



Napa Valley College Governance Handbook 2024-2030

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Introduction

This Governance Handbook describes the governance and decision-making structure and process at the Napa Valley Community College District and is intended to ensure opportunities for meaningful collaboration by constituent groups in the shared work of the college.

The Governance Handbook is reviewed annually for currency of content with a more detailed review every six years. This review process is conducted collaboratively with all governance groups at the college: the Academic Senate, Classified Senate, Administrative/Confidential Senate, and Associated Students of Napa Valley College, in collaboration with the Superintendent/President. Amendments to this Handbook can be made within the six-year term of the Handbook upon recommendation to the Superintendent/President by the appropriate constituent(s) and after consultation among these constituent groups.

The district provides the opportunity for students, faculty, staff, and administrators to participate effectively in district and college governance as prescribed in Section 70902(b)(7) of the California Education Code. Board Policy 2510 Participation in Local Decision-Making delineates four constituent groups: students, faculty, classified staff, administrators and confidential staff; and their respective roles in governance. Faculty have an additional role defined in Education Code 70902(b)(7) that ensures “the right of the academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.”

The college encourages all employees and students to work with their representatives for the groups listed in this document to bring forward ideas and proposals. Input from groups and committees serves as recommendations to the Superintendent/President who reports to the Board of Trustees and has ultimate responsibility for operational decisions and the effective leadership of the college. Decision-making is guided by and aligns with the mission, vision, and values of the college.

Mission, Vision, and Values

2023 Napa Valley College Mission Statement

Napa Valley College transforms lives. Whether your goal is to transfer, to pursue a career, or to explore your interests, Napa Valley College provides excellent educational and professional opportunities that are student-centered [1], equity-focused [2], and community-oriented [3].

Napa Valley College Vision Statement

Napa Valley College cultivates a learning environment grounded in equity, inclusion, and empowerment.

Values

Napa Valley College is a community of learners that strive to grow, teach, model, and emulate the following values in ourselves and in our students.

Integrity: We treat each other ethically and foster an environment of trust.

Accountability: We commit to ensuring that our actions align with our words and recognize the importance of clear expectations and follow-through that is timely and clearly communicated.

Respect: We recognize each other’s humanity, demonstrate consideration for others, and connect through active listening and sharing perspectives to achieve common goals.

Inclusion: We embrace the power of diverse peoples, perspectives, and experiences. We commit to creating a flexible and responsive environment where everyone can thrive and learn.

Equity-Mindedness: We commit to being evidence-based, race-conscious, institutionally focused, systemically aware, and equity advancing [4].

Social Justice: We commit to being anti-racist and dismantling systemic injustices to ensure access to resources and opportunities necessary for success.

Sustainability: We pledge to center sustainability by recognizing the interconnectedness of a healthy ecological environment, upholding universal human rights, and equitable stewardship of economic resources, all of which are necessary to the wellbeing of current and future generations.

[1] Student-Centered: continuously improve the student experience by providing wrap-around support services and an environment which promotes the success of all students in achieving their educational goals

[2] Equity-Focused: maintain open access to higher education for all students and address performance gaps in outcomes among disproportionately impacted students

[3] Community-Oriented: foster a sense of belonging on campus, while also building connections with our larger community

[4] The equity-mindedness value describes an approach to help achieve the college vision and is drawn from the research of Estela Mara Bensimon and the University of Southern California Center for Urban Education. The equity-focused environment of Napa Valley College focuses specifically on access and outcomes for students.

Roles of Constituents in Governance and Decision-Making

Constituents at NVC participate in making decisions appropriate in scope to their roles within the college. The role in governance for each constituency described below is derived from AB 1725 (Vasconcellos 1988), the California Code of Regulations, Napa Valley College Board Policies and Administrative Procedures, and job descriptions.

Board of Trustees

The role of the Board of Trustees in governance and decision-making is to determine policy and to serve as Napa Valley College’s legal and fiduciary body.

The Board of Trustees oversees and governs the total operations of the entire District in accordance with all applicable laws and regulations. As an independent policy-making body responsible for policies as well as legal and fiscal issues, the Board's ultimate responsibility is to ensure that the NVC mission is fulfilled and that NVC's financial resources are dedicated to providing sound educational programs.

The Board of Trustees consists of seven locally elected Trustees who represent areas within the District. One trustee is elected by the qualified voters from each of the seven trustee areas to serve four-year terms. The Board annually elects a president and vice president from among its representatives, and the Superintendent/President serves as the Board Secretary.

A student trustee is elected annually in a general student election. The Student Trustee provides a student perspective on the issues facing the Board. The Student Trustee receives all materials sent to other representatives of the Board, except those pertaining to closed session matters; attends all open session board meetings; asks questions; participates in discussions; and casts an advisory, non-binding vote on the matters that come before the Board.

California State Education Code §70902 identifies the Board of Trustees of each community college district as the legal and fiduciary body and outlines associated responsibilities. The Board affirms its role and responsibilities in Board Policy 2200: Board Duties and Responsibilities, which details a list of specific duties, including selecting and appointing the Superintendent/President.

Superintendent/President

The Superintendent/President is the chief executive officer of Napa Valley College and as the sole employee of the Board is responsible directly to the Board. The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action, as provided in Board Policy 2430: Delegation of Authority to Superintendent/President.

Faculty

The role of full-time and part-time faculty in decision-making at NVC is to participate, through the Academic Senate, in the development of recommendations to the Superintendent/President and Board of Trustees on academic and professional matters as outlined in state regulations and the processes for developing recommendations that have or will have a significant effect on them. The Academic Senate assumes primary responsibility for making recommendations on 10+1 matters which are designated as relying primarily on the judgment of the Academic Senate (curriculum and academic standards) and consults

collegially on matters designated for mutual agreement.

The Board of Trustees recognizes the Academic Senate as a governance and consultative body that represents the NVC faculty in academic and professional matters. The Academic Senate constitution and bylaws establish the members, rules, and processes of the Senate. The term faculty includes all classroom instructors and educational support personnel required to meet minimum qualifications as outlined in AB 1725 (Vasconcellos 1988) who are employed either full-time or part-time. As provided in Administrative Procedure 2510: Participation in Local Decision-Making, the Board of Trustees recognizes the authority of the Academic Senate with respect to academic and professional matters in accord with the provisions of Title 5 §53200 of the California Code of Regulations. In its policy, the Board agrees to consult collegially with the Academic Senate on academic and professional matters, the following policy development and implementation matters, known as the 10+1:

1. Curriculum, including the establishment of 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. (commonly known as +1) Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

Faculty can also contribute to discussion on non-10+1 matters and participate effectively in district committees, task forces, workgroups, and campus forums. In accordance with the provisions of Title 5. §53203(f), “The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the chief executive officer or his or her designee, by the academic senate.”

In matters of labor relations and collective bargaining, faculty are represented by the Napa Valley College Faculty Association/CCA/CTA/NEA.

Classified Staff

The role of classified staff representatives in governance and decision-making is to participate in the development of recommendations to the Superintendent/President on issues that have or will have a significant effect on them and processes for developing those recommendations. The opportunity to participate and give input on specific matters identified as having a significant effect on classified staff are identified in the California Code of Regulations Title

5, §51023.5:

(4) Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.

