

Butte College

Institutional Effectiveness Manual



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

April 2021

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President's Message



Butte College is a place where faculty, classified staff, and managers perform miracles for students every day. What we do makes a real difference in the lives of our students and in the vitality of our communities. However, Butte College is an incredibly complex organization that operates in a rapidly changing environment.

To meet the state's workforce needs the entire California Community College system is focusing on significantly improving student completion and, as a result, Butte College is going through one of the greatest transformations in its history. The sheer scale of these changes make it difficult for the college to perform effectively while maintaining high employee morale.

The key for a complex organization to succeed in this environment is focus. Everything we do must support student learning and student achievement. Student learning is the knowledge a student gains through his or her educational experience. Student achievement is meeting the goal the student establishes and/or the tangible gain a student attains by going through the educational process. Achievements can include grades, workforce skills, degrees, certificates, transfer, and gainful employment.

In our complex environment there are three ways to improve student learning and student achievement without burning out our employees. These are 1) providing more resources to support students, 2) operating our existing processes more effectively and/or 3) refining our processes to make them more efficient and/or to improve their outcomes.

This document 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 these priorities, support program excellence, and assess results so that we can make appropriate adjustments.

By streamlining and aligning our efforts we can improve student learning and student achievement in a sustainable way that allows our faculty and staff to maintain an effective work-life balance.

Butte College is the pathway to a better life for our students. As community college professionals we have a moral obligation to do everything we can, as individuals and collectively, to support the success of our students. I know that I can count on your support as we continue to maintain this singular focus.

A handwritten signature in black ink that reads "Samia Yaqub". The signature is written in a cursive, flowing style.

Dr. Samia Yaqub

Butte College Mission Statement

Butte College is a student-centered learning institution which provides quality education and support services that are continuously evaluated and improved, to prepare students to be productive members of a diverse, sustainable, and ever-changing global society. We provide career and transfer pathways for students to become life-long learners and critical thinkers through the mastery of basic skills, workforce training, and the achievement of degrees and certificates.

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.

Butte College Vision Statement

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

ORGANIZATION

This section of the manual describes how the college’s constituencies participate in decision-making to implement the core processes required to continuously improve student learning and student achievement.

Student Progression and Completion Model

The Student Progression and Completion Model, shown below, defines the outcomes the college is attempting to obtain at each step in the student’s progression through the college.

Student Progression (Lead and Support Committee for each step)	CONNECTION Interest to Application (Lead: Student Equity and Achievement Program Advisory Committee (SEAPAC) Program Committee; Support: Enrollment Management (EM), Guided Pathways Steering Committee (GP))	ENTRY Application to Completion of Gatekeeper Courses – includes new, returning and transfer students (Co-Leads: GP, and SEAPAC; Support: EM)	PROGRESS Entry into Course of Study to 75% Requirements Completed (Lead: GP; Support: SEAPAC, EM, Program Research and Recommendation (PRR), and EM)	COMPLETION Complete Course of Study to Credential with Labor Market Value (Lead: GP; Support: SEAPAC, PRR and EM)
	Outcomes	<ol style="list-style-type: none"> College creates, updates and meets FTES goals (EM) Outreach efforts create conditions that convey to students unique possibilities available at Butte College and to meet college FTES goals (EM, SEAPAC) The college focuses students on potential careers and the academic programs aligned with these careers (SEAPAC, GP) College and programs collaborate with feeder high schools to better align efforts to maximize preparation and success (SEAPAC) College provides concurrent and dual enrollment opportunities and College Connection (EM) College provides the appropriate mix of high-tech and high-touch services (SEAPAC) 	<ol style="list-style-type: none"> At entry new, returning, and transfer students receive the services they need (e.g. orientation, assessment, financial aid, counseling, etc.) to select a meta-major and, ultimately, an academic program (SEAPAC) Students are assessed for college readiness and, as needed, guided to appropriate resources (SEAPAC) Students establish goals and educational plans that provide them with actionable pathways to achieve their goals (SEAPAC) If required by their goals, students complete transfer English and Math within their first year (SEAPAC, EM, GP) College schedule provides the classes needed to meet these outcomes (EM) 	<ol style="list-style-type: none"> Students enter an academic program as soon as they are ready (GP) Students progress toward completing their programs of study and the college tracks their progress and intervenes if they veer off course (SEAPAC) If required by their goals, students earn a progression focused local certificate (GP, PRR) College programs and course offerings are aligned with labor market and transfer requirements, designed to be as efficient as possible, and refined based on learning outcomes (PRR) College services focus on supporting student success, persistence and completion by maintaining contact with students and conducting appropriate evaluations and interventions (SEAPAC) College schedule provides the classes needed to meet these outcomes (EM) College meets its progress and achievement goals (GP)

Academic Senate, Operating units, Learning Council and Curriculum Committee support each step

Institutional Processes

The college achieves its outcomes through the implementation of its institutional processes. Some of these processes, such as Student Pathway Onboarding and Instruction, directly impact students. Others, such as Human Resource Recruitment, Development, and Management indirectly impact students but provide the support needed for the college to meet its desired outcomes.

The diagram below shows the relationship between the core processes, Strategic Initiatives, Student Achievement Goals, and Board Vision. 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 Initiatives are how the implementation of the core processes are refined and/or better resourced to meet the target.



There is a relationship between the College’s processes, its Strategic Initiatives, and its goals for student achievement. Operating within the mission and in concert with its values, the college operates its institutional processes to achieve its outcomes. The Strategic Initiatives are designed to improve these outcomes by refining processes to maximize efficiency and effectiveness and establishing priorities for the allocation of additional resources. Through the efficient and effective implementation of its processes the college meets its goals for student learning and student achievement, achieves its goals and accomplishes the Board’s vision.

Committees and Institutional Processes

Executive Summary. The college's core processes are the means through which it accomplishes its mission and supports student learning and student achievement. Everything at the college, to include the committee structure, should be aligned with the core processes. The college's committee structure is designed to ensure that there is appropriate constituent group input into the procedures and decisions that guide the implementation of the college's core processes. The college's operational units (departments, deans and directors, and vice president areas) then implement these procedures and decisions. Faculty are expected to meet their college service requirement on committees that are part of the college's committee structure as described in this manual.

Exclusions. There are two criteria for committees being included in this manual. The first is that the committee is aligned with the college's core processes and the second is that the committee is managed by the college. There are other campus groups that meet and do good work but, based on the criteria, are not listed in this manual. Groups that are specifically excluded include: Constituent Groups, operational group meetings with membership that is solely defined by position (President's Leadership Team, Learning Council, Deans and Directors, Student Services Leadership Team), Sub-Committees, Task Forces, Event Planning Committees (e.g. Gala, Book in Common, Wordspring), and Advisory Committees. Academic Senate Standing Committees are listed with the appropriate process. However, only those Academic Standing Committees that are also College Committees, with representation from other constituencies, are included in the detailed committee descriptions.

Institutional Processes and Governance Committees. A description of each institutional process along with the assigned governance committee(s), Student Progression and Completion Model step, and outcome(s) is listed below. Committees may support more than one process. Committees are portrayed in bold the first time they appear in the document.

Curriculum Development and Refinement

- Description: Defines the programs and courses offered by the college, ensures that these are aligned with workforce and transfer institution requirements, and provides the curricular structures to maximize student learning and student achievement.
- Oversight Committee: **Curriculum Committee**
- Student Progress and Completion Model Steps: All
- Outcomes: Programs and course requirements and Student Learning Outcomes are defined. Programs and courses are logically sequenced to maximize student learning and student achievement. Students in each academic program, as appropriate, complete degrees, certificates, and transfer.

Enrollment Management

- Description: Develops the college's enrollment targets, provides guidance to operational areas to support the achievement of enrollment targets, and provides support for Instruction as it develops and implements of a schedule that meets the college's enrollment targets.
- Oversight Committee: **Enrollment Management Committee, Guided Pathways Steering Committee**
- Student Progression and Completion Model Step(s): All
- Outcomes: The college supports Instruction to develop and implement a program-based class schedule that maximizes student learning and student achievement while maintaining the financial viability of the institution by generating sufficient FTES at a reasonable cost (FTEF).

Recruitment and Outreach

- Description: Encourages potential applicants to select Butte College. This includes students in the service area, out-of-area students, out-of-state students, non-traditional students, and international students
- Oversight Committee: **Enrollment Management Committee, Guided Pathways Steering Committee**
- Student Progression and Completion Model Step(s): Entry
- Outcomes: The College and its programs attract a sufficient number of students to be financially viable.

Student Pathway Onboarding

- Description: Ensures that students select an academic program, complete required developmental coursework, and enter a program of study
- Oversight Committees: **Student Equity and Achievement Program Advisory Committee (SEAPAC), Guided Pathways Steering Committee**
- Student Progression and Completion Model Step(s): Entry
- Outcomes: Students complete developmental coursework and enter a program of study

Instruction

- Description:
 - Recommends the development of new programs, helps existing programs to maintain their vitality and recommends the discontinuance of programs that are no longer necessary.
 - Develops an instructional schedule that provides students with the courses they need to achieve their goals.
 - Provides instruction that enables students to achieve their goals and meet program and course learning outcomes.
- Oversight Committees: **Program Research and Recommendation Committee, Curriculum Committee, Student Learning Outcomes Committee*, Distance Education Committee***, Guided Pathways Steering Committee, Student Equity and Achievement Program Advisory Committee (SEAPAC)
- Student Progression and Completion Model Steps: All
- Outcomes: Programs are aligned with labor market and student needs while maintaining the college's financial viability. Students meet program and course learning outcomes, earn degrees, certificates, transfer, and move into the labor market.

