



PARTICIPATORY GOVERNANCE AND INSTITUTIONAL PLANNING HANDBOOK

*A Resource Guide for All
LBCC Constituent Groups*

2023-2027



**LONG BEACH
CITY COLLEGE**

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Long Beach City College Mission and Values

Mission Statement

Long Beach City College is committed to empowering our students to become active, ethical participants in their learning, as well as in the democratic structures that give them voice and agency in shaping their society and world. In an environment that is caring, supportive, and inclusive, LBCC promotes equitable learning and educational achievement by delivering innovative, high-quality degree programs, certificate programs, holistic support services, and leading-edge workforce preparation for our diverse communities.

Vision

Long Beach City College creates capacity, builds community, and sparks innovation in support of anti-racism and inclusion to ensure programs and services inspire and prepare learners to thrive as citizens in a diverse democracy and achieve their intellectual, financial, and personal goals. We cultivate a community that fully embraces individuals from all backgrounds, cultures, races, identities, life experiences, perspectives, beliefs, abilities, and values.

Values

Teaching and Learning

Academic Excellence: We promote academic excellence by offering outstanding programs that support students' academic, personal, and professional success. We are committed to academic quality and provide relevant, innovative, and equity-minded curricula.

Equitable Student Learning and Success: We are committed to equitable student learning and success by using the guided pathways framework to promote students' achievement of their educational goals in preparation for future success. We are dedicated to identifying and eliminating equity gaps to ensure that each student has the opportunity to succeed at LBCC.

Connectivity: We are committed to bridging the digital divide by ensuring all students have access to affordable technology, including reliable and secure high-speed Internet access in order to ensure effective participation in our courses, programs, and services.

Diversity, Equity, Inclusion, and Accessibility

Anti-racism and Social Justice: We are actively committed to identifying, opposing, and confronting racism, white supremacy, anti-blackness, and other forms of systemic oppression through the intentional interrogation of policies, procedures, resources, and practices in and outside of the classroom to attain social justice and racial equality for our employees, students, and community members.

Diversity, Equity, Inclusion, and Accessibility: We are dedicated to breaking down existing barriers to equity while recognizing that equity is not the same as equality, creating a welcoming and safe campus environment, encouraging diversity of thought, and ensuring our college's programs, services, academic supports, and activities are accessible for the diverse communities represented at LBCC.

Culture of Care: We value a culture of care and well-being where employees and students are welcomed, supported, understood, and celebrated.

Collaboration and Community

Participatory Governance: We value and encourage responsibility, trust, collaboration, and inclusivity among all constituencies through participation in College decision-making processes.

Community Partnerships: We are deeply committed to engaging and serving our local community through collaboration with our local school districts, industry, non-profit and civic organizations, and government agencies to meet the needs of the community and local labor market.

Workforce Development: We value our industry partnerships in supporting upward economic mobility for our students through curricula that is relevant and responsive to local labor trends, internships, and job placement opportunities.

Creative Leadership and Exploration

Innovation: We are committed to innovation and creativity and embrace the changes needed to eliminate barriers to our students' and employees' success.

Sustainability: We are dedicated to environmental sustainability and engage in environmentally conscious practices and processes to meet the needs of our current and future generations.

Global Citizenship: We are committed to inspiring students to become leaders and responsible global citizens who are dedicated to fostering inclusivity, interconnectivity, and sustainability.

Introduction: Letter from the Superintendent-President, Academic Senate President, and Classified Senate President

Dear Campus Community,

Long Beach City College has always recognized the critical role that participatory governance plays in achieving our mission. Our participatory governance structure is designed to emphasize responsibility, collaboration, and inclusivity among constituencies to ensure all voices are heard in decision-making processes. Through these processes, faculty, classified staff, administrators, and students are invited to participate in planning for our future and providing recommendations on decisions that will have an institutional impact. As Superintendent-President, Academic Senate President, and Classified Senate President, we are committed to participatory governance and believe that participatory governance is essential to fostering innovation and transformational change to achieve our College mission and strategic plan goals.

The College's 2024-2027 Participatory Governance and Institutional Planning Handbook is intended to promote a shared understanding of participatory governance processes at the College and was developed through thoughtful and collegial self-reflection by our College Planning Council. The members of this council have worked hard to make our Handbook user-friendly, thorough, and informative. The sections in the Handbook include frequently asked questions, clarification on constituent group roles, key participatory governance council and committee definitions, and the roles and responsibilities of co- and tri-chairs, members, resources, and guests. The Handbook also outlines the processes that lead to recommendations on Board Policies and Administrative Procedures, as well as institutional planning. It is our hope that this Handbook will increase awareness and understanding of participatory governance, help to ensure consistent application of governance practices, encourage broad and equitable participation in campus matters, and support the College's continuous quality improvement efforts.

We encourage our Long Beach City College community – faculty, staff, administrators, and students to work through your constituent group leaders to participate and have a voice in participatory governance! Diversity, equity, and inclusion in participatory governance is essential to informing decisions in the best interest of our students and employees.

Sincerely,

Dr. Mike Muñoz, Interim Superintendent-President
Suman Mudunuri, Academic Senate President
CC Sadler, Classified Senate President

Long Beach City College Participatory Governance Philosophy

Participatory governance at Long Beach City College is a college-wide process that recognizes the right and responsibility of all faculty, staff, administrators, and students to participate in decision-making processes at the College. The participatory governance structure provides opportunities for all constituent groups to contribute justified and thoughtful recommendations on matters pertaining to policies and procedures, planning, program review, and accreditation. In the spirit of collaboration, cooperation, and collegiality, constituent group members in participatory governance work toward the betterment of the College and the students served by the College to achieve the College's mission by sharing their viewpoints and recommendations, gathering and sharing recommendations from their constituent groups at large, and communicating the work of participatory governance bodies broadly across campus.

Long Beach City College's participatory governance philosophy embraces the diverse perspectives and backgrounds of all constituent group members. The College's philosophy recognizes that while ultimate decisions lie with the Board of Trustees and the Superintendent-President, the College is grounded in the core belief that decisions are richer and better informed by the collective wisdom of constituent groups working together through participatory governance. And while participatory governance may not always constitute agreement by all, the governance process ensures that all perspectives are heard, respected, and genuinely considered prior to decisions being reached on participatory governance-related matters.

The Long Beach City College participatory governance philosophy affirms and applies the principles outlined in the Long Beach City College Code of Ethics (Board Policy and Administrative Procedure 3050). Participatory governance must facilitate a climate of trust, mutual support, and courteous consideration. It is the philosophy of the College that all constituent groups demonstrate respect for reason, freedom of expression, and the right to dissent in participatory governance. Participants must exhibit mutual respect, cooperation, promote a team environment, and confront issues and people without prejudice. When participating in governance, participants demonstrate due diligence in their committee, subcommittee, or taskforce work and model the highest standard of ethically responsible behavior.

Frequently Asked Questions About Participatory Governance

What is participatory governance?

Participatory Governance at Long Beach City College (LBCC) is the process of emphasizing responsibility, collaboration, and inclusivity among all constituencies through participation in College decision-making processes. Each constituency has recognized roles and responsibilities as described in state legislation ([Appendix D](#)) and the Long Beach Community College District [Board Policy](#) and [Administrative Procedures 2510](#).

What is the purpose of participatory governance?

Participatory governance ensures that full and part-time faculty, classified staff, students, and managers have the opportunity to share their perspectives, viewpoints, and input by participating in the development of policies and procedures, the accreditation self-evaluation process, and the development and implementation of plans, priorities, and initiatives. Through participatory governance all constituent groups have the opportunity to be included in the College's decision-making processes. Participatory governance also ensures the right of the Academic Senate to assume the primary responsibility for making recommendations in areas pertaining to academic and professional matters.

Is participatory governance required for California Community Colleges?

Yes. In 1988 Assembly Bill (AB) 1725 was passed, which established the Academic Senate's role as the primary voice in providing recommendations to California Community College Board of Trustees in academic and professional matters. AB 1725 is enacted through Title 5 of the California Code of Regulations. Title 5 requires each College's Board of Trustees to consult collegially with the Academic Senate by relying primarily upon their advice or reaching mutual agreement on academic and professional matters, which are further defined in legislation. Title 5 and California Education Code also require the Board to ensure the right and effective participation of faculty, classified staff, and students in the development of recommendations on college governance. Since LBCC is accredited by the Accrediting Commission of Community and Junior Colleges, the College is also required to remain in compliance with accreditation standards and ensure that all constituents have a voice in decision-making processes. All related legislation and accreditation standards are further defined in [Appendix D](#).

How does LBCC engage in participatory governance?

Long Beach City College engages in participatory governance through the College's participatory governance committee structure and through the related multi-level process of Annual Planning and Program Review (APPR). Each committee, subcommittee, and taskforce has a specific purpose, function, and membership to ensure that all constituents have the opportunity to participate in decision-making related to planning for the future of the College, the accreditation self-evaluation process, and developing policies and procedures to accomplish the College's mission. Additionally, through the APPR process, goal-setting and the evaluation of progress toward goals occurs at all levels of the College to achieve the mission. This process also provides the opportunity for all

constituents to request resources to accomplish their area goals and provides a structured process for representatives of all constituent groups to participate in the prioritization of those resource requests for funding.

How do I fit into the participatory governance structure?

As an employee or student at LBCC, you are a part of one of our constituent groups, which appoints representatives to our participatory governance committees, subcommittees, and taskforces. Through committee, subcommittee, and taskforce participation you have the opportunity to provide your recommendations and feedback on the development and implementation of college-wide plans, the accreditation self-evaluation process, and the development of and modifications to college policies and procedures. If there are no vacancies on committees, subcommittees, or taskforces for your constituent group, you can always attend any participatory governance committee, subcommittee, or taskforce meeting as a guest. Each year you also have the opportunity to participate in the Annual Planning and Program Review process. This process involves all constituents across campus and begins with all instructional programs and non-instructional departments analyzing data to establish or describe progress toward program or department goals and activities. This is also an opportunity for each program and department to request needed resources. As described later in this Handbook, this is a multi-level process and opportunities exist for you to participate at each level, which ultimately results in institutional priorities for the coming year and resource requests prioritized for funding to accomplish the College's Strategic Plan and mission.