(5) Except in unforeseeable, emergency situations, the governing board shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.

(6) The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration

AP 2510 also affirms their opportunity to participate and give input in the following areas:

1. Standards or policies regarding student support and success
2. Districtwide governance structures, as related to classified roles
3. Classified roles and involvement in accreditation process, including self-study and annual reports
4. Policies for classified professional development activities
5. Processes for program review, including area and unit reviews
6. Processes for institutional planning and budget development
7. Curriculum systems integrations and implementation
8. Processes related to awarding degrees and certificates
9. Institutional program development and implementation, as related to classified roles
- +1 Any other district policy, procedure, or related matters that will have a significant effect on Classified Professionals

The NVC Classified Senate represents classified staff in matters of governance and appoints representatives to committees where classified representation is needed (Title 3, §70901.2). As provided in Board Policy 2510: Participation in Local Decision-Making, the Board of Trustees recognizes the expertise of the Classified Senate and agrees to provide opportunities to participate effectively in the formulation and development of policies and procedures that have a significant effect on them.

In matters of labor relations and collective bargaining, classified staff are represented by the Napa Valley College Union of Classified Professionals, Service Employees International Union (SEIU). Local 1021.

Students

The role of students in decision-making at NVC is to participate in the development of recommendations to the Superintendent/President on issues that have or will have a significant effect on them and the processes for developing those recommendations.

The Associated Students of Napa Valley College (ASNVC) is a governance and consultative body that represents NVC students. The Board of Trustees recognizes the Associated Student Government as the official voice of the students.

The following specific district policies and procedures are identified in the California Code of Regulations Title 5§51023.7 as having a significant effect on students:

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs that 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,
10. Any other District and college policy, procedure or related matter that the District Board of Trustees determines will have a significant effect on students.

The Board recognizes the Associated Students of Napa Valley College as the official voice for students in governance (Board Policy 5400: Associated Students Organization). In accordance with Board Policy 2510 Participation in Local Decision-Making, the Associated Students organization is given an opportunity to participate effectively in the formulation and development of policies and procedures that have a significant effect on them, and the recommendations and positions of the Associated Student organization are given reasonable consideration.

Administrators and Confidential Employees

The role of classified and educational administrators and confidential employees in governance and decision-making at the college is determined by the scope of responsibility and authority delegated in job descriptions for administrative positions.

Although there are position-specific representative duties, in general, NVC administrators are responsible for:

- Planning, organizing, controlling and directing assigned programs;
- Coordinating and directing communications, personnel, projects and resources to

- meet college needs and oversee assigned activities;
- Assuring that program implementation satisfies established college, state and federal standards, requirements, laws, codes, rules, regulations, policies and procedures;
- Supervising and evaluating the performance of assigned faculty and classified personnel and assuring that the work of these employees complies with established standards, requirements, and procedures;
- Interviewing potential employees and recommending hiring, transfers, and reassignment;
- Monitoring and analyzing assigned operations, activities, departments and programs to determine educational and financial effectiveness and operational efficiency;
- Providing consultation and technical expertise to administrators, faculty and others concerning assigned programs and related standards, requirements, practices, schedules, strategies, plans, goals, objectives, laws, codes, regulations, policies and procedures; and,
- Developing and preparing the annual preliminary budget for assigned programs; analyzing and reviewing budgetary and financial data.

The Administrative/Confidential Senate represents classified managers and educational administrators in governance matters. As provided in Board Policy 2510: Participation in Local Decision-Making, the District recognizes the Administrative/Confidential Senate as the representative body for classified and academic administrators in matters of governance.

Types of Groups

The foundational principles guiding governance and decision-making at NVC are: (1) a primary focus on students and their academic success; and (2) respect for the role and scope of authority for each constituent group. District committees have representation from the various constituent groups, and representatives understand that they are responsible to their particular constituency in two ways: to share input from the constituent group to the committee and to share information and dialogue from the committee with their constituent group. District committee representatives also understand that their collective work product is a recommendation that is subsequently forwarded to the next individual or group in the decision-making process.

Governance Groups

Governance groups are those whose authority is derived from law and regulation, either as written expressly in the law/regulation or as delegated by another group that possesses said authority (AB 1725, Vasconcellos, 1988; Ed Code §70902(b)(7); Title 5 §§51023, 51023.5, 51023.7, and §§53203-53204)). Representatives of governance groups represent specific constituencies and as such, serve as a liaison to bring information from the constituent group

into the dialogue and from the governance group back to their constituents. The governance constituencies are students, faculty, staff, and administrators; the governance groups are the Associated Students of Napa Valley College, Academic Senate (and Academic Senate committees), Classified Senate, and Administrative/Confidential Senate.

In contrast, a committee created by a Superintendent/President would not be a covered committee under the Act.

Collective Bargaining Groups

Collective bargaining groups represent specific employee groups in labor relations with the district, as outlined in the Rodda Act. The scope of representation includes wages, hours of employment, health and welfare benefits, leaves, transfers, reassignments, safety conditions, evaluation procedures, working conditions, organizational security, grievance procedures, certain aspects of layoffs, and procedures for discipline. NVC has two collective bargaining groups: the Napa Valley College Faculty Association/CCA/CTA/NEA, which represents faculty, and the Service Employees International Union, Local 1021 (SEIU), which represents classified staff.

District Committee Roles

There are several roles for those who participate in a governance body. The following list describes those roles and the expectations for each type.

Role of the Chairs and/or Co-Chairs

The role of the chair of a governance committee, or the co-chairs of any governance committee, is important in managing the business of that governance body. For meetings, the chair or co-chairs are responsible for:

- developing agendas, including awareness of the college's calendar and the scheduling of items to ensure timely discussion and processing in the governance system, especially in those instances where items must be forwarded to the district governing board for approval;
- ensuring that meeting materials, attachments, and other supplemental information are attached to meeting agendas;
- ensuring meeting discussions are focused on agenda items that adhere to the committee/council's charge;
- recording member attendance
- participating in chair/co-chair training; and
- equally collaborating with their committee co-chair, if any, on the items above.

The governance committee chair and co-chairs are also responsible for ensuring that all

members are properly trained, and for requesting appointment or reappointment of constituency representatives. Most importantly, the chair and co-chairs are responsible for cultivating a safe and welcoming environment for discussion and ensuring all committee members have an opportunity to voice their opinions and ideas. Student participation on committees is encouraged, and student participants will receive an orientation and be provided with mentorship for effective participation in committee deliberations.

Role of the Voting Committee Members

Collaborative governance works best when all participants approach their role with a goal of understanding the committee’s purpose and objectives, contributing ideas, listening for understanding, and foregrounding equity, mutual respect, and collegial behavior.

Active participation by all committee members enables the college community to strive for governance outcomes that are inclusive, reflect all constituency perspectives, and expand the leadership capacity of Napa Valley College. Participants should be consensus-seeking rather than position-taking, which requires the dialogue process to be transparent and enables all members to both listen and understand one another clearly. Committee members should come to meetings on time and prepared, having read, reviewed any materials provided in advance, and/or having completed any assigned tasks. All council and committee members, whether voting or not, are able to discuss items under review, but only voting members can participate in voting and providing a formal recommendation.