Student Support

- Description: Student support professionals provide services and integrate their efforts to maximize student learning and student achievement
- Oversight Committees: Student Equity and Achievement Program Advisory Committee (SEAPAC), **Academic Council, Early Alert Committee, Guided Pathways Steering Committee**
- Student Progression and Completion Model Step(s): All
- Outcomes: Students are advised effectively, placed appropriately, and effectively supported throughout their progression through their academic programs. Students earn degrees, certificates, transfer and move into the labor market.

Human Resource Recruitment, Development and Management

- Description: Recruits, hires, develops, manages and supports faculty, classified staff, managers, and administrators.
- Oversight Committees: **Equal Employment Opportunity Committee, Equivalency Committee*, Professional Development Steering Committee, Faculty Flex Committee*, Leave Tenure and Professional Advancement Committee***,
- Student Progression and Completion Model Step(s): All
- Outcomes: A qualified, committed, and diverse workforce that is committed to the mission of the institution and its values.

Facilities Planning and Management

- Description: Plans, constructs, maintains, and manages the college's physical resources to include buildings, grounds, and the undeveloped portion of the campus
- Oversight Committees: **Facilities Master Planning Committee, Land Use Committee, Safety Committee**
- Student Progression and Completion Model Step(s): All
- Outcomes: Safe, adequate, clean, and effectively managed facilities and campus that support student learning and student achievement

Technology Support

- Description: Plans, implements, and manages the college's information management and technology resources to include the enterprise resource planning (ERP) system, other software packages, the network, classroom technology, and personal computing resources.
- Oversight Committee: **Technology Council, Distance Education Committee*, Academic Technology Committee***
- Student Progression and Completion Model Step(s): All
- Outcomes: Secure, accessible, and reliable technology systems that support student learning, student achievement, and maximize faculty, staff, and administration efficiency and effectiveness.

Integrated Planning. Includes the Planning, Budgeting, and Assessment (annual) process and the Multi-year Integrated Planning System

- Description: An integrated system through which the college determines its institutional focus, establishes priorities to maximize student learning and student achievement, aligns its processes and resource allocations to accomplish these priorities, evaluates student learning and achievement outcomes, and makes refinements to priorities and processes as these become necessary.

- Oversight Committees: **Planning and Budget Committee, Educational Master Planning Committee**, Student Learning Outcomes Committee, Program Research and Recommendations Committee, Guided Pathways Steering Committee, Student Equity and Achievement Program Advisory Committee (SEAPAC)
- Student Progression and Completion Model Step(s): All
- Outcomes: The college and its programs align their efforts to maximize student learning and student achievement. The college evaluates its effectiveness at meeting program and course SLOs, its standards for student achievement, and its progress toward student achievement goals. Priorities are established and resources allocated when shortfalls are identified.

Institutional Alignment, Effectiveness, and Morale

- Description: Ensures the college's committee structure, recognition systems, and overall organizational structure are aligned to maximize student learning and student achievement, and to implement the college's Strategic Initiatives.
- Oversight Committees: **College Council, Accreditation Steering Committee**, Committees required to provide oversight for each approved Strategic Initiative – currently **Diversity Committee, Sustainability Committee, and Campus Well-Being Committee**
- Student Progression and Completion Model Step(s): All
- Outcomes: The College's committee structures and organization facilitate alignment of effort and the effective and efficient implementation of initiatives to maximize student learning and student achievement.

* Academic Senate Standing Committee. Details about these committees may be found in the Academic Senate [Bylaws](#).

The college's Governance Committees are below. Description, purpose, and membership of these committees are found at Appendix H. The Standard College Meeting Calendar (Appendix J) provides meeting dates and times.

- Academic Council
- Accreditation Steering Committee
- Campus Well-Being Committee
- College Council
- Curriculum Committee
- Diversity Committee
- Early Alert Committee
- Educational Master Planning Committee
- Equal Employment Opportunity Committee
- Enrollment Management
- Facilities Master Planning Committee
- Guided Pathways Steering Committee
- Land Use Committee
- Planning and Budget Committee
- Professional Development Steering Committee
- Program Research and Recommendation Committee (PRR)
- Safety Committee
- Student Equity and Achievement Program Advisory Committee (SEAPAC)
- Sustainability Committee
- Technology Council

Committees, Task Forces, and Operational Groups

In addition to committees, at any one time, there are a number of task forces and operational groups working to refine and manage our processes. The differences between committees, task forces, and operational groups are described below. Only committees are listed in this manual.

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 people with a functional responsibility for the process, activity, or program as well as representatives from constituent groups (Academic Senate, Classified Senate, Management Association, Associated Students). 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. The committee reports to the group(s) that chartered it (typically administration, Academic Senate, or a vice president area) and makes recommendations to that group(s).

Example. Diversity Committee. This group provides oversight for the college's diversity and inclusion efforts as well as managing, through a subcommittee, the Diversity Days event. It includes members with functional responsibilities (HR, Student Equity) as well as members representing constituent groups. This committee reports to the Administration.

Task Force

Purpose. Recommends needed changes to a process(es), activity(ies), or program(s).

Functions Scope is relatively narrow and focused on the development and implementation of the needed changes.

Timeline. Temporary. Dissolves when its task(s) is completed.

Reporting and Recommendations. The task Force reports to the group that chartered it (typically administration, Academic Senate, or a vice president area) and makes recommendations to that group. These may include changes to policies and procedures.

Membership. Includes people with a functional responsibility for the process(es), activity(ies), or program(s) as well as representatives from constituent groups (Academic Senate, Classified Senate, Management Association, Associated Students). The role of the representational members is to ensure diverse voices, input from the constituency and to report back to the constituent group. Task Force membership tends to be more functional than representational.

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

Operational Group

Purpose. Implements a process(es), activity(ies), or program(s).

Functions. Implements a process(es), activity(ies), or program(s) within existing policies and procedures. May recommend changes to procedures but these changes must then go through the appropriate governance process for approval.

Timeline. Ongoing.

Reporting and Recommendations. An operational group responds to the operational area (VP, Dean/Director) that established it.

Membership. Includes people with a functional responsibility for the process(es), activity(ies), or program(s).

Examples. The Learning Council and the Reg2Go Committee are examples of operational groups that coordinate and implement established programs and/or policies.

Establishing a Committee

The college is committed to ensuring that its decision-making structure is aligned with its institutional processes and strategic initiatives. Additionally, in this very dynamic environment, it is critical that the valuable employee time spent on committees is meaningful and provides input that results in decisions that improve student access, equity, success, and achievement.

Establishing a committee requires a significant amount of institutional time and effort that must be sustained if the group is going to have a meaningful impact. For this reason, the college makes it difficult to establish a new committee. This process includes the following steps.

1. Define the need. This need must be aligned with the operation of an institutional process or the implementation of a college strategic initiative or be directed by the Education Code or Title 5.
2. Meet with VP, Institutional Effectiveness to determine if the need requires an ongoing committee or can be met by an existing group or the establishment of a temporary task force.
3. Develop the proposed committee structure. This includes all the information required for committees in this manual to include the purpose of the committee, how membership is determined, and meeting dates and times.
4. Gain approval for the committee by the College Council.
5. If approved, begin operating the committee, provide information to Institutional Effectiveness annually, and evaluate the committee on the schedule provided by the College Council.

The college conducts integrated planning to maintain and improve student learning and student achievement. Through this process, the college plans, prioritizes, and allocates resources. The integrated planning system has two components. The first is the Multi-Year Integrated Planning Systems (MIPS) by which the college establishes its long-term strategy and priorities. The second is the annual Planning, Budgeting and Assessment (PBA) process by which the college refines its strategies, conducts unit planning, and allocates resources.