How can I participate on a participatory governance council, committee, subcommittee, or taskforce?

Each constituent group emails out "all calls" when vacancies in the membership of a council, committee, subcommittee, or taskforce arise. All calls are sent to all constituent group members. When you receive an all-call email and want to be considered for membership, respond with your interest following the instructions provided by your constituent group. Each constituent group also has their own term limits for how long you can serve on a committee, subcommittee, and taskforce which will be explained to you by your respective constituent group. If there are no existing vacancies on a council, committee, subcommittee, or taskforce, or if you are just interested in attending periodically as a guest, contact the [co- or tri-chairs](#) of the council, committee, subcommittee, or taskforce you are interested in to ask for the meeting location or zoom link for the meetings.

How does participatory governance fit into my work day?

Participatory governance fits into the work day of all constituent group members! For full-time faculty, participation on participatory governance councils, committees, subcommittees, and taskforces can count toward required college service hours. Part-time faculty can receive stipends to participate on participatory governance councils, committees, subcommittees, and taskforces (specific stipend amounts are listed in the Certificated Hourly Instructors contract). For classified professionals, the College Planning Council has approved a [Classified Senate Participatory Governance Support Statement](#) that states that the District understands the crucial role of classified professionals as a part of participatory governance and that their time spent at council, committee,

subcommittee, or taskforce meetings is included as a part of their work day. Management are appointed by President's Cabinet to serve on specific participatory governance councils, committees, subcommittees, and/or taskforces or are appointed based on their position and are expected to make time during their work day to attend the meetings of the councils, committees, subcommittees, and/or taskforces to which they were appointed.

I was just elected to a participatory governance council, committee, subcommittee, or taskforce what do I need to know?

As a new member, refer to the "[Planning Committee, Subcommittee, or Taskforce Member Responsibilities](#)" section of this Handbook. You should also visit the [committee, subcommittee, or taskforce webpage](#) to review the charge and membership. It is also recommended that you reach out to the [co- or tri-chairs](#) to learn more about what the committee, subcommittee, or taskforce is currently working on and how you can contribute.

What can this Handbook help me with?

This Handbook is intended to be used as a toolbox for those who want to learn more about participatory governance and institutional planning at Long Beach City College. The focus of this Handbook is on participatory governance committees, subcommittees, and taskforces and processes that include membership from all constituent groups. The Handbook does not focus on the committees of specific college representative bodies (i.e., this Handbook will not detail the Academic Senate committee structure, Classified Senate, or Associated Student Body committee structures). The Handbook is also intended to provide clarification on roles and responsibilities of committee, subcommittee, and taskforce chairs, members, resources, and guests. Finally, the Handbook will help to explain our institutional planning processes and the alignment between our participatory governance planning structure Strategic Plan, college-wide plans, and the Annual Planning and Program Review process.

What is the role of the Board of Trustees in Participatory Governance?

While the Board of Trustees ultimately establishes and approves all Board Policies and ensures the fiscal health of the College, the Board of Trustees encourages the participation of all constituent groups in providing input on Board Policy and Administrative Procedure development, as well as college planning which is directly tied to resource allocation and the college budget. The Board supports and encourages broad participation in governance through collaborative college-wide processes. As the next section in this Handbook describes, the Board recognizes each constituent group's role in governance, exclusive of collecting bargaining issues.

Long Beach Community College District [Board Policy](#) and [Administrative Procedures 2510](#)

Long Beach Community College District defines participation in local decision-making as a collaborative college-wide process dependent on trust and open communication. Participation in college decision-making, as provided for in Title 5 of the California Code of Regulations, acknowledges the special roles of faculty, classified staff, and students, while recognizing that the Board of Trustees is the ultimate decision-maker in areas assigned to it by state and federal laws and regulations. The essential activities of the College decision-making process are policy and procedure development and college planning implementation and review. Participation in governance includes shared planning, justified and thoughtful recommendations, and delegating responsibilities to appropriate areas. The College's participatory governance structure includes the President's Leadership Council, College Planning Council and other specified planning committees, subcommittees, and task forces, and the Accreditation Steering Committee. As outlined in Board Policy and Administrative Procedure 2510 and union negotiated contracts with the District, and in compliance with AB1725, Title 5, California Education Code, and Accreditation Standards, the following College Representative Bodies participate in the decision-making processes of the district:

Academic Senate Participation

The Board of Trustees recognizes the Academic Senate as the official body which represents the faculty in participatory governance relating to academic and professional matters. The Board of Trustees, or the Superintendent-President as designee, consults collegially with representatives of the Academic Senate when adopting policies and procedures on academic and professional matters. Policies and procedures on academic and professional matters shall not be adopted until such consultation has occurred.

The Board of Trustees or its designees will rely primarily upon the advice and judgement of the Academic Senate on:

1. Curriculum, including prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Standards or policies regarding student preparation and success;
5. Policies for faculty professional development activities.

For those academic and professional matters where the Board of Trustees or its designees have agreed to rely primarily on the advice and judgment of the Academic Senate, recommendations of the Academic Senate will normally be accepted, and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. In alignment with Title 5 Regulations, Section 53203(d)(1), if an Academic Senate recommendation is not accepted by the Board of Trustees, the Board of Trustees or the Superintendent-President or designee shall promptly communicate the reasons in writing to the Academic Senate upon request.

The Board of Trustees or its designees will reach mutual agreement with the Academic Senate on:

6. Processes for program review;
7. Educational program development;
8. District and college governance structures and accreditation as related to faculty roles;
9. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
10. Processes for institutional planning and budget development.

For those academic and professional matters where the Board of Trustees or its designees have agreed to reach mutual agreement, and agreement has not been reached, existing policy will remain in effect unless continuing with such policy exposes the District to legal liability or causes substantial financial hardship (Title 5 § 53203(d)(2)). In cases where there is no existing policy, or in cases where the exposure to legal liability or financial hardship requires existing policy to be changed, the Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

If an academic and professional matter arises which is not enumerated in the ten academic and professional matters listed above, the Board of Trustees or designee and the Academic Senate shall mutually agree whether the Board shall rely primarily upon the advice and judgment of the Academic Senate or shall reach mutual agreement with the Academic Senate with regard to that matter.

Classified Senate Participation

The Board of Trustees recognizes the Classified Senate as the official body, which represents classified staff in collegial participatory governance, exclusive of collective bargaining issues. The recommendations and opinions of the Classified Senate shall be given every reasonable consideration. Classified Senate members are included in all participatory governance committee, subcommittee, and taskforce memberships at the college.

Associated Student Body Participation

The Board of Trustees recognizes the Associated Student Body Cabinet as the official body which represents the students in participatory governance relating to student matters. The Board, through the Superintendent-President or designee, shall provide students the opportunity to participate effectively in the formulation and development of policies and procedures that have or will have a significant effect on students. This right shall include the opportunity to participate in processes for jointly developing recommendations regarding policies and procedures. The Board of Trustees shall ensure that recommendations and positions developed by the Associated Student Body Cabinet or its designee are given every reasonable consideration. Associated Student Body members are included in all participatory governance committee, subcommittee, and taskforce memberships at the college.

Certificated Hourly Instructor (CHI) Participation

Certificated Hourly Instructors participate on participatory governance committees, subcommittees, and taskforces. As outlined in the CHI negotiated contract with the District, they represent the part-time faculty voice in matters pertaining to the CHI contract and working conditions, participatory

governance committee, subcommittee, and taskforce topics, as well as academic and professional matters that impact hourly faculty members.

Long Beach City College Faculty Association (LBCCFA)

The Long Beach City College Faculty Association appoints representatives to certain participatory governance committees, subcommittees, and taskforces that may discuss matters that pertain to working conditions or the LBCCFA contract with the District.

Long Beach Council of Classified Employees (American Federation of Teachers)

The Long Beach Council of Classified Employees also appoints representatives to all participatory governance committees, subcommittees, and taskforces as established in the LBCCE/AFT Collective Bargaining Contract with the District. In instances where a committee, subcommittee, or taskforce only has one classified staff representative listed in the membership, the Classified Senate President will defer the appointment to the Classified Union President. Classified union representatives are members of participatory governance committees, subcommittees, and taskforces to speak to any matters that pertain to the contract or working conditions.

Management Participation

Administrators, managers, and confidentials are represented by individuals appointed by the President's Cabinet.

Council, Committee, Subcommittee, Taskforce and Work Group Definitions

There are multiple types of committees at Long Beach City College. This section is intended to clarify definitions related to the College's councils, committees, subcommittees, taskforces and work groups that fall within and outside of the College's participatory governance structure.

College Representative Bodies

College representative bodies include the [Academic Senate](#), [Classified Senate](#), and [Associated Student Body](#). These representative bodies are required by Title 5. The committees and subcommittees for each of these representative bodies follow the Brown Act rules of procedure (Government Code §§54950). The committees and subcommittees for these bodies are responsible for providing representative perspectives in the College's decision-making process and making recommendations to the Vice Presidents, Superintendent-President, and Board of Trustees. The Academic Senate's Committee on Curriculum and Instruction (CCI) and CCI Subcommittees make recommendations on program and course curriculum, as well as Board Policies and Administrative Procedures related to academic and professional matters directly to the Board of Trustees. Academic Senate Executive Committee and Academic Affairs and Student Services administrators also meet monthly during the academic year to discuss academic and professional matters in Academic Council.

The Academic Senate, Classified Senate, and Associated Student Body do not need to maintain charges and memberships and instead each maintain a Constitution and Bylaws. Committees, subcommittees, and taskforces reporting to these bodies must maintain charges and memberships.

The Academic Senate, Classified Senate, and Associated Student Body each appoint representative members to the participatory governance committees described in the section above. Management representatives are appointed by President's Cabinet.

