.

The Classified Senate, in collaboration with CSEA and the Administration, periodically reviews these practices to ensure that classified professionals can participate in governance without undue workload burden or loss of pay.

2. Faculty Representatives

Faculty have a special statutory role in California Community Colleges in relation to "academic and professional matters" under Title 5, § 53200, and Education Code §§ 70901 and 70902. Locally, this role is carried out through the Academic Senate pursuant to BP/AP 2510 and BP 2515. Faculty participation in governance supports the college's mission and brings academic and professional expertise to institutional decision-making. Faculty are eligible to serve as representatives on participatory governance committees and related work groups through the Academic Senate's established appointment processes and in accordance with the applicable committee charter. Associate faculty may serve on committees in instances where mutual agreement is reached between the Academic Senate and the Administration.

3. Management, Supervisory, and Confidential (MSC) Representatives

Managers, supervisors, and confidential employees (MSC) are responsible for implementing Board Policies and Administrative Procedures, ensuring operational effectiveness, and supporting continuous improvement across the college. The Management Senate appoints MSC representatives to standing governance committees and work groups, consistent with its internal processes and bylaws.

For MSC employees, participatory governance service is part of their regular management/supervisory duties and is typically included within their normal workday or workweek.

Committee work for MSC representatives includes:

- Attending and actively participating in committee meetings;
- Providing data, context, and recommendations from the areas they oversee;
- Communicating committee actions and recommendations back to their areas; and
- Supporting implementation of adopted policies and procedures.

Supervisors and executives are expected to:

- Ensure MSC representatives have sufficient time and reasonable workload adjustments to participate effectively in governance; and
- Model the college's expectation that managers contribute actively to shared decision making while honoring the distinct roles of the Academic Senate, Classified Senate, and Student Senate.

4. Student Representatives

Students are guaranteed the opportunity to participate effectively in district and college governance by Title 5, § 51023.7 (Student Participation in Governance). Locally, the Butte College Student Senate appoints student representatives to governance committees and ensures broad communication with the student body.

Student representatives are expected to:

- Attend committee meetings regularly and engage with the agenda;
- Bring student perspectives and concerns to committee discussions; and
- Report back to the Student Senate and student body on major issues and decisions.

The college recognizes that students juggle coursework, employment, and family responsibilities. To support their participation:

- Committees make reasonable efforts to schedule meetings at times when student representatives can attend; and
- Committee chairs provide clear, accessible agenda materials in advance and explain technical or regulatory context as needed.

Committees should provide a reasonable opportunity for student input through their representatives or through the Student Senate.

E. Establishing Committees

College committees are the backbone of the participatory governance system. The establishment of a committee provides a means for constituent groups to gather and focus their work on a specific aspect of the college. The participatory governance process relies on the recommendations from committees, on their expertise, and on a robust, deliberative processes to advance the college mission and make productive decisions that advance access, persistence, and success for all students.

Since each committee performs a specific function within the participatory governance process, the establishment of a new committee must be a thoughtful process. An identified need or gap in the process must be identified and the committee's role in meeting that need or gap must be articulated. The Institutional Effectiveness Steering Committee and College Council will follow this process in the determining new committees:

1. The originator of the new committee request must submit a request to the Institutional Effectiveness Steering Committee (IESC) that addresses the following:
 - a. A need or gap within the institution that is not currently met by existing committees;
 - b. A statement of why an ongoing committee is needed, as opposed to an ad hoc committee or a work group;
 - c. How the new proposed committee will meet the identified need or gap;
 - d. What the proposed committee structure will be, e.g. the purpose, authority, committee membership and how they are determined, the meeting days and times, etc.

2. The originator must submit the request to the Chair of the IESC.
3. The IESC Chair will agendaize the request as soon as possible and will schedule a presentation by the proposer. This proposal should address all the information outlined in the New Committee Charter Template found in Appendix A.
4. The proposer(s) of the new committee will present their proposal (including the draft charter document) to IESC, who will consider the following:
 - a. The statement of the unmet need;
 - b. The ability of existing committees to meet the identified need;
 - c. Whether an ongoing committee is required;
 - d. Whether the proposed new committee will meet the identified need;
 - e. The appropriateness of the authority and reporting structure for the new committee; and
 - f. The effectiveness of the new committee within the overall governance structure of the college.
5. The IESC will determine if the request is recommended for approval. If the new committee proposal is approved by IESC, it will be forwarded for consideration by College Council. If approved by College Council and ratified by the Superintendent/President, it will be sent to the Executive Director of Institutional Effectiveness for inclusion in the Institutional Effectiveness Manual.

F. Committee Chair Responsibilities

Committee chairs coordinate the work of their committees and ensure that committee operations, reporting, and evaluation are completed with the participation of committee members and support staff, as appropriate.

1. **Reporting.** Each May, chairs will coordinate a brief committee review and submit the annual update to Institutional Effectiveness using the guidance found in Appendix E. The update will summarize progress on committee responsibilities and priorities, significant accomplishments and recommendations, needed improvements or support, and anticipated priorities for the following year. It will also identify changes needed to the committee's published information, membership, or meeting schedule.

The annual update will utilize a form approved and published by IESC and should normally be no longer than one page. Chairs will identify known appointments and anticipated vacancies for the following academic year and will update membership information as appointments are confirmed. Chairs should also share the update through the reporting lines established in the committee's charter.

2. **Operation.** Chairs will lead the committee in accordance with its approved charter and bylaws. At the beginning of each academic year the chair will: confirm committee responsibilities, membership, meeting arrangements, and priorities, including ongoing duties and unfinished work and coordinate requests for constituent representatives through the appropriate appointing groups. Additionally, they will ensure that agendas, minutes, and committee information are maintained and made available consistent with

applicable committee requirements, coordinate meeting schedule changes through the established process and notify Institutional Effectiveness so that published information remains accurate, and follow up on committee actions and recommendations and support communication between committee representatives and their constituent groups. Sections III.G and IV provide additional guidance for effective committee operations.

