

PARTICIPATORY GOVERNANCE ASSESSMENT TASK GROUP REPORT

Presented to the Los Medanos College Shared Governance Council
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Section 1: Background & Overview

A: Vision

In support of our mission to “provide our community with equitable access to educational opportunities and support services that empower students to achieve their academic and career goals in a diverse and inclusive learning environment,” Los Medanos College uses a participatory governance framework to support both the work of the college and the participation of its constituents in leadership and decision-making processes.

LMC has defined shared governance in its broadest sense as “participation of and mutual deliberation by the College Senates, the President, and the management team” that aspires to “move us toward forward-looking decision-making, with an emphasis on equitable outcomes and processes” (Governance Handbook, draft 3/2023).

Best practices to ensure effective leadership and participatory governance structures include regular assessments that allow for opportunities to improve and support engagement in decision-making processes and communication that allows for input, discussion, and communication of decisions.

In May 2023, The Shared Governance Council approved the Participatory Governance Assessment Task Group Proposal with the goal of conducting an assessment of the LMC participatory governance structure.

It was proposed that LMC’s participatory governance model should provide: support for the achievement of the College Mission; development and oversight of College policies; and engagement of diverse constituencies with a focus on achieving equitable outcomes and excellence across the College. A cross-constituent committee using the following proposed strategies should seek significant college-wide input and engagement during the assessment process, such as:

- College Assembly;
- Survey – to capture feedback on the number/type of committees, the effectiveness of our participatory governance structure, the role of appointed representatives, etc.;
- Retreat(s) – a half-day working session planned by the Task Group (to be held on a Friday); and
- Work with existing committees to include their perspectives.

The task group should share the plan for input with the Senates and the SGC in early Fall 2023. A cross-constituent task group should:

- Evaluate Brown Act memoranda;
- Review committees that are legislatively enacted and their subcommittee structure;
- Using demographic data of historic committee membership, develop an understanding of who has not been included in participatory governance at LMC.
- Determine how to increase engagement across constituent group: by people of color;

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people from differing and marginalized backgrounds, disciplines, departments; and new members of the College community;

- Evaluate committee structure for duplication, redundancy, and overlap of committee efforts;
- Evaluate information flow within and among committees;
- Evaluate proposed changes to continue aligning with current accreditation standards; and
- Promote clear committee purpose, process, and product(s).

B: Membership

Proposed Membership:

- 2 Students – 1 SGC member and 1 non-SGC-member selected by LMCAS
- 2 Faculty – 1 SGC member and 1 non-SGC-member selected by the Academic Senate
- 2 Classified Professionals – 1 SGC member and 1 non-SGC-member selected by the Classified Senate
- 2 Administrators/Managers – 1 SGC member and 1 non-SGC-member selected by President's Council.

During the Shared Governance Council meeting on September 13, 2023, the following members of the Participatory Governance Task Group were approved: Classified Senate – Irma Gregory and Irene Sukhu; Academic Senate – Roseann Erwin and Marci Lapriore; LMCAS – Jacob Boyle; and Management Team –Aprill Nogarr and Ryan Pedersen.

The first meeting of the Task Group was held on October 4, 2023. The members elected the Task group's tri-chairs: Roseann Erwin, Irma Gregory, and Ryan Pedersen.

C. Products

SGC requested the Participatory Governance Task Group present the following products:

1. A report including proposed: restructuring (if any), additional committees (if any), ending committee(s) if any, and merging of committees (if any);
2. A flow chart for how ideas are taken through the governance process to fruition;
3. Updated guidelines for committee operations, as well as the roles of chairs and members;
4. Proposed orientation/training for committee chairs and committee members;
5. A revised college-wide calendar of meetings that avoids overlaps/scheduling conflicts for committees;
6. Final draft of The Governance Handbook that includes items 2, 3, 4, and 5 and a governance glossary.

Section 2: Task Group Process

A. Research Conducted

Bay 10 Practices

In October, Task Group members individually researched participatory governance structure, procedures, and materials available on websites for community colleges included in the Bay 10 group, which includes these districts:

- Chabot-Las Positas CCD
- College of Marin
- Contra Costa CCD
- Napa Valley CCD
- Ohline CCD
- Peralta CCD
- San Francisco CCD
- San Mateo CCD
- San Jose-Evergreen CCD
- Solano CCD
- Sonoma County Junior College District

As they shared findings, they began to discuss possible participatory governance practices that LMC could adopt.

LMC Survey

In October, the Task Group also began creating a survey for the LMC community to learn about perceptions and attitudes toward participatory governance.

The Task Group selected 17 committees and/or participatory governance bodies that appear on [the Committees page](#) of the LMC website. LMC Associated Students, a participatory governance body, was added.

The survey was launched at College Assembly on November 19, 2023 and was open for response until January 21, 2024. The survey QR code and link were given at the assembly and emailed to all LMC employees.

The Task Group led a College Assembly presentation on November 19. This included:

- Background information on the purpose of the project
- Small group activities to gain insight into how LMC conceptualizes participatory governance:

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- In-person participants created a visual model of how an idea moves through participatory governance while Task Group members recorded their ideas, perceptions, and points of confusion.
- In-person participants discussed which qualities must be present in order to have participatory governance, with the goal of creating a definition of participatory governance.
- Online participants had a discussion facilitated by a Task Group member over Zoom and shared thoughts about their vision for participatory governance at LMC and what qualities need to be present in a participatory governance model.
- A presentation of participatory governance models at selected Bay 10 colleges.
- An introduction to the Task Group survey.

Focus Groups

In January 2024, Task Group members designed a questionnaire to gain qualitative data directly from the 17 participatory governance bodies selected for the survey. (The Task Group decided not to include the Accreditation Committee, because it normally serves for operational purposes of completing accreditation reports and is currently not meeting.) Group members then requested meeting time from the Chair(s) and/or President(s) of each body and conducted 20–40-minute focus groups for each body throughout the Spring semester.

B. Meetings & Retreats

The Task Group took two day-long retreats to have uninterrupted discussions and analysis of the collected data and plan recommendations.

The first retreat was on February 9 at the Pittsburg Campus Library. Together, the Task Group:

- Engaged in analysis of the feedback given at the November 20 College Assembly in order to determine emerging themes and priorities.
- Looked more deeply at other college participatory governance models and brainstormed a potential new model for LMC.
- Determined the final report outline.
- The second retreat was on April 12 at the Pittsburg Campus Library. Together, the Task Group:
 - Discussed both general recommendations for LMC and recommendations for each participatory governance body, based on survey data and focus group notes.
 - Finalized the design of the new, recommended participatory governance model.
 - Organized current committee charges into the recommended model.
 - Hosted a meeting with Jeffrey Michels, Associate Vice Chancellor, Chief Human Resources Officer for the Contra Costa Community College District, to learn about current Brown Act requirements.
 - Met over Zoom with Dave Eck, Academic Senate Vice President at Cañada College, to learn about their participatory governance model.

C. Final Presentation and Delivery to SGC

The Task Group presented their final recommendations to the campus community at College Assembly on April 29th. After the presentation, the floor was open for the audience to ask questions or comment, either in-person or over Zoom. A link was given for an online form to give comments or feedback on the Task Group's recommendations.