Academic Council

The Academic Council is co-chaired by the Academic Senate President and Vice President of Academic Affairs (first 45 min of meeting) and Superintendent-President (second 45 min of meeting). The Council is comprised of the Academic Senate Executive Committee, as well as the Vice President of Academic Affairs, Vice President of Student Services, and 2 Deans (one Academic Affairs and one Student Services). The Council's purpose is to review and recommend policies, procedures, and processes for academic and professional matters that are mutually agreed upon between the Academic Senate and the Governing Board. The Council must maintain a charge and membership.

Advisory Councils and Committees

Advisory Councils and Committees are temporary or permanent councils and committees formed by the Superintendent-President to provide recommendations to the Superintendent-President on matters related to the administration and operations of the College. Representatives are selected to

participate on these councils based on their areas of expertise on the specific focus for the council. Councils may include multiple constituent groups or a single constituent group depending on their purpose. Advisory Councils do not maintain charges and memberships. Examples of Advisory Councils and Committees include the Public Art Advisory Committee and President's Management Council.

Operational Work Groups

Operational Work Groups are temporary work groups formed by any department, division, school, or VP area by administrators, faculty, or classified to accomplish a specific set of operational tasks. Operational Work Groups do not maintain charges and memberships.

Participatory Governance Committee Structure

As previously mentioned, the College ensures that all constituents have a voice in decision-making processes through a participatory governance committee structure. All participatory governance councils, committees, subcommittees, and taskforces include faculty, classified staff, student, and administrator members. Participatory governance committees, subcommittees, and taskforces are not written into Brown Act legislation and are not legally required to follow Robert's Rules of Order. The Participatory Governance structure is evaluated on a six-year cycle in alignment with the development of the College's Strategic Plan ([see Appendix G](#)). The highest-level participatory governance bodies are the Accreditation Steering Committee, President's Leadership Council, and College Planning Council. All participatory governance committees, subcommittees and taskforces must maintain charges and memberships. The participatory governance committee structure is described below:

Accreditation Steering Committee

The Accreditation Steering Committee and the Accreditation Standard Committees are the main participatory governance committees for the College's institutional self-evaluation process. The Accreditation Steering Committee and Accreditation Standard Committees are active only during the College's institutional self-evaluation process and are activated through review and approval of their charges and memberships at the College Planning Council. The Accreditation Steering Committee ensures the development of the Institutional Self-Evaluation Report by providing direction, training, support, and feedback to the Accreditation Standards Committees as they draft each section of the report and gather evidence.

Accreditation Standard Committee Definition

Each Accreditation Standard Committee facilitates the College's Institutional Self-Evaluation process through the composition of certain standard area portion(s) of the Institutional Self-Evaluation Report, as well as through the gathering and citation of relevant and appropriate evidence. The Accreditation Standard Committees ensure the development of a comprehensive report for their assigned areas that reflects an accurate description of the areas being reviewed.

President's Leadership Council

President's Leadership Council (PLC) is the primary participatory governance advisory body to the Superintendent-President for the purpose of reviewing proposed new or changes to existing college Board Policies (BPs) and Administrative Procedures (APs). All BPs and APs are reviewed on a staggered six-year cycle to ensure they remain up-to-date and in compliance with standards and expectations set by federal and state legislation and regulations. The Council also serves as a consultative body for the Superintendent-President on issues of college leadership and matters of college-wide importance, other than those which are subject to consultation with the Academic Senate as academic and professional matters and with the bargaining units as contractual matters.

Planning Committees

The **College Planning Council (CPC)** and the planning committees, subcommittees, and taskforces that report to the CPC are the main participatory governance committees, subcommittees, and taskforces for institutional planning at Long Beach City College. Planning committees, subcommittees, and taskforces serve as recommending bodies for the College's development, coordination, and implementation of planning efforts in fulfillment of the College's mission. Committee, subcommittee, and taskforce members consider matters pertaining to a designated charge and report recommendations to the appropriate constituent groups and college leadership. The CPC ultimately directs the work of all planning committees, subcommittees, and taskforces and approves their charges and memberships. Planning committees may have subcommittees or taskforces that are also approved by the CPC to carry out specific tasks and functions for a planning committee. There are three types of planning committees:

Planning Committee Definition

A planning committee is a participatory governance body established to support the coordination of the college's planning efforts in fulfillment of the College's mission. Committees serve as recommending bodies for the College's development and implementation of planning efforts. Committee members consider matters pertaining to a designated charge and report recommendations to the appropriate constituent groups and the CPC. The CPC ultimately directs the work of all planning committees and approves their charges and memberships.

Planning Subcommittee Definition

A planning subcommittee is a participatory governance body that reports to and serves as a recommending body to a specific planning committee. A planning subcommittee provides recommendations to the planning committee based on their approved charge. The recommendation for the formation of a subcommittee may come from the CPC or a standing committee of the CPC. The CPC must approve the charge and member of a subcommittee.

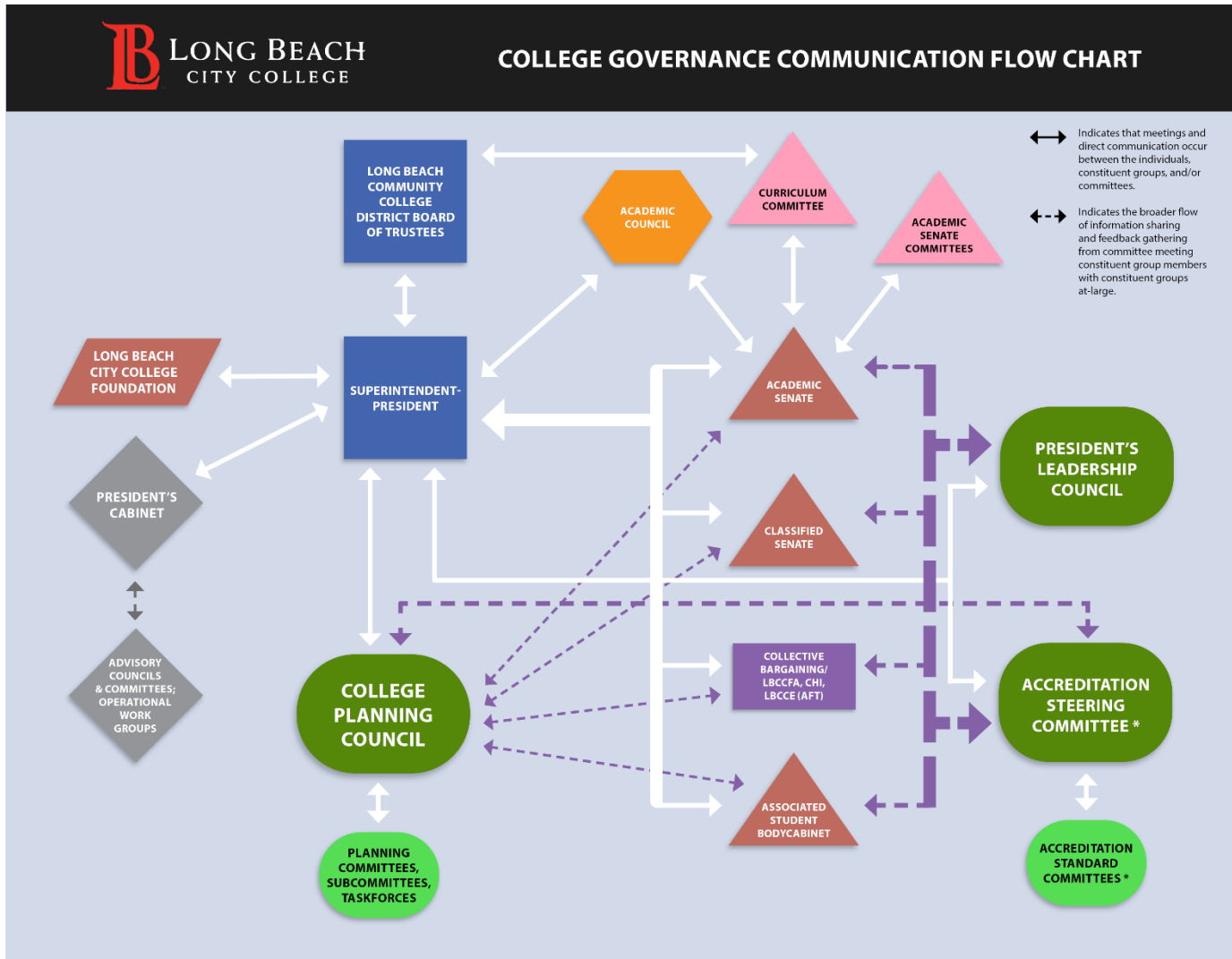
Planning Taskforce Definition

A planning taskforce is developed by the CPC, a planning committee, or planning subcommittee to provide recommendations on specific college-wide initiatives or tasks and meets until the initiatives or task is completed. A taskforce has a pre-determined amount of time to complete the work prior to disbanding. Regular reports on progress toward accomplishment of the initiatives or tasks must be provided to the council, committee, or subcommittee that the taskforce reports to. The charge and membership of a planning taskforce must be approved by the CPC.

Planning Work Group Definition

A planning work group is developed by a planning council, committee, subcommittee, or taskforce to complete specific tasks and meets for a short pre-determined amount of time. The planning work group must provide regular updates to the council, committee, subcommittee, or taskforce that the work group reports to. A planning work group does not need an official charge and membership and is not approved by the CPC.

College Communication Flow Chart



The communication flow chart illustrates how communication and ideas are brought forward by constituent groups through the participatory governance structure, college representative bodies, and advisory councils to the Superintendent-President and Board of Trustees.

Participatory Governance Council, Committee, Subcommittee, and Taskforce Charges and Memberships

Every participatory governance committee has a charge and membership that describes the purpose and functions of the committee, as well as the committee membership. Click on the links below to view the charge and membership for each committee in the participatory governance structure.