3. **Evaluation.** Committee chairs will coordinate the committee's annual reflection and scheduled periodic evaluation as described in Section III.I.4 and Appendix E, using existing committee records whenever possible.

G. Effective Practices for Operating a Committee

This section provides effective practices for operating a committee. It is designed to help the chair of a committee to establish objectives and meet them. It is not designed to be prescriptive.

1. Committee Structure
 - a. Review the committee purpose in the committee's approved charter. At a minimum, the charter should include:
 - i. The purpose of the group/committee
 - ii. Who is forming the group/committee
 - iii. How often the group/committee will report to the chartering individual or group
 - iv. Report any changes to the committee purpose, as defined in Appendix H of this plan, to Institutional Effectiveness.
 - b. Review membership
 - i. Review how membership is determined in the committee bylaws and report any changes to Institutional Effectiveness.
 - ii. Membership should be based on the task to be performed. For general governance committees there is a requirement for constituency group representation to be requested. Unless otherwise specified, the recommended committee term length is two years or as aligned with the constituency group role on the committee.
 - iii. Request constituency group members as follows: faculty through the president of the Academic Senate, classified staff through the president or vice president for elections and appointments of the Classified Senate, students through vice president of external affairs of the Butte College Student Senate, and managers through one of the two MSC Association co-chairs. Determine if there are requirements for specific types of faculty (e.g., career and technical education, transfer and general education, basic skills, student development, full-time, and associate).
 - iv. Remember that even if a member of a constituent group is on a group/committee because of his or her functional responsibilities this does not mean that this individual will automatically represent his or her constituent group. Although you may request that a person already on a group/committee because of a functional responsibility to represent a

particular constituency, the decision to do this belongs to the leadership of the constituency group.

- v. Butte College Student Senate receives requests for more committee assignments than they typically have students available to serve. For this reason, it is important to provide the relative importance of having a student on the group. Establishing standard meeting times makes it easier for students to fit meetings into their class schedules. An option, if a student is not available, is to periodically brief the Butte College Student Senate about the progress of the committee or work group.
 - c. Establish bylaws or operating practices for the committee. These should include, as a minimum:
 - i. Membership of the group/committee
 - ii. The group/committee chairperson and how is this person selected
 - iii. Duties of group/committee members
 - iv. General rules about how the committee will operate. These items may include:
 - 1. How meetings will be conducted
 - 2. How decisions/recommendations will be reached (by consensus or through voting)
 - 3. Data that will be used by the committee to inform decisions/recommendations
 - d. Keep your committee web site updated with charter and bylaws documents, committee membership, meeting agendas, and meeting minutes.
 - e. Determine if sub-committees are needed. For larger committees, such as Professional Development, sub-committees can be effective mechanisms for planning and coordination elements of the work. In these cases, the governance committee provides direction to, and coordination between, the various efforts.
2. Operating a committee
- a. Follow the meeting dates and times for the committee as defined in Appendix F. Coordinate changes to meeting dates and times with College Council.
 - b. Coordinate for a location for the committee to meet. The college has a very limited amount of large conference space. The two largest include the board room and the Center for Excellence (CFE). The president's office schedules the board room, professional development schedules the CFE. Classrooms are often the best option and are widely available in late afternoon. These may be scheduled through the instructional administrative assistants.
 - c. Establish meeting agendas at least 72 hours in advance, send these via email to members of the group/committee, and post these on the committee web site.
 - d. Take minutes of each meeting.
 - e. Disseminate the draft minutes to the members of the group/committee, review these at the subsequent meeting, and post on the web page when approved by the group/committee.
 - f. Follow-up on actions taken by the committee.

- g. Ensure that constituent group members on the committee are reporting back to their constituent groups.

H. Institutional Processes: Board Policies and Administrative Procedures

Under California Education Code, the elected Board of Trustees sets policy for the District. Board Policies are the Board's statements of intent: they establish authority, expectations, and guardrails. The Board delegates implementation to the Superintendent/President, who issues Administrative Procedures that operationalize those policies.

BPs are adopted or amended by Board action following public notice and deliberation. APs are issued by the Superintendent/President and updated as needed to remain aligned with law, regulation, accreditation requirements, and local practice, with participatory-governance consultation as appropriate. Where there is conflict, law and regulation control; otherwise, APs interpret and implement the direction set in BPs.

Institutional processes are defined by the Board Policies (BPs) and implemented through Administrative Procedures (APs). As outlined in BP 2410 (Board Policy and Administrative Procedure): "Education Code §70902 establishes the policy-making authority of the Board." Board Policies are the Board of Trustees' statements of intent that set direction for the District. The Board adopts, revises, or amends BPs by majority vote and periodically assesses its policies for effectiveness and alignment with the District's mission.

Administrative Procedures (APs) are issued by the Superintendent/President to implement the policies outlined in the BPs. APs must be consistent with the intent of the governing BP and may be revised as needed by the Superintendent/President. The development, revision, and review of APs at Butte College are guided by state law, Title 5 regulations, and local BPs. Education Code §70902 grants the Board of Trustees the authority to establish BPs for the operation of the district and to delegate their implementation to the Superintendent/President. Education Code §§70902(d) and 72400 authorize the Superintendent/President to adopt APs that operationalize the intent of Board Policies. Title 5 further stipulates that the Academic Senate be collegially consulted on matters within the "10+1" academic and professional purview, that classified staff participate in the formulation of APs with significant impact on staff, and that students participate in APs which are expected to significantly affect them. Locally, BP/AP 2410 define the structure for AP development, revision, and review, while BP 2510 and BP 2515 establish expectations for participatory governance and collegial consultation whenever APs affect faculty, staff, or student interests.