This final report, including the feedback submitted from the College Assembly presentation, was presented to the Shared Governance Council at their meeting on May 8th.

Section 3: Research/Data Analysis

The Participatory Governance Assessment Task Group was committed to utilizing feedback from our college committee to directly inform any potential recommendations. The group was disciplined to reserve judgement and avoid structural and operational recommendations prior to reviewing all the feedback collected from a variety of sources. These data included a review of potential good practices at other colleges and Districts in our area, hosting a college assembly and conducting activities to gauge participants views of our participatory governance processes, a college-wide survey to assess awareness of committee operations and solicit feedback on structural changes, and focus groups at many major committees on campus.

A. Bay 10 Research

Members of the Participatory Governance Assessment Task Group reviewed one or more of these districts listed in the previous section and documented their governance/committee structures and made notes of tools and templates in use. There were no assumptions that any of the models utilized by these districts were ideal or to be emulated by default. Rather, this review was to gain a better understanding of potential options regarding structure and tools that could be utilized as we assessed our own practices.

Many potential strengths were observed in several of the other districts' practices. Some of these included:

- Development of clear, standardized, and published "charge sheets" for each committee that include membership, structure, timing, and connections to larger institutional plans and accreditation.
- Thoughtful definitions and philosophies concerning the participatory governance process.
- Transparent oversight of committee work and clear and regular committee evaluation plans.
- Training materials for committee members and chairs.

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- Calendars that include both regular committee meeting times as well as periodically scheduled reporting processes.

While Los Medanos College's participatory governance structure should be specifically designed to meet its mission within its own unique culture, the models/tools from these neighboring colleges serve as excellent resources as potential solutions to address the needs identified in this report.

B. College Assembly

The November 2023 college assembly activities hosted by the Participatory Governance Assessment Task Group provided insights into the college community's view and understanding of our existing governance structure. Completed materials from participants at the assembly were collected and analyzed by the Task Group to see what themes emerged. The group was able to identify 4 primary themes:

1. **Clarity around process**; including committee workflow, deliverables and reporting.
2. **Clarity of purpose**; including charges and timelines.
3. **Increased participation**; from all constituencies, stakeholders and departments but most pointedly from students.
4. **Improved communication**; including website maintenance, templates for notetaking/college-wide reporting, and share-out schedule and venue.

C. College-Wide Survey

The college assembly also provided an opportunity to launch a college-wide survey that sought to understand the demographic make-up of the chairs/members of committees as well as gauge the college community's view and understanding of the purpose, effectiveness, communication mechanisms, and representation for several major college committees. Additionally, the survey solicited feedback on individual and collective committee structures. This survey was posted on the website, advertised in multiple campus communications, and was open from November 2023 – January 2024.

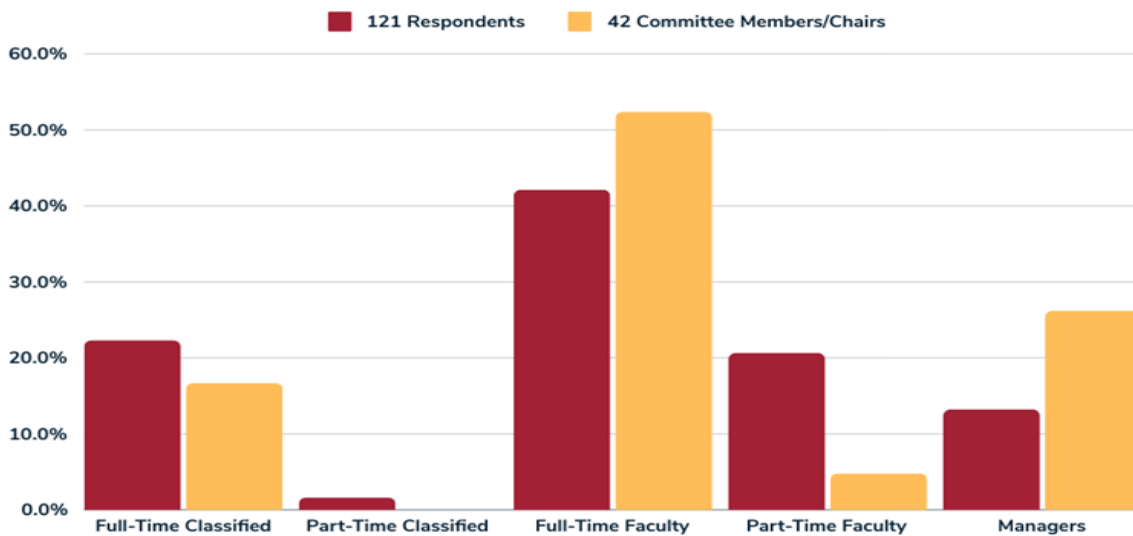
There were more than 120 total respondents to the survey, though closer to 90 respondents completed the survey completely. Among the respondents, 42 individuals were either voting members or chairs of one of the committees listed in the survey for feedback.

Demographics:

Among survey respondents, the largest employee constituent group was full-time faculty, constituting 42.2% of the population. Among committee voting members/chairs, again, faculty respondents made up the majority of the 42 respondents at 52.4%. Responding managers were the group most likely to be a committee member/chair, however, with only 13.2% of the overall respondents being managers, but making up 26.2% of the member/chair group.

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Survey Respondents Demographics

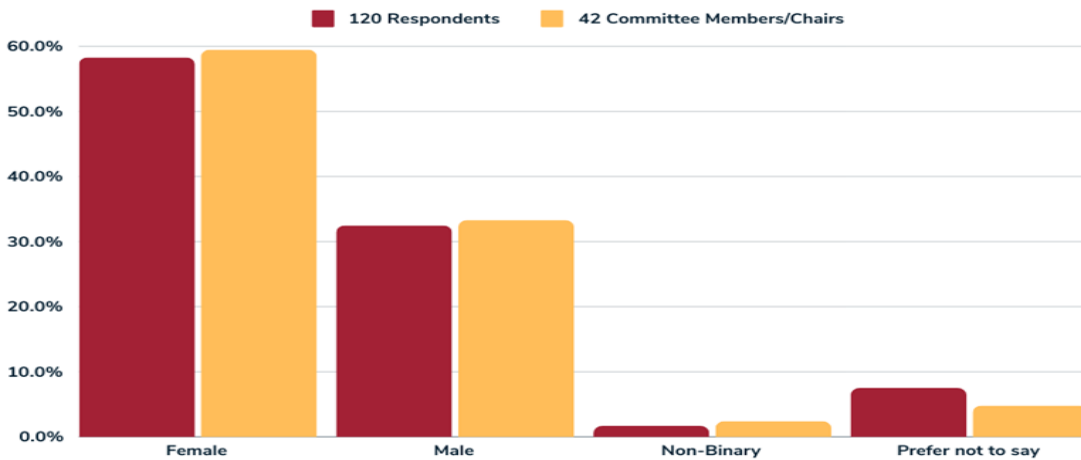


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Data Source(s): Participatory Governance Workgroup Survey Fall 2023 - Spring 2024

Respondents and committee members were predominantly female, making up 58.3% of the respondents and 59.5% of the members/chairs.