In the event that a committee member who represents a constituency on a district committee is absent, the member may appoint a proxy. In those instances, the proxy has the same authority to discuss and vote on issues on behalf of the absent member they represent. It is the responsibility of the constituency group representative to inform the proxy of agenda items, constituency group discussions, and committee/council discussions related to the agenda item, and to notify the chair or co-chairs of their absence and assigned proxy.

Role of the Constituency Member

Constituency members representing students, staff, faculty or administrators have an important role in the governance process. By representing the whole of their constituency, e.g., all faculty, all classified professionals, all students, and all administrators (excluding the executive leadership team), they bring important viewpoints, experiences, context, and institutional memory to the meeting table.

As a constituency group representative, they are representing the “we” of their group as opposed to themselves as an individual, their respective department or program, or their division. While there is no expectation that constituency representatives must share a single perspective and/or vote as a unified block on any committee or council, constituency group representatives are appointed by their respective leadership group – Academic Senate, Associated Students of Napa Valley College, Classified Senate, or Administrative/Confidential Senate – to represent their group and are responsible for reporting

back to their groups in addition to creating a two-way communication between governance bodies and their constituency.

Role of the Proxy Member

Proxy representation on district committees is arranged by the constituency group representative who will be absent for an upcoming meeting. While there is responsibility for the constituency group representative to inform the proxy member of the committee's agenda, discussions, and action items, the proxy is responsible for understanding as much as possible regarding the committee/council meeting that they will attend, including proper meeting preparation and coming to the meeting on time.

Role of the Advisory Member

An advisory member serves on a committee or council because they have expertise relevant to the work of the committee. However, they do not have the right to vote on committees or councils.

Role of the Note Taker

Note takers record attendance and actions and distribute agenda and meeting minutes in a timely fashion. Approved minutes for each meeting must be posted online.

Committees

Participation in committees enables substantive dialogue and input from all relevant constituencies. Committees make recommendations to their authorizing body. In the case of college decisions, recommendations from District committees are reviewed by the Superintendent/President who has final duty and responsibility for decision-making as delegated by the Board of Trustees.

All formal committees have an approved charge, membership, and meeting time. Typically, committees meet during the academic year unless otherwise noted below.

District Committees

District committees are those that include representatives from all governance groups. Recommendations from these bodies go to the Superintendent/President for consideration.

At the beginning of each academic year, each district committee will review its charge and membership and establish or reaffirm its goals for the coming year. At the end of the academic year, the district committee will assess progress on its annual goals and will prepare a report on this progress to share with the relevant body. Each district committee's annual report is to be completed by the last day of the academic year and is to be posted to the college's governance web page by June 30. To enable more effective planning and participation of members, the meeting dates and times for the coming year will be finalized before the conclusion of the prior academic year.

The charge of each district committee will be reviewed by Cabinet prior to any formal updates. Proposed changes are due to the Superintendent/President not later than April 1 of each year so that adjustments can be included in the annual update of the Governance Handbook.

Budget Committee

Time: The 2nd Friday, 9:00-11:00 a.m. & extra designated days as needed

Charge: The District Budget Committee serves to provide a representative body of college stakeholders and constituent groups who reviews and oversees the implementation of the budget development process.

The Committee is charged with reviewing and recommending the Tentative and Final Budgets to the Superintendent/ President and to ensure that the budget reflects the mission of the District, its strategic initiatives and planning priorities.

Interlinked with the Planning Committee, the Budget Committee's process is informed by priorities outlined in the Educational Master Plan, Student Equity Achievement Plan, and other plans adopted by the District.

Further, it is the charge of the committee to ensure that the priorities of the District are represented in resource allocation decisions and that budget development has broad based campus input. This charge shall include the opportunity to review District level budget reports and related financial information in support of enhanced transparency and the role of the Committee to make recommendations deemed appropriate and necessary to uphold or enhance the District's fiscal standing.

Membership:

- 1- Chief Business Officer (co-chair)
 - 1- Chief Instructional Officer
 - 1- Chief Student Affairs Officer
 - 1- Academic Senate Designate – Co-chair
 - 6- Academic Senate Representatives
 - 2- Administrative Senate
 - 2- Classified Senate
- 1- Representative appointed by ASNVC

District Technology Committee

Time: 3rd Wednesday 1:40 p.m. – 3:00 p.m.

Charge: The District Technology Committee assists in facilitating technology planning and provides guidance for the District’s major technology decisions. The DTC operates as a District Standing Committee that provides recommendations to the college president and cabinet members regarding technology-related issues in concert with policies, guidelines, and standards. The District Technology Committee integrates planning processes with the Planning Committee as needed.

The committee:

- Reviews and keeps up to date the District Technology Master Plan;
- Works within the NVC Planning process to rank technology related strategic initiatives and operational continuance;
- Provides guidance on funding priorities with regard to technology;
- Makes recommendations on the use of technology throughout the District; with regard to ongoing technology activities and future directions;
- Disseminates information about NVC's current technology;
- Functions to ensure seamless implementation of technology initiatives.

Membership:

- 5- Faculty representatives
- 2- Classified representatives
- 2-Administrative representatives
- 1- ASNVC representative

The district co-chair is appointed by the Superintendent/President, and the faculty co-chair is appointed by the Academic Senate.

Diversity, Equity, and Inclusion Committee

Time: Second and fourth Monday of the month (Sept-Dec and Feb-May), 1:00-3:00 p.m.

Charge: The District Diversity, Equity, and Inclusion Committee’s charge is to support and advance the Napa Valley Community College District’s commitment to diversity, equity, inclusion, access, anti-racism, and social justice through monitoring and communicating best practices to support inclusive excellence and equity and consultation and development of recommendations regarding institutional policies, procedures, strategic plans to ensure alignment with district priorities related to DEI.

Membership:

- 4- Academic Senate representatives
- 4- Administrative/Confidential Senate representatives
- 4- Classified Senate representative
- 4- ASNVC representatives
- 4- Community representatives

Resource members (as needed) include the Asst. Superintendent/Vice President, Academic Affairs; Asst. Superintendent/Vice President, Student Affairs; Asst Superintendent/Vice President, Human Resources (or designee: Manager, Title IX and Civil Rights), Training, and Development; Dean, Research, Planning, and Institutional Effectiveness; Director, Public Affairs and Communications.

Equal Employment Opportunity (EEO) Committee

Time: once quarterly

Charge: The EEO Advisory Committee acts as an advisory body to the EEO Officer and the District as a whole to promote understanding and support of EEO policies and procedures. The EEO Advisory Committee shall assist in the development and implementation of the EEO Plan in conformance with state and federal regulations and guidelines, monitor equal employment opportunity progress, and provide suggestions for Plan revisions, as appropriate.

Membership:

- 1 Administrative/Confidential
- 1 Classified
- 1 Faculty
- 1 Student
- 1 DEI Committee Member

Facilities Committee

Time: 3rd Monday, 2:00-3:30 p.m. The Third Monday of September, October, November, January, February, March, April, and May from 2:00pm- 3:30pm (adjustments to this calendar may be made based upon the academic calendar or need as identified by the DFC.)

Charge:

Facilities Master Planning: To make recommendations to the President of Napa Valley College on issues related to facilities. To oversee, monitor, and verify consistency with the Napa Valley College Facilities Master Plan (FMP) & the Sustainability Plan; To review Scheduled Maintenance & Special Repairs Plan & make recommendations; To review Space Inventory; To review Five-Year Capital Outlay Plan

Design Review: Review capital project design for consistency with the FMP, campus standards, and general campus interest.