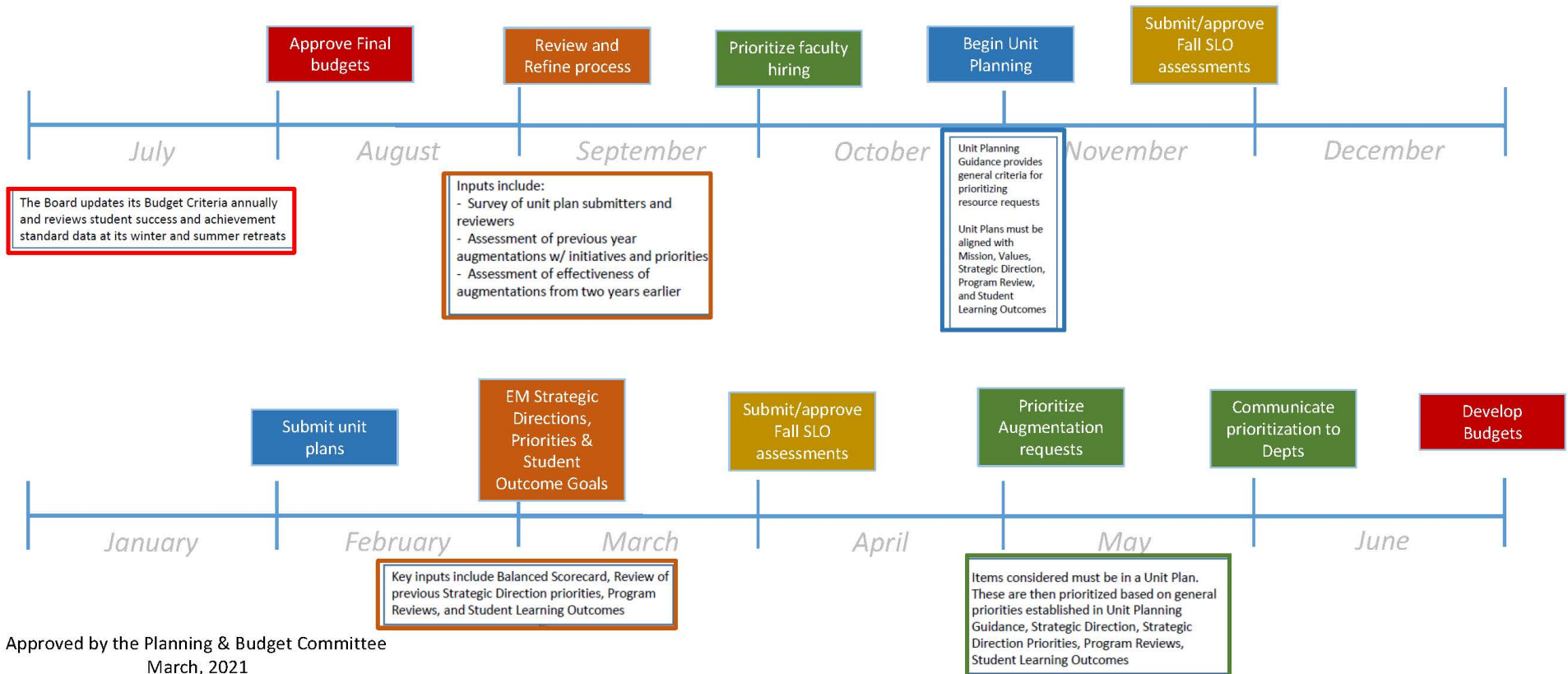
Multi-year Integrated Planning System (MIPS)

Through MIPS the college establishes and refines its institutional bedrock (mission, values, code of ethics, etc.), establishes Strategic Initiatives, and aligns its various planning efforts (Educational Master Plan, Supporting Plans, Program Reviews, and Unit Plans) to implement the Strategic Initiatives. Program Reviews are conducted by academic and Student Services programs on a six-year cycle. For administrative units, the annual unit plan serves as the program review. The results of Academic Program Reviews are discussed by the College Council and, as necessary, by the Program Research and Recommendations Committee. The Planning and Budget Committee provides oversight for the MIPS.

The connection point between MIPS and PBA is the college's Strategic Direction. The Strategic Direction is the current implementation strategy for the college's Strategic Initiatives. Through the PBA Process the Educational Master Planning Committee reviews and updates the Strategic Direction, Institutional Priorities, and Standards and Goals for Student Achievement each year. These are then approved by the college's constituent groups with the Planning and Budget Committee arbitrating if agreement cannot be reached. Departments then conduct unit planning based on these items, student learning outcomes (SLOs) assessment, and student achievement results. After unit plans are completed, the deans and directors and then the vice presidents prioritize resource requests which are then consolidated into an institutional augmentation list by the President's Leadership Team. The Planning and Budget Committee reviews this list and recommends refinements and ultimately inclusion into the college's budget.

PBA Process

Planning, Budgeting, and Assessment Process (PBA)



Approved by the Planning & Budget Committee
March, 2021

The MIPS and PBA processes are evaluated and, if necessary, refined by the Planning and Budget Committee each year. The most current version of these processes may be found on the college's [Planning, Budgeting, and Assessment](#) webpage. Additionally, the Student Learning Outcomes page provides information and timelines for the assessment process.

Program Reviews are conducted by academic and Student Services programs on a six-year cycle. For administrative units the annual unit plan serves as the program review. The results of Academic Program Reviews are discussed by the Program Research and Recommendations Committee. Program Reviews in other areas are discussed by the leadership team in that area.

Student Learning Outcomes (SLOs) are defined for each academic program, course, and Student Services program. Academic program and course SLOs are developed and refined through the curriculum process while Student Services SLOs are defined by the service providers. At the institutional level, assessment of academic program and course SLOs occurs in two ways – by each faculty member during the semester and documented during grade submission, and through a “department dialogue” that occurs each semester. Additionally, programs use a variety of idiosyncratic methods to supplement these assessments. Program and course SLOs are aligned and departments are responsible to ensure that each program SLO is assessed every seven years as a minimum. Required improvements are included in the annual unit planning process. Student Services and Administrative Unit Outcomes are defined, assessed, and evaluated on a cycle defined by the programs that ensures that each outcome is assessed at the appropriate frequency but at least once every seven years. The results of the Student Services SLO assessment and Administrative Unit Outcomes assessment are captured in the college's Outcomes Repository.

Decision-Making

There are a number of legal and regulatory processes that the college must follow as it makes decisions. These establish roles for various groups as well as processes that the college must follow when making decisions. To meet these requirements and to effectively make decisions, the college has established a number of coordination processes to ensure effective participation by campus constituents in decision making.

Decision-Making Philosophy

The focus of our mission is student learning. 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:

- does not always imply agreement;
- does not always require the same level of involvement by all participants at all times; and
- places the ultimate responsibility for decisions with the President and the Board of Trustees.

Butte College's organizational functioning is based on our mission, institutional values, strategic direction, 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.

Characteristics of Effective Decision-Making

We believe that an effective decision-making structure at Butte College must have the following characteristics:

- It focuses the entire college on student learning and student achievement;
- 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;
- It facilitates the coordination of the work of the various groups to ensure that we collectively make the best decisions;
- It is clearly understood and provides clear pathways for involvement for the entire campus community;
- 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;
- It uses information from faculty, staff, students, and the community to drive the college's strategic direction;
- It achieves an appropriate balance between decentralized and centralized decision-making;
- It fosters continuous organizational improvement by evaluating outcomes and making changes to our structures and processes as needed;
- 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;
- It ensures that the college remains responsive to community needs and accountable for its outcomes.
- It empowers decision-making at the levels held accountable for the outcomes of those decisions.

Organizational Structure

The college administrative organizational structure provides the vehicle for effective communication, the implementation of decisions, and the support structure for the four areas of the campus. It clearly identifies channels of communication within and between work units. [Organizational charts](#) for the college are available at the [Governance website](#).

Governance Relationships

The decision-making processes at Butte College are designed in accordance with AB 1725. They 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 with the participation of those who can best contribute to their implementation. The ultimate objective is to support student learning.

There are four complementary processes which function within the college:

- The **general participatory governance** process which reviews, develops, and recommends policies, procedures, and priorities for the college to the Superintendent/President and the Board of Trustees.
- The **academic participatory governance** process which provides faculty recommendations to the Superintendent/President with respect to academic and professional matters (known as the 10+1).
- The **planning, budgeting, and assessment** process which defines how the college gains input into the development of its strategic direction and the allocation of resources.
- The **administrative/operational** processes which deal with the day-to-day functioning of the college within established policies and procedures.

In addition to these processes, there are also collective bargaining processes which 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.

The Law

The Board of Governors of the California Community Colleges shall establish “minimum standards” and 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. (Education Code Sections 70901 and 70902)

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.
- 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.”

Administrative Roles

The Board of Trustees

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 (subject to the laws and appropriate regulations of the State Legislature and the Chancellor's Office). As a matter of professional respect, and as outlined in AB 1725, the Board will, if it rejects or modifies a recommendation proposed by the participatory governance procedure, return to the participatory governance committee(s) its objections to the proposal. It does this through its designee – the Superintendent/President.

The Superintendent/President

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. However, in the spirit of professionalism and collegiality, the Superintendent/President informs the respective group(s)/committee(s) of her objections (if any) to their recommendations. The Academic Senate, Classified Senate, and the Associated Students retain the right to present their concerns with the Superintendent/President's decision to the Board of Trustees if a common consensus is not achieved.

Educational Administrators

While the President, as the Board's designee, must consult collegially, as described above, with Academic Senate in academic and educational matters ("ten-plus-one"), this requirement does not imply exclusivity. As indicated in AB 1725 educational administrators "lead, plan, and supervise" maintain and nurture shared responsibility in the academic arena. Collegiality is a reciprocal obligation that is central to Butte College decision-making.

Constituent Groups

The Academic Senate

The Academic Senate, as the representatives of the faculty, makes recommendations to the administration of the College and the Board 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;
10. Processes for institutional plans and budget development;
11. Other academic and professional matters as mutually agreed between the governing board and 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:

1. Relying primarily upon the advice and judgment of the academic senate; or
2. Reaching mutual agreement between the governing board/designee and representatives 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.”

The Academic Senate is also responsible for selecting faculty representatives for committees. The Academic Senate reviews and responds to proposed changes to college policies and procedures recommended by college groups, committees and task forces and makes appropriate decisions regarding its internal operation consistent with its approved constitution and bylaws.

The Classified Senate

The Butte College Classified Senate represents all classified staff members 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.

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 take action on matters significantly affecting staff until the recommendations and opinions of staff are given every reasonable consideration.

Butte College Associated Students

The mission of the Butte College Associated Students is to effectively represent student needs, keep students informed of student related issues, and promote cultural, social, and leadership opportunities for all students.

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 polices 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.

Management Association

The Butte College Management Association includes managers, supervisors, and confidential employees. It is represented on the College Council and appoints members to committees to represent managers, supervisors, and confidential employees 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.