Accreditation Steering Committee

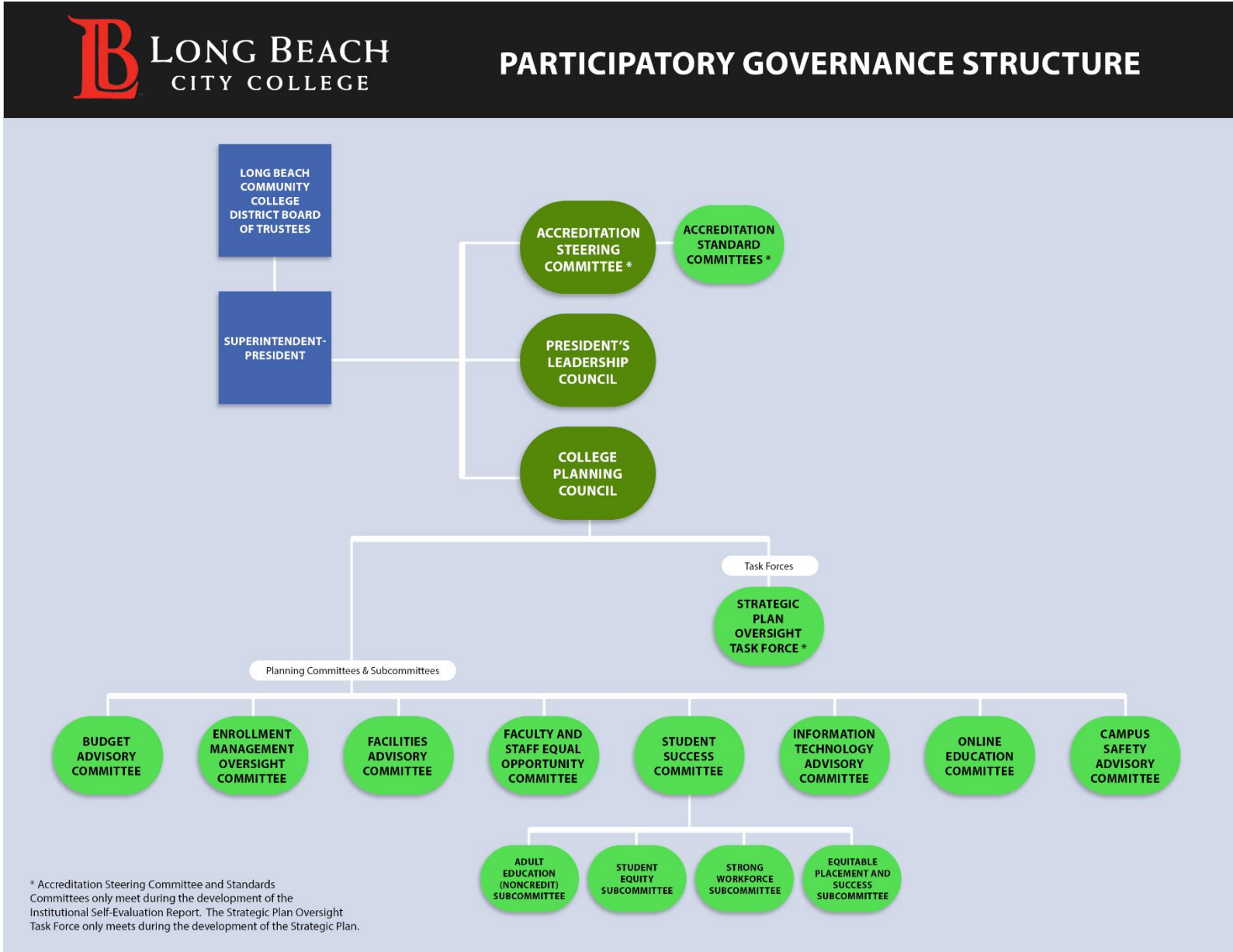
- **Accreditation Standard Committees**

[President's Leadership Council](#)

[College Planning Council](#)

- **[Budget Advisory Committee](#)**
- **[Campus Safety Advisory Committee](#)**
- **[Enrollment Management Oversight Committee](#)**
- **[Facilities Advisory Committee](#)**
- **[Faculty and Staff Equal Opportunity Committee](#)**
- **[Information Technology Advisory Committee](#)**
- **[Online Education Committee](#)**
- **[Student Success Committee](#)**
 - **[Adult Education \(Noncredit\) Subcommittee](#)**
 - **[Equitable Placement and Success Subcommittee](#)**
 - **[Student Equity Subcommittee](#)**
 - **[Strong Workforce Subcommittee](#)**

Participatory Governance Structure

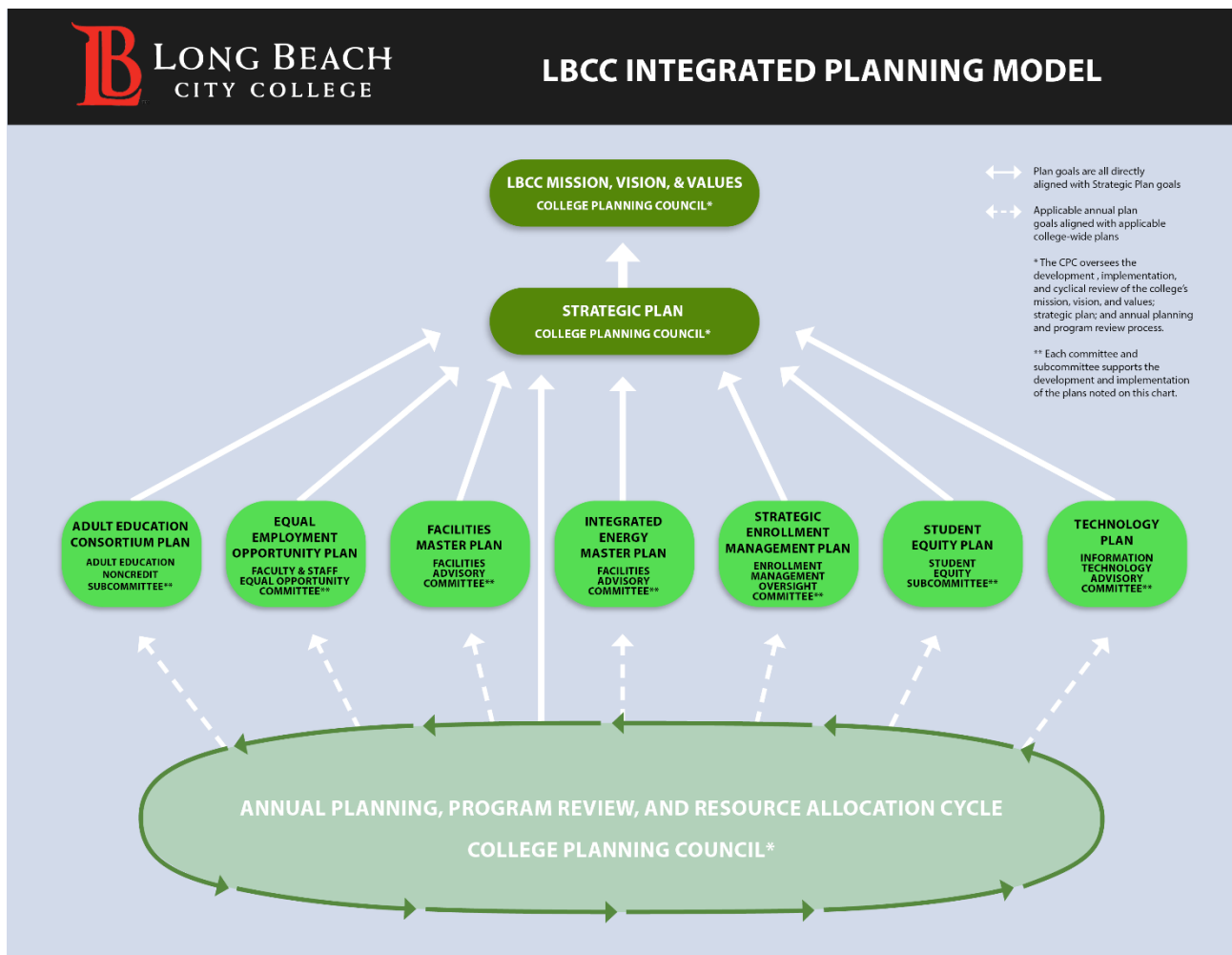


* Accreditation Steering Committee and Standards Committees only meet during the development of the Institutional Self-Evaluation Report. The Strategic Plan Oversight Task Force only meets during the development of the Strategic Plan.

Institutional Planning

Through the participatory governance planning committee structure, LBCC has developed a robust institutional planning process that involves all constituent groups and all areas of the college. The College Planning Council leads all planning efforts on campus to ensure the accomplishment of the [College's mission, vision, and values](#). The focus of the final section of the Handbook is on institutional planning and the planning committee, subcommittee, and taskforce structure, processes, and practices.

The following sections detail each level of planning at LBCC, as displayed on the Integrated Planning Model Chart:



Strategic Plan and College Planning Council

Every four years, the College Planning Council develops the College's [Strategic Plan](#). The Strategic Plan establishes the primary goals that the College will work toward to accomplish the College's mission, vision, and values. The plan also includes strategies that the College plans to implement to ensure the goals are accomplished. The College Planning Council also works closely with Institutional Effectiveness to ensure measurable outcomes are in place to monitor progress toward the

accomplishment of each Strategic Plan goal. Progress on measurable outcomes is reported out to the CPC and the Board of Trustees each year. In addition to developing the Strategic Plan, the College Planning Council is charged with monitoring progress on the implementation of the Strategic Plan.