A new AP, or the revision of an existing AP, may be initiated for several reasons. Frequently, changes are prompted by updates from the Community College League of California (CCLC) Policy and Procedure Service, often driven by new or amended state or federal regulations or by guidance from the California Community Colleges Chancellor's Office. In other instances, a need may arise from local operational priorities identified by the Superintendent/ President (or designee), vice presidents, governance committees, or constituent groups. Regardless of origin, the process begins with the Superintendent/President (or designee) assigning responsibility for drafting the new or revised AP to the appropriate vice president or responsible administrator.

This assignment is discussed in an Institutional Effectiveness Steering Committee (IESC) meeting and the draft author(s) are approved by the committee. The draft author ensures that the proposed language aligns with Board Policy, complies with Education Code, Title 5, and accreditation standards, and reflects the operational needs of the district. Subject-matter experts, relevant departments, and governance committees are consulted to strengthen the accuracy and applicability of the draft.

Once a working draft is prepared, it enters the participatory governance consultation phase and is presented for review in an IESC meeting where recommendations to further strengthen the proposal may be made. For APs that address academic and professional matters, the Superintendent/President (or designee) engages in collegial consultation with the Academic Senate, either through mutual agreement or by relying primarily upon its advice, depending upon the matter. APs with significant effect on staff are reviewed with the Classified Senate and/or the MSC Association, while APs with significant effect on students are reviewed with the Student Senate. After approval by the IESC, all proposed APs, regardless of subject, are routed through the College Council to ensure that constituent group consultation has been completed and documented.

Following governance consultation, the Superintendent/President and the President's Leadership Team conduct a final administrative review. This review verifies that the AP aligns with the intent of the relevant Board Policy, meets all legal and regulatory requirements, and incorporates feedback from governance groups. Once this review is complete, the Superintendent/President formally issues the AP. Because APs are operational in nature, Board approval is not required for adoption. Finalized APs are posted to the district website in an accessible, printable format and include the effective date, office of primary responsibility, and revision history.

Butte College engages in regular review for all APs to ensure ongoing compliance and relevance. A comprehensive review of all policies and procedures occurs on a six-year cycle and is aligned with institutional accreditation requirements. Interim updates occur whenever prompted by CCLC advisories, legislative or regulatory changes, accreditation requirements, or operational needs. Oversight of this process by the Institutional Effectiveness Steering Committee and review by College Council and the President's Leadership Team ensure that all participatory governance constituencies are consulted and legal requirements have been met prior to forwarding an AP for final issuance. This structured process ensures that APs remain current, compliant, and reflective of the College's mission, values, and strategic priorities, while honoring the principles of participatory governance. By embedding regular review, equity considerations, and transparent communication into the AP process, Butte College strengthens its commitment to effective institutional decision-making and continuous improvement.

AP Workflow

1. Initiation Request Submitted to EDIE/IESC
 - Identification of local need
 - Yearly BP/AP review calendar
 - CCLC update (law/regulation change)



2. Drafting

- EDIE/IESC review legal necessity & applicability
- Stewardship assigned to relevant VP or administrator
- Authors consult subject-matter experts



3. Participatory Governance Consultation

- Academic Senate consultation (Title 5 §§53200 – 53206)
- Classified Senate & MSC consultation (Title 5 §51023.5)
- Student Senate consultation (Title 5 §51023.7)
- Feedback provided in IESC and College Council review



4. President's Leadership Team Review

- Confirm BP alignment
- Ensure Ed Code/Title 5 compliance
- Incorporate governance feedback from College Council



5. Issuance and Ongoing Review

- Superintendent/President issues APs
- Updates occur when CCLC/legal changes or needs arise
- Comprehensive review for each chapter every 6 years

A small cluster of BPs and APs frame the participatory governance process, including how formal recommendations flow through governance committee decisions, and create the spine for representation, participation, transparency, and accountability.

BP/AP 2410 (Board Policy & Administrative Procedure).

BP 2410 and AP 2410 establish the District's policy system and the delegation of authority for implementing it. BPs are the Board of Trustees' statements of intent and APs issued by the Superintendent/President operationalize those policies. BP/AP 2410 defines how new or revised policies and procedures are developed, consulted upon through participatory governance, reviewed for legal alignment, and adopted or issued, linking policy to day-to-day practice.

BP/AP 2510 (Participation in Local Decision-Making).

BP 2510 recognizes the roles of students, classified professionals, faculty, and managers in college decisions and sets the expectations for participatory governance. It affirms collegial consultation with the Academic Senate on academic and professional matters (the “10+1”) and calls for meaningful input from all constituency groups when policies and procedures have a significant effect on them. In practice, BP 2510 is the foundation for how advice is formed, documented, and forwarded through councils and committees. This Institutional Effectiveness Manual serves as the AP for this board policy.

BP 2515 (Relationship with the Academic Senate).

BP 2515 specifies the formal relationship between the District and the Academic Senate, including whether the District will engage in mutual agreement or rely primarily upon the Senate’s advice on designated academic and professional matters. It clarifies routing and resolution when differences arise and ensures that curriculum, program, and academic standards are developed through an appropriate faculty-driven process in alignment with law and regulation. Again, this Institutional Effectiveness Manual serves as the AP for this board policy.

BP/AP 3200 (Accreditation).

BP 3200 and AP 3200 assign responsibility for continuous compliance with the Accrediting Commission for Community and Junior Colleges (ACCJC) standards and for sustaining institutional effectiveness. The policy and procedure identify roles (e.g., the Accreditation Liaison Officer and governance bodies) and define the cycle for self-evaluation, midterm reporting, substantive change, and ongoing evidence collection. Operationalized through the work of the Accreditation Steering Committee, they embed accreditation as a continuous quality-assurance practice rather than simply a series of periodic events designed to meet accreditation requirements.