How to Get Involved

Constituent groups oversee the selection and placement of committee membership. To get involved, contact:

- **Classified Staff** – Contact the [Classified Senate](#) Vice President for Elections
- **Faculty** – Contact the [Academic Senate President and Vice President](#) or visit the Academic Senate Office in the Center for Excellence (LB 211A)
- **Managers, Supervisors & Confidential (MSC)** – Contact the MSC co-chairs
- **Students** – Contact the [Associated Students](#) or visit the Student Life Office (CC 145)

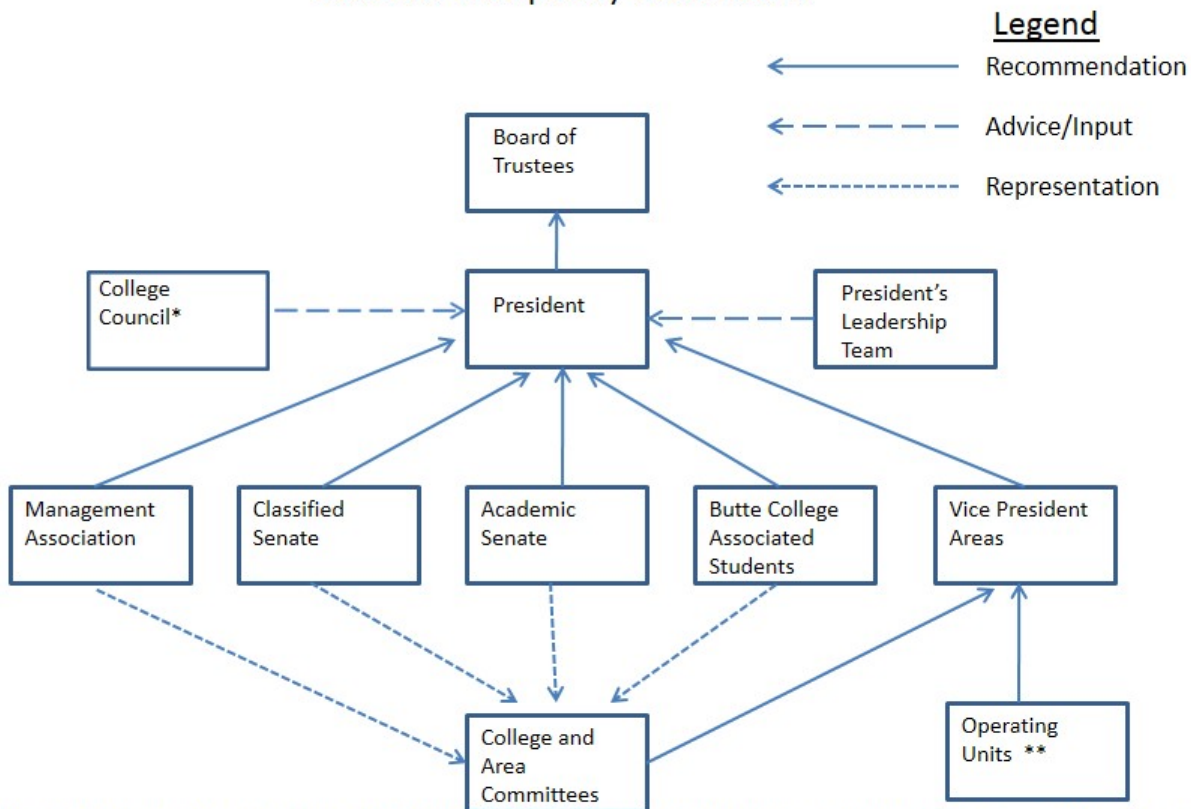
Coordination Processes

The following four diagrams show the coordination process for various types of issues. These include:

- General Participatory Governance
- Participatory Governance for Academic and Professional Matters (10+1)
- Planning and Budgeting
- Operations

The pathways differ depending on the type of issue and conflict can arise when the wrong pathway is chosen. This is complicated by the fact that many of our committees deal with issues that must be coordinated using multiple pathways.

General Participatory Governance



Recommendation: Provides a position on an issue that represents the views of a constituent group or committee based on a vote of the members of the committee or group. An administrator in charge of an area may also make a formal recommendation representing the area.

Advice/Input: Provides input to a decision-maker that is not based on a formal vote.

Representation: Provides a voting member (s) to serve on a committee.

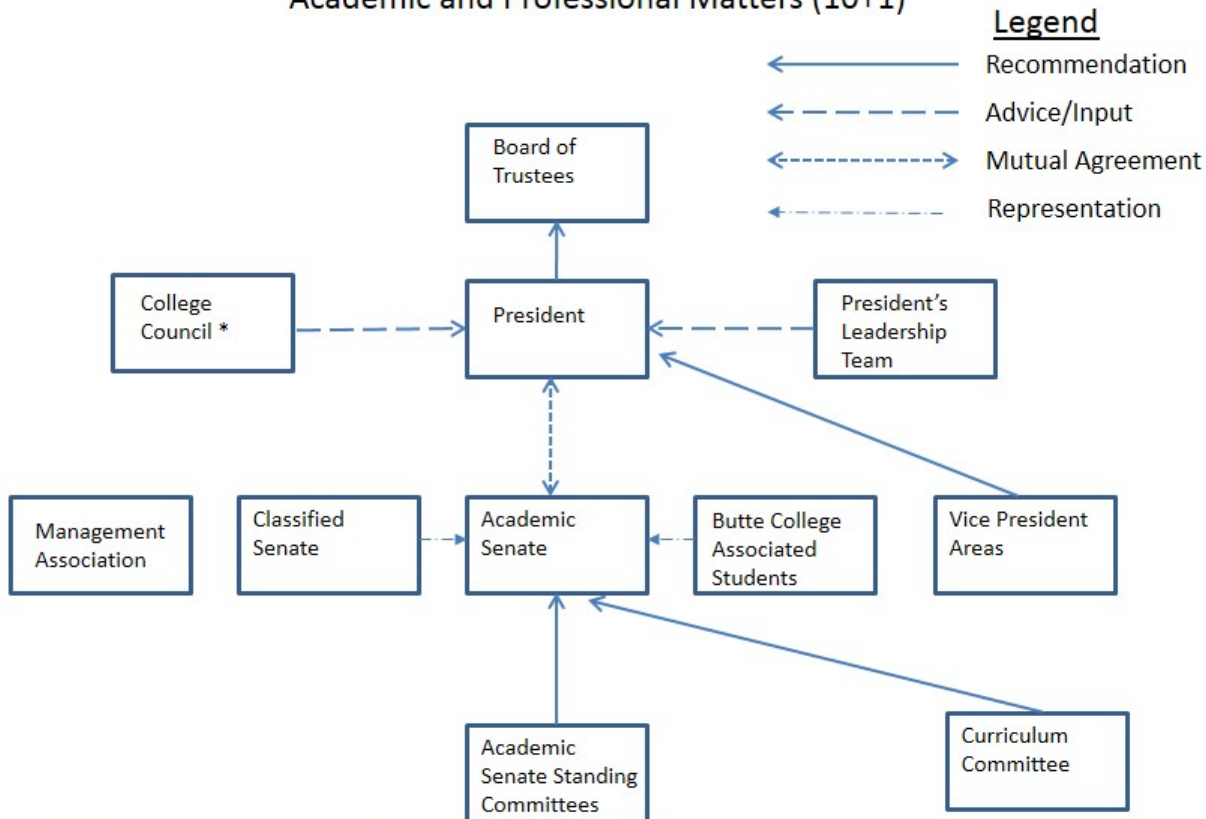
* College Council includes representatives of each constituent group and members are sometimes asked to discuss issues with their groups. Recommendations, however, always flow from the constituent groups to the President.

In matters of general participatory governance, recommendations flow from the Academic Senate, Classified Senate, Butte College Associated Students, and administrative areas to the Superintendent/President. Additionally, the constituency groups appoint members to represent their constituencies on College groups and committees.

Formal plans, the Strategic Direction, and Standards and Goals for Student Achievement are developed by a responsible committee and are then approved through the General Governance process. The Management Association appoints members to committees and provides advice to the Superintendent/President from the perspective of its membership. It does this directly or through one of the Vice Presidents at the discretion of the President.

The Superintendent/President makes decisions and recommendations to the Board after considering the recommendations and advice from the constituency groups.

Academic and Professional Matters (10+1)



Recommendation: Provides a position on an issue that represents the views of a constituent group or committee based on a vote of the members of the committee or group. An administrator in charge of an area may also make a formal recommendation representing the area.

Advice/Input: Provides input to a decision-maker that is not based on a formal vote.

Mutual Agreement: The Academic Senate and the Board (through the President as its designated representative) reach a common view on an issue. The Board reserves the right, at its sole discretion, to rely primarily upon the advice of the Academic Senate.