College-Wide Plans and Planning Committees, Subcommittees, and Taskforces

The majority of the planning committees, subcommittees and taskforces that the College Planning Council oversees are charged with developing and monitoring implementation of cyclical long-term college-wide plans. The goals in each college-wide plan address long-term needs for educational programs and services and ensure the college has appropriate resources to achieve the Strategic Plan goals and College mission, vision, and values. The following college-wide plans are developed by planning committees, subcommittees, and taskforces on a cyclical basis:

- [2020-23 Strategic Enrollment Management Plan](#) developed by the [Enrollment Management Oversight Committee](#)
- [2018-2021 Technology Plan](#) developed by the [Information Technology Advisory Committee](#)
- [2016-2041 Facilities Master Plan](#) developed by the [Facilities Advisory Committee](#)
- [2018 Integrated Energy Master Plan](#) developed by the [Facilities Advisory Committee](#)
- [2019-2022 Equal Employment Opportunity Plan](#) developed by the [Faculty and Staff Diversity Committee](#)
- [2019-2022 Student Equity Plan](#) developed by the [Student Equity Subcommittee](#)
- [2022-2025 Adult Education Consortium Plan](#) developed by the [Adult Education Subcommittee](#)

A brief description of each plan can be found on the [college-wide plans webpage](#) of the [College Planning Council's website](#).

Some planning committees, subcommittees, and taskforces that report to College Planning Council are not charged with developing and implementing a college-wide plan, however their work is directly linked to supporting the integrated planning process:

- [Budget Advisory Committee](#): The Budget Advisory Committee works directly with the College Planning Council to coordinate budget processes in alignment with the College's Annual Planning and Program Review (APPR) process. One of the primary functions of the committee is to use the College's institutional priorities, established by the College Planning Council during the APPR process, to prepare recommendations for budget development. The institutional priorities are incorporated into the budget assumptions in both the tentative and adopted budgets and used by President's Cabinet to prioritize resource requests for funding during the APPR process described in the following section.
- The Campus Safety Advisory Committee coordinates campus safety initiatives and programs, including safety training, emergency planning and resources, environmental health and safety programs/resources, general safety resources, and operations in alignment with institutional planning.
- [Online Education Committee](#): The Online Education Committee establishes short and long-term planning goals for online education initiatives in alignment with the Strategic Plan goals

and provides input on the goals of the Information Technology Advisory Committee's Technology Plan, as they pertain to online education technology.

- [Student Success Committee](#): The Student Success Committee supports student success efforts in alignment with the Strategic Plan. The Adult Education, Student Equity, Equitable Placement and Success Subcommittee, and Strong Workforce Subcommittees report to the Student Success Committee. As such, the Student Success Committee makes recommendations for the Adult Education Consortium Plan and Student Equity Plan, as well as provides input on equitable placement initiatives and Strong Workforce projects that support the Strategic Plan. The Committee also provides input and recommendations on college-wide student success initiatives that are implemented to support the Strategic Plan.
 - [Equitable Placement and Success Subcommittee](#): The Equitable Placement and Success Subcommittee provides leadership, coordination, and support for instructional areas regarding course placement in alignment with state and local policy and the College's Strategic Plan to streamline the student experience, improve student learning, and accelerate student completion of their academic goals.
 - [Strong Workforce Subcommittee](#): The Strong Workforce Subcommittee provides recommendations on local Strong Workforce projects in alignment with the Chancellor's Office Strong Workforce goals. The Subcommittee ensures that any recommendations for projects support progress toward accomplishment of the Strategic Plan goals, in addition to accomplishment of the Strong Workforce goals.

[Annual Planning and Program Review Process](#)

The College's mission, vision, and values, as well as the Strategic Plan goals, strategies, and measurable outcomes also provide a framework that guides the development of the goals, activities, and resource requests in the Annual Planning and Program Review (APPR) process. The APPR process is overseen by the College Planning Council in collaboration with the Academic Senate's Department Plan/Program Review Subcommittee and the Office of Institutional Effectiveness. This annual process is directly tied to the College's budget and resource allocation processes. The APPR process is cyclical and consists of the following levels, which build upon one another throughout the academic year ([see Appendix G for Planning and Budget Timeline](#)):

- **Instructional Program Planning and Review; Administrative and Student Services Department Planning and Review:** The planning and program review process begins each fall with the development of instructional program plans/reviews and administrative and student services department plans/reviews. During this process, programs analyze SLO and student achievement data, while administrative and student services departments analyze Service Unit Outcome (SUO) data. Faculty and staff in each department reflect on progress toward goals from the previous year, and determine plans for the coming year. All program and department goals are aligned with the College's Strategic Plan goals and mission. Faculty and staff in each department also have the opportunity to align their goals and activities directly to college-wide plan goals and strategies. Through this process, faculty and staff request

financial resources needed by their departments to provide the necessary human, physical, and technological support necessary to complete activities and move their goals forward.

- **School Level Planning:** Following the submission of program and department plans/reviews, instructional and student services areas develop school-level plans, established by school planning groups using a similar template and data-informed process. School planning groups follow established charges and memberships approved by the CPC to ensure broad participation in school planning by managers, faculty, and staff in each school and to ensure that a consistent process is followed by all school planning groups. School planning groups are expected to analyze progress on school goals from the previous year, review all program and department plans/reviews for their respective areas in relation to school level goals, and analyze student achievement and student learning data for each goal at the school level. Based on this analysis, school planning groups identify and prioritize activities in alignment with their school-level goals. Many of these activities arise from the program or department plans/reviews, but during the analysis of student achievement and student learning data, additional activities may arise that the school planning group agrees should be supported by the Dean and reflected in the school plan. Resource requests that are associated with making progress on the top five activities identified in each school plan to move forward the goals are prioritized to be moved forward to the next level of planning.
- **Vice President Level Planning:** School plans and non-instructional department plans are submitted to the appropriate Vice Presidents at the end of the fall semester so that they can begin developing Vice President level plans for the spring semester. The Vice Presidents each convene a Vice President level planning group in alignment with the Vice President level planning group charge and membership, which was developed and approved by the CPC. Each group is tri-chaired by the Vice President, an Academic Senate Executive Appointee, and a Classified Senate Executive Appointee, who are appointed at a fall CPC meeting each year. The Vice President level planning groups each have their own distinct membership, but all include a broad membership of faculty, classified staff, management, and students. Each Vice President level planning group is charged with reviewing data related to three-year metrics to measure three-year goals and the school-level or department-level plans to inform recommendations on the activities and resources that should be included in the Vice President level plan for the coming budget year.
- **Institutional Priorities:** When the Vice President plans are submitted, the College Planning Council holds a joint meeting with the Budget Advisory Committee. At this meeting, the Vice President level planning group tri-chairs present the Vice President level plans and the committees jointly set institutional priorities for the next fiscal year, which are included in the budget assumptions for the tentative and adopted budgets. The institutional priorities are guided by the College's mission, aligned with the Strategic Plan goals, and informed by the Vice President level plan goals. Once the budget is finalized for the coming year, the President's Cabinet meets to determine what will be funded from the prioritized Vice President level plan resource requests based on how closely they align with the institutional priorities. Final decisions are communicated back to the College Planning Council and Vice

President areas in the fall via email through In the Loop and by the Vice Presidents to their areas.

The College Planning Council evaluates the efficacy of the Annual Planning and Program Review process on a six-year cycle. See [Appendix E](#) for more information.

Planning Committee, Subcommittee, and Taskforce Annual Reporting Cycle

The College Planning Council has established an annual reporting cycle to provide structure and support to planning committees, subcommittees, and taskforces in monitoring progress toward the accomplishment of their plans, purpose, and functions to ultimately support the achievement of the Strategic Plan goals and College mission.

This cycle consists of the following:

- The Office of Institutional Effectiveness will work with each committee, subcommittee and taskforce on a cyclical basis to establish Specific, Measurable, Achievable, Relevant, and Timebound (SMART) metrics and identify relevant representative activities to achieve the SMART metrics.
 - SMART metrics and activities must be aligned with the College’s institutional priorities, Strategic Plan goals, and mission.
- All planning committees, subcommittees, and taskforces will establish a timeline of review for all SMART metrics each year.
- At the end of each academic year committees, subcommittees, and taskforces will submit a report using a prescribed template from the CPC that describes accomplishments and areas of improvement.
- The September CPC meeting will be a joint meeting with the CPC and all committee, subcommittee, and taskforce co- and tri-chairs. The Office of Institutional Effectiveness will present a synthesized overview of all submitted reports, along with the Institutional Priorities to kick off the academic year. This will provide committees, subcommittees, and taskforces with the opportunity to celebrate their hard work and successes, receive feedback and support from the CPC for the coming year, and receive information on the fiscal adopted budget and institutional priorities to drive their work.

Planning Committee, Subcommittee, and Taskforce Co- and Tri-Chair Responsibilities

Agendas

- Utilize the standard agenda template ([see Appendix A](#))
- Develop the agenda working with your co- or tri-chairs
- Agenda items should include a time limit for each item
- Agenda items should align with the purpose and function of the committee, subcommittee, or taskforce; if an agenda item is requested that does not align with the purpose or function, the chairs reserve the right to decline adding the agenda item with an explanation provided
- Avoid use of acronyms on agendas
- Notify any presenters as soon as possible and at minimum a week in advance
- Send agenda and any supporting documents to committee, subcommittee, or taskforce members and resources
- Post agenda and any supporting documents on LBCC [BoardDocs](#) at least 48 hours in advance
 - o If a member of the committee, subcommittee, or taskforce requests to add an agenda item after the agenda has already been posted, this agenda item will be added to the agenda for the following month
 - o If a time sensitive agenda item arises, the chairs of the committee, subcommittee, or taskforce can make the decision to add the item to the agenda and postpone other agenda items

Annual Deliverables

- Ensure the committee, subcommittee, or taskforce produces the annual deliverables outlined in the respective charge approved by the College Planning Council
- Submit an annual report to the College Planning Council discussing accomplishments and areas of improvement using the template provided by the College Planning Council
- If your committee, subcommittee, or taskforce is charged with developing a college-wide plan, ensure that a draft is brought forward to CPC for both first and second reading prior to approval

Charge and Membership

- Ensure that any modifications to the charge and/or membership identified by the committee, subcommittee, or taskforce are provided to the College Planning Council for approval (if you need a word document copy of the latest approved charge and membership, email the Director of Planning). For subcommittees and taskforces, the charge and membership must be approved by the committee the subcommittee or taskforce reports to prior to being approved by College Planning Council. Every charge and membership should be reviewed for revisions at least once during each Strategic Planning cycle to ensure that the charge continues to be in alignment with Strategic Plan goals and strategies. Any time that revisions are discussed, the Equity Reflection Guide ([see Appendix H](#)) must be utilized to inform the revisions.

