



Fresno City College



# Participatory Governance and Integrated Planning Manual

Approved by:

Academic Senate 04/12/2023

Classified Senate 04/19/2023

Associated Student Government 09/05/2023

President 10/19/2023

# CONTENTS

INTRODUCTION.....	3
FOUNDATIONS FOR GOVERNANCE AND INTEGRATED PLANNING .....	4
Evaluation.....	4
Evidence-Based.....	4
Inclusive Dialog.....	4
Institutional Set Standards.....	4
Assessment: Student Learning and Service Unit Outcomes .....	4
PARTICIPATION IN COLLEGE GOVERNANCE.....	5
Participatory Governance Structure .....	6
Roles of Constituent Groups.....	7
Roles of other Groups.....	10
INTEGRATED PLANNING.....	11
Mission, Vision, Core Values .....	12
College Plans .....	12
Program Review.....	12
Annual Unit Planning .....	13
Resource Request and Prioritization Process .....	13
Human Resource Request and Prioritization Process.....	14
APPENDIX A: Institutional Set Standards.....	16
APPENDIX B: Collegewide Approval Process .....	17

## INTRODUCTION

The purpose of this document is to provide the college with an easy-to-understand manual that explains the processes and practices of participatory governance and integrated planning.

### COMMITMENT TO MISSION, VISION, CORE VALUES

Fresno City College (FCC) has a mission, vision, and core values that are student centered and focused on building a community of learners committed to racial equity, anti-racism, and social justice. Faculty, staff, and students collaborate to “transform lives in the Central Valley and beyond.”

FCC is committed to providing the community with “access to equity-centered, quality, innovative programs and support services.” The campus community seeks to provide transparent communication at all levels to ensure that all constituent groups and administrators can readily understand how to participate in governance and integrated planning processes. Central to integrated planning is the use of data to inform decision making.

The mission, vision, and core values are the basis for all planning and resource allocation processes at the college.

**MISSION:** As California’s first community college, Fresno City College provides access to equity-centered, quality, innovative educational programs, and support services. Committed to a culture of anti-racism, we create dynamic communities of respect and inquiry which encourage student success and lifelong learning while fostering the sustainable economic, social, and cultural development of our students and region.

**VISION:** Fresno City College aspires to build upon our equity-centered mission and further our commitment to normalize a culture of racial equity and anti-racism. As a community of educators and learners, we will use our individual and collective positions of influence, power, and privilege to foster a community of belonging, affirmation, and validation. We will courageously join as faculty, staff, and students in upholding our core values to transform lives in the Central Valley and beyond.

### CORE VALUES:

**Equity-Mindedness:** We call attention to patterns of inequity in student outcomes and take personal and institutional responsibility for the success of our students. We critically reassess our own practices, are race-conscious, and aware of the social and historical context of exclusionary practices in American Higher Education.

**Social Justice:** We are focused on removing institutional barriers, taking responsibility for and mitigating systemic barriers. We are invested in validating our students’ lived experiences through examining qualitative and quantitative data which enhances our understanding of intersectionality. This builds a foundation of data-driven solutions and responses to systemic issues.

**Sustainable Social and Economic Mobility:** We commit to breaking extractive, exploitative, and racist systems and practices. Servimos y empoderamos (we serve and empower) marginalized and racially-minoritized individuals, communities, and histories. With invested community partners, we build programs which foster trans-generational economic growth and prosperity.

## FOUNDATIONS FOR GOVERNANCE AND INTEGRATED PLANNING

### Evaluation

Central to ensuring the college is upholding its mission is the evaluation of planning and governance. The college strives for continuous improvement of student learning and achievement. The integrated planning process includes taking time for thorough and intentional reflection to identify strengths and areas in need of improvement. The ongoing cycle of continuous improvement ensures academic quality and institutional effectiveness.