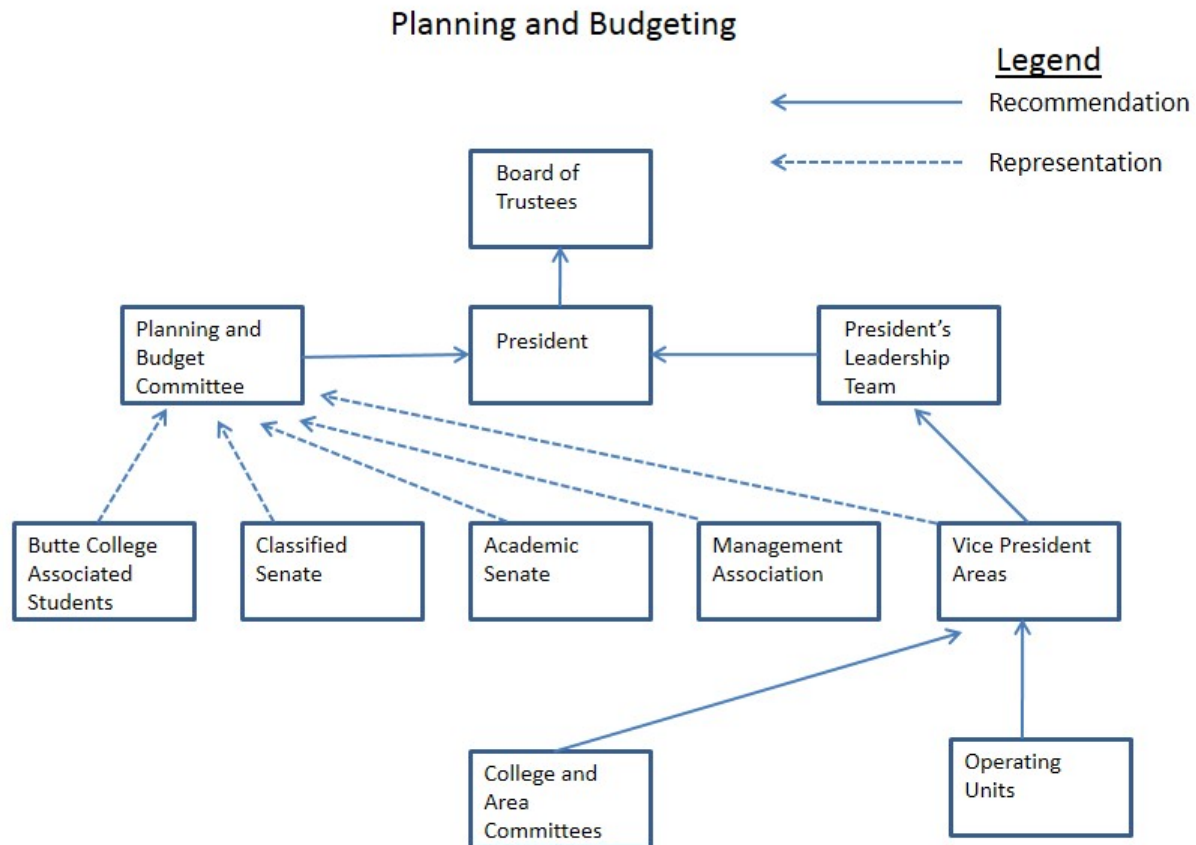
• College Council includes representatives from each constituent group. Members are sometimes asked to discuss issues with their groups. However, decisions on Academic and Professional Matters are made based on mutual agreement between the Board (through the President as its representative) and the Academic Senate.

Representation: The Classified Senate and Butte College Associated Students have representatives on the Academic Senate.

The Academic Senate, as the representatives of the faculty, makes recommendations to the administration of the college and the Board 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;
10. Processes for institutional plans and budget development;
11. Other academic and professional matters as mutually agreed between the governing board and 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.”

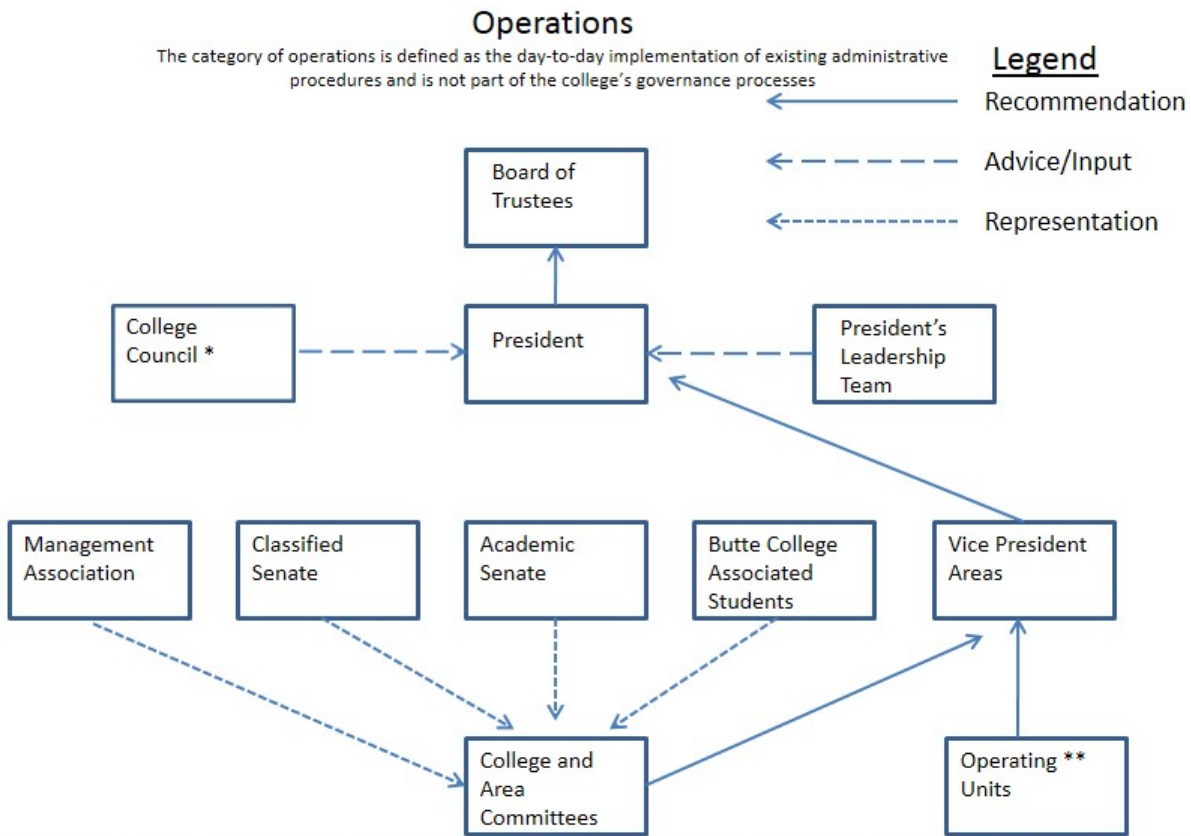


Recommendation: Provides a position on an issue (in this case the budget priority list or a plan) that represents the views of a constituent group or committee based on a vote of the members of the committee or group. An administrator in charge of an area may also make a formal recommendation representing the area.

Representation: Provides a voting member (s) to serve on a committee. Only the Student Learning and Student Services provide voting members on the Planning and Budget Committee.

Unit Planning and prioritization recommendations begin at the operating unit/committee level with the development of unit plans. The Academic and Classified Senates also submit unit plans. The funding requests from the unit plans are then prioritized by each VP area. For Student Learning and Student Services, this prioritization is conducted by the Deans and then the VP area. The requests from the areas are then prioritized at the institutional level by the President’s Leadership Team. This recommended list is then provided to the Planning and Budget Committee for its review. The Planning and Budgeting 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.

The college’s planning processes (e.g. MIPS and PBA) are developed using this process. These are described in detail on the [Planning, Budgeting, and Assessment](#) webpage. However, formal plans, the Strategic Direction, and Standards and Goals for Student Achievement are developed by a responsible committee and are then approved through the General Governance process.



Recommendation: Provides a position on an issue that represents the views of a constituent group or committee based on a vote of the members of the committee or group. An administrator in charge of an area may also make a formal recommendation representing the area.

Advice/Input: Provides input to a decision-maker that is not based on a formal vote.

Representation: Provides a voting member (s) to serve on a committee.

* College Council includes representatives from each constituent group and members are sometimes asked to discuss issues with their groups. Recommendations, however, flow from Vice President Areas.

** Operating units include departments, directorates, and other college organizations that implement policy and procedure.

Operations consist of actions and decisions 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. directorates, departments) portrayed on the organizational charts. College and area committees with operational responsibility coordinate many of these activities and provide recommendations to administrative leaders. Community input 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 committees is designed to accomplish the assigned tasks and they may not have formal representation from constituent groups. In essence, these operational committees are treated like operating units for the purposes of this process.

Evaluation of Institutional Effectiveness Processes

The college evaluates its integrated planning and decision-making processes 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 and the Student Services Leadership Team respectively.
2. **Planning Processes.** The MIPS and PBA processes are evaluated annually by the Planning and Budget Committee and refined as necessary.
3. **Decision Making Process.** The College Council reviews and, as necessary, refines the college's overall decision-making processes each year. Each year the College Council also reviews committee evaluations for selected governance committees to help it conduct its overall evaluation of the decision-making processes.
4. **Committees.** Committees will conduct an evaluation every seven years on a schedule provided by Institutional Effectiveness. The objective is to ensure that every college governance committee reviews the results of its assessment with College Council at least once every seven years. The format and process for committee evaluations is at Appendix I. This evaluation will include a review by the committee to be completed in May to be followed by a presentation to College Council the following year. These will be posted on the Governance web page.
 - a. Evaluation Format
 - i. An evaluation of whether the committee is meeting its charter and bylaws and/or the description of the committee in the Institutional Effectiveness Manual.
 - ii. Committee accomplishments for the previous two years.
 - iii. Future objectives for the committee.
 - iv. Recommendations to improve the effectiveness of the committee.
 - b. College Council Presentation
These will be scheduled by the President's Office based on information provided by Institutional Effectiveness. The concept is to ensure an evaluation and presentation during each accreditation cycle.