- Note: Minor accuracy updates to the charge and membership can be made without approval by the College Planning Council by emailing the Director of Planning. Accuracy updates include changes to position titles in the membership (e.g., Executive Dean of Enrollment Services is changed to Dean of Enrollment Services); a committee, subcommittee, or taskforce name change is already approved by College Planning Council and that is mentioned inaccurately in the charge or membership description (e.g., College Planning Committee was modified and approved to be College Planning Council and this Council appears across all charges in the reporting structure component of the template), or changes to pertinent Chancellor's Office, state, or accreditation compliance language.

Collaboration on College-Wide Plan Development and Monitoring

- If the college-wide plan that the committee, subcommittee, or taskforce develops and monitors includes components that may be pertinent to other planning committees, subcommittees, and taskforces, co- and tri-chairs must ensure that collaboration occurs between the two committees, subcommittees, or taskforces to develop and support those components of the plan.
- During the development of a college-wide plan, co- and tri-chairs must ensure that any departments or divisions that might be impacted by the plan are involved in the development of those components of the plan (e.g., if the enrollment management plan will focus on matriculation efforts, the matriculation coordinator and Director of High School Outreach and Educational Partnerships should be invited as guests to the committee, subcommittee, or taskforce meetings during the development stages of the plan if they are not already members).

Committee, Subcommittee, or Taskforce Vacancies

- Communicate to the appropriate constituent groups any existing vacancies on the committee
- If a committee member is absent for more than two consecutive meetings, communicate attendance expectations

Communication

- Ensure verbal and nonverbal communication (in-person, via email, etc.) supports diversity, equity, inclusion, accessibility (in alignment with the College's [values](#) and [code of ethics](#))
- Re-read emails prior to sending responses to committee and subcommittee members to ensure that the tone is supportive and inclusive

New Committee, Subcommittee, or Taskforce Member Orientation

- At the first committee, subcommittee, or taskforce meeting of the year, co-chairs should utilize a portion of the meeting to review the charge and membership along with the Equity Reflection Guide ([see Appendix H](#)), share the Participatory Governance and Institutional Planning Handbook, describe expectations for new members, and discuss expectations for committee, subcommittee, or taskforce work for the year

- If a member is appointed at any time during the year, ensure that member introductions occur at the member's first meeting. Prior to the first meeting ensure that the member is informed of the purpose and functions of the committee, subcommittee or taskforce and any progress the committee has made toward annual goals.

Engaging Students in Committee, Subcommittee or Taskforce Meetings

- If a student is new to the committee, subcommittee, or taskforce at any time during the year, introductions should occur at the beginning of the student's first meeting and the purpose and functions of the committee, subcommittee, or taskforce should be reviewed.
- Avoid using acronyms while speaking during the meeting
- Be aware of using jargon while speaking and always clarify and provide context for students on jargon
- As much as possible, ask students their thoughts during discussion of agenda items to engage students in the discussion and gather additional feedback from the student perspective

Meeting Procedures

- Enforce time limits on agenda items and ensure meetings end on time
- Ensure committee, subcommittee, or taskforce member discussion stays on topic in alignment with each agenda item
- Facilitate open, respectful, and inclusive dialogue
- Create an intentionally welcoming and safe space to ensure all voices and ideas are heard

Meeting Scheduling Practices

- All meetings for the next academic year should be identified at the end of each spring
- All meeting dates/times should align with approved committee, subcommittee, or taskforce charge meeting dates/times
 - o If a monthly meeting date falls on a holiday where the campus is closed, winter or spring recess, or a Flex Day then the co- or tri-chairs should determine another week or day of the week to meet during that month that will work for most of their members
- 1 meeting per month should be scheduled for the fall and spring semesters
- Send calendar invites to all committee, subcommittee, or taskforce members prior to each academic year; Any resources to committees, subcommittees, or taskforces identified on the charge and membership should be included on calendar invites as "optional" attendees
- Co- or Tri- Chairs should mutually agree to cancel a meeting if a cancellation is necessary

Summary Notes

- Identify a recorder to document summary notes for every meeting
- Utilize the standard summary notes template ([see Appendix B](#))
- Summary notes should include attendance and denote decisions and recommendations
- Draft summary notes from the previous meeting should be brought to the next meeting for approval
- Post approved summary notes on the LBCC Board Docs website

Succession Planning

- When an administrative, faculty, or classified chair either ends their term limit or steps down from the chair role, it is the responsibility of the outgoing chair to meet with the newly appointed chair to provide guidance on the role and to provide any pertinent information and documentation to ensure a successful transition for the new chair stepping into the role. In the first year after a transition, it is encouraged that the prior co- or tri-chair is available to answer questions and provide advice to the new chair.

Training

- All chairs must annually participate in the co- and tri-chair training held by the College Planning Council tri-chairs in early fall each year
- All chairs must attend the first College Planning Council meeting of the academic year in September to learn about progress on Strategic Plan metrics, updates on allocation of resources based on the prior year's planning cycle, and updates on accomplishments and goals for all of the committees, subcommittees, and taskforces reporting to CPC.

Planning Committee, Subcommittee, and Taskforce Member Responsibilities

Committee, Subcommittee, or Taskforce Meeting Preparation

- Review the agenda, draft summary notes, and supporting documents prior to meeting
- Ensure any assigned tasks are completed prior to meetings or that updates can be provided
- Note that agendas must be posted 48 hours in advance of the meeting, please notify chairs about any potential agenda items as soon as possible.

Committee, Subcommittee, or Taskforce Meeting Participation

- Ensure regular attendance to committee, subcommittee, or taskforce meetings
- Arrive to meetings on time
- Provide only relevant, on-topic comments and feedback during discussion of each agenda item
- Be respectful and inclusive of all ideas, opinions, and viewpoints
- Communicate information on key agenda items back to appropriate constituent group body

Communication

- Ensure verbal and nonverbal communication (in-person, via email, etc.) supports diversity, equity, inclusion, accessibility (in alignment with the College's [values](#) and [code of ethics](#))
- Re-read emails prior to sending responses to committee, subcommittee, or taskforce members to ensure that the tone is supportive and inclusive

Engaging Students in Committee, Subcommittee, or Taskforce Meetings

- Ensure committee, subcommittee, or taskforce members are introduced if a student is new to the committee, subcommittee, or taskforce
- Avoid using acronyms while speaking during the meeting
- Be aware of using jargon while speaking and always clarify and provide context for students on jargon
- As much as possible, ask students their thoughts during discussion of agenda items to engage them in the discussion and gather additional feedback from the student perspective

Communication with Constituent Groups

- Leaders of each constituent group determine the formal mechanisms by which committee, subcommittee, or taskforce members provide updates to and solicit input from their respective bodies on items discussed at the committee meetings they attend. Contact your constituent group leaders for more information.
- Communication should occur prior to and following each committee, subcommittee, or taskforce meeting attended

Planning Committee, Subcommittee, and Taskforce Resource Responsibilities

Resources are specific individuals whose position(s) are listed as resources in participatory governance council, committee, subcommittee, or taskforce approved charges and memberships. Resources provide expertise when items on agendas pertain to their role at the College. Resources should provide input and feedback only on agenda items pertaining to their role and expertise. When a committee, subcommittee, or taskforce meeting agenda does not include any agenda items pertaining to the resource's area of expertise, the resource is not expected to attend those meetings.

Committee, Subcommittee, or Taskforce Meeting Preparation

- Have an initial meeting with co- or tri-chairs to understand the needs of the committee, subcommittee, or taskforce and how you can support as a resource
- Review the agenda, draft summary notes, and supporting documents prior to meeting to determine if topics are on the agenda related to your expertise to determine attendance at the meeting
- Ensure any assigned tasks are completed prior to meetings or that updates can be provided

Committee, Subcommittee, or Taskforce Meeting Participation

- Ensure regular attendance to committee, subcommittee, or taskforce meetings when topics are agendaized that relate to your role/position at the College
- Arrive to meetings on time
- Provide only relevant, on-topic comments and feedback during discussion of agenda items related to your expertise
- Be respectful and inclusive of all ideas, opinions, and viewpoints
- Communicate information on key agenda items back to appropriate constituent group body

Communication

- Ensure verbal and nonverbal communication (in-person, via email, etc.) supports diversity, equity, inclusion, accessibility (in alignment with the College's [values](#) and [code of ethics](#))
- Re-read emails prior to sending responses to committee, subcommittee, and taskforce members to ensure that the tone is supportive and inclusive

Engaging Students in Committee, Subcommittee, and Taskforce Meetings

- Avoid using acronyms while speaking during the meetings
- Be aware of using jargon while speaking and always clarify and provide context for students on jargon

As much as possible, ask students their thoughts during discussion of agenda items to engage them in the discussion and gather additional feedback from the student perspective

Planning Committee, Subcommittee, and Taskforce Guest Responsibilities

Invited Presenters

- Presenters who are guests may attend the entire committee, subcommittee, or taskforce meeting or only for the item(s) for which they have been asked to present
- Presenters may answer committee, subcommittee, or taskforce member questions regarding their presentation(s) after their presentation(s) have concluded based on the direction of the chairs
- Presenters should not speak or ask clarifying questions during other meeting agenda items unless the committee, subcommittee, or taskforce asks the presenter to provide input. Presenters are more than welcome to reach out to committee, subcommittee, or taskforce co- or tri- chairs following the meeting they attended to learn more and have their questions clarified

Community or Constituent Group Guests

- Guests are welcome to attend any participatory governance meeting to observe and learn about the committee, subcommittee, or taskforce as the members carry out the functions listed in the approved charge and membership
- Guests should not speak or ask clarifying questions during the meeting unless the committee, subcommittee, or taskforce chairs asks the guests to provide input. Guests are more than welcome to reach out to committee, subcommittee, or taskforce chairs following the meeting they attended to learn more and have their questions clarified

Appendix A



[Committee, Subcommittee or Task Force Name]

[MM/DD/YY]

[HH:MM XM – HH:MM XM]

[BUILDING-ROOM]

Chairs

[Name, Constituent Group]

[Name, Constituent Group]

[Name, Constituent Group]

Members

[Position Title: Name]

[Position Title: Name]

[Position Title: Name]

[Position Title: Name]

[Position Title: Name]

[Position Title: Name]

[Position Title: Name]

Resources

[Position Title: Name]

[Position Title: Name]

[Position Title: Name]

Note-Taker: [Name]

AGENDA

Purpose of [Insert Committee, Subcommittee, or Taskforce Name]: [Insert purpose statement from approved Charge and Membership]

1. Welcome - ____ Minutes

2. Approval of Summary Notes - _____ Minutes

- 3.