Survey Respondents Demographics



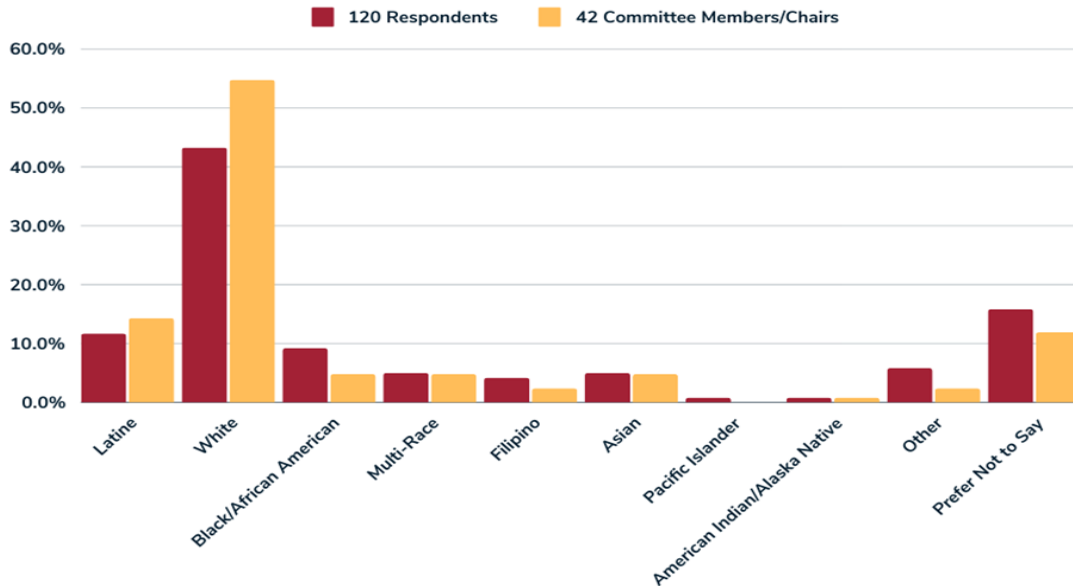
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Data Source(s): Participatory Governance Workgroup Survey Fall 2023 - Spring 2024

In terms of racial composition, white individuals were significantly overrepresented both in the respondent group as well as the committee member/chair group.

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Survey Respondents Demographics

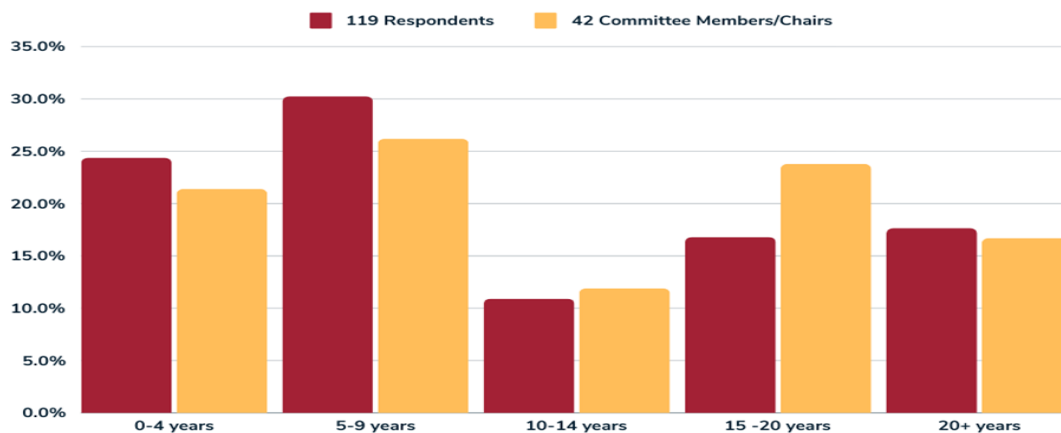


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Data Source(s): Participatory Governance Workgroup Survey Fall 2023 - Spring 2024

Finally, in terms of length of employment at the college, respondents ranged across all timeframes, with those who have been at the college longer being more likely to be a committee member/chair than those with less than 10 years of service.

Survey Respondents Demographics



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Data Source(s): Participatory Governance Workgroup Survey Fall 2023 - Spring 2024

Committee Analysis and Outcomes:

In determining which groups/committees to include in the survey, after several discussions, the Participatory Governance Assessment Task Group settled on including all committees listed on the Los Medanos website "Committee" page with the addition of LMCAS as a participatory

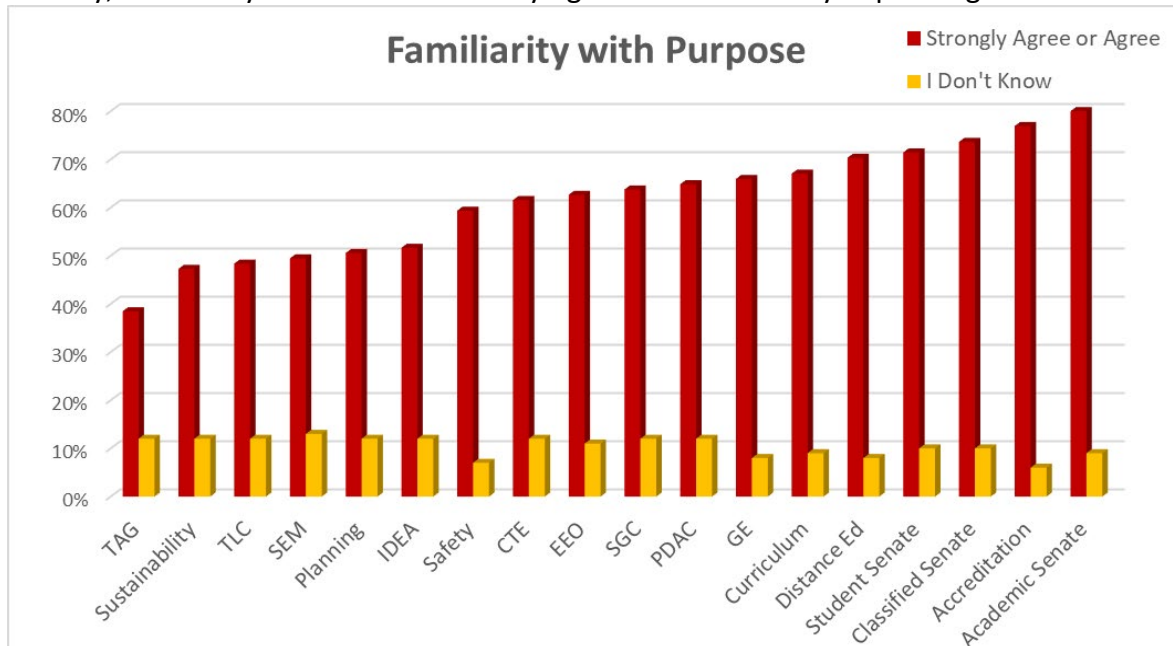
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governance body. These were:

- Accreditation
- Career Technical Education
- Curriculum
- Distance Education
- Equal Employment Opportunity (EEO)
- General Education
- Institutional Development for Equity & Access (IDEA)
- Planning
- Professional Development (PDAC)
- Safety and Security
- Shared Governance Council
- Strategic Enrollment Management
- Sustainability
- Teaching and Learning
- Technology Advisory Group (TAG)
- Academic Senate
- Classified Senate
- Los Medanos College Associated Students

