

February 9, 2017

Dear Academic Senate Colleagues,

California Title 5 is explicit that everyone should participate in governance in the California Community College system. In terms of the faculty and students, Title 5 is clear on the precise matters on which the faculty and students should have a voice in the decision-making process. Yet, for classified professionals, Title 5 is woefully silent.¹

As the Senate is aware, the Board of Trustees are required to “rely primarily upon the advice and judgement” of the faculty on academic and professional matters. Title 5 defines academic and professional matters as:

1. curriculum, including establishing prerequisites and placing courses within disciplines;
2. degree and certificate requirements;
3. grading policies;
4. educational program development;
5. standards or policies regarding student preparation and success;
6. district and college governance structures, as related to faculty roles;
7. faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. policies for faculty professional development activities;
9. processes for program review;
10. processes for institutional planning and budget development; and
11. other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Similarly, students enjoy a right to participate in governance issues on the following matters as outlined in Title 5:

1. grading policies;
2. codes of student conduct;
3. academic disciplinary policies;
4. curriculum development;
5. courses or programs which should be initiated or discontinued;
6. processes for institutional planning and budget development;
7. standards and policies regarding student preparation and success;
8. student services planning and development;
9. student fees within the authority of the district to adopt; and

¹ CA Code of Regulations. § 53200 (Academic Senates; Definitions), 51023.5 (Minimum Conditions; Students), and 51023.7 (Minimum Conditions; Staff).

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

There is significant, if not identical, overlap in the governance and policy matters identified for both the faculty and students. However, student participation in governance neither negates nor diminishes the role entitled to the faculty on academic and professional matters. Classified professionals should be treated similarly in participatory governance and enjoy the same entitlements in Title 5 as students and the faculty. However, the faculty, through the Academic Senate, should be relied primarily upon for advice and judgement on academic and professional matters.

The California Community College Classified Senate has asked Classified Senates to review the participatory governance structures and processes at their local colleges and recommend adoption of local matters for participatory governance. The CHC Classified Senate took up this call and adopted the following resolution. The CHC Classified Senate is asking our colleagues to consider supporting the Classified Senate in its endeavor to enshrine these tenets of participatory governance in Crafton Hills College's processes.

Respectfully,

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President, Crafton Hills College Classified Senate