BP/AP 3250 (Institutional Planning).

BP 3250 and AP 3250 establish the District’s integrated planning framework and its link to budgeting. The policy sets direction for long-range and annual planning, while the procedure describes the planning calendar, responsibilities, required inputs (including assessment and disaggregated data), and the flow of recommendations into resource allocation. This framework ensures that strategic priorities, program review findings, and student-success goals are systematically translated into funded actions.

Butte College follows the Community College League of California (CCLC) organization for BPs/APs common within the CCC system:

Chapter	Focus	Topic Examples	IE Manual Connection
1000 – The District	Foundational identity and legal status	Mission, institutional names/boundaries, and ethics	Section I – Foundations: establishes public identity and values
2000 – Board of Trustees	Board authority, duty and delegations	Trustee roles, Board Code of Ethics, meetings, and delegation to S/P	Section II – Decision Making: outlines democratic delegation
3000 – General Institution	College-wide rules & compliance	Public records and retention, data governance, risk management, accessibility, technology, sustainability, and communications	Section III – Committees: supports transparency, accessibility, and data practices for agenda, minutes, artifacts, and open-meeting practices
4000 – Academic Affairs	Teaching/learning and curriculum governance	Curriculum approval, program development/discontinuance, catalog, distance education, academic calendars, and articulation	Section III – Committees: frames Academic Senate 10+1, collegial consultation, student-ready pathways, and curriculum/program processes
5000 – Student Services	Student rights, support, and conduct	Admissions/residency, financial aid, DSPS/ADA, Title IX, student conduct/due process, and FERPA	Section III – Committees: grounds student voice, informing committees evaluating student success and compliance
6000 – Business and Fiscal Affairs	Fiscal stewardship & resources	Budget development, purchasing/contracts, facilities & capital, safety, and audits.	Section II – Decision Making: outlines rules for prioritization and funding decisions
7000 – Human Resources	People policies and employment practices	EEO, recruitment & hiring, evaluation, professional development, leaves, and conflicts	Section III – Committees: training, appointments, composition, and roles

I. Evaluation of Institutional Effectiveness Processes

The college regularly evaluates the decision-making processes, governance structure, and committees outlined in this manual to ensure that these are effective and efficient. The components of this evaluation process include:

- 1. Program Review.** The academic and student services program review process is evaluated and refined periodically based on recommendations by the Academic Senate through the Program Research and Recommendations Committee and the Student Services Leadership Team respectively.
- 2. Planning Processes.** The integrated planning processes and annual unit planning and budget development processes are evaluated annually by the Planning and Budget Committee and refined as necessary.
- 3. Decision Making Process.** College Council reviews and, as necessary, refines the college's overall decision-making processes each year. College Council also reviews committee evaluations to help conduct its overall evaluation of the decision-making processes.
- 4. Committees.** Committees will review their progress and effectiveness annually through the brief written update described in Appendix E. At least once every seven years, each committee will conduct a broader review of its purpose, structure, membership, responsibilities, and operating practices. Institutional Effectiveness will coordinate the review schedule with College Council and the Academic Senate, as applicable. Findings from the periodic review will be incorporated into that year's annual update rather than submitted as a separate report.

Institutional Effectiveness will maintain a central collection of committee updates and evaluations and make them available to College Council as needed. College Council will use this information in its annual review of the college's decision-making processes, document resulting actions or referrals in its minutes, and communicate follow-up to the affected committees.

The Academic Senate retains responsibility for evaluating its standing committees. Existing Senate-reviewed reports that address the information in Appendix E may fulfill these requirements without a duplicate evaluation. The IESC will coordinate with the Academic Senate to assist in recordkeeping for these committee evaluations.

IV. Institutional Norms for Committee Work

A. Overview

Butte College conducts its governance work in the open and with care. This part of the manual explains how meetings proceed, why some bodies must follow the Brown Act (California's open-meeting law), and how we sustain a meeting culture where every participant can contribute meaningfully. The guidance below is intended to be practical. It seeks to help chairs run efficient meetings, help members navigate their roles, and it makes clear to students, employees, and community members what to expect when they engage with our participatory governance system.

B. Parliamentary Procedure

Parliamentary Procedure offers a common language for deliberation. Butte College follows Robert's Rules of Order Newly Revised (12th ed.) as its parliamentary authority for councils and committees, except where law, Board Policy and Administrative Procedure, or adopted standing rules provide otherwise. The purpose of these procedures is not to complicate discussion, but rather to protect equal rights, ensure full and fair debate, and reach clear, recorded decisions. The chair's role is to facilitate discussion, not to dominate the work of the committee. Committee members share the responsibility for maintaining clarity, decorum, and pace as the work of the committee proceeds in a structured, orderly manner.

In practice, meetings unfold in a rhythm that committee members can anticipate and recognize: the body takes up one subject at a time; the chair recognizes speakers in turn; comments address the motion or agenda item at hand; and the chair alternates perspectives so that differing views are heard before a vote. When a proposal is ready for a decision, the chair states the precise question so that everyone knows what is being decided. Most business is adopted by a simple majority of those present and voting, while actions that limit member rights (such as closing debate or suspending a rule) require a supermajority threshold. When a matter is routine and uncontroversial, the chair may seek unanimous consent, where any objection automatically returns the body to the more formal process of a motion, second, debate, and vote.