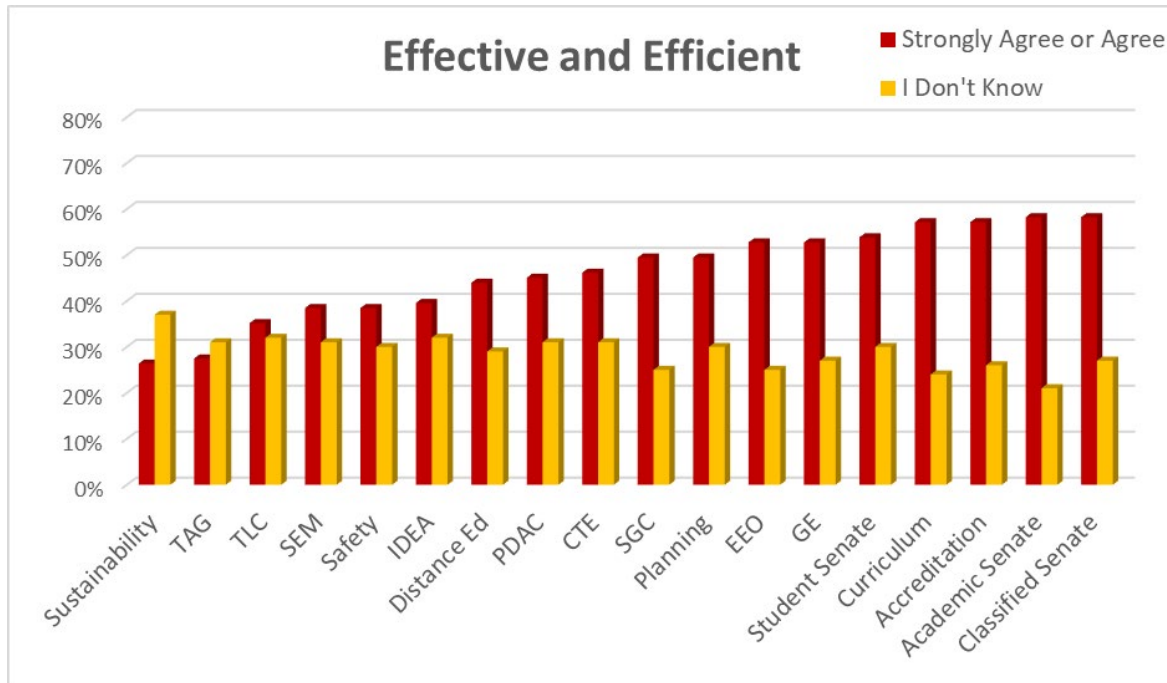
The group then divided these committees into groups and assigned teams to review and analyze the responses related to each committee. Additionally, the comments from the survey were grouped by whether they represented a strength, weakness, opportunity, or threat (SWOT) and then themed within those categories.

Broadly, the survey results indicated varying levels of familiarity depending on the committee.



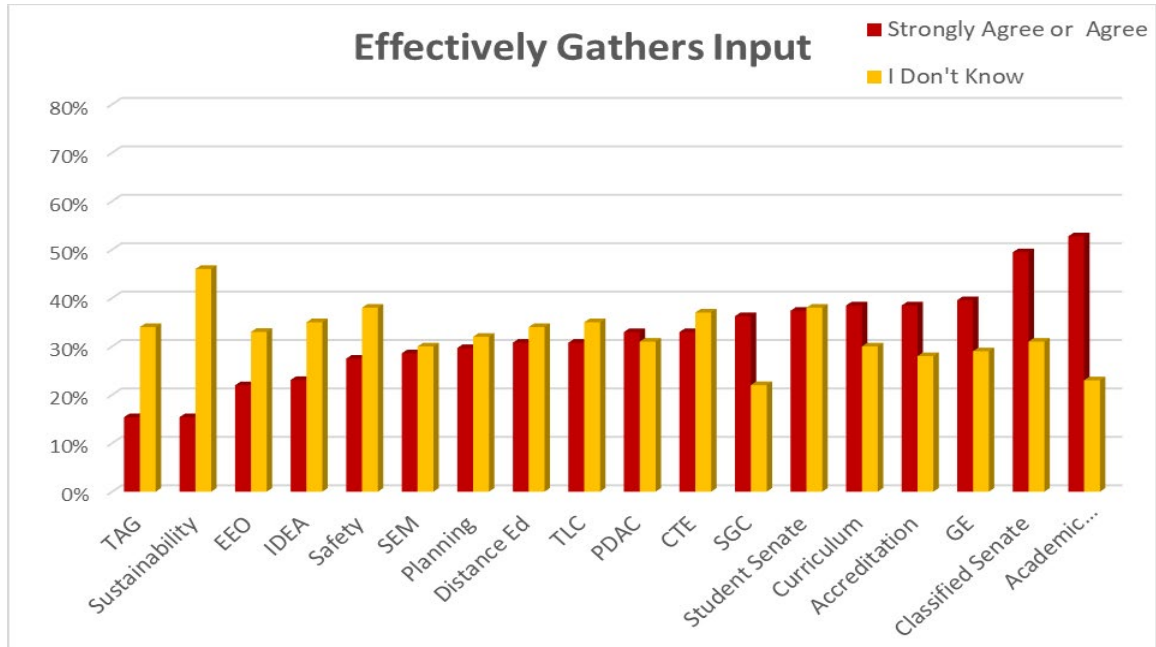
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Respondents increasingly selected the “I don’t know” option for questions that asked them for their opinions regarding the operations and communications of the various committees. For example, when asked whether they believed the committees were efficient and effective in supporting the mission and needs of the college, approximately 30% of the respondents indicated “I don’t know” for most committees.