Appendix A

Board Policy 2515 - Relationship with the Academic Senate



Butte-Glenn Community College District

BOARD POLICY

BP 2515 Relationship with Academic Senate

References: Title 5 Sections 53200-53206

Adopted: June 24, 2009

Last Revised:

Last Reviewed: April 17, 2019

It is recognized that the rights and responsibilities of the Board of Trustees are derived from the education code of the State of California. The Board delegates its authority and designates the Superintendent/President and such representative(s) as he or she may designate, to implement its policies on governance.

As referenced in Section 53200 of Title 5, the Butte-Glenn Community College District Board of Trustees shall, through its designee, and through collegial consultation, require that the District's governing boards either reach mutual agreement with or rely primarily upon the advice and judgment of the Academic Senate in developing and implementing policies and procedures relative to the following "academic and professional" concerns:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Educational program development;
- Standards or policies regarding student preparation and success;
- District and college governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- Policies for faculty professional development activities;
- Processes for program review;
- Processes for institutional planning and budget development; and
- Other academic and professional matters as mutually agreed upon between Board of Trustees and the Academic Senate (section 53200(c)).

While it is the intent of the Board of Trustees to reach mutual agreement through its designee, the Board of Trustees reserves the right to, at its sole discretion, rely primarily upon the advice and judgment of the Academic Senate on "academic and professional concerns," as outlined above.

Unless otherwise provided for in specific policy or administrative procedure, the Butte-Glenn Community College District Board of Trustees shall, through its designee, and through collegial consultation, reach mutual agreement with the Academic Senate in developing and implementing such policies and procedures.

The publication "Participating in Decision-Making at Butte College" provides the procedures for this policy.

Appendix B

Board Policy 2510 – Participation in Local Decision-Making



Butte-Glenn Community College District

BOARD POLICY

BP 2510 Participation in Local Decision Making

References: Education Code Section 70902(b)(7);
Title 5, Sections 53200 et seq., (Academic Senate), 51023.5 (staff), 51023.7
(students)
ACCJC Accreditation Standards IV.A and IV.D.7

Adopted: June 24, 2009

Last Revised: April 17, 2019

Last Reviewed: April 17, 2019

It is the belief of the Butte-Glenn Community College Board of Trustees that shared Governance is both a philosophy and a process, which assures the mutual respect of all campus constituencies by providing them the right to participate effectively in college governance. The Butte-Glenn Community College Board of Trustees further recognizes that the best decisions for the District can be made by relying upon the collective knowledge and expertise of the College community and by ensuring that each constituency is given every reasonable consideration to express its opinions and provide advice and counsel.

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative procedures for the Superintendent/President's action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the district:

Academic Senate(s) (Title 5, Sections 53200-53206)

The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law (see Board Policy 2515).

Staff (Title 5, Section 51023.5.)

Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the Butte College Classified Senate and Management/Supervisory/Confidential group, will be given every reasonable consideration.

Students (Title 5, Section 51023.7.)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration.

All key parties of interest — faculty, classified staff, students, and administrators — should participate in developing recommendations for Board policy action.

The publication "Participating in Decision-Making at Butte College" provides the procedures for this policy.

Appendix C

Constituent Groups and Committee List

Constituent Groups – represent the members of the group in the college’s governance processes

- Academic Senate
- Classified Senate
- Butte College Associated Students
- Management, Supervisory, and Confidential (MSC) Association

College Governance Committees – provide constituency groups with the opportunity to be represented in decision-making about the college’s institutional processes. A number of committees are both college committees and Academic Senate Standing Committees. These are marked with an asterisk (*).

- Academic Council
- Accreditation Steering Committee
- Campus Well-Being Committee
- College Council
- Curriculum Committee*
- Diversity Committee
- Early Alert Committee
- Educational Master Planning Committee
- Equal Employment Opportunity Committee
- Enrollment Management
- Facilities Master Planning Committee
- Guided Pathways Steering Committee
- Land Use Committee
- Planning and Budget Committee
- Professional Development Steering Committee
- Program Research and Recommendation Committee*
- Safety Committee
- Student Equity and Achievement Program Advisory Committee (SEAPAC)
- Sustainability Committee
- Technology Council

Academic Senate Standing Committees. These are essential to the efficient and effective operation of college processes but are managed by the Academic Senate, consist primarily of faculty, and are focused on making recommendations to the Academic Senate as it meets its responsibilities under the 10+1. Descriptions of the Academic Senate Standing Committees are found in the Academic Senate [Bylaws](#).

Advisory Committees. Each Career and Technical Education (CTE) program as well as the Library and Center for Academic Success have advisory committees to ensure that these programs and departments are meeting the needs of those they support. These committees are managed by the programs and departments.

Appendix D

Committee Chair Responsibilities

Committee Chairs have an important role in the college's decision-making processes. Their responsibilities in the areas of reporting, committee operations, and evaluation are listed below:

1. **Reporting.** Each May report the following information to Institutional Effectiveness:
 - a. A review of the information about the committee in the Institutional Effectiveness Manual (purpose, how membership is determined, meeting times and dates).
 - b. Membership list for the following Fall.

2. **Operation.**
 - a. Coordinate logistical support for the committee to include meeting times and dates, locations, etc.
 - b. Lead the committee and operate it according to its charter and/or the purpose for the committee as described in this plan. Remember that meeting times and dates are largely prescribed to provide constituent groups with the information they need to assign members to committees. If the prescribed meeting time and/or date is changed report this information to Institutional Effectiveness so that this information can be accurately reflected in this plan.
 - c. Consider the information in Appendix E – Effective Practices for Operating a Committee.

3. **Evaluation.** Committees will conduct an evaluation every seven years on a schedule provided by Institutional Effectiveness. This evaluation will include a review by the committee to be completed in May to be followed by a presentation to College Council the next year. These will be posted on the Governance web page.
 - a. Evaluation Format
 - i. An evaluation of whether the committee is meeting its charter and bylaws and/or the description of the committee in the Institutional Effectiveness Manual.
 - ii. Committee accomplishments for the previous two years.
 - iii. Future objectives for the committee.
 - iv. Recommendations to improve the effectiveness of the committee.
 - b. College Council Presentation. These will be scheduled by the President's Office based on information provided by Institutional Effectiveness. The concept is to ensure an evaluation and presentation during each accreditation cycle.

Appendix E

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 charter and/or the committee purpose in Appendix H of this plan. 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 the “how membership is determined” section of this plan (at Appendix H) for the committee. Report any changes to “how membership is determined” 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 Associated Students, and managers through one of the two Management 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 Associated Students gets 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 Associated Students about the progress of the committee or workgroup.
 - 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. Consider establishing a web site and linking this to the college's Governance web site which is managed by the Office of the Vice President for Planning, Research and Organizational Development.
- e. Determine if sub-committees are needed. For larger programs, such as Professional Development or Diversity, 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 J of this plan. Coordinate changes to meeting dates and times with Institutional Effectiveness.
- 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 Secretaries.
- 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 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.

Appendix F

College Groups and Committees Types and Function

This section describes the roles of the various groups and committees, the point of contact for each, and a description of each group's responsibilities and its membership. This information changes frequently and is updated annually. Additionally, information about establishing a committee is on page 13.

Types of Groups and Committees

There are a variety of groups and committees that provide pathways for participation in college governance and processes. These include the ongoing groups and committees listed below and *ad hoc* groups that are formed to address specific issues and then dissolved. Only the permanent groups and committees are listed here. Information about Academic Senate Standing Committees can be found in the [Academic Senate Bylaws](#). For this publication, the terms council and committee are synonymous.

Group and Committee Function Role Codes

Academic and Professional Matters (A): These groups or committees are so noted because they participate in one or more of the eleven categories denoting academic and professional matters that are under the purview of the Academic Senate.

General Participatory Governance (G): Any group identified as a non-academic governance group or committee is so noted because of its participatory role in providing input, general advice, and recommendations to the District.

Operational (O): Any group identified as an operational body is so noted because it monitors and makes recommendations on the processes and activities involved in the day-to-day operation of the college.

Professional (P): Any group identified as a professional committee or group is so noted because it is composed of individuals who participate because of common job assignments and/or professional orientations. A dues structure is often, but not necessarily, a feature of such a group.

Input (I): Any group that provides advice to college decision-makers.

Other Groups and Committees: In addition to the committees and groups listed, there are always a number of temporary "ad hoc" groups in existence at any one time.