Communication: Provide an open forum for communication with constituent groups on the FMP, capital projects, and other facilities planning objectives.

Membership: There shall be seven (7) voting members representing and appointed by the

following constituent groups:

- 1- Chair – Director Facilities Services (Ex Officio)
- 2- Administration (College Police Chief-Ex Officio, plus one as assigned)
- 2- Classified (Scheduling Specialist- Ex Officio, plus one as assigned)
- 2- Faculty (as assigned)
- 1- ASNVC Representative (as assigned)

The option for a Co-Chair will be revisited yearly based on committee needs, and an election will be held accordingly.

Chair will vote only in the event of a tie vote among the seven (7) members.

Alternate committee members and chairs may be appointed by constituent groups and shall have the same voting rights as the members or chairs to whom they serve as substitute.

Planning Committee

Time: First and third Friday of each month, 11:00 – 12:30 p.m.

Charge: The Planning Committee:

- Oversees the development and implementation of the Mission, Vision, and Values Statements and the Strategic Directions and Goals identified in the Educational Master Plan (EMP)
- Ensures integration of the guiding institutional documents listed above with other institutional plans
- Recommends institutional goals and monitors performance relative to institutional goals as well as Strategic Directions and Goals in the EMP
- Develops and coordinates the annual planning process, including recommending institutional planning priorities
- Regularly evaluates planning practices for effectiveness
- Remains well-informed of accreditation requirements, NVC's accreditation status, and plans emerging from institutional self-evaluation

Membership:

- 1- Faculty Co-Chair
- 6- Academic Senate representatives (in addition to Faculty Co-Chair); whenever possible to include a Counselor, as well as one faculty from each of the following areas: Career Technical Education, Health Occupations, and Math/English
- Dean of Research, Planning & Institutional Effectiveness (who serves as Administrative/District Co-Chair)
- Assistant Superintendent/Vice President of Academic Affairs
- Assistant Superintendent/Vice President of Student Affairs
- 2- Classified Senate representatives
- 2- Administrative representatives
- 1- ASNVC representative

Staff Development Committee

Time: One hour monthly, date and time determined based on availability of members

Charge: Members discuss constituency needs for flex day training opportunities, as well as continuing opportunities throughout the year for all constituencies.

Membership:

- Assistant Superintendent/Vice President, Human Resources, Training and Development **(Co-Chair)**
- Professional Learning Committee Faculty Chair **(Co-Chair)**
- Training and Development Administrator
- 2-Classified Senate Representatives
- 2 Academic Senate Representatives
- 2- Administrative/ Confidential Senate Representatives

Advisory Committees

Council of Presidents

Time: as needed

Charge: The Council of Presidents provides a venue for each constituent group to have an opportunity to review and endorse non-academic policies and procedures that govern the institution; to share information on state, federal, and local issues with the constituent groups; and to conduct an evaluation of the committee structure of non-academic and professional committees and make recommendations to the college president. The Council is advisory to the Superintendent/President.

The Council of Presidents is also charged with the review and revision of, gathering input from their respective constituent groups, and making recommendations on BP/AP 2410 Board Policy and Administrative Procedures and BP/AP 2510 College Governance, Participation in Local Decision-Making.

Membership:

- Superintendent/President
- President of Academic Senate
- President of Classified Senate
- President of Administrative/Confidential Senate
- President of the Associated Students

Vice Presidents may attend as relevant to the topic.

Extended Cabinet

Time: Tuesday following board meeting, once per month, 10-12p.m.

Charge: Provide feedback on various initiatives and proposals at an early stage to inform the Superintendent/President about interest and feasibility. Consider issues of campus-wide import and make recommendations regarding these. Review and give feedback on relevant communications documents, such as the Napa Valley College Governance Handbook.

Membership:

- Superintendent/President
- Assistant Superintendent/Vice President of Academic Affairs
- Assistant Superintendent/Vice President of Student Affairs
- Assistant Superintendent/Vice President of Administrative Services
- Assistant Superintendent/Vice President of Human Resources
- President of Academic Senate
- President of Classified Senate
- President of Administrative/Confidential Senate
- President of Associated Students of Napa Valley College
- President of Faculty Union
- President of Classified Union
- Dean III, Research, Planning and Institutional Effectiveness
- Director II, Public Affairs and Communications
- Chief of Staff
-
- (non-voting) Note Taker: Sr. Executive Assistant, Office of the President

Operational Groups

Deans' Council (Office of Academic Affairs)

Time: 1st and 3rd Wednesdays, 9:00-10:30 a.m.

Charge: Coordinate activities relevant across instructional divisions; address issues that impact instructional programs.

Membership:

- Vice President of Academic Affairs
- 4- Instructional Deans
- (as needed, 1 Dean of Counseling)

Management Team

Time: 1st Wednesdays, 10-12 p.m.

Charge: Managers' meetings are a forum in which managers obtain information and discuss issues related to the operations of the college, which are implemented within established policies, procedures and business practice.

Membership:

- Superintendent/President
- All members of Cabinet
- All Administrators

President’s Cabinet

Time: Tuesdays, 9-12 p.m.

Charge: Prepare Board of Trustees’ actions, discuss issues of College-wide impact, and coordinate activities from various areas of responsibility.

Membership:

- Superintendent/President
- Assistant Superintendent/Vice President of Academic Affairs
- Assistant Superintendent/ Vice President of Student Affairs
- Assistant Superintendent/ Vice President of Administrative Services
- Assistant Superintendent/ Vice President of Human Resources
- Dean III, Research, Planning and Institutional Effectiveness
- Director, Public Affairs and Communication
- Chief of Staff

Student Affairs Council (Office of the Vice President of Student Affairs)

Time: 2nd Thursdays, 1:30-3:00 p.m.

Charge: Discuss issues, trends, best practices that contribute to student success and campus life at Napa Valley College. Provide a space for coordination and collaboration among Student Affairs programs. Provide consultation on the best practices in student services to the Vice President of Student Affairs.

Membership:

- Vice President of Student Affairs
- Admin Assistants to the VP
- 4- Student Affairs Deans
- 4-Faculty Learning Community Coordinators
- Counseling Faculty Coordinator
- Career Center Representative
- Welcome Center Representative
- Health Center Director

Student Affairs Deans’ Meeting (Office of the Vice President of Student Affairs)

Time: 2 and 4th Wednesday, 11:00-12:00 p.m.

Charge: Coordinate specific Student Affairs activities, programs, and services. Respond to

specific issues that impact Student Affairs.

Academic Senate Committees

Note: Academic Senate Committee information may be updated outside of the annual review cycle of the Governance Handbook. Should there be delays in incorporating updates, the information on the Academic Senate website prevails.

Curriculum Committee

Time: First Friday of each month, 9:00-11:00 a.m. (with Third Friday held for other curriculum needs, such as GE subcommittee, New Program Taskforce, etc.)