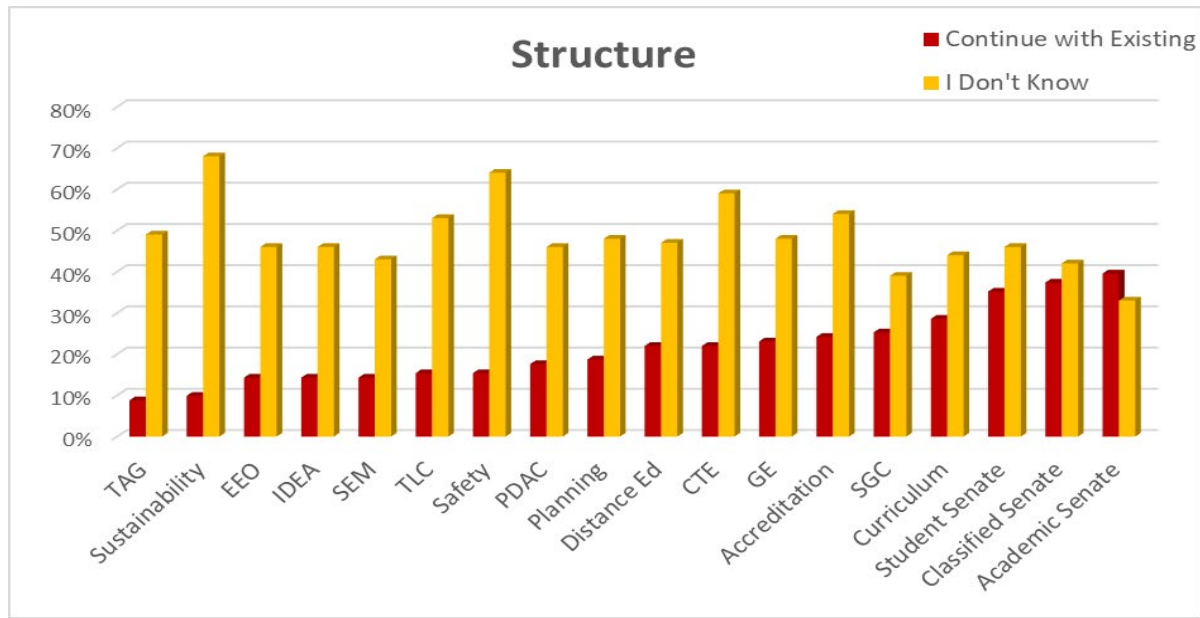


This trend was only exaggerated when respondents were asked to evaluate if each committee effectively gathered input to support its work. For the majority of committees, respondents were more likely to respond “I don’t know” than to strongly agree or agree that the committee was doing this effectively.

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Finally, when asked to make recommendations about structure, outside of the Academic Senate, “I don’t know” was the leading response for all committees.



In review of the comments, the vast majority fell into the “weaknesses” category and pointed out perceived weaknesses in:

- Committee Structure
- Committee Communications
- Committee Participation
- Committee Accountability

D. Focus Groups

To complement the college-wide survey, the task group sought to understand the perspectives from the membership of these committees directly through focus groups. As a focus group script and discussion guide was developed, the committee list was divided among the task group members. The topics included in the focus groups mirrored the sections of the survey and included discussion items concerning purpose, operations, communication, and challenges.

Notes for the focus groups were taken documenting the responses of the committee members. Upon completion of all focus groups, the teams that analyzed the survey data related to each committee then worked together again to synthesize the data from the survey with the responses from the focus groups.

This resulted in proposals of both broad college-wide and committee specific recommendations to be included in the ultimate group recommendations detailed later in this report.

E. Brown Act Research

LMC has strived to adhere to the requirements of California's 1953 Ralph M. Brown Act and its subsequent amendments, which aim to make legislative body meetings open and transparent to the public. However, confusion over how to apply the Brown Act's requirements to participatory governance and its committees has sparked many conversations over whether various bodies should be considered "Brown Act committees."

Additionally, the temporary waiver of the Brown Act's participation requirements during the COVID-19 emergency shutdown period and subsequent amendments have spawned more questions about compliance.

The Participatory Governance Task Group met with Associate Vice Chancellor, Chief Human Resources Officer of the Contra Costa Community College District, Dr. Jeffrey Michels, for advice on Brown Act compliance. Dr. Michels presented materials from the District's legal counsel and provided an overview of how the Brown Act is approached at LMC's sister colleges.

Brown Act Committees

For LMC's purpose, the CCCCDD Governing Board is the "legislative body" that we refer to when measuring our own councils and committees against Brown Act requirements.

The following questions determine whether an LMC group, committee, or council is considered a "Brown Act" body. If the answer is "Yes" to **either** of these questions, then the Brown Act must be followed:

- Was the body created by an act of the Governing Board?
 - If the answer is "Yes," then it must follow the Brown Act. For example, Academic Senate was created by an act of the Governing Board.

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- Does the body make recommendations on policy or other matters that will come before the Board?
 - If the answer is “Yes,” then it must follow the Brown Act. For example, Shared Governance Council approves the LMC budget, which is then approved by the Board.

Some Brown Act bodies may split into short-term “work groups” to complete a limited purpose. These work group meetings are not subject to the Brown Act as long as the work group is made up of less than 50% of the body’s quorum.¹

LMC Committees should review their charges and operations to check whether they meet the requirements of the Brown Act.

Remote Participation in Brown Act Committees

The 1953 Brown Act assumed that meetings for Brown Act bodies would take place with all members in a single location, open to the public.

AB 2449, effective in 2023, currently provides two options for remote participation in Brown Act committees. These are fully explained on the website for Dannis, Woliver, & Kelley, Attorneys at Law² and summarized here:

- **Traditional Teleconference:** This enables members to participate in the meeting by teleconference (video and audio) from an additional public location. For example, this provision enables participation in Pittsburg meetings from a posted location at the Brentwood Center.
- **Remote Participation:** This enables members to participate from a remote location but only under special circumstances and for a limited number of times per year. (Full requirements are in the Dannis, Woliver, & Kelley article linked in the footnote.)

Beyond the Brown Act

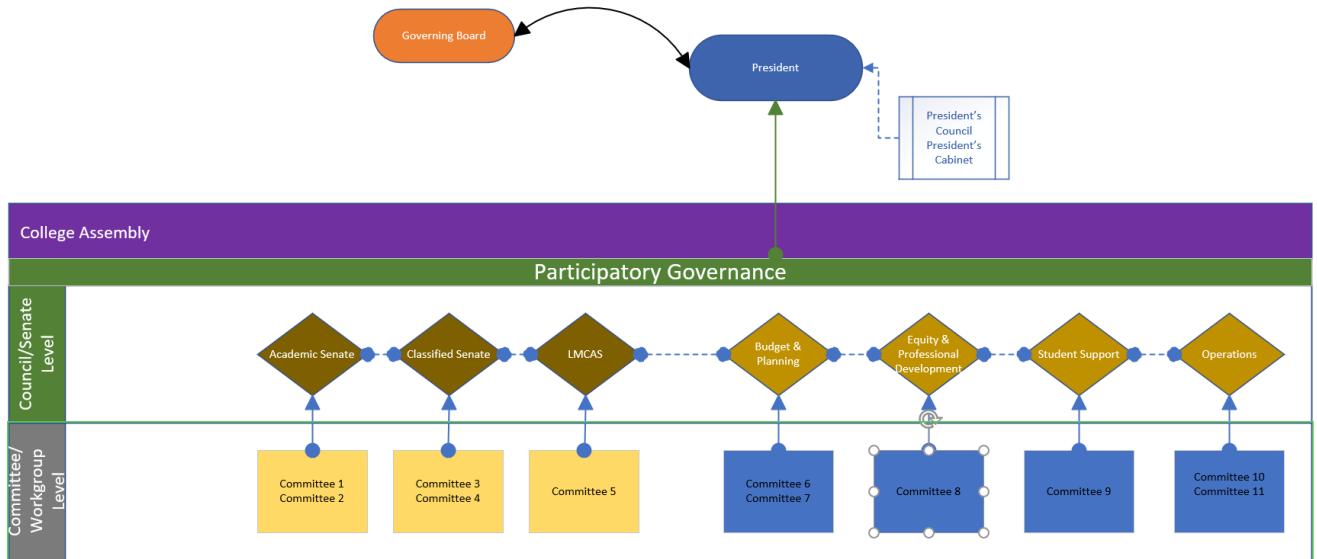
Over time, the Brown Act guidelines for transparency have become a standard of best practices for committees at LMC. Committee Guidelines aim to set a new, uniform standard for committee operations across all participatory governance, regardless of their Brown Act status. (These new guidelines are in the final section of this report, Resources.)