Parliamentary Procedure also provides democratic guardrails for moments when committees disagree on how to proceed. Members may offer friendly refinements through an amendment; they may ask factual questions through a request for information; they may object to a process error with a point of order; and, if necessary, they may appeal a ruling so that the body (not the chair alone) decides how to proceed. When a discussion needs more work than the meeting can reasonably provide, the body may refer the topic to a subcommittee or postpone it to a time certain, with clear directions about what information is needed next. None of these tools are ends in themselves; they exist to keep the conversation fair, focused, and moving.

Chairs are encouraged to narrate the process lightly as meetings proceed. Brief narration lowers the barrier for students and new colleagues and models the kind of transparent, welcoming practice we expect across governance.

C. The Brown Act

California's Ralph M. Brown Act is the state's open-meeting law for local public agencies. The Board of Trustees and groups that report to the Board are subject to the Brown Act. Many of Butte's governance bodies (the Academic Senate, the Classified Senate, and the Student Senate) qualify as "legislative bodies" under the Act. When the Brown Act applies, the body's meetings must be open and public, with notice and materials posted in advance in accessible formats. The agenda governs what may be discussed and acted upon; as a general rule, non-agendized items are not taken up, except for narrow statutory exceptions. Public comment must be afforded before or during each agenda item, and the body should avoid taking action in response to a comment on a matter not already on the agenda; instead, the chair can note the concern and route it to a future agenda where appropriate.

Open-meeting compliance also extends to how members communicate outside the meeting. A majority of members may not use email, text messages, or "hub-and-spoke" intermediaries to develop consensus outside a noticed meeting. Social media can be used to share information, but members should not engage in online discussions among a majority about matters within the body's jurisdiction. When in doubt, assume that all deliberation belongs in the open meeting, not in back-and-forth messages between members.

Because the Brown Act is a law, it prevails wherever there is a conflict between open-meeting requirements and parliamentary or local rules. Parliamentary procedure then fills in the remaining details: how we structure the debate and make decisions within the boundaries set by the Act.

D. Inclusive Agreements

Agreements play a crucial role in our meetings, serving as the foundation for a respectful, inclusive, and productive environment. By establishing and adhering to these agreements, we create a space where everyone feels valued and heard. They guide our interactions, ensuring that each participant can engage fully and authentically. These agreements help us navigate complex discussions with empathy and understanding, allowing us to focus on deeper insights rather than just consensus. They also promote accountability, confidentiality, and mutual respect, which are essential for effective collaboration and trust-building. In essence, our agreements empower us to overcome biases, embrace diverse perspectives, and foster a community where every voice contributes to our collective growth and learning.

- Prioritize accessibility for all participants. Ensure that the space is accommodating to everyone, considering both physical and digital access needs, and making adjustments as necessary to support full participation.
- Acknowledge and respect intersecting identities. Understand that individuals may belong to multiple marginalized or privileged groups simultaneously, and their experiences reflect these overlapping identities.
- Embrace flexibility in our practices. Be open to adapting procedures and approaches to meet the diverse needs and circumstances of all participants, fostering an inclusive and responsive environment.
- Actively listen and demonstrate respect when others are speaking.

- Speak from your personal experience using "I" statements instead of generalizing with "they," "we," or "you."
- Engage fully, recognizing that community growth depends on including every voice.
- Aim for deeper understanding rather than always seeking agreement.
- Focus on the truths in what is said rather than looking for exceptions.
- Assume good intentions from everyone while acknowledging the potential impact of statements that unintentionally cause harm.
- Maintain confidentiality; stories shared in this space should stay here unless explicit permission is granted to share them elsewhere.
- Recognize and work to overcome historical biases like racism and sexism, and be aware of pervasive misinformation about different groups.
- Avoid blaming ourselves or others for the misinformation we've learned; take responsibility for not perpetuating it once aware.
- Approach this space with openness to learning, growth, and sharing, acknowledging varying stages of learning among participants.
- Trust that everyone is doing their best, understanding that mistakes are part of the learning process.
- Encourage and challenge each other to improve when mistakes occur.
- Respect the reflections and questions of peers, understanding that different learning stages do not excuse problematic statements.
- Use "calling in" and "calling out" approaches thoughtfully and respectfully to facilitate learning among participants.
- Recognize that no one should feel obligated to represent their entire race or gender.
- Share responsibility for ensuring all voices are heard; if dominating discussions, step back to allow others to contribute.
- If inclined to be quiet, challenge yourself to share ideas; facilitators may invite quieter participants to engage actively.

Butte College adopts Inclusive Agreements as shared norms that center respect, access, and learning so that our meetings are places where students, classified professionals, faculty, managers, and community members can all participate fully. These agreements are straightforward. We commit to preparing materials in accessible formats and avoiding jargon wherever possible. We listen to understand before we respond. We speak from our own experience and make space for perspectives different from our own. We assume good intentions and take responsibility for the impact of our actions. We balance airtime, invite quieter voices, and “call in” rather than “call out” when missteps happen. When confidential or sensitive material arises, we follow the law and our policies carefully, and we are transparent about the boundaries of what can be shared.

Chairs model these agreements in simple ways: they preview the purpose of each agenda item, name the decision being asked for, and signal how input will be used. They alternate speakers so that different views are heard, and they summarize the discussion before the body votes. After the vote, they state the result clearly and outline next steps, including who is responsible for the follow-through. Members, for their part, arrive having read the materials; they frame

comments in terms of student impact, equity, feasibility, and alignment to the Strategic Plan; and they bring feedback from their constituencies back into the room. In this way, the conduct of our meetings mirrors the values of our institution: representation, participation, transparency, reason-giving, and accountability.