Charge: The Curriculum Committee shall:

- Develop written procedures and deadlines for all credit and noncredit curriculum submission and approval. The Academic Senate is to approve processes and procedures.
- Review and make recommendations on new course and new program proposals and on course and program revisions. Ensure that additions, deletions, and/or changes in course outlines for new and established courses and program outlines comply with curriculum regulations and development criteria.
- Make recommendations to the Academic Senate on issues relating to curriculum, such as changes in graduation or general education requirements. The committee will determine if a course is classified as general education for the associate degree and into which category it should be placed.
- Classify courses into appropriate disciplines and support submission of courses for transfer articulation. The committee will advise faculty on criteria and requirements for transfer general education patterns and transfer degrees.
- Review and make recommendations on proposed course and program deletions and inactive status. Evaluate the program impact of any deletions.
- Vote whether or not to recommend any course or program additions, deletions, or changes to the Academic Senate (which recommends to the NVC Board of Trustees for approval).

Membership is determined by the Academic Senate Bylaws.

Distance Education & Technology Committee

Time: Meetings will be held on the third Thursday of every month from 10:00 – 11:00 a.m.

Charge: The Distance Education and Educational Technology Committee shall be concerned with matters regarding technology as it impacts instruction and instructional needs.

Membership:

- One faculty chair, Academic Senate Member and current DTC member
- Academic Senate member and current DTC member
- Academic Senate member, Faculty Librarian

- Academic Senate member, Distance Education Coordinator
- Academic Senate member
- Academic Senate member
- Instructional Dean (non-voting)
- Student Representative (non-voting)
- Classified Representative: Distance Education Technician (non-voting)

Executive Committee

Time: 1st Tuesday, 12:30 –1:20 p.m.

Charge: Advise and assist the Academic Senate President and Senate, Shared Governance, and District committees, as well as be responsible for nominations to Senate offices and to Senate, Shared Governance, and District Committees, overseeing the election process, and other duties as assigned by the Senate or the Senate President.

Membership:

- President
- First Vice President
- Second Vice President
- Secretary
- Treasurer
- Past President of the Academic Senate (one year)
- Chairs of each Academic Senate Committee
- Co-Chairs of district committees with faculty/administrative co-chair structure

Faculty Business Committee

Time: Meetings will be held on the 3rd Tuesday of each month from 12:30 – 1:20 p.m.

Charge: The Faculty Business Committee shall be concerned with matters regarding professional qualifications and equivalencies, full- and part-time faculty hiring procedures, academic rank, faculty emeritus status, faculty ethics and academic freedom, faculty roles in college governance structures, faculty roles and involvement in accreditation processes, and other academic and professional matters as related to faculty.

Membership:

- First Vice President of Academic Senate (Chair)
- (When possible) One faculty representative from each division

Faculty Evaluation Committee

Time: Meeting times vary. Committee usually meets once or twice per semester.

Charge: The Faculty Evaluation Committee will implement the Contract Faculty Evaluation Process. In addition, the committee is charged with maintaining the Regular, and Contract guidelines.

Membership:

- Second Vice President of the Academic Senate (Chair)
- Tenured Academic Senate members who will be assigned as Chair on contract faculty evaluation Review Teams

Professional Learning Committee

Time: First and third Tuesdays of the month, 2:30 – 4 p.m.

Charge: The Professional Learning Committee shall be concerned with faculty development, including instructional excellence, and sabbatical leaves.

Membership:

- (When possible) One representative from each division
- The PL co-chair of the PLC is chosen by the Academic Senate upon the recommendation of the PLC.
- The CEETL co-chair of the PLC is chosen by the Academic Senate upon the recommendation of the PLC.

Student Success Standards Committee

Time: Third Tuesday, 12:30-2:00p.m., once per month

Charge: The Student Success Standards Committee shall be concerned with the scholastic success of the students at Napa Valley College.

Membership:

- Committee Chairperson elected by the members of the committee.
- Learning Outcomes Assessment Coordinator
- (When possible) 1- Faculty representative from each division with one exception:
- (When possible) 2- Faculty representatives from Counseling Division
- 2- Classified representatives appointed by Classified Senate
- 1- Student representative appointed by ASNVC

Associated Students of Napa Valley College

Time: Twice a month, to be determined at the start of each semester

Charge: Represent the interests of students in the college governance process; promote activities that stimulate intellectual, cultural, and social life of our college; and encourage a high standard of education, high ideals, and freedom of expression.

Membership:

- President
- Vice President
- Secretary
- Student Trustee
- Treasurer
- Five Senators-at-Large

Administrative/Confidential Senate

Time: The third Wednesday of the month 12:45-1:45 p.m.

Charge: The purpose and role of the Administrative/Confidential senate is to:

- Provide the administrative and confidential employees with formal representation in determining institutional positions, policies, regulations, and procedures.
- Represent issues and interests in a mutual gains process with the President/Superintendent and Board of Trustees (it is understood the term mutual gains discussion as used herein does not include “meet and negotiate” as the term is defined in Government Code Section 3540.1).
- Provide the shared governance body and Napa Valley College President/Superintendent with recommendations and views on matters affecting the conduct and welfare of the college
- Promote communication and mutual understanding among the students, faculty, classified staff, President/Superintendent, Board of Trustees, administration, and other interested person(s) concerning the welfare of the college

Membership:

- All personnel designated administrative or confidential shall be the constituents of the Senate.
- For purposes of this Senate, the following positions shall be excluded:
President/Superintendent.

Classified Senate

Time: Last Tuesday of each month, 12:00-1:00 p.m.

Charge: The purpose and role of the Classified Senate is:

- To encourage the exchange of ideas and understanding among Classified Staff, faculty, students, and administrators
- To promote awareness and commitment to the philosophy, mission, and goals of Napa Valley College

- To involve Classified Staff in campus committees which review nonrestrictive policies, procedures, practices, needs assessments, and the development of new ideas
- To voice the Classified viewpoint on college issues to the Superintendent/President and governing board
- To promote the recognition of Classified Staff as a valued part of the college workforce
- To support, facilitate implementation of, and promote awareness of the college shared governance policy

Members:

- President
- Vice President
- Treasurer
- Secretary
- Social Senator
- Fundraising Senator
- Ad-Hoc Senator
- All classified personnel

Frequently Asked Questions

What percentage or number of committee members is required to make quorum?

If the number is not defined otherwise in the group's bylaws or charter, the default minimum is a simple majority, 50% + 1 or more of official members.

Do vacant positions count for the purposes of calculating a quorum?

No, unless otherwise stipulated in the group's bylaws. For example, if a committee has 20 positions, but three are vacant, the number to calculate quorum against is 17. To achieve quorum, 9 members would need to be present.

If a vacancy is identified before the beginning of a term, the assigning body should inform the Committee (Co-)Chair in advance.

Frequent absences that affect quorum should be reported by the Committee (Co-)Chair to the respective Senate (Faculty, Classified, or Admin/Confidential), ASNVC (Students), or Office of the President for possible reassignment. If a reassignment cannot be made, the position may be declared vacant by the assigning body. Consecutively missing 2 meetings constitutes grounds for reporting a frequent absence.

Do committee Chairs/Co-Chairs get to vote?

Generally not. See specific bylaws for details.

Which committees need to follow the Brown Act?

The Board of Trustees, the Academic Senate, the Associated Students of Napa Valley College (and their sub-committees) must follow the Brown Act. District committees do not.