¹ “A temporary advisory committee composed solely of less than a quorum of the legislative body that serves a limited or single purpose, that is not perpetual, and that will be dissolved once its specific task is completed is not subject to the Brown Act.” – League of California Cities. “Open & Public VI: A Guide to the Brown Act.” Revised Jan. 2024. https://www.calcities.org/docs/default-source/advocacy/open-public-vi-revised-2024.pdf?sfvrsn=2f412f0d_3#:~:text=In%20addition%20to%20requiring%20the,and%20participate%20in%20public%20meetings.

² Dannis, Woliver, & Kelley, Attorneys at Law. “Options For Remote Board Meetings Changing In 2023.” 15 Nov. 2022, <https://www.dwkesq.com/options-for-remote-board-meetings-changing-in-2023/>.

Section 4: Recommendations

A. New Recommended Structure



In this participatory governance structure, there are the three senates (Academic, Classified, and LMCAS) and four Councils (Budget & Planning, Equity and Professional Development, Student Support, and Operations). Each of these councils has an equal number of constituency representatives, ensuring balanced representation from faculty, classified staff, and students.

The Councils should be making policy/decision recommendations to the President who has veto rights, the same applies to the Senates decisions.

The current model depends on 21 seats to be filled and attended per Brown Act for quorum to be met and decisions to be made.

In the proposed model, we have only 8 required representative seats that will be needed for quorum in the decision-making process.

New committees and workgroups would likely have less formal structure and be more flexible to complete the critical work of the college.

The senates and councils serve distinct functions within the governance framework.

Senates:

The Academic Senate focuses on academic matters, defined as 10+1, such as curriculum development, academic policies, and faculty issues.

The Classified Senate represents the interests of classified staff members, addressing their

concerns and advocating for their needs.

The LMCAS Senate represents student interests, ensuring that student voices are heard in decision-making processes.

Councils:

In reviewing the models at other colleges, we felt that these were the 4 councils that would encapsulate the essential work of the college.

The Budget & Planning Council oversees financial matters and long-term planning, ensuring resources are allocated effectively and transparently.

The Equity and Professional Development Council focuses on promoting equity and inclusion across the institution, as well as facilitating professional development opportunities for all stakeholders.

The Student Support Council is dedicated to enhancing support services for students, addressing their non-academic needs and fostering a supportive campus environment. The Operations Council manages day-to-day operational aspects of the institution, ensuring smooth functioning across various departments and facilities.

Each council is composed of an equal number of representatives from faculty, classified staff, and students, ensuring that diverse perspectives are considered in decision-making processes.

The majority of the work is delegated to committees established by the senates and councils or approved through the voluntary committee application process. These committees are responsible for conducting research, making recommendations, and implementing initiatives within their respective areas of focus. Senates and councils serve as the decision-making bodies, reviewing committee proposals and approving actions.

To facilitate communication and collaboration between the senates and councils, representation from the senates is guaranteed in the councils. We recommend a reporting template for each council. By completing and sending this communication form to the senates and other councils, we potentially can make the senate seats in the councils voluntary.

Committees:

The senates and the councils need to determine their own process for designating representatives and getting feedback to and from the committees.

A committee could be formed by one of the following ways:

- By the decision of the senate or council;
- By the application process initiated by a group of employees who volunteer to serve and

accomplish particular goals and choose to report to one of the senates or councils.

In either scenario the [Committee Charge Form](#) and [application](#) is used to document the decision.

Overall, this participatory governance structure aims to promote inclusivity, transparency, and collaboration, empowering stakeholders to actively participate in the decision-making processes that affect their respective constituencies.

B. General Recommendations

The following recommendations aim to improve the participatory governance process as a whole and reflect feedback voiced in multiple areas of our research.

1. **Implement a compensation model for student participation in participatory government bodies.** Missing student representation is a problem nearly universal to participatory government bodies at LMC and was often discussed during the focus groups. Student Services leadership has indicated that a student compensation model is feasible and may involve paid internships. SGC should work with LMCAS to create a program that provides students with compensation for participatory governance involvement while providing an educational experience that builds students' leadership skills.
2. **Create a process to encourage and recruit tenure-track faculty onto participatory governance bodies, starting in Year 2.** Several participatory governance bodies have lost faculty membership in recent years. While first-year faculty are made aware of committees during the Nexus experience, faculty are not required to be evaluated on committee service during that time. There is currently no coordinated effort to recruit and encourage tenure-track faculty to participate in governance during the Years 2-4. Stakeholders that would be most influential in increasing tenure-track faculty participation are the Academic Senate and Nexus leadership.
3. **Dissolve SGC and create four shared governance councils, splitting governance matters among separate bodies to focus the work of each council and attract membership particularly invested in those matters covered by the council.** The current Shared Governance Council structure is a single body of twelve representatives plus the President. SGC covers a wide swath of governance, including planning, the college's budget, resource allocation, curriculum, and the oversight of committees ranging from Equal Employment, Equity and Access, Professional Development, Strategic Enrollment, and the assessment of outcomes. Frustrations with this structure, reported by both current and past SGC members, plus non-members, include:
 - Bottlenecking of agenda items, ie, not enough meeting time to get through all items that need to be approved by shared governance.

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- Faculty turnover. Some faculty may be highly interested and informed on certain SGC matters but not on others. For example, some faculty rely heavily on RAP, and others do not deal with it at all. Some faculty have more expertise with budget analysis and are comfortable analyzing and inquiring about a complex set of figures, while others are not. Faculty who are not as versed in some areas of governance could feel as if they are not equipped to ask relevant questions and their votes are essentially a “rubber stamp” on what comes in front of SGC.
- Uneven representation of expertise. Some managers’ area of expertise is present only if they occupy one of the elected seats.
- While the current SGC model ensures that each constituency is equally represented, it doesn’t necessarily ensure that relevant stakeholders and necessary areas of expertise are present during important discussions.

We recommend that SGC split into four councils, each focused on separate areas of college governance. This will alleviate the bottleneck effect of all governance matters going through a single council, while the focused nature of each council can attract students, classified professionals, faculty, and managers who are particularly passionate about the matters that it oversees.

The restructure also creates an opportunity to reduce the total number of shared governance seats each constituency is required to fill, as the creation of the councils could enable current committees to change to a workgroup status. (Please see the charts, below.)

Seat Requirements, per Constituency, for SGC and Selected Committees:

SGC or Committee	Seats per Constituency
SGC	3
IDEA	3
EEO	3
Planning	3
SEM	4
TAG	2
PDAC	3
Total	21

Seat Requirements, per Constituency, for New Councils

Council	Seats per Constituency
Budget & Planning	2
Equity & Professional Development	2
Student Support	2
Operations	2
Total	8

4. **Enact a 2-year life cycle for each committee that reports to a shared governance council.**

This includes:

- The initiation of the committee by the creation of a charge sheet that explains and clearly documents the committee's:
 - purpose
 - charges
 - Membership composition
 - Roles and responsibilities.
- Approval of committee status by an overseeing council. This happens two ways:
 - A committee can submit their charge sheet as an application to an overseeing council.
 - A council can create a charge sheet and then approve the formation of a committee.
- An annual assessment of the committee's functionality and progress toward completing its goals, including an in-committee discussion on its strengths, challenges, and areas for growth (similar to the focus group discussions conducted by this Participatory Governance Task Group).
- An end-of-cycle report and application to renew committee status or dissolve.