Appendix G

College Groups and Committees with Chairs and Role Codes

Boards	
<ul style="list-style-type: none"> • Board of Trustees President: John Dahlmeier 	<ul style="list-style-type: none"> • Foundation Board President: Cindy Foor
Constituency Groups	
<ul style="list-style-type: none"> • Academic Senate (A/G) President: Kenneth Bearden • Associated Students (G) President: Richie Ly 	<ul style="list-style-type: none"> • Classified Senate (G) President: Peter Dahl • Management Association (P/G) Co-Chairs: Carrie Monlux/Gail Stone
College Groups and Committees	
<ul style="list-style-type: none"> • Academic Council (O) Chair: Monica Boyes • Accreditation Steering Committee (A/G) Co-Chairs: Sara Lanam, Virginia Guleff & Teresa Ward • Campus Well-Being Committee (O) Chair: Ruth Ann Hansen • College Council (G/I) Chair: Samia Yaqub • Curriculum Committee (A) Chair: Bob White • Diversity Committee (A/O) Chair: Cristina Dahl • Early Alert Advisory Committee (O) Chair: Dawn Blackhorse/Jo Anna Birdsall • Educational Master Planning Committee (A/O) Chair: Gregory Stoup • Enrollment Management Committee (O) Chair: Virginia Guleff/Gregory Stoup/ Peter Gitau • Equal Employment Opportunity Advisory Committee (A/O) Chair: Chris Little • Facilities Master Planning Committee (G/O) Chair: Kim Jones 	<ul style="list-style-type: none"> • Guided Pathways Steering Committee (A/G/O) Chair: Meredith Henrick • Land Use Committee (G/O) Chair: Gary Lechner • Planning and Budget Committee (G/A/O) Chair: Peter Dahl • Prof. Development Steering Committee (A/O) Co-Chairs: Magjan Smith, Gail Stone & Teresa Ward • Program Research and Recommendations Committee (A,O) Chair: Virginia Guleff • Safety Committee (O) Chair: Kim Jones • Student Equity and Achievement Program Advisory Committee (SEAPAC) (A/O) Chair: Clinton Slaughter • Sustainability Committee (A/O) Chair: Kelly Munson • Technology Council (A/G/O) Chair: Gregory Stoup

Appendix H

College Groups and Committees

Purpose and Membership

Name	Purpose/Membership
Academic Council	<p>Purpose: The Board of Trustees recognizes that on occasion students require relief from regulations governing academic standards and policy. The Board established the Academic Council to enforce, interpret, and/or waive District academic regulations.</p> <p>How Membership is Determined: Two student representatives (voting members) appointed by the Associated Students; two instructional faculty (one from an academic area, one from a vocational area) and three student development faculty representatives (two must be counselors) appointed by the Academic Senate; two Student Services deans/associate deans, directors/assistant directors appointed by the Vice President for Student Services; one (1) of whom will serve as the non-voting chair for the year, as designated by the Vice President for Student Services.</p>
Accreditation Steering Committee	<p>Purpose: Plans, implements, and manages the college-wide accreditation self-study. This committee is also responsible for follow-up and the formulation of the mid-term and progress reports. This committee reports to the Superintendent/ President.</p> <p>How Membership is Determined: Leadership - The Superintendent/ President appoints an Accreditation Self-study Administration Co-Chair and the Accreditation Liaison, the Academic Senate appoints the Faculty Self-study Co-Chair. Committee Membership - The Self-study Co-chairs, the Accreditation Liaison, Faculty Standard Co-chairs, Management Standard Co-chairs, Classified Standard Co-chairs. Constituent group members are nominated by their constituency groups.</p> <p>An Accreditation Support Team (AST) supports the accreditation steering committee. Membership consists of the Accreditation Co-Chairs, the Accreditation Liaison Officer (ALO), a classified staff representative, and an administrative support representative.</p>
Campus Well-Being Committee	<p>Purpose: Promotes and fosters peak performance by employees and students by encouraging physical, mental, spiritual, social, financial, emotional and occupational well-being in support of the college's strategic initiatives. Reports to HR, BCAS, Professional Development, and Facilities Management.</p> <p>How Membership is Determined: Membership is open to any Butte College faculty, staff, and student who have interest in wellness issues. The committee will be made up of: An administrative Rep, HR Rep Professional Development Steering committee rep, Classified Rep, MSC Rep, Faculty Rep, Facilities Rep, BCAS Advisor, Student Rep, Kinesiology Rep, Safe Place Rep, Student Health Clinic Rep, others that want to participate..</p> <p>**Student representation required or strongly suggested</p>
College Council	<p>Purpose: The purpose of the College Council is to improve the college's decision-making processes, increase communications between constituencies, review program and committee performance, and provide input on institutional issues.</p> <p>How Membership is Determined: Superintendent/President, Chair; One Vice President; the President and Vice President of the Academic Senate*; President and one Vice President of the Classified Senate; two Co-chairs of the Management Association; President and Representative Associated Students; three members from Learning Council*; one part-time faculty member*; one Dean of Instruction. *Transfer, CTE, Basic Skills and Student Development must be represented among the six faculty members.</p> <p>**Student representation required or strongly suggested</p>

<p>Curriculum Committee</p>	<p>Purpose: Under the auspices of the Academic Senate represents the faculty on matters related to educational programs and curriculum. Interfaces with the V.P. for Learning and the Superintendent/ President.</p> <p>How Membership is Determined: Academic members are elected by the faculty. Management members are appointed by the Vice President for Instruction. A student representative appointed by Butte College Associated Students is invited to participate. **Student representation required or strongly suggested</p>
<p>Diversity Committee</p>	<p>Purpose: Promotes and fosters a diverse, inclusive, and safe community. It reports to the Academic Senate and the Superintendent/President.</p> <p>How Membership is Determined: Membership is open to any Butte College faculty, staff, and student who have interest in diversity issues. In addition, the Academic Senate, Classified Senate, Management Association, and Butte College Associated Students will appoint at least one representative to represent each of their constituencies. The Student Equity Officer and the Director of Human Resources are members of the committee by virtue of their positions. **Student representation required or strongly suggested</p>
<p>Early Alert Advisory Committee</p>	<p>Purpose: Plans and monitors the student Early (academic) Alert and intervention program. (Reports to the Vice President of Student Services)</p> <p>How Membership is Determined: Faculty appointed by the Academic Senate in consultation with the Vice President of Student Services and the Counseling staff. Non-faculty and/or management members are appointed by the Vice President of Student Services. A student representative appointed by Butte College Associated Students is invited to participate. *Student representation requested</p>
<p>Educational Master Planning Committee</p>	<p>Purpose: This committee develops the Educational Master Plan. It also reviews and refines the college's Strategic Direction, Institutional Priorities, and its Standards and Goals for Student Achievement each year. These items are then approved through the college's General Governance process.</p> <p>How Membership is Determined: The Vice President for Instruction, Vice President for Planning, Research and Organizational Development, the Director of Institutional Research, the Curriculum Chair, the SLO Coordinator, the Student Services SLO Coordinator, the Student Equity Coordinator, the Professional Development Faculty Coordinator, and the Academic Senate Executive Committee are members by virtue of position. Other members include: two deans or directors selected by the Vice President for Instruction, a department chair selected by the Learning Council, a Student Services manager and a counselor selected by the Vice President for Student Services, two classified representative selected by the Classified Senate, one management representative selected by the MSC, and two student representatives selected by Butte College Associated Students. **Student representation required or strongly suggested</p>
<p>Enrollment Management Committee</p>	<p>Purpose: Develops and monitors the execution of the college's enrollment management strategy which includes Assessment, Student Success, Student Retention, Outreach, Marketing, Scheduling etc. Reports to V.P. for Learning and V.P. of Student Services.</p> <p>How Membership is Determined: Administrative representatives appointed by the Vice President for Instruction and the Vice President for Student Services; Faculty representatives appointed by the Academic Senate in consultation with the Vice President for Instruction.</p>

<p>Equal Employment Opportunity Advisory Committee</p>	<p>Purpose: Assists the district in implementing its EEO plan. It may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures. The committee is charged with making recommendations, when appropriate, to the Board of Trustees, the Superintendent/President, and the Equal Employment Opportunity Officer.</p> <p>How Membership is Determined: Academic Representatives (3, w/ 1 member being Associate Faculty), Classified Representatives (3), MSC Representatives (3, w/ 1 member being the EEO Officer), Associated Students Representatives (1).</p>
<p>Facilities Master Planning Steering Committee</p>	<p>Purpose: Oversees the development of long-range facilities plans and the execution of facilities construction and maintenance projects on the main campus and at selected off campus sites. Works in coordination with the Educational Master Plan, Technology Master Plan and Finance Master Plan and Human Resources Master Plan. Reports to the Vice President of Administration.</p> <p>How Membership is Determined: Faculty members are appointed by the Academic Senate in consultation with the Vice President of Administration. Administrative representation is appointed by the Vice President for Administration in consultation with the Director of Facilities Planning and Management and the other Vice Presidents. Classified members are appointed by the Classified Senate in consultation with the Vice President for Administration in consultation with the other Vice Presidents. Student representatives are appointed by the Butte College Associated Students in consultation with the Director of Facilities Planning and Management.</p> <p>**Student representation required or strongly suggested</p>
<p>Guided Pathways Steering Committee</p>	<p>Purpose: This committee advises working groups engaged in guided pathways efforts and serves as one of numerous points of information dissemination to various constituencies affected by work done by the working groups.</p> <p>How Membership is Determined: Membership is determined based on an attempt to capture expertise and advocacy from the broad functional groups involved in achieving the college mission through the guided pathways efforts.</p>
<p>Land Use Committee</p>	<p>Purpose: Evaluates land use proposals and monitors land use on campus. Reports to the Vice President for Administration.</p> <p>How Membership is Determined: Faculty members are appointed by the Academic Senate in consultation with the Vice President for Administration. Classified members are appointed by the Classified Senate in consultation with the Director, Facilities Planning and Management. Student members are appointed by the Butte College Associated Students in consultation with the Director of Facilities Planning and Management.</p> <p>*Student representation requested</p>
<p>Planning and Budget Committee</p>	<p>Purpose: Represents faculty, staff, and administration at large by providing for a forum and process to insure broad based discussion of institutional plans, budget, and fiscal matters affecting the college as a whole. Provides recommendations to the Superintendent/President.</p> <p>How Membership is Determined: Faculty representation is by the President and Vice President of the Academic Senate; classified representation is by the Classified Senate President and one of the classified executive committee members, the Management Association appoints one representative; the Butte College Associated Students appoints one representative; the Vice President of Instruction and Vice President of Student Services are also voting members. The Vice President for Administration and Vice President for Planning, Research and Organizational Development attend the meetings as resources.</p> <p>**Student representation required or strongly suggested</p>