- 4.

- 5.

- 6.

Next Meeting: MM/DD/YY from XX:XX to XX:XX

Please note for Accommodations:

- Please insert the most current accommodations statement provided by the Human Resources Department:
<https://www.lbcc.edu/ada-coordinator>

Appendix B



[Committee, Subcommittee, or Task Force Name]

[MM/DD/YY]

[HH:MM XM – HH:MM XM]

[BUILDING-ROOM]

SUMMARY NOTES

Present: [Names of all members and resources who attended meeting]

Absent: [Names of all members and resources who did not attend meeting]

Guests: [Any individual who attended meeting who is not listed on the official membership as a member or resource]

1. Welcome - ___ Minutes

2. Approval of Summary Notes - ___ Minutes.
 - Use Either: *“The summary notes were approved as written”* or *“The summary notes were approved with modifications”*

- 3.

- 4.

- 5.

- 6.

7. Next Meeting: MM/DD/YY

Appendix C

Council, Committee, Subcommittee and Task Force Charge and Membership Template

Name of Committee or Task Force	
Purpose	
Function	
Annual Timeline of Outputs	
Reporting	
Membership and Membership Term Limits (Term Limits if Applicable)	
Meeting Frequency and Schedule	
Other	

*Note: This template is to be used only for the following:

- Committees, Subcommittees and Taskforces of the Academic Senate, Classified Senate, and ASB; Academic Council; All Participatory Governance Councils, Committees, Subcommittees, and Taskforces (President’s Leadership Council; College Planning Council and all committees, subcommittees, and taskforces that report to the Council; Accreditation Steering Committee and all committees, subcommittees, and taskforces that report to the Committee)

Appendix D

Glossary of Terms

California Education Code Section 70901(e)

California Education Code, Section 70901(e) requires that governing boards of community college districts establish minimum standards for governing procedures to ensure that faculty, staff, and students the right to participate effectively in district and college governance. Governing boards must also establish minimum standards for governing procedures to ensure that faculty, staff, and students have the opportunity to express their opinions at the college-level and to ensure that these opinions are given every reasonable consideration. This section of California Education Code also designates the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Title 5 § 53203 of California Code of Regulations

Title 5 § 53203 states requirements for the “effective participation” of students and staff in the development of recommendations to the governing board. This section also requires the governing board to “consult collegially” with the academic senate (i.e., rely primarily upon the advice and judgement of the academic senate or reach mutual agreement between the governing board/designee and representatives of the academic senate) on academic and professional matters.

Title 5 § 53200 defines “academic and professional matters” as 11 matters related to policy development and implementation. These have become known today as the 10+1:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and college governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development;
11. Other academic and professional matters as are mutually agreed upon between the governing board and the academic senate. This agreement means that faculty undertake these duties to consult collegially on the 10+1 as a part of their faculty obligation.

Assembly Bill 1725

Assembly Bill 1725 is comprehensive California community college reform legislation passed in 1988 that covers community college mission, governance, finance, employment, accountability, staff diversity and staff development. This bill established the Academic Senate’s role as the college’s primary voice of the faculty in

providing recommendations to the governing board on academic and professional matters. Assembly Bill 1725 is operationalized in Title 5, as described in the section above.

Accreditation

Standard IV.A.2 requires that the college establish and implement policy and procedures that authorize administrator, faculty, and staff participation in decision-making processes. This standard also explicitly states that the policy must provide provisions for student participation and for the consideration of student views in matters in which students have a direct and reasonable interest. This policy must specify how individuals can bring forward ideas and work together on appropriate policy, planning, and participatory governance committees.

Standard IV.A.3. requires that administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional planning, policies, and budget that relate to their areas of responsibility and expertise.

Standard IV.A.4. requires that faculty and academic administrators, through policy and procedures, and through well-defined structures, have the responsibility for recommendations on curriculum and student learning programs and services.

Standard IV.A.5 requires that the institution (through the board and institutional governance) ensures that relevant perspectives are considered, that decision-making is aligned with expertise and responsibility, and that there is timely action on institutional plans, policies, curricular change, and other key considerations.

Standard IV.A.6 requires that processes for decision-making and the resulting decisions are documented and widely communicated to the institution.

Standard IV.A.7 requires that the college's leadership roles, institutional governance, and decision-making policies and processes and regularly evaluated to assure their integrity and effectiveness. Results of these evaluations should be widely communicated and used as the basis for improvement.

Appendix E

Annual Planning and Program Review Evaluation Cycle

How often will the annual planning and program review evaluation occur?

In alignment with the College's Strategic Plan cycle, the annual planning and program review evaluation will occur every six years. Since evaluations previously occurred on an annual cycle, the initial multi-year cycle has been extended to eight years in order to align with the College's upcoming Strategic Planning cycle.

When will the evaluation cycle commence?

The evaluation cycle will begin with the 2020-2021 academic year. The first comprehensive evaluation in this cycle will occur in 2027-2028.

What will be included in the annual planning and program review evaluation?

The evaluation will focus on the efficacy of all aspects of the annual planning and program review process including timelines, annual planning structure (i.e., department, school, Vice President planning structure and planning group purpose/functions), planning and program review templates, resource request prioritization processes, and Tableau dashboards utilized in planning and program review. These aspects will be evaluated for planning at the department, school, and Vice-President levels, as well as program review at the department level. Instructional program planning and review will be evaluated through the Department Plan/Program Review Subcommittee (see [Instructional Program Planning and Review Cycle](#)).

Why do we need a cycle of evaluation for our annual planning and program review processes?

Updating processes on an annual basis does not allow for sufficient time to determine whether or not the current processes are effective. Furthermore, with constant changes on a yearly basis, there is potential for processes to become confusing and inefficient, as individuals are asked to relearn new processes each year. Accreditation standards also require regular review cycles for planning, program review, and resource allocation processes to ensure continuous quality improvement of these processes.

How will annual planning and program review be evaluated?

Annual planning will be evaluated based on survey feedback from faculty, classified professionals, and managers who participate in department, school, and Vice President-level planning and department-level program review. This survey will be administered on an annual basis, with a comprehensive evaluation of the results during each evaluation period. Focus groups may also be included in the evaluation if it is determined that further qualitative data is needed to inform improvements.

Who will evaluate the annual planning and program review process?

The evaluation will be conducted by Institutional Effectiveness. Institutional Effectiveness will compile and analyze the results of the evaluation, as well as identify recommendations for improvement based on results. These results and any recommended improvements will be shared with the College Planning Council for further discussion and feedback prior to any adjustments to the annual planning and program review process.

What updates can be made to the process or templates during the cycle?

While the process will undergo a comprehensive evaluation in alignment with the Strategic Plan cycle, aspects of the process may be updated at any time during the cycle for the following reasons:

- Accreditation Standards, Title 5, and/or California Education Code were updated in ways that impact annual planning and program review
- Errors in spelling, grammar, and/or minor functionality issues were identified in the templates and/or Tableau dashboards

Appendix F

Participatory Governance Evaluation Cycle

How often will the participatory governance evaluation occur?

The participatory governance comprehensive evaluation will occur every six years, during the year in which the College's new Strategic Plan is developed. An additional evaluation will occur at the mid-point in the six-year cycle.

When will the evaluation cycle commence?

The first comprehensive evaluation will be conducted in fall 2021. The mid-point evaluation will occur in fall 2024.

What will be included in the participatory governance evaluation?

The evaluation will focus on all aspects of the President's Leadership Council and College Planning Council committee structure, communication, processes, and procedures to ensure their integrity and effectiveness. The evaluation will include feedback from all chairs and members who participate on these councils, committees, subcommittees, and taskforces, as well as include feedback from all college-wide constituents who do not participate directly in the participatory governance structure.

Why do we need a cycle of evaluation for our participatory governance structure and processes?

A cycle of evaluation is needed for participatory governance to determine areas of improvement, as well as determine whether or not changes made as a result of the evaluation ultimately improve the participatory governance structure, communication, processes, and practices. An evaluation that occurs every six years, with a mid-point evaluation ensures sufficient time to evaluate whether any changes made have resulted in improvements to participatory governance effectiveness and integrity. In addition, the cycle ensures that results can be utilized to inform the development of the College's Strategic Plan and ensure the effectiveness of the implementation of the plan through the participatory governance committee structure.

How will participatory governance be evaluated?

Participatory Governance will be evaluated based on survey feedback from full and part-time faculty, classified professionals, students, and administrators who participate as chairs, members, and/or resources of participatory governance councils, committees, subcommittees, and taskforces, as well as survey feedback from all constituent groups at-large. Focus groups may also be included in the evaluation if it is determined that further qualitative data is needed to inform improvements.

Who will evaluate the participatory governance process?

The evaluation will be developed and conducted through the College Planning Council with support from Institutional Effectiveness. Institutional Effectiveness will compile the results of the evaluation. These results will be shared with the College Planning Council for further discussion and feedback to determine actions to take to improve the participatory governance structure, communication, processes, and practices.

What updates can be made to the process or structure during the cycle?