### Evidence-Based

To ensure that the college is achieving its mission and remaining consistent with its priorities, equity-mindedness is incorporated at all levels of integrated planning and decision-making. At the foundation of decision-making is the program and service unit review cycle in which college units engage in a self-reflective process that includes review and analysis of disaggregated student outcomes data. The program and service unit review process leads to annual unit planning aligned with strategic goals. The annual unit planning includes identification and request for any new resources needed to accomplish the unit goals.

### Inclusive Dialog

As stated in the FCC Vision, the college is committed to “courageously join as faculty, staff, and students in upholding our core values to transform lives in the Central Valley and beyond.” The bold vision of FCC necessitates providing an inclusive space where participants are encouraged and feel safe to have meaningful dialog to “normalize a culture of racial equity and anti-racism.” Dialog occurs in the process of developing institutional plans and in the participatory governance structure of constituencies, councils, committees, workgroups, and task forces. With a dialog focused on improving the student experience, constituents inform decision-making through the examination of evidence including Institutional Set Standards (ISS), Institutional Student Learning Outcomes, and Strategic Goals.

### Institutional Set Standards

The Institutional Set Standards (ISS) (Appendix A) are metrics used as a measurement of institutional effectiveness and include a baseline and stretch goal. The use of evidence-based decision-making in the integrated planning process informs efforts to achieve the college’s ISS stretch goals. FCC has established institutional set standards to guide planning processes that support its focus on becoming more performance-based in the allocation of resources. The indicators support everyday operations and assist the college in continuous improvement towards mission fulfillment.

### Assessment: Student Learning and Service Unit Outcomes

[Student Learning Outcomes](#) are essential for the college. Outcomes are developed and assessed for instructional and non-instructional units and are aligned with the college’s ISLOs where appropriate. Instructional outcomes exist at the course (CSLO) and program (PSLO) level while non-instructional outcomes exist for each service unit (SUO). Units (Programs, Service, and Administrative units) are responsible for identification, assessment, and participation in Program Review discussion of outcomes. Program Review provides the opportunity to document this self-reflective process which informs programmatic changes in andragogy, pedagogy, practices, policies, and procedures. The process also leads to the development of annual unit goals and assists in identifying and requesting resources if needed.

## **PARTICIPATION IN COLLEGE GOVERNANCE**

Participation of Academic Senate, Classified Senate, Student Senate, and Administration is key to the success of FCC integrated planning processes. Through established governance structures, policies, and practices, stakeholders work together to benefit our students. These processes facilitate the discussion of ideas and effective communication among the college's stakeholders.

### **Participatory Governance:**

Education Code §70902(b)(7) calls on the California Community Colleges Board of Governors to enact regulations to “ensure faculty, staff, and students...the right to participate effectively in district and college governance” and, further, to ensure “the right of Academic Senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.” The intent of the legislature in enacting this section of AB 1725 (Vasconcellos, 1988) was “to authorize more responsibility for faculty members in duties that are incidental to their primary professional duties” and to assure that “increased faculty involvement in institutional governance and decision making” does not conflict with faculty rights in collective bargaining (Section 4n). This shared involvement in the decision-making process does not necessarily imply total agreement, nor does it abrogate the ultimate decision-making responsibility of the local governing board. Title 5 §§51023.7 and 51023.5 set requirements for the “effective participation” of students and staff, respectively, in the development of recommendations to the governing board. Title 5 §53203 requires the governing board to “consult collegially” with the Academic Senate on academic and professional matters as defined in §53200. Consequently, the more precise terms call for the governing board to assure “effective participation” of students and staff and to “consult collegially” with Academic Senates. Therefore, the only constituent groups defined in title 5 are 1) Academic Senate, 2) Classified Senate, and 3) Associated Student Government. The phrase “constituent groups” only refers to these three groups.

### **Representation vs Consultation:**

When constituencies appoint members to a committee, workgroup, or task force, those individuals are representing the constituency. The representation of the constituency through appointed members is not the same as consultation with the constituency group. Consultation requires approval from the executive committee of the constituency or the body of the constituency through a vote. Therefore, representation is not the same as consultation.