<p>Professional Development Steering Committee</p>	<p>Purpose: Provides oversight for the Professional Development program. Assists the Professional Development Coordinators to identify training needs and assists in the development and monitoring of in-service training strategies to meet those needs. Reports to Superintendent/President.</p> <p>How Membership is Determined: Faculty appointed by the Academic Senate, Classified staff appointed by the Classified Senate, Managers appointed by the Management Association, and two Vice Presidents appointed by the Superintendent/President.</p>
<p>Program Research and Recommendation Committee</p>	<p>Purpose: Ensures educational programs remain vital and effective. It employs a principle-based strategy for making decisions regarding all aspects of instructional programs including program development, program growth, program stabilization, program change, and program discontinuance.</p> <p>How membership is determined: Vice President of Instruction, Academic Senate President, Academic Senate Vice President, Curriculum Committee Chair, faculty appointed by the Academic Senate to include: four faculty (one CTE, one Transfer/GE, one Basic Skills, one Counselor. One instructional dean appointed by the Vice President of Instruction.</p>
<p>Safety Committee</p>	<p>Purpose: Monitors and evaluates safety practices and makes safety related recommendations. Reports to the Vice President for Administration.</p> <p>How Membership is Determined: Faculty recommended by the faculty bargaining units and confirmed by the Academic Senate. Non-faculty and/or management members are appointed by the Director of Facilities Planning and Management in consultation with the Chief of Police/Public Safety Officer, and the Vice President for Administration and relevant members of the college community. A student representative is appointed by the Butte College Associated Students in consultation with the Director of Facilities Planning and Management. *Student representation requested</p>
<p>Student Equity and Achievement Program Advisory Committee (SEAPAC)</p>	<p>Purpose: Advises on programs, services, and activities related to the implementation and ongoing success of the Student Equity and Achievement Program as outlined in Education Code 78222. Particular emphasis will be placed on elimination of equity gaps, matriculation services (onboarding), effective placement practices and strategies that maximize student completion of transfer level math and English, career exploration and educational planning, and maximizing student achievement as defined by current statewide standards. Reviews and approves Student Equity plan and makes recommendations on the Student Equity and Achievement Program budget to leadership.</p> <p>How Membership is Determined: Vice President for Student Services, Vice President of Instruction, Student Services Dean of SEA Program, Academic Senate President (or designee), Classified Senate President (or designee), English and ESL Dean, Math Dean, Admissions and Records Director, Assessment Director, Financial Aid Director, Institutional Research Director, Student Equity Director, one DSPS representative, English Department Chair, LEAD Department Chair, Math Department Chair (for developmental and transfer), one EOPS Counselor, ESL Coordinator, Associate Dean of Recruitment, Outreach and Orientation, BSSOT Coordinator, one CalWORKS representative, one GE faculty, one CTE faculty, and one career counselor appointed by the Academic Senate, one CAS representative, two community members, MESA Coordinator, Recruitment and Outreach Coordinator, Student Equity Coordinator, Chair of Counseling, two research analysts, SEA Program administrative assistant, SEA Program administrative assistant to the Dean, one Student Services retention specialist, one Veterans representative, and two students appointed by the Butte College Associated Students. **Student representation required or strongly suggested</p>

<p>Sustainability Committee</p>	<p>Purpose: Develops the sustainability portion of the strategic direction, the sustainability unit plan, develops and tracks the implementation of the sustainability plan, provides oversight for campus sustainability efforts on the campus, and manages the sustainability budget.</p> <p>How Membership is Determined: Vice President for Planning, Research and Organizational Development, Director of Facilities, Director of Auxiliary Services, Chief Technology Officer, Butte College Associated Students Advisor, two faculty (appointed by Academic Senate) to include a CTE and a GE transfer faculty member, one or two classified staff members (appointed by the Classified Senate), one MSC member (appointed by the MSC), Sustainability Resource Center representative, and one or two students (appointed by BCAS). **Student representation required or strongly suggested.</p>
<p>Technology Council</p>	<p>Purpose: Recommends priorities for initiatives in the Technology Plan consistent with the objectives established in the Strategic Plan, Education Master Plan (and supporting plans: Human Resources, Facilities, etc.), the Assistive Technology Plan, the projected infrastructure needs of the campus, and the infrastructure requirements for existing programs. Recommends policy and changes to policy involving the use of the District's information technology resources. (Reports to and/or consults with the V.P. for Planning, Research and Organizational Development)</p> <p>How Membership is Determined: Faculty, classified staff, management representatives, and students are appointed by their constituency groups in consultation with the Vice President for Planning, Research and Organizational Development. Additional management representatives from the areas are appointed by their Vice Presidents. **Student representation required or strongly suggested</p>

Appendix I

Committee Evaluation

Process

Institutional Effectiveness establishes the evaluation schedule for the college committees identified in this plan. These are scheduled on a seven-year cycle and contain two parts – a self-evaluation by the committee and a presentation to the College Council. The Academic Senate is responsible for evaluating its standing committees.

Committee Self-Evaluation. This self-evaluation should be conducted collaboratively with the committee.

1. Review Committee Structure and Information.
 - a. Charter and Bylaws (if these exist).
 - b. Description of the committee in the Institutional Effectiveness Manual (purpose membership). Provide any changes to Institutional Effectiveness so that the Institutional Effectiveness Manual can be updated.
2. Evaluate if the committee is meeting its charter and bylaws or the description of the committee in the Institutional Effectiveness Manual.
 - a. Yes, how?
 - b. No, why not? Anticipated changes?
3. List committee accomplishments for the previous two years.
4. Provide future objectives for the committee.
5. Provide recommendations to improve the effectiveness of the committee.

College Council Presentation. This is a 15-minute presentation that includes the following elements.

1. Purpose and membership of the committee
2. Committee accomplishments for the past two years
3. Future objectives for the committee
4. Recommendations to improve the effectiveness of the committee

Appendix J

Standard College Meeting Calendar (March 2021)

	Monday	Tuesday	Wednesday	Thursday	Friday
1st	Curriculum 3 p.m.	Land Use 7 a.m. Sustainability 8 a.m. Associated Students 2 p.m. Enrollment Management 2 p.m.	President's Leadership Team 9 a.m. (President) Classified Senate 11 a.m. Academic Senate 3 p.m.	Managers' Training 9 a.m. Deans and Directors 11 a.m. Academic Council 2 p.m. Chairs and Coordinators 2:30 p.m.	
2nd	Diversity 3 p.m. Program Review and Recommendations 2 p.m. (Instruction) Distance Education 3:30 p.m.	Student Services Leadership 1 p.m. Associated Students 2 p.m. Planning & Budget 3:30 p.m.	President's Leadership Team 9 a.m. (President) Board Meeting (fall) 1 p.m. Accreditation Steering 3 p.m. Academic Tech 3:30 p.m. (Classroom) Early Alert Advisory 4 p.m.	Deans and Directors 11 a.m. Academic Council 2 p.m. Learning Council ** 2:30 p.m. Campus Well-Being 3 p.m.	
3rd	Curriculum 3 p.m.	Associated Students 2 p.m. Enrollment Management 2 p.m. Pro. Dev. Steering 3 p.m. (CFE) Student Equity and Achievement Program Advisory Group (SEAPAC) Committee 3 p.m.	President's Leadership Team 9 a.m. (President) Classified Senate 11 a.m. Academic Senate 3 p.m.	Deans and Directors 11 a.m. Management Association 10 a.m. Technology Council 12:30 p.m. Academic Council 2 p.m. Dean's Area Meetings 2:30 p.m.	
4th	Diversity 3 p.m. Program Review and Recommendations 3 p.m. (Instruction)	Student Services Leadership 1 p.m. Associated Students 2 p.m. Planning & Budget 3:30 p.m.	President's Leadership Team 9 a.m. (President) Board Meeting (spring) 1 p.m. Ed Master Planning 3 p.m. Academic Tech 3:30 p.m.	Deans and Directors 11 a.m. Academic Council 2 p.m. Campus Well-Being 3 p.m. College Council 3:30 p.m.	
5th	Curriculum 3 p.m.		President's Leadership Team 9 a.m. Academic Senate Forum 3 p.m.		

Committees that meet as required or at a non-standard time:

- Equal Employment Opportunity Advisory
- Facilities Master Planning Committee (meets twice per semester)
- Program Review and Recommendations
- Safety Committee (meets quarterly on Thursday at 11 am)

Meetings occur in the Board Room unless otherwise noted. Locations may be changed as necessary.

Special Notes:

Board Meetings are usually the 2nd Wednesday in the fall and the 4th Wednesday in the spring. If a Board meeting is moved, other meetings are adjusted accordingly.

Associated Students meets every Tuesday *except* the last Tuesday of the month.

***Dean's Area Meetings** are usually the 3rd Thursday, but are scheduled around the needs of the Area

****Learning Council** will include Student Services Deans, Directors, and Coordinators one time per semester.