5. **Establish guidelines for communication and records practices across all participatory governance bodies, regardless of whether the body meets Brown Act criteria.** This includes:

- Roles and responsibilities for Committee Chairpersons, Members, and Recorders.
- Timeline and process for publishing meeting agendas and minutes;
- Processes for ensuring that published committee rosters and charges are posted and updated on the LMC website.

C. Specific Recommendations for Individual Participatory Governance Bodies in the Existing Governance Structure

The Task Group makes the following recommendations to each council, senate, or committee we studied, informed by our survey and focus group research. Each recommendation should be considered on its own, independent of whether LMC chooses to adopt a multi-council model for shared governance.

Recommendations for Shared Governance Council and its Committees

Shared Governance Council

As stated in the previous section, Shared Governance Council's main recommendation is to split into smaller councils. Regardless of whether this recommendation is implemented, we also recommend that SGC or any subsequent councils create and

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implement an onboarding and training process for all new members, so they may learn about and better understand the meeting procedures and the types of matters that are decided on in the council.

Equal Employment Opportunity and Institutional Development for Equity & Access

These two committees should merge, as they both individually expressed this desire. Current committees should work together and with their overseeing council to re-establish a combined membership and charges.

Planning Committee

Work with Academic Senate to ensure that the faculty representative(s) are either an Academic Senator or there is a clear procedure for relaying committee matters back to Academic Senate for feedback in order to ensure bidirectional communication.

Professional Development Advisory Committee

There is a need to more clearly communicate the approval process for reviewing and approving funding requests to the LMC community.

Strategic Enrollment Management

This committee should disband, as their initial tasks are largely completed:

- The Biennial SEM Implementation Plan has been completed.
- The Guided Pathways project has led to the creation of the Student Success Teams, which have been launched and are becoming operational within Student Services.

The functions that SEM has served could be continued through the following options:

- A scheduling advisory group
- A Guided Pathways advisory group to the Student Success Teams.

Technology Advisory Group

This committee should continue with its current reformation process, with freshly established charges and membership, and operating under a governance council.

This committee may benefit from merging with the Distance Education committee, due to the commonality of providing services through technology. See also the recommendations for the Distance Education committee.

Another option would be to merge with the Sustainability committee, due to the shared need for managing a sustainable process of acquiring and disposing of technology items.

Recommendations for Academic Senate and its Committees

Academic Senate

Academic Senate expressed a desire to not meet at the same time as Classified Senate. We were unable to resolve this scheduling conflict, so we recommend that leadership from both Senates work together to explore a solution.

Other recommendations that emerged from our Academic Senate conversation are

reflected in the General Recommendations section of this report.

Distance Education Committee

This committee has had issues filling leadership and membership seats and has important charges of setting standards and policies related to DE courses.

New directions for the DE Committee could include an expanded committee of 50% faculty and 50% classified professionals that advises on DE course delivery as well as all aspects of an equitable online experience for students, including the LMC website, online tools, and student services delivered online.

- Within this model, the DE Chair could still hold separate workgroup meetings, which are not subject to Brown Act quorum requirements, to conduct work related to reporting and course addenda.
- With this expanded committee that advises on all aspects of the online student experience, it may be more appropriate to officially report under a future shared governance council (such as an Equity Council), while continuing to bring all matters related to Academic 10+1 to the Academic Senate for approval.

Another option would be to merge with the Technology Advisory Group, using the model suggested above. In this respect, this new committee would relate to all aspects of an equitable online experience for students, the LMC website, online tools, student services delivered online, as well as technology distribution and support for students.

Joint Recommendation for Curriculum, Teaching and Learning, and General Education Committees

To continue the flow of information between the Academic Senate and its committees, we recommend that:

- Each committee Chair work with Academic Senate to ensure that, if each Chair is not already a current Senator, they or a committee designee is regularly updating Academic Senate and that there is regular bidirectional communication with Senate.
- The three committee Chairs meet annually to ensure they have a plan for bidirectional communication among each other and training or onboarding for any new Chairs, along with OAS compensation for this time.

General Education Committee

There are no specific recommendations for this committee.

Curriculum Committee

There are no specific recommendations for this committee.

Teaching and Learning Committee

As of now, TLC is not charged with and does not have the membership makeup or support to effectively assess their current PSLOs and CSLOs, plus the newer LSOs.

TLC's reporting to both SGC and Academic Senate has created an extra burden and they would be best supported by reporting only to Academic Senate.

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The Student Services LSO Committee is not attached to any participatory governance body and functions independently.

Therefore, as of now, two bodies are overseeing the assessment of outcomes, but their makeup and relationships to participatory governance are incongruent.

We recommend that:

1. SGC (or the appropriate new council) make it a priority to resolve the incongruity in the way that CSLOs, PSLOs, and LSOs are connected to participatory governance.
2. TLC become detached from SGC and report only to Academic Senate.

The solution does not necessarily need to be that the Student Services LSO Committee become a Brown Act body. However, SGC (or the appropriate new council) should determine how the assessment of LSOs will connect to a participatory governance body.

Additionally, per accreditation standards, instructional assessment and the review of academic programs must be directly linked, and these processes be governed by the Academic Senate. Student services learning outcomes and their assessment must be directly linked to the corresponding departmental planning processes. Both an instructional assessment committee and a student support learning outcomes committee need to include the oversight of processes related to academic program review and student services departmental planning.

Recommendations for Classified Senate

- Provide training for the membership on Robert's Rules of Order.
- Further explore alternate options for the Senate meeting day and time, including working with Academic Senate to create a schedule that does not conflict.

Recommendation for LMC Associated Students

Work with Student Life and Student Services to advise on the creation of a compensation model for student participation in participatory government bodies.

Implement activities that build communication with the student body, e.g., open forums led by the LMCAS President.

Committees Unaffiliated with a Participatory Governance Body

Safety & Security Committee

While this committee is operational and does not meet the Brown Act criteria, we recommend that it be connected to a governance council to ensure that the committee stays active and has a connection to participatory governance for accountability purposes.

Career & Technical Education

This committee is operational in nature and functions similarly to the Department Chairs

meeting. It does not need to be attached to a participatory governance body, so we have no recommendations.

Sustainability

This committee has been dormant but there is a strong desire to restart operations. Interested parties should work with shared governance to determine which participatory governance body they would most logically be attached to and whether their work would meet Brown Act criteria.

Section 5: Next Steps

In the short-term, the most immediate step is that SGC should consider which (if any) of the specific committee recommendations or general committee recommendations to adopt and or modify and adopt whether or not the overall council reorganization is implemented. Many of the recommendations above are not dependent on the creation of a new council structure and should not necessarily have their adoption or implementation delayed if they are desirable.

At the same time, SGC should consider adopting this new council model with any needed refinements. If adopted, the creation and approval of new charge sheets (see prototype below) for the councils should be of primary consideration.

In order to implement any recommendations that are adopted, SGC should establish an implementation workgroup whose final product would include a Governance Handbook. An example of a potential outline for this handbook is given in the resources below. Additional resources that would accompany such a handbook include:

- Training for new committee members and chairs
- Template for agenda/minutes (see included example)
- Council/Committee Communication Template (see included example)
- Committee Application (see included example)
- Glossary of college-wide terms including more precise definitions of councils, committees, and workgroups.