While the process will undergo a comprehensive evaluation every six years and at the mid-point during this cycle, the College Planning Council may modify aspects of the participatory governance structure, communication, processes, or practices at any time during the cycle for the following reasons:

- Accreditation Standards, Title 5, and/or California Education Code were updated in ways that impact the participatory governance
- New college-wide initiatives have arisen at LBCC or the Chancellor's Office that require new or modified councils, committees, subcommittees, or taskforces
- Overlap in committee functions or a lack of need for a committee identified by the College Planning Council that requires committee consolidation or inactivation
- A gap in communication, committee structure, processes and/or practices is identified that was not identified in the evaluation results and needs to be remedied for improvement
- The Institutional Planning and Participatory Governance Handbook workgroup has brought forward recommendations for improvement to participatory governance processes or practices based on updates to the Handbook.

Appendix G

Planning and Budget Timeline

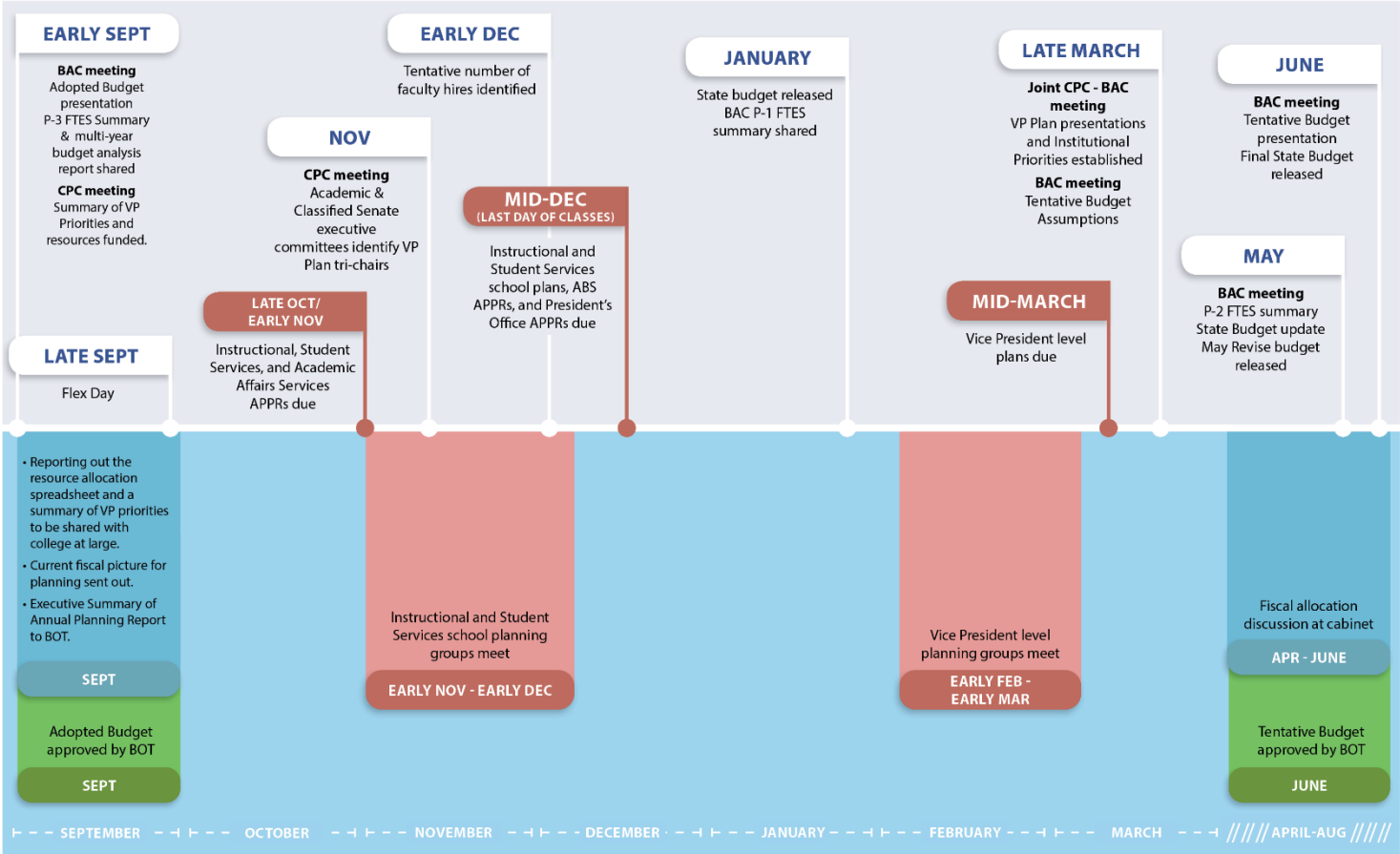
ANNUAL PLANNING & BUDGET TIMELINE

SPECIFIC DEADLINES PROVIDED FOR EACH YEAR EVERY SEPTEMBER AT COLLEGE PLANNING COUNCIL AND DEPARTMENT PLAN/PROGRAM REVIEW SUBCOMMITTEE AND COMMUNICATED OUT COLLEGE - WIDE

Acronyms Key

- ABS: Administrative & Business Services
- APPR: Annual Plan/Program Review
- BAC: Budget Advisory Committee
- BOT: Board of Trustees
- CPC: College Planning Council
- FTES: Full-Time Equivalent Student
- P-1, P-2, P-3: Period 1, Period 2, Period 3
- VP: Vice President

THE CURRENT YEAR'S PLANNING TIMELINE CAN BE FOUND HERE



Appendix H

College Planning Committees, Subcommittees, and Taskforces

Equity Reflection Guide

The intention of this guide is to encourage reflection and dialogue to ensure that the Strategic Plan, developed and approved through CPC, is carried out to support our College's Mission, Vision, and Values.

Consider the following questions when reflecting on your committee, subcommittee, or taskforce meetings, and the charge and membership. Make necessary updates to ensure that a commitment to equity is reflected in your committee, subcommittee, or taskforce documentation and practices.

- **Meetings:**

- If people attend your meetings, what might they assume about our commitment to diversity, equity, inclusion, and accessibility?
- Are your committee, subcommittee, or taskforce meetings safe enough for everyone to feel they belong, and do they create an intentional space where all ideas/voices are heard?
 - Does your committee, subcommittee, or taskforce avoid group thinking, value individual agency, and providing space for growth at every meeting?
- Does your committee, subcommittee, or taskforce ensure and encourage participation of and support for faculty, classified, students, and management from disproportionately impacted populations?

- **Communication:**

- Does communication (both verbal and nonverbal) support diversity, equity, inclusion, and accessibility (during meetings and in emails)?
- Do norms/behaviors support and align with the College's [values](#) and [code of ethics \(Administrative Procedure 3050\)](#)?

- **People:**

- Who is your committee, subcommittee, or taskforce intended to serve? Is your committee, subcommittee, or taskforce meeting this intention?
- What groups might not be getting all they need from your committee, subcommittee, or taskforce?
- How do we allow access and also include student voices more specifically?
- As we consider the diverse members of our committee, subcommittee, or taskforce and those who are served by the committee, subcommittee, or taskforce, are we intentionally engaging in actions that mitigate triggers and traumas (e.g., mental well-being, morality, accessibility)?

- **Charge/Membership:**

Does your committee, subcommittee, or taskforce include each of the sections below? If not, would including each section allow for greater transparency or contribute to demonstrating a commitment to equity in alignment with our [Mission, Vision, Values](#), and [Strategic Plan](#)?

- *Purpose*
 - How can we use your committee's, subcommittee's, or taskforce's purpose to contribute to our College's Diversity, Equity, Inclusion, and Accessibility (DEIA) efforts?
 - Are the College's Mission, Vision, and Values reflected in the purpose? Is it clear how this committee, subcommittee, or taskforce supports accomplishment of one or more of the aspirational Strategic Plan goals?
 - What types of words are used to describe your purpose? Are they words that include or exclude faculty, classified, students, and management from disproportionately impacted populations at the college?
 - Who will benefit from this purpose? Who may be excluded?
- *Function*

- How can you use your committee's, subcommittee's, or taskforce's function to contribute to the College's DEIA efforts in alignment with the Strategic Plan goals?
- What types of words are used to describe your function? Are they words that include or exclude faculty, classified, students, and management from disproportionately impacted populations at our college?
- Who will benefit from this function? Who will be excluded?
- *Reporting*
 - Who does your committee, subcommittee, or taskforce report to? What is reported?
 - How do you ensure reporting is taking place appropriately and that content of reports align with DEIA principles and Strategic Plan goals?
- *Timeline of Outputs*
 - What is produced annually, according to cycles (Strategic Plan, etc.), or in an ongoing way?
- *Membership*
 - Are biased, stereotypical assumptions made about your committee, subcommittee, or taskforce membership? If so, is your committee, subcommittee, or taskforce actively working to counter those assumptions?
 - As far as it depends on the committee, subcommittee, or taskforce purpose and functions, is the membership inclusive of:
 - A balance of faculty, classified, management, and students?
 - Members with expertise that is vital to accomplish the purpose/functions of the committee, subcommittee, or taskforce?
- *Meeting Frequency*
 - Could the meeting frequency cause disproportionate impact to specific groups based on other factors, such as location, scheduling, or other barriers?
- *Other*
 - Is there anything else of significance that should be included?
 - Is anything missing?

Helpful Resources:

- California Community Colleges Chancellor's Office [Vision Resource Center](#):
 - Implicit Bias Training
 - Cultural Competency Training
- [Take 5: Critical Race Theory Toolkit](#)
- California Community Colleges Chancellor's Office [Diversity, Equity, and Inclusion Glossary](#)

Appendix I

Development and Revisions to Handbook Timeline

- **October 5, 2017: Initial 2017-2020 Participatory Governance and Institutional Planning Handbook approved by the College Planning Council.**
- **November 7, 2019: 2020-2023 Participatory Governance and Institutional Planning Handbook approved by the College Planning Council**
 - **October 7, 2021: Revisions approved by the College Planning Council**
- **October 5, 2023: 2023-2027 Participatory Governance and Institutional Planning Handbook approved by the College Planning Council**