The president of the college guides institutional improvement through effective leadership that includes the responsibility to ensure participative decision-making processes are established and utilized throughout the campus. The president ensures that an environment is created that encourages and supports every student and employee to bring forward ideas for institutional improvement. This means establishing consultation processes that encourage empowerment, innovation, and institutional excellence.

This manual focuses on general participatory governance and recognizes that there are also administrative/operational decision-making processes. The administrative/operational processes may include committees and planning such as Speakers Forum or Commencement which function as a means for organizing specific campus events. An operational advisory group (OAG) serves as a means for management to meet and collaborate with the Academic, Classified, and Students Senates, and content experts on matters relevant to their area. OAG's are typically established by managers and directors to gather input and ensure ongoing communication on matters that may impact college operations.

In addition to these processes, there are also collective bargaining processes which deal with contractual matters and working conditions as defined by the collective bargaining law. These processes are outside of governance and are not addressed in this manual.



## Participatory Governance Structure

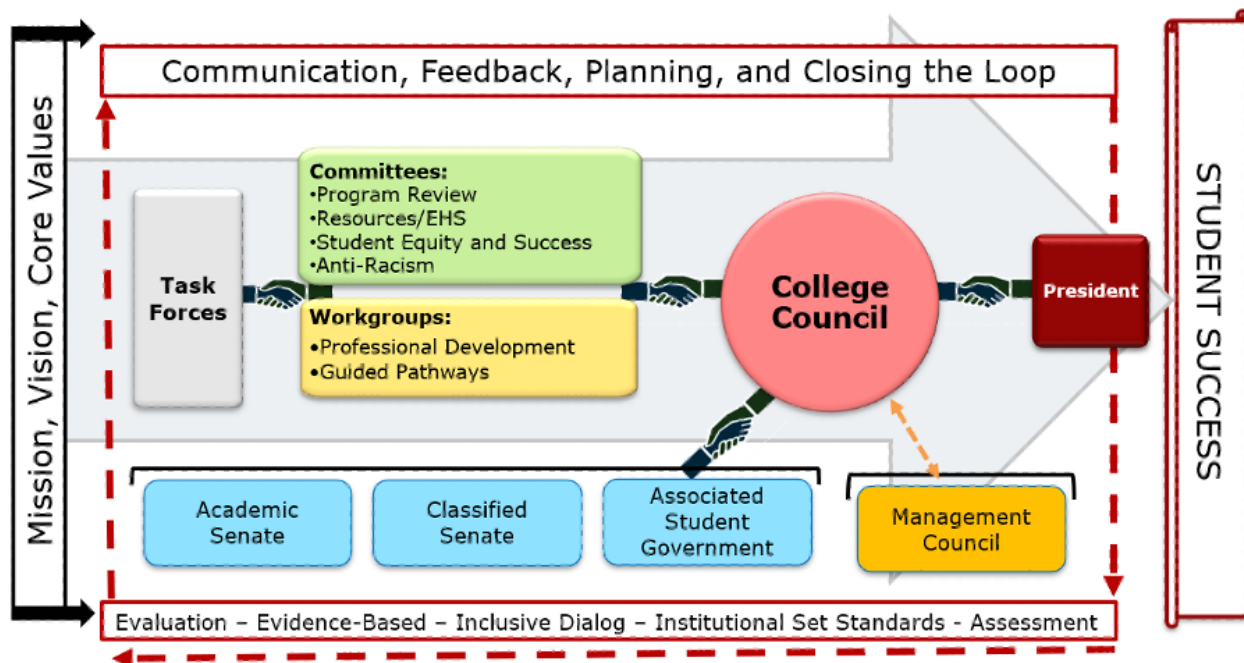
The FCC governance structure went through a lengthy revision process and in late fall 2020 the college piloted a streamlined structure. Career Ladders Project and RSS Consulting assisted the college in the development process and the spring 2020 report noted "...the college has considered the effectiveness of the governance structure in facilitating decision-making; engagement and inclusion of constituent voices; development and implementation of guided pathways; and integrating principles of equity and inclusion as a foundation supporting decision-making." Central to the structure is the ability to have transparent and ongoing communication loops that ensure multiple forms of communication (email, meeting agenda item, web page, convocation, etc.) by the College Council, committees, workgroups, constituent groups, and the President.