Section 6: Resources

A. Sample Council Charge Sheets

The following council charge sheet is intended to be a prototype. The included charge sheets should be adapted appropriately to meet the needs of the council. One filled in charge sheet is included for reference and one blank sheet is included to complete.

- [Budget and Planning Council Charge Sheet](#)
- [Blank Council Charge Sheet](#)

B. Committee Guidelines

Los Medanos College Committee Operations Guidelines

The following Los Medanos College Committee Operations Guidelines are intended to provide committees with a foundational structure for overall committee operations. While committees should feel free to expand upon and create a community that is reflective of their work, these basic guidelines should be consistent among all committee operations, regardless of their Brown Act status. Those committees that fall under the Brown Act will need to follow additional guidelines to maintain compliance with public reporting legislation. Establishing this operational foundation provides transparency for the college and consistency for college community members who would like to participate or stay current with various committee activities.

1. Roles and Responsibilities:

a. Committee Chairperson:

- The chairperson is responsible for facilitating committee meetings, setting agendas, and ensuring that discussions stay focused and productive.
- The chairperson should encourage participation from all members, manage conflicts if they arise, and guide the committee toward consensus when making decisions.
- Additionally, the chairperson serves as the primary liaison between the committee and the councils.

b. Members:

- Committee members are expected to actively participate in meetings, contribute expertise and insights relevant to the committee's objectives, and follow through on assigned tasks.
- Members should come prepared for meetings by reviewing agendas and any relevant materials provided in advance.

c. Group Recorder:

- Each committee should designate a group recorder responsible for taking accurate and comprehensive meeting minutes.
- Meeting minutes should include the date and time of the meeting, a list of attendees, a summary of discussions and decisions made, and any action items assigned.
- Minutes should be distributed to all committee members within a reasonable timeframe, within 2 weeks, following the meeting for review and approval.
- Approved minutes should be posted on the college website and archived for future reference.

2. Transparency:

- Committee meetings and activities should be conducted transparently, with minutes and relevant documents made available on the committee website.
- Committees should provide Zoom options to allow for non-voting members of the public to view remotely.
- Meetings should be open to by college faculty, staff, students, and other interested parties.
- An email announcement should go out to the campus 2 working days prior to the meeting. This announcement should include the meeting agenda and Zoom link.
- All decisions made by the committee should be documented and communicated to relevant stakeholders in a timely manner.

3. Meetings and Voting:

- Robert's Rules of Order is the recommended method to organize and conduct a meeting.
- A clear voting process should be outlined in the committee bylaws. Committee decisions should follow these bylaws when voting on items.
- The chairperson should ensure that all voices are heard during discussions and that minority viewpoints are given due consideration.
- In the event of conflicts or disagreements among committee members, the chairperson should facilitate open and respectful dialogue to resolve issues.
- Meeting guests and presenters must email to participants any documents or slides they shared during or immediately after the meeting so members can share them with their constituents or areas.

4. Website Updating:

- The college website should feature a dedicated section for committee information, including a list of all committees, their respective charges, meeting schedules, minutes, and membership rosters.
- The committee chairperson, or designated committee member, should be responsible for ensuring that committee information on the website is kept up-to-date and accurate.
- Website updates should be made promptly, within 2 weeks, following any changes to committee membership, meeting schedules, or other relevant information.

6. Training and Support:

- New committee members should receive orientation and training on their roles, responsibilities, and expectations.
- Ongoing support should be provided to committee members, including access to resources and assistance with navigating committee processes.

7. Evaluation & Reporting:

- Committees should regularly (yearly) evaluate their operations and effectiveness, soliciting feedback from members and stakeholders to identify areas for improvement.

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- Evaluation results should be used to inform improvements to committee operations and inform decisions about committee structure and composition.
- Feedback received should be used to make adjustments to committee processes, communication strategies, and decision-making practices as needed.
- Committees should provide a summary of the self-evaluation and an update regarding charges and goals outlined in the original committee application. This update should be provided to the overseeing council by the first week of May.

Additional Resources for Robert's Rules of Order:

- *BoardEffect* provides an outline of Robert's Rules of Order, including a "cheat sheet" that can be referenced for meetings. To learn more, please see the linked "[Roberts Rules of Order, Cheat Sheet](#)" document

C. Brown Act Resources

Dannis, Woliver, & Kelley, Attorneys at Law. "Options For Remote Board Meetings Changing In 2023." 15 Nov. 2022, <https://www.dwkesq.com/options-for-remote-board-meetings-changing-in-2023/>.

League of California Cities. "Open & Public VI: A Guide to the Brown Act." Revised Jan. 2024. https://www.calcities.org/docs/default-source/advocacy/open-public-vi-revised-2024.pdf?sfvrsn=2f412f0d_3#:~:text=In%20addition%20to%20requiring%20the,and%20participate%20in%20public%20meetings.

D. Agenda/Minutes Template

The following meeting agenda template and meeting notes template may be used to create a consistent agenda and notetaking process across meeting groups.

- [Meeting Agenda Template](#)
- [Meeting Notetaking Template](#)

E. Example of Participatory Governance Meeting Calendar

- [Monthly Meeting Calendar Draft.pdf](#)
- [Monthly Meeting Calendar with Other Potential Committees Draft.pdf](#)

F. Council/Committee Communication Template

Coming Soon – To be inserted by M. Lapriore

G. Draft Governance Handbook Outline

I. Introduction

A. Purpose of the Handbook

- B. Importance of Shared Governance in a Community College
- C. Overview of Stakeholders

II. Foundational Principles

- A. Definition of Shared Governance

III. Governance Structure

- A. College President/CEO
 - 1. Role and Responsibilities
 - 2. Collaboration with College Constituencies
- B. Academic Senate
 - 1. Role and Responsibilities
 - 2. Composition and Representation
- C. Classified Senate
 - 1. Role and Responsibilities
 - 2. Composition and Representation
- D. Student Government (LMCAS)
 - 1. Role and Responsibilities
 - 2. Composition and Representation
- E. Other Governance Committees
 - 1. Budget and Planning Council
 - 2. Student Support Council
 - 3. Equity Council
 - 4. Operations Council
 - 5. Ad Hoc Committees

IV. Communication and Information Sharing

- A. Regular Meetings and Reports
- B. Transparency in Decision-Making
- C. College Assemblies
- D. Use of Technology for Communication

V. Professional Development and Training

- A. Orientation for New Committee Members, Faculty, Staff, and Students
- B. Leadership Training for Committee Members
- C. Ongoing Professional Development Opportunities

VI. Evaluation and Continuous Improvement

- A. Periodic Review of Governance Structure
- B. Feedback Mechanisms for Stakeholders
- C. Adjustments to Improve Effectiveness

VII. Appendices

- A. Sample Bylaws for Governance Bodies
- B. Code of Ethics for Stakeholders

- C. Templates for Meeting Agendas and Minutes
- D. Glossary of Terms

VIII. Conclusion

- A. Reinforcement of the Importance of Shared Governance
- B. Commitment to Continuous Improvement
- C. Acknowledgment of Stakeholder Contributions

H. Committee Application

[Draft Committee Application.pdf](#)