**NOCE Decision-Making Resource Manual:
Governance and Committee Structure**

INTRODUCTION
The North Orange Continuing Education (NOCE) Decision-making Resource Manual was developed to provide guidance to NOCE faculty, staff, administrators, and students in fulfilling the intent of effective participation in local decision making as delineated in state law and North Orange County Community College District (NOCCCD) board policies and administrative procedures.

Our governance structure ensures we stay true to our mission of serving our diverse community of learners by harnessing the expertise, various perspectives, and commitment to students embodied in the individuals and constituent groups that make up NOCE.

PARTICIPATORY GOVERNANCE
California Law—Education Code Sections 70901 and 70902
The Board of Governors of the California Community Colleges shall establish "minimum standards" and local governing boards shall "establish procedures not inconsistent" with those standards to ensure the following:
- Faculty, staff, and students the right to participate effectively in district and college governance,
- The opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and
- The right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Participating effectively in district and college governance is shared involvement in the decision-making process. It does not imply total agreement, and the same level of involvement by all is not required. The final decisions rest with the Board of Trustees in those areas assigned to it by state and federal laws and regulations.

Effective participation and collegial consultation "… not a simple process to implement – goodwill, thoughtful people, a willingness to take risks and the ability to admit problems exist – can go far toward establishing a positive environment… The central objective should be creation of a climate where energy is devoted to solving crucial educational tasks and not to turf battles over governance. "

California Community College Trustees Board (CCCT)/Chief Executive Officers of California Community Colleges Board (CEOCCC) Policy Paper, December 1989

DISTRICT GOVERNANCE AND EXECUTIVE ROLES
The North Orange County Community College District (NOCCCD) follows a collegial and transparent governance process, where the Board of Trustees, faculty, staff, administration, and students work together in the decision-making process. Campus-based and District-wide governance groups meet regularly to assess current practices and develop recommendations.

In accordance with Board Policy 2510, Participation in Local Decision-making, the various constituencies of the North Orange County Community College District shall be represented on college, North Orange Continuing Education, and District committees concerned with broad policy and planning matters. Unless otherwise provided in board policy or administrative procedure regarding staff participation, the following constituent groups are recognized by the Board of Trustees as responsible for recommending,

as appropriate, the appointment of employee representatives to serve on college, North Orange Continuing Education, and District governance committees:

- Academic/Faculty Senates shall appoint faculty.
- CSEA, the exclusive representative of the classified employees, shall appoint classified employees.
- Confidential Employees Association shall appoint confidential employees.
- District Management Association (DMA) shall appoint administrative employees.

Where provided for in board policy, administrative procedures, and practices, the collective bargaining representative(s) of the faculty (United Faculty and Adjunct Faculty United) shall appoint faculty union representatives. Notwithstanding the foregoing, the collective bargaining representative(s) of the faculty may seek to recommend the appointment of faculty to committees, task forces, or other groups. UF and Adjunct Faculty United representatives are appointed to the NOCE overarching governance group, which is President's Cabinet.

District-level governance groups include District Consultative Council (DCC), District Curriculum Coordinating Committee (DCCC), and Council on Budget and Facilities. The equivalent governance groups at NOCE are President's Cabinet, Curriculum Committee, and Budget and Facilities Planning Committee. Other NOCE governance groups are listed in this document under NOCE governance structure.

Board of Trustees
The Board of Trustees is the governing body of North Orange Community College District. Trustees are elected officials representing communities in seven trustee areas served by the District. 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 Chancellor action, under which the District is governed and administered.

California State Education Code Section 70902 identifies the Board of Trustees as the NOCCCD's legal and fiduciary body and outlines associated responsibilities. The Board affirms its role and responsibilities in Board Policy 2200: Board Duties and Responsibilities. The Board hires the NOCCCD Chancellor.

NOCCCD Chancellor
The role of the NOCCCD Chancellor in making decisions is determined by the authority delegated to this position by the Board of Trustees. The Chancellor is the chief representative of the Board and is responsible directly to the Board. The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action (BP 2430).

Presidents
The NOCE and college presidents report to the NOCCCD Chancellor. The role of the NOCE President in making decisions at the District level is to articulate recommendations directly to the Chancellor within the scope of their position. The president is the primary advocate for NOCE at the district level and with the Board of Trustees for financial, policy issues, special projects, and the promotion of campus goals.