E. Principle of Complementarity

Parliamentary procedure, the Brown Act, and Inclusive Agreements are complementary; they are separate and distinct characteristics of governance that describe a single practice in complementary registers. Parliamentary Procedure provides the mechanism for deliberation so that each member can participate democratically in the decision-making process. The Brown Act sets the obligation for transparency, outlining what must be open, noticed, and made available to the public. Finally, Inclusive Agreements provide a structure that promotes the representation of individual voices in the work of committees. Together, these complementary principles make committee work both lawful and humane.

Each Brown Act body at Butte College posts agendas at least seventy-two hours before regular meetings, includes a brief description of each item, and provides a clear opportunity for public comment. Each committee, whether Brown Act or not, keeps minutes that summarize the actions taken and record any minority views when consensus is not reached. Each committee also sets a handful of annual goals at the start of the year, reports results in the spring, and participates in periodic evaluations of its effectiveness. Taken together, these practices create a public record that shows not only what was decided, but also how and why those decisions were made.

F. Meetings, Quorum, and Informal Work Sessions

The College's participatory governance system relies on clear rules about when a group may meet, deliberate, and act. Those rules differ slightly for Brown Act legislative groups and for participatory governance committees that are not subject to the Brown Act. In all cases, a quorum is the minimum number of voting members who must be present for business to be validly transacted (Robert's Rules of Order Newly Revised, 12th ed. [RONR] §40:1).

Committee charters and bylaws should define a quorum explicitly. Unless otherwise provided, both the Brown Act and RONR assume that a quorum is a majority of the voting members of the body. For local legislative bodies, this is grounded in Education Code provisions on community college governing boards and in Government Code sections governing open meetings (e.g., Gov. Code §§ 54950–54953). If no quorum is present, the body's ability to act is sharply limited.

1. Brown Act–Governed Bodies

Some Butte College groups are “legislative bodies” under California's Ralph M. Brown Act and are therefore subject to its open-meeting requirements. For these groups, the definition of a meeting, quorum, and permissible actions come primarily from Government Code §§ 54950–54963, with secondary considerations outlined in local Board Policies and Administrative Procedures.

The Legislature has declared that local agencies, including community college districts, “exist to aid in the conduct of the people’s business” and that it is the intent of the law that their actions and deliberations be conducted openly (Gov. Code § 54950). A Brown Act “meeting” occurs when a majority of the members of a legislative body congregate at the same time and location, including teleconference locations permitted by law, to hear, discuss, deliberate, or take action on items within the body’s jurisdiction (Gov. Code § 54952.2(a)). All meetings of the legislative body of a local agency must be open and public, except as otherwise provided in the Brown Act (Gov. Code § 54953(a)).

For Brown Act bodies, a quorum is ordinarily a majority of the members, as provided in Education Code provisions on community college governing boards and in local Board Policies (e.g., BP on Meetings of the Board) that implement state law. Without a quorum, the body may not take action on agenda items. Actions taken in violation of specified Brown Act provisions can be challenged and, in some circumstances, declared null and void through the “cure and correct” process (Gov. Code § 54960.1).

When a Brown Act body convenes and it is determined that a quorum is not present, the chair should:

- a. Call the meeting to order and announce that a quorum is not present;
- b. Refrain from taking action or deliberating on substantive agenda items, consistent with the requirements that collective deliberations occur only at Brown Act-compliant meetings (Gov. Code §§ 54952.2, 54953); and
- c. Entertain only minimal formal actions such as adjourning the meeting or continuing it to a future date and time consistent with the Brown Act and local policy (Gov. Code §§ 54954, 54955).

Because the Brown Act’s purpose is to prevent decision-making outside publicly noticed meetings, members of a Brown Act body should not stay and “informally” discuss agenda business as a group once it is clear that the meeting lacks a quorum or has been adjourned. Doing so risks creating an unlawful meeting (Gov. Code § 54952.2(b)). Instead, agenda items should be held over to a properly noticed meeting at which a quorum is present.

2. Non-Brown Act Participatory Governance Committees

Most participatory governance committees at Butte College are not “legislative bodies” under the Brown Act. These committees operate under local charters and bylaws with Robert’s Rules of Order Newly Revised (12th ed.) as the default parliamentary authority. For these bodies, quorum and no-quorum rules are taken from RONR unless otherwise specified.

Under RONR, a quorum is the number of members who must be present “in order that business can be validly transacted” (RONR §40:1). Unless the bylaws or the motion creating a committee provide otherwise, the quorum for a committee is a majority of its members (RONR §40:5). In the absence of a quorum, any business transacted—other than a few limited procedural actions—is null and void (RONR §40:6). The rule against doing business without a quorum cannot be suspended, even by unanimous consent.

When a non-Brown Act committee meets and it is determined that a quorum is not present, the chair should:

- Call the meeting to order and announce that a quorum is not present;
- Limit the body's official actions to the four motions that are in order without a quorum: fix the time to which to adjourn, adjourn, recess, or take measures to obtain a quorum (RONR §40:7); and
- Ensure that the minutes record only that no quorum was present and that no business was transacted (RONR §40:6; §48:1–2).

RONR recognizes that members who act without a quorum “do so at their own risk”: the assembly is free to ratify or decline to ratify their work at a later, properly convened meeting (RONR §40:6; §10:54–57). To keep this boundary clear, Butte College distinguishes between official committee meetings and informal work sessions.

3. Informal Work Sessions (Non–Brown-Act Committees Only)

After a non–Brown-Act committee has formally adjourned for lack of quorum, the members who are present may choose to remain and work informally. In that setting, they are not meeting as the committee for purposes of decision-making; rather, they are preparing information and draft materials for future consideration.

During an informal work session:

- No motions are made, no votes are taken, and no decisions or recommendations are issued on behalf of the committee;
- Members may review data, explore options, and draft proposed language or recommendations; and
- Any products are clearly labeled as drafts prepared by members present and must be placed on a future agenda for consideration and possible adoption at a meeting where a quorum is present.