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Appendix A: Document Revision History

Cycle	Date	Description
Initial Publication	February 27, 2024	Initial publication of the Napa Valley College Governance Handbook as developed through constituent input and review.
Annual Review 23-24	May 21, 2024	Corrections, and additions.
Annual Review 24-25	April 29, 2025	Corrections and additions
Annual Review 25-26	May 12, 2026	Corrections and additions.

Appendix B: Laws and Regulations for Effective Participation in Participatory Governance

Title 3 §70901.2. Staff Representation

- (a) Notwithstanding any other provision of law, when a classified staff representative is to serve on a college or district task force, committee, or other governance group, the exclusive representative of classified employees of that college or district shall appoint the representative for the respective bargaining unit members. The exclusive representative of the classified employees and the local governing board may mutually agree to an alternative appointment process through a memorandum of understanding. A local governing board may consult with other organizations of classified employees on shared governance issues that are outside the scope of bargaining. These organizations shall not receive release time, rights, or representation on shared governance task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.

- (b) A local governing board shall determine a process for the selection of a classified staff representative to serve on those task forces, committees, or other governance groups in a situation where no exclusive representative exists.

Title 5 § 53200. Definitions.

For the purpose of this Subchapter:

- (a) “Faculty” means those employees of a community college district who are employed in positions that are not designated as supervisory or management for the purposes of Article 5 (commencing with Section 3540) of Chapter 10.7 of Division 4 of Title 1 of the Government Code, and for which minimum qualifications for hire are specified by the Board of Governors.
- (b) “Academic senate,” “faculty council,” and “faculty senate” means an organization formed in accordance with the provisions of this Subchapter whose primary function, as the representative of the faculty, is to make recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters. For purposes of this Subchapter, reference to the term “academic senate” also constitutes reference to “faculty council” or “faculty senate.”
- (c) “Academic and professional matters” means the following policy development and implementation 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 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- studies 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.

(D) “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.

Title 5 § 53201. Academic Senate or Faculty Council

In order that the faculty may have a formal and effective procedure for participating in the formation and implementation of district policies on academic and professional matters, an academic senate may be established at the college and/or district levels.

Title 5 § 53202. Formation; Procedures; Membership.

The following procedure shall be used to establish an academic senate:

- (a) The full-time faculty of a community college shall vote by secret ballot to form an academic senate.
- (b) In multi-college districts, the full-time faculty of the district colleges may vote on whether or not to form a district academic senate. Such vote shall be by secret ballot.
- (c) The governing board of a district shall recognize the academic senate and authorize the faculty to:
 - 1. Fix and amend by vote of the full-time faculty the composition, structure, and procedures of the academic senate.
 - 2. Provide for the selection, in accordance with accepted democratic election procedures, the members of the academic senate.
- (d) The full-time faculty may provide for the membership and participation of part-time faculty members in the academic senate.
- (e) In the absence of any full-time faculty members in a community college, the part-time faculty of such community college may form an academic senate.

Title 5 § 53203. Powers.

- (a) The governing board of a community college district shall adopt policies for appropriate delegation of authority and responsibility to its college and/or district academic senate. Among other matters, said policies, at a minimum, shall provide that the governing board or its designees will consult collegially with the academic senate when adopting policies and procedures on academic and professional matters. This

requirement to consult collegially shall not limit other rights and responsibilities of the academic senate which are specifically provided in statute or other Board of Governors regulations.

- (b) In adopting the policies and procedures described in Subsection (a), the governing board or its designees shall consult collegially with representatives of the academic senate.
- (c) While in the process of consulting collegially, the academic senate shall retain the right to meet with or to appear before the governing board with respect to the views, recommendations, or proposals of the senate. In addition, after consultation with the administration of the college and/or district, the academic senate may present its views and recommendations to the governing board.
- (d) The governing board of a district shall adopt procedures for responding to recommendations of the academic senate that incorporate the following:
 - 1. in instances where the governing board elects to rely primarily upon the advice and judgment of the academic senate, the recommendations of the senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation is not accepted, the governing board or its designee, upon request of the academic senate, shall promptly communicate its reasons in writing to the academic senate.
 - 2. in instances where the governing board elects to provide for mutual agreement with the academic senate, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy, or in cases where the exposure to legal liability or substantial fiscal hardship requires existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.
- (e) An academic senate may assume such responsibilities and perform such functions as may be delegated to it by the governing board of the district pursuant to Subsection (a).
- (f) The appointment of faculty members to serve on college or district committees, task forces, or other groups dealing with academic and professional matters, shall be made, after consultation with the chief executive officer or his or her designee, by the academic senate. Notwithstanding this Subsection, the collective bargaining representative may seek to appoint faculty members to committees, task forces, or other groups.

Title 5 § 53204. Scope of Regulations.

Nothing in this Subchapter shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiated agreements between collective bargaining representatives and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to academic senates pursuant to these regulations.

Title 5 § 53206. Academic Senate for California Community Colleges.

- (a) An Academic Senate for the California Community Colleges has been established through ratification by local academic senates or faculty councils so that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters.
- (b) The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of community college academic senates or faculty councils before the Board of Governors and Chancellor's Office.

Title 5 § 51023. Faculty.

The governing board of a community college district shall:

- (a) adopt a policy statement on academic freedom which shall be made available to faculty;
- (b) adopt procedures which are consistent with the provisions of sections 53200-53206, regarding the role of academic senates and faculty councils;
- (c) substantially comply with district adopted policy and procedures adopted pursuant to subdivisions (a) and (b).

Title 5 § 51023.5. Staff.

- (a) The governing board of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance. At minimum, these policies and procedures shall include the following:
 1. Definitions or categories of positions or groups of positions other than faculty that compose the staff of the district and its college(s) that, for the purposes of this section, the governing board is required by law to recognize or chooses to recognize pursuant to legal authority. In addition, for the purposes of this section, management and non-management positions or groups of positions shall be separately defined or categorized.
 2. Participation structures and procedures for the staff positions defined or categorized.
 3. In performing the requirements of subsections (a)(1) and (2), the governing board or its designees shall consult with the representatives of existing staff councils, committees, employee organizations, and other such bodies. Where no groups or structures for participation exist that provide representation for the purposes of this section for particular groups of staff, the governing board or its designees, shall broadly inform all staff of the policies and procedures being developed, invite the participation of staff, and provide opportunities for staff to express their views.
 4. Staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.
 5. Except in unforeseeable, emergency situations, the governing board shall not take

action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures as determined by the governing board in accordance with the provisions of this Section.