NOCE GROUP TYPES
NOCE groups are organized into three categories based on the group's responsibilities and delegated authority. All three are essential to an effective participatory decision-making process that promotes student success, a well-informed constituency, and the well-being of the institution. They are governance groups, organizational groups, and ad hoc groups.

Governance Groups
Members of NOCE governance groups represent specific constituencies and as such, serve as a liaison to bring information from the constituent group into the school-level dialogue and from the school-level governance group back to their constituents. Recommendations developed by NOCE governance groups flow through a sequence of well-defined steps before the recommendations are forwarded to the President or District governance group. The authority of governance groups is derived from law and regulation, either as written expressly in the law or regulation or as delegated by another group that possesses said authority.

Organizational Groups
NOCE organizational groups coordinate operational, procedural, and policy implementation or may serve in an advisory capacity. The authority for the members of organizational groups is through the assignment of responsibilities on job descriptions or by appointment as a constituent or stakeholder representative.

Ad Hoc Groups
Ad hoc groups function for a specific purpose for a limited period. Membership in an ad hoc group is either voluntary or by appointment. Examples of ad hoc groups are hiring committees and taskforces.

NOCE GOVERNANCE STRUCTURE
President's Cabinet is consultative council and the overarching participatory governance planning body for North Orange Continuing Education (NOCE). The Cabinet is essential to the success of the NOCE. It represents all constituent groups and provides guidance and recommendations to the President. Additionally, it is a means for understanding and communicating the larger context within which NOCE operates and for helping all groups learn more about each other's functions. The collegial work of this group provides one voice for NOCE to the District and the broader community. President's Cabinet is primarily responsible to the represented constituencies and ultimately the entire school regarding policies and long-range plans. However, its work impacts a wide range of groups throughout the District and the community.

The NOCE governance structure consists of the President, the President's Cabinet, and its six subcommittees:
- Budget and Facilities Planning Committee
- Diversity Equity Inclusion Anti-Racism Committee
- Institutional Effectiveness Committee
- Professional Development Committee
- Student Equity and Achievement Committee
- Technology Committee

Governance groups may form their own workgroups or other types of sub-groups to provide focused attention in a specific area that will help advance the goals of the parent group. Charters, meeting

minutes, and other committee documents are uploaded to NOCE's Microsoft Office SharePoint under the corresponding committee's SharePoint group.

Academic Senate (Title 5 Section 53200-53206)
The NOCE Academic Senate is a governing body made up of all full-time North Orange Continuing Education faculty and eight adjunct representatives. The Academic Senate's primary function is to make recommendations with respect to academic and professional matters. "Academic and professional matters" means the following policy development and implementation matters, also known as 10+1:
1. curriculum, including establishing prerequisites and placing courses within disciplines;
2. degree and certificate requirements;
3. grading policies;
4. educational program development;
5. standards or policies regarding student preparation and success;
6. district and college governance structures, as related to faculty 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;
11. and other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

Furthermore, consultation with Academic Senate is required in establishing committees if the purpose of the committee is to develop policy or procedures related to an academic and professional matters or as part of the basic governance structures set forth in the board's policy on collegial consultation.

"Consult collegially" means that the district governing board shall develop policies on academic and professional matters through either or both of the following methods, according to its own discretion:
1. relying primarily upon the advice and judgment of the academic senate; or
2. agreeing that the district governing board, or such representatives as it may designate, and the representatives of the academic senate shall have the obligation to reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

Matters for which the NOCCCD Board of Trustees elects to rely primarily upon the recommendations of the senates and matters for which the Board of Trustees elects to seek mutual agreement with the senates are outlined in NOCCCD AP 2510 Participation in Local Decision-making.

The NOCE Academic Senate appoints faculty representatives to all District and NOCE governance groups, those groups that fall under 10+1 matters, and many other District and NOCE organizational and ad hoc groups. The Academic Senate groups under the authority of the senate are:
- Curriculum Committee
- Distance Education Advisory Group
- Grades Appeal Committee

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 Classified School Employees Association, Chapter 167, and the Confidential Personnel group, will be given every reasonable consideration in the decision-making processes of the District and NOCE. Staff are represented in all NOCE governance groups and actively participate in many of the school's organizational and ad hoc groups.

Students (Title Section 51023.7)

The NOCE Student Leadership Program provides students with the opportunity to serve on NOCE governance, organizational, and ad hoc groups. Student representatives may also be appointed to District-level governance groups when student representation is requested. In addition, NOCE conducts student surveys and focus groups to collect a wider range of student voices on policies, procedures, and processes that will have a significant impact on students, such as the NOCE Student Climate Survey.