Minutes for the date should reflect only the official meeting actions (for example, “Meeting convened; quorum not present; adjourned to [date/time]”). Informal work sessions are not recorded as meetings of the committee, and their products carry no standing until formally adopted.

4. Practical Expectations for Butte College Committees

To keep practice consistent across the college, committee charters and bylaws should specify whether the body is subject to the Brown Act and define quorum in a way that matches that status. Chairs are expected to:

- Confirm Brown Act status and quorum requirements at the start of each academic year;
- Verify quorum at the beginning of each meeting and again before taking action on major items;
- Follow Brown Act rules when applicable, including avoiding informal group deliberations when a quorum is not present (Gov. Code §§ 54950, 54952.2, 54953); and
- For non-Brown Act committees, use RONR as the default authority and clearly distinguish between official meetings and informal work sessions.

These expectations, together with the Brown Act guidance and parliamentary-procedure overview in this section of the Institutional Effectiveness Manual, ensure that Butte College's decision-making remains transparent, lawful, and democratically grounded while still allowing committees to prepare thoughtfully for future action.

Appendix A: Committee Charter Template

[Insert committee name] COMMITTEE CHARTER

ARTICLE I: NAME

The name of this committee shall be [insert committee name].

ARTICLE II: PURPOSE

This committee is established to: [clearly state the primary purpose or mission, e.g., "oversee the development and implementation of technology-related infrastructure at Butte College." *This is the first of three critical articles in a charter. Write this carefully.*]

ARTICLE III: AUTHORITY

This committee operates under authority granted by: [e.g. the Board of Trustees of Butte-Glenn Community College District in accordance with California Education Code, Sections (reference specific sections, if applicable). *This is the second of three critical articles in a charter. Define this with care as it defines where the committee sits within the organization chart of the institution.*]

ARTICLE IV: RESPONSIBILITIES

This committee will:

- Oversee [specific task or function, e.g. "Provide oversight for the planning and budgeting process in times of augmentation or reduction."];
- Review and recommend [specific task or function, e.g. "Annually review the prior year's Board Budget Criteria and make recommendations for continuation or changes to the President for consideration by the Board."]; and
- [Other responsibilities related to the committee's purpose. This is the last of the three critical articles and should be carefully constructed].

ARTICLE V: MEMBERSHIP

The committee will consist of members from the following constituency groups: [along with the chair and any other officers, list the number of members from each of the constituent groups: two student members, two classified professionals, two faculty, and two MSC Association members], as described in the current committee bylaws. These bylaws also detail the voting rights, terms, and election or appointment procedures for all members.

ARTICLE VI: MEETINGS

The committee will meet [define the frequency, e.g. "twice per month during the academic year" or perhaps "as deemed necessary"] as outlined in the current committee bylaws.

ARTICLE VII: AMENDMENTS

Amendments to this charter may be proposed by any committee member but must be approved by [specific percentage or number, e.g. "two-thirds of the seated committee members exercising their right to vote"]. Moreover, amendments must also be ratified by [higher authority, e.g. "Butte-Glenn Community College District Board of Trustees" or "the Superintendent/President of the District"] in order to take effect.

ARTICLE VIII: DISSOLUTION

The [insert Committee Name] will remain active until dissolved by formal action of [higher authority, e.g. "Butte-Glenn Community College District Board of Trustees" or "the Superintendent/President of the District"]].

Appendix B: Committee Bylaws Template – Brown Act

[Insert committee name] BYLAWS, [insert date adopted/revised]

ARTICLE I: NAME

The name of this committee shall be [insert committee name].

ARTICLE II: PURPOSE

The purpose of this committee is: [insert a brief purpose statement].

ARTICLE III: MEMBERSHIP

1. Seated Members: [insert details on the number of members and their categories such as: students, classified staff, faculty, MSC, administrators, etc.]
2. Terms of Membership: [state length of term for members and any term limit policies. For example, all committees that are standing subcommittees of the Academic Senate have three-year terms, with a maximum of two consecutive terms for each member. The elections should be staggered so that roughly equal numbers are elected each cycle].
3. Member Responsibilities: [describe the duties and responsibilities of members].

ARTICLE IV: BROWN ACT COMPLIANCE AND PARLIAMENTARY AUTHORITY

1. All meetings of the [insert committee name] shall be open to the public, in compliance with the Ralph M. Brown Act, California Government Code §§ 54950-54963.
2. All meetings shall be conducted in accordance with *Robert's Rules of Order (Revised Edition)* as modified by the Brown Act.
3. Agendas for all regular meetings shall be posted at [insert location or web address] at least 72 hours in advance of the meeting date and time, as noticed on the published agenda. Special meeting agendas shall be posted at least 24 hours in advance. Time shall be set-aside on each agenda to provide an opportunity for the public to address this committee on any item of interest to the public. Time limits for public participation shall be stipulated on the agenda.
4. Decisions will be reached by majority vote of members present and choosing to exercise their right to vote on motions that receive a second. [Note: certain types of motions may require a supermajority, as described in *Robert's Rules of Order (Revised Edition)*.]
5. Minutes will be taken at each meeting and include the results for all votes taken. These minutes will be presented for approval vote at the next noticed meeting and made publicly available at [insert location or web address].

ARTICLE V: MEETINGS

1. Regular Meetings: [insert frequency of regular meetings].
2. Special Meetings: [provide provision for special meetings].
3. Quorum: [define quorum, e.g. "a majority (50% + 1) of the seated membership"].

ARTICLE VI: OFFICERS AND THEIR DUTIES

[List officers, such as Chair, etc. and describe their respective duties.]

ARTICLE VII: SUBCOMMITTEES

[Describe the creation and purpose of any standing subcommittees.]