6. The policies and procedures of the governing board shall ensure that the recommendations and opinions of staff are given every reasonable consideration.
 7. When a college or district task force, committee, or other governance group, is used to consult with staff regarding implementation of this section or to deal with other issues which have been determined to significantly affect staff pursuant to subdivision (a)(4), the appointment of staff representatives shall be made as follows:
 - i. The exclusive representative shall appoint representatives for the respective bargaining unit employees, unless the exclusive representative and the governing board mutually agrees in a memorandum of understanding to an alternative appointment process.
 - ii. Where a group of employees is not represented by an exclusive agent, the appointment of a representative of such employees on any task force, committee or governance group shall be made by, or in consultation with, any other councils, committees, employee organizations, or other staff groups that the governing board has officially recognized in its policies and procedures for staff participation.
 - iii. When the task force, committee or governance group will deal with issues outside the scope of collective bargaining, any other council, committee or staff group, other than an exclusive agent, that the governing board has officially recognized in its policies and procedures for staff participation may be allowed to designate an additional representative. These organizations shall not receive release time, rights, or representation on such task forces, committees, or other governance groups exceeding that offered to the exclusive representative of classified employees.
 - iv. In all cases, representatives shall be selected from the category that they represent.
- (b) In developing and carrying out policies and procedures pursuant to subsection (a), the district governing board shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code sections
- (c) 3540, et seq., such procedures for staff participation shall not intrude on matters within the scope of representation under section 3543.2 of the Government Code. Governing boards shall not interfere with the exercise of employee rights to form, join, and

participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this section shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and district governing boards. It is the intent of the Board of Governors to respect lawful agreements between staff and exclusive representatives as to how they will consult, collaborate, share, or delegate among themselves the responsibilities that are or may be delegated to staff pursuant to these regulations.

- (d) Nothing in this section shall be construed to impinge upon the policies and procedures governing the participation rights of faculty and students pursuant to sections 53200-53204, and section 51023.7, respectively.
- (e) The governing board of a community college district shall comply substantially with the provisions of this section.

Title 5 §51023.7 Students

(a) The governing board of a community college district shall adopt policies and procedures that provide students the opportunity to participate effectively in district and college governance. Among other matters, said policies and procedures shall include the following:

- (1) Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures.
- (2) Except in unforeseeable, emergency situations, the governing board shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action.
- (3) Governing board procedures shall ensure that at the district and college levels, recommendations and positions developed by students are given every reasonable consideration.
- (4) For the purpose of this Section, the governing board shall recognize each associated student organization or its equivalent within the district as provided by Education Code Section 76060, as the representative body of the students to offer opinions and to make recommendations to the administration of a college and to the governing board of a district with regard to district and college policies and procedures that have or will have a significant effect on students. The selection of student representatives to serve on college or district committees, task forces, or other governance groups shall be made, after consultation with designated parties, by the appropriate officially recognized associated student organization(s) within the district.

(b) For the purposes of this Section, district and college policies and procedures that have or will have a “significant effect on students” includes the following:

- 1 Grading policies;
- 2 Codes of student conduct;
- 3 Academic disciplinary policies;
- 4 Curriculum development;
- 5 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
- 10 Any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

(c) The governing board shall give reasonable consideration to recommendations and positions developed by students regarding district and college policies and procedures pertaining to the hiring and evaluation of faculty, administration, and staff.

(d) Nothing in this Section shall be construed to impinge upon the due process rights of faculty, nor to detract from any negotiations or negotiated agreements between collective bargaining agents and district governing boards. It is the intent of the Board of Governors to respect agreements between academic senates and collective bargaining agents as to how they will consult, collaborate, share or delegate among themselves the responsibilities that are or may be delegated to the academic senate pursuant to the regulations on academic senates contained in Sections 53200-53206.

(e) The governing board of a community college district shall comply substantially with policies and procedures adopted in accordance with this Section.

(See also Education Code 760060.)

Appendix C: California Government Code Definition of Legislative Body

54952. As used in this chapter, “legislative body” means:

- (a) The governing body of a local agency or any other local body created by state or federal statute.
- (b) A commission, committee, board, or other body of a local agency, whether permanent or temporary, decision making or advisory, created by charter, ordinance, resolution, or formal action of a legislative body. However, advisory committees, composed solely of the members of the legislative body that are less than a quorum of the legislative body are not legislative bodies, except that standing committees of a legislative body, irrespective of their composition, which have a continuing subject matter jurisdiction, or a meeting schedule fixed by charter, ordinance, resolution, or formal action of a legislative body are legislative bodies for purposes of this chapter.
- (c) (1) A board, commission, committee, or other multi member body that governs a private corporation, limited liability company, or other entity that either:
 - (A) Is created by the elected legislative body in order to exercise authority that may lawfully be delegated by the elected governing body to a private corporation, limited liability company, or other entity.
 - (B) Receives funds from a local agency and the membership of whose governing body includes a member of the legislative body of the local agency appointed to that governing body as a full voting member by the legislative body of the local agency.
- (2) Notwithstanding subparagraph (B) of paragraph (1), no board, commission, committee, or other multi member body that governs a private corporation, limited liability company, or other entity that receives funds from a local agency and, as of February 9, 1996, has a member of the legislative body of the local agency as a full voting member of the governing body of that private corporation, limited liability company, or other entity shall be relieved from the public meeting requirements of this chapter by virtue of a change in status of the full voting member to a nonvoting member.
- (d) The lessee of any hospital the whole or part of which is first leased pursuant to subdivision (p) of Section 32121 of the Health and Safety Code after January 1, 1994, where the lessee exercises any material authority of a legislative body of a local agency delegated to it by that legislative body whether the lessee is organized and operated by the local agency or by a delegated authority.

(Amended by Stats. 2002, Ch. 1073, Sec. 2. Effective January 1, 2003.)

Appendix D: Reorganization Documents

Strategic Vision for Reorganization:

Napa Valley College will operate intentionally to create active engagement in the work to advance the student experience, position the college for sustained success, and adapt to the everchanging landscape of higher education.

Reorganization Process Steps:

This list outlines the baseline structure for the Reorganization processes at NVC. These steps may be slightly modified to fit specific department reorganization needs. This outline will be evaluated and refined over time.

1. Confirm Base Operating Budget

- i. Manage to Budget

2. Department Design: Reorganization Goals

- i. Assemble Workgroup (Department experts)
- ii. Define Department/Team Scope (What must/can/do we do?)
 - e.x. Confirm legal requirements via Ed. Code or CA Gov. Code
- iii. Map out Functions (Current vs Goal functionality)
- iv. Data-Gathering: e.x. Research alternative department models from other institutions
- v. Align Roles and Responsibilities
 - Determine gaps, training needs, etc.
 - Draft updates to org. chart if necessary
- vi. Outline Next Steps: e.x. Determine relevant stakeholders to engage for Step 3

3. Stakeholder Input and Engagement

- i. Share Plan as Relevant:
 - Applicable Impacted Departments (Via Managers)
 - End-Users (Including Students)

ii. Bring Plan to Relevant Committees

- Use existing participatory governance structures (Including ASNVC)

iii. Bring Plan to Cabinet for Review (Via VP)

4. Incorporate Input and Finalize Department Design

i. Draft/Update Job Descriptions per Approved Plan

- Work through HR and CBA processes as required

ii. Update Org. Chart per Approved Plan

iii. Establish Implementation Plan (Timeline, Feedback Opportunity, etc.)

iv. Get Board Approval as required

5. Rollout Reorganized Departments

i. Communicate Department Changes Campus Wide

ii. Execute Implementation Plan

6. Assess and Evaluate

i. Monitor and Evaluate Impact of Operational Changes per Approved Plan

- Continue refining department functions as necessary

ii. Evaluate Effectiveness of Reorganization Process

Reorganization Responsibility Matrix

This document is intended only to highlight individual responsibilities by area, and is not intended to be comprehensive of the reorganization process.