State law requires that students be afforded the opportunity to participate in the formulation of policies, procedures, and processes that have a significant effect on students. Recommendations given every reasonable consideration. Significant effect on students includes:

- Grading
- Codes of conduct
- Academic discipline
- Curriculum development
- Program creation and discontinuance
- Processes for budget and planning
- Student preparation and success
- Student services planning and development
- Fees
- Any other district or college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

GROUP LEADERSHIP AND RESPONSIBILITIES

Operation of the committee structure takes commitment of time and effort by participants and of resources by the institution. To the extent possible, school and group leadership should take into consideration and make appropriate accommodations for the time required for students, faculty, and staff participation. Examples of accommodation include convenient times and locations of meetings, reassigned time, and granting of flexibility in work schedules.

Consideration is also needed for technical and clerical support for committees, such as writing and distribution of meeting minutes. Meeting times should be arranged so that all members are able to participate regularly. Agendas should be distributed with adequate time and all needed reference materials for members to prepare for meetings. Orientation and training of members should be provided regularly. Templates for group charters, agendas, and meeting minutes are available. Refer to Appendix XX.

Add Procedures and Guidelines for effective group functioning
a.   Administrative (mission statements, by-laws, record-keeping)

COMMITTEES, ADVISORIES, WORK GROUPS AND TASK FORCES DEFINED

Committees
Committees are considered a permanent part of the institution's structure and include standing and ad hoc committees.

1. Standing committees are charged with performing specific functions that are often essential to the operation of the institution. These include participatory governance committees that are often required by law, regulation, or Board policy.
2. Ad hoc committees also perform essential functions of the institution, but for a specific task(s) and until that task is completed, such as a hiring committee.

Committees should have a definite membership that should be chosen for their expertise and area of responsibility, in addition to constituent group representation. For each place on the committee the following should be specified: appointing body, term length, and voting status (if votes are to be taken). The expected reports or other work products should be delineated by the appointing body the member represents. Committee proposals for policies and procedures on all academic and professional matters should be submitted to the Academic Senate as well as being available for review by other affected groups.

Advisory Groups
Advisory groups or committees are a structured way for constituent groups and/or stakeholders of NOCE to share their opinions and perspectives, study issues and develop recommendations. The primary purpose of advisory groups is to provide judicious advice, from a stakeholder's perspective to NOCE officials, programs or departments seeking input for informed planning and decision-making.

Advisory groups do not make final decisions. Its membership may consist of any combination of NOCE constituent groups and other defined stakeholders, such as District employees, business representatives, and community partners. For example, the NOCE Pharmacy Technician Program Advisory Committee is advisory group of business and industry representative that convene to ensure NOCE curriculum in career technical education stays current and relevant and meets an industry need (AP 4102 Career Technical Education Programs).

Work Groups
A work group is typically a sub-group of a larger group or entity appointed to work on a particular project or specified goals. Its members often include area experts who are not members of the parent entity. Instead of being required by law or regulation, these groups are charged to perform specific functions that benefit the entire institution. Workgroups are formed to create a venue for discussion on topics deemed to require timely and concentrated energy. Work groups are often ad hoc in nature and meet until the project or goals have been achieved. This can take anywhere from a few months to several years.

Task Forces

Task force groups are established to work on a single defined task, activity, or specific problem. Task forces are short in duration (less than two years) and specific in focus. Task forces are ideal for identifying issues, collecting information, reviewing, and analyzing the information, and making recommendations to a committee. When it is time to think outside the box and brainstorm ideas, a task force may bring together executive officers, institutional researchers, faculty, staff, and representatives of the community to identify recommendations and action. Often, but not exclusively, task forces are appointed by the President with a deadline for receipt of a final report. Proposal to form a task force may also come from faculty or staff who see a need to formally organize and focus on a specific topic.

References:
- "Collegiality in Action: Fundamentals of Effective Participation", Academic Senate for California Community Colleges and Community College League of California.
- Participating Effectively in District and College Governance, The Academic Senate for California Community Colleges and The Community College League of California; Adopted Fall 1998.
- NOCCCD 2012 Decision Making Resource Manual: Structure, Function, Alignment
- Renton Technical College, "A Guide to Councils, Committees, Workgroups, and Task Forces", November 29, 2016.

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