ARTICLE VIII: AMENDMENTS

[Provide a process for amending the bylaws.]

Appendix C: Committee Bylaws Template – Non Brown Act

[Insert committee name] BYLAWS, [insert date adopted/revised]

ARTICLE I: NAME

The name of this committee shall be [insert committee name].

ARTICLE II: PURPOSE

The purpose of this committee is: [insert a brief purpose statement].

ARTICLE III: MEMBERSHIP

4. Seated Members: [insert details on the number of members and their categories such as: students, classified staff, faculty, MSC, administrators, etc.]
5. Terms of Membership: [state length of term for members and any term limit policies. For example, all committees that are standing subcommittees of the Academic Senate have three-year terms, with a maximum of two consecutive terms for each member. The elections should be staggered so that roughly equal numbers are elected each cycle].
6. Member Responsibilities: [describe the duties and responsibilities of members].

ARTICLE IV: PARLIAMENTARY AUTHORITY

6. All meetings shall be conducted in accordance with *Robert's Rules of Order (Revised Edition)*, with agendas distributed to all members in advance of the meeting date.
7. Decisions will be reached by majority vote of members present and choosing to exercise their right to vote on motions that receive a second. [Note: certain types of motions may require a supermajority, as described in *Robert's Rules of Order (Revised Edition)*.]
8. Minutes will be taken at each meeting and include the results for all votes taken. These minutes will be made available to members prior to the next meeting date and presented for approval vote at the next noticed meeting.

ARTICLE V: MEETINGS

4. Regular Meetings: [insert frequency of regular meetings].
5. Special Meetings: [provide provision for special meetings].
6. Quorum: [define quorum, e.g. "a majority (50% + 1) of the seated membership"].

ARTICLE VI: OFFICERS AND THEIR DUTIES

[List officers, such as Chair, etc. and describe their respective duties.]

ARTICLE VII: SUBCOMMITTEES

[Describe the creation and purpose of any standing subcommittees.]

ARTICLE VIII: AMENDMENTS

[Provide a process for amending the bylaws.]

Appendix D: Participatory Governance Committee Charters (Insert here).

Appendix E Governance Committee Evaluation

Purpose

Committee reporting provides a brief record of accomplishments, effectiveness, and needed improvements. The process uses existing committee work and records, whenever possible.

Annual Committee Update

Each May, the committee will review its work during a regular meeting. The chair will submit a brief written update to Institutional Effectiveness and share it through the reporting lines established in the committee's charter. The committee's review will be documented in its minutes. The update will utilize a form approved and published by IESC and should normally be one page and address the following:

Committee information	Committee name, academic year, chair, and date of committee review. Confirm that the published charter, bylaws, membership, and meeting schedule are current, or identify needed updates. Note known appointments and anticipated vacancies for the following year. A link to current committee information is sufficient; documents and rosters need not be reproduced.
Progress and accomplishments	Briefly describe progress on the committee's responsibilities and annual priorities, including significant recommendations and their status, when known. Identify important unfinished work.
Effectiveness and improvements	Briefly describe what worked well, any barriers to effective participation or completion of the committee's work, and changes or support needed. Note progress on improvements identified previously, when applicable.
Coming priorities	Identify the principal responsibilities, continuing work, or priorities anticipated for the following academic year. These may be confirmed or adjusted when the committee reconvenes in the fall.

Brief responses are sufficient and links or references to existing records may be provided instead of attachments. A committee that did not meet during the year may submit a brief explanation and identify any follow-up needed.

Periodic Evaluation

On the seven-year schedule coordinated by Institutional Effectiveness, the committee will use its charter, bylaws, annual updates, minutes, and other relevant existing records to consider whether its purpose, structure, membership, and operating practices continue to meet institutional needs. The review will also consider follow-through on previously identified improvements.

The committee will summarize the findings and any recommended changes in that year's annual update, expanding its length only as needed. A separate evaluation report or presentation is not required.

The Academic Senate is responsible for evaluating its standing committees. Its established review process and existing reports may satisfy these expectations when they address the same information.

Review and Follow-Up

Institutional Effectiveness will maintain a central collection of updates and evaluations. College Council will consider the information in its annual review of institutional decision-making and identify any needed follow-up. Individual committee discussions may be scheduled when a specific issue requires attention.

Proposed changes to committee charters, bylaws, or responsibilities must follow the applicable consultation and approval processes; submitting an annual update does not itself authorize those changes. These provisions do not replace committee-specific reporting or evaluation requirements established by applicable law, Board Policy, Administrative Procedure, or an approved committee charter.

Appendix F – Standard College Meeting Calendar

	Monday	Tuesday	Wednesday	Thursday
1st	Curriculum 3pm	Institutional Effectiveness 8am Sustainability 8am Student Senate 2pm Enrollment Management 2pm	Land Use 8am Classified Senate 11am Academic Senate 3pm	Student Standards & Practices 2pm
2nd	U in Butte 3pm Program Review & Recommendations 2pm Distance Education 3:30pm	College Council 8am Student Senate 2pm Planning & Budget 3:30pm	Accreditation Steering 3pm Academic Technology 3:30pm Early Alert Advisory 4pm	MSC Association 10am Student Standards & Practices 2pm
3rd	Curriculum 3pm	Institutional Effectiveness 8am Student Senate 2pm Enrollment Management 2pm Professional Development 3pm Grant Program Advisory 3pm	Classified Senate 11am Academic Senate 3pm	Technology Planning 12:30pm Student Standards & Practices 2pm
4th	U in Butte 3pm Program Review & Recommendations 3pm	College Council 8am Student Senate 2pm Planning & Budget 3:30pm	Educational Planning 3pm Academic Technology 3:30pm	Wellness 3pm
5th	Curriculum 3pm		Academic Senate Forum 3pm	