General Values for All Areas:

- Use Existing Participatory Governance Structures
- Existing Strategic Planning Documents Should Inform Recommendations
- Inform Opportunities for Improvement Through Best-Practice Exploration and Evidence-Based Decision-Making
- All Ideas Welcome But Final Recommendations Should Come From Responsible Area
- Appropriate Communication Should Flow Regularly and Effectively
- Institutionalized Prioritization of Diversity, Equity, and Inclusion Should Guide Discussion at All Levels

Board of Trustees

Areas of Responsibility:

- Final Decision-Making
- Regulatory Compliance
- Fiscal Stewardship
- Establish College BPs

Superintendent/President

Areas of Responsibility:

- Day-to-Day Operations
- Makes Recommendations to BoT
- Ensure Mission Consistency
- Execute APs and Ensure Compliance

Executive Cabinet

Areas of Responsibility:

- Prioritization and Timeline
- Personnel Recommendations
- Org. Chart and Reporting Structures
- Goal Setting (Budget)

Extended Cabinet

- Messaging Alignment with Extended Cabinet
- Process Design & Outcomes Assessment with Extended Cabinet

Students

Areas of Responsibility:

- Participatory Governance Participation
- Impact on Students
- Provide Feedback on Communication Effectiveness
- Advocate for the Student Voice
- Ask Questions

Faculty

Areas of Responsibility:

- Participatory Governance Participation
- Union Implications per CBA
- Program Discontinuance per AP 4024
- Impact on Faculty

Classified

Areas of Responsibility:

- Participatory Governance Participation
- Union Implications per CBA
- Daily Workflow Recommendations
- Delivery of Services Recommendations
- Impact on Classified

Managers

Areas of Responsibility:

- Participatory Governance Participation
- Operational Prioritization and Oversight
- Daily Workflow Recommendations
- Delivery of Services Recommendations
- Operational Outcomes Assessments

Crosswalk between Reorganization Process and Reorganization Responsibility Matrix (v. 2)

This document describes the intersection between the Reorganization Process Steps (describing “the what” and “the when”) and the Reorganization Responsibility Matrix (identifying “the who” and “the why”).

Step Number and Specific Action	Responsible Party/ Parties	Reference within Responsibility Matrix
1. Confirm Base Operating Budget		
a. Manage to Budget	○ Executive Cabinet	○ “Goal Setting (Budget)”
2. Department Design: Reorganizational Goals		
a. Assemble Workgroup (comprised of department experts) b. Define Department/Team Scope (What must/can/do we do?)	○ VP ○ Department Manager	○ “Prioritization and Timeline” (Executive Cabinet) ○ “Operational Prioritization and Oversight”
c. Map Out Functions (current vs. goal functionality) (includes data-gathering, researching models from other institutions) d. Align Roles and Responsibilities (includes identification of gaps, training needs, and drafting/updating Organizational Chart pertaining to area being reorganized)	Workgroup, comprised of Department Experts: ○ Department Manager ○ Department Classified Staff and Department Faculty ○ Students	○ “Operational Prioritization and Oversight; Daily Workflow (Recommendations); Delivery of Services (Recommendations)” ○ “Daily Workflow (Recommendations); Delivery of Services (Recommendations)” ○ “Advocate for the Student Voice; Ask Questions”
e. Outline Next Steps (for Step 3)	Workgroup	Members of Workgroup Described in Row Above ○ “Recommendations” portion of each member’s responsibility resides here.

Step Number and Specific Action	Responsible Party/ Parties	Reference within Responsibility Matrix
3. Stakeholder Input and Engagement		
a. Share Plan as Relevant (applicable impacted departments, end users)	Specific to department being reorganized (as identified by Workgroup in Step 2e) <ul style="list-style-type: none"> ○ Impacted Departments ○ End Users 	<ul style="list-style-type: none"> ○ Manager(s) of Impacted Departments ○ Classified Staff and Faculty within Impacted Departments ○ As identified in Step 2e, including Students
b. Bring Plan to Relevant Committees (use existing participatory governance structures)	Specific to department being reorganized (as identified by Workgroup in Step 2e) <ul style="list-style-type: none"> ○ Relevant Committee (representative structure; per committee charge) -----OR----- If the representative structure does not include a committee aligned with the department: <ul style="list-style-type: none"> ○ Participatory Governance Structures (Students, Faculty, Classified, and Administrative/ Confidential) 	This Step involves Responsibilities Common across All/Most Constituent Groups, including: “Participatory Governance Participation,” as referenced within Responsibilities of: <ul style="list-style-type: none"> ○ Students ○ Faculty ○ Classified ○ Managers “Impact on Students, Faculty, Classified”
c. Bring Plan to Cabinet for Review	<ul style="list-style-type: none"> ○ Executive Cabinet 	<ul style="list-style-type: none"> ○ “Organizational Chart and Reporting Structures; Personnel Recommendations”

Step Number and Specific Action	Responsible Party/ Parties	Reference within Responsibility Matrix
4. Incorporate Input and Finalize Department Design		
a. Draft/Update Job Descriptions per Approved Plan (work through HR and CBA processes as required)	<ul style="list-style-type: none"> ○ Department Manager, in consultation with Human Resources ○ Classified and Faculty 	<ul style="list-style-type: none"> ○ “Operational Prioritization and Oversight” ○ “Union Implications per CBA”
b. Update Organizational Chart per Approved Plan	<ul style="list-style-type: none"> ○ Department Manager, in consultation with Human Resources 	<ul style="list-style-type: none"> ○ “Operational Prioritization and Oversight, Daily Workflow Recommendations, Delivery of Services Recommendations”
c. Establish Implementation Plan (including Timeline, Feedback Opportunity, etc.)	<ul style="list-style-type: none"> ○ Department Manager ○ Original Workgroup 	<ul style="list-style-type: none"> ○ See 4b ○ See 2c and 2d
d. Get Board Approval as required	<ul style="list-style-type: none"> ○ Superintendent/President 	<ul style="list-style-type: none"> ○ “Makes Recommendations to Board”
5. Rollout Reorganized Department		
a. Communicate Department Changes Campus Wide	<ul style="list-style-type: none"> ○ Department Manager, in consultation with OPAC and PIO 	Appropriate communication flow is highlighted as a General Value for All Areas
b. Execute Implementation Plan	<ul style="list-style-type: none"> ○ Department Manager ○ Department Classified Staff and Department Faculty 	<ul style="list-style-type: none"> ○ “Operational Prioritization and Oversight” <u>Along with shared responsibility for:</u> ○ “Daily Workflow (Recommendations), Delivery of Services (Recommendations)”
6. Assess and Evaluate		
a. Monitor and Evaluate Impact of Operational Changes per Approved Plan (continue to refine as necessary)	<ul style="list-style-type: none"> ○ Department Manager ○ Department Classified Staff and Department Faculty 	<ul style="list-style-type: none"> ○ “Operational Outcomes Assessments” <u>Along with shared responsibility for:</u> ○ “Daily Workflow (Recommendations); Delivery of Services (Recommendations)”
b. Evaluate Effectiveness of Reorganization Process	<ul style="list-style-type: none"> ○ Extended Cabinet ○ Students 	<ul style="list-style-type: none"> ○ “Process Design & Outcomes Assessment” ○ “Provide Feedback on Communication Effectiveness”