### College Council:

The College Council is the college's participatory governance main decision-making body that leads the college's strategic planning process by establishing college goals and objectives, priorities for planning and resources, monitoring the progress towards the completion of college goals and objectives and establishing task forces essential to the strategic planning implementation. College Council relies upon recommendations from constituent groups, committees, workgroups, and task forces when making decisions.

An evaluation of the participatory governance structure and its processes is conducted annually and includes input from college constituent groups and administration. The evaluation of the effectiveness of the strategic planning processes includes but is not limited to, progress toward the accomplishment of stated planning goals and objectives, progress toward meeting stated institution outcomes, and campus and community satisfaction.

## FCC Participatory Governance Structure



## **Roles of Constituent Groups**

This manual is specific to the participatory governance structure and integrated planning processes. The following descriptions are intended to provide a summary of each constituent group's role in the governance structure. Detailed and complete definitions and descriptions can be found in the college's operating agreements, by-laws, administrative regulations, and Board Policies. This handbook does not serve as policy, rather a point of reference for understanding college governance. Constituent groups provide voting members to serve in participatory governance and play an important role in regularly communicating meeting outcomes and recommendations.

### ***Associated Student Government:***

The Associated Student Government (ASG) of FCC provides students the opportunity to share in the administration and governance of the college. FCC students established this organization to enhance sound governance and citizenship; to guarantee a participatory governance structure; to further cooperation with faculty, community, staff, and other educational institutions; and to create and maintain adequate activities in the furtherance of student welfare. The purpose herein stated are those which all the college recognizes as the privileges, rights, and responsibilities of the students.

The ASG represents all students in issues legislatively established in Title 5 section 51023.7 and commonly known as 9+1 rights. They are:

1. grading policies;
2. codes of student conduct;
3. academic disciplinary policies;
4. curriculum development;
5. courses or programs which should be initiated or discontinued;
6. processes for institutional planning and budget development;
7. standards and policies regarding student preparation and success;
8. student services planning and development;
9. student fees within the authority of the district to adopt; and
10. any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students.

Title 5: §51023.7 mandates that the governing board and the administration "shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the formulation of the policy or procedure or the joint development of recommendations regarding the action." Furthermore, "Students shall be provided an opportunity to participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students. This right includes the opportunity to participate in processes for jointly developing recommendations to the governing board regarding such policies and procedures."

### ***Academic Senate:***

The FCC Academic Senate represents all non-management certificated personnel employed by FCC. The Academic Senate represents the faculty in all academic and professional matters legislatively established in Title 5 sections 53200-53204, designated in SCCC AR 2510, and commonly known as 10+1 rights. They are:

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

TITLE 5: §53203 requires the governing board and the administration to Consult Collegially with the Academic Senate. The phrase “Consult Collegially” as defined by TITLE 5: §53200 means that the district governing board and the administration as its arm shall develop policies on academic and professional matters through one of the following:

1. For items 1 through 5, the governing board or its designees shall rely primarily upon the advice and judgment of the academic senate.
2. For items 6 through 11, the governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

It is important to note that a faculty or a group of faculty cannot be used to meet the requirement of “consulting.” The only entity that has the right and authority to consult on behalf of the faculty is the Academic Senate. For example, a representative of the Senate on a group doesn’t satisfy the “consult” requirement. In order to consult, the information must be relayed to the Academic Senate and if appropriate placed on the agenda for a vote.

In addition, the Senate makes recommendation to the administration and governing board, facilitates communication, promotes teaching excellence within the framework of academic freedom and professional responsibilities and ethics, and carries out all responsibilities delegated to the community college Academic Senate by state laws, the Board of Governors of the California community Colleges, and the Board of trustees.



**Classified Senate:**

Title 5, California Code of Regulations section 51203.5 states that “staff shall be provided with opportunities to participate in the formulation and development of district and college policies and procedures, and in those processes for jointly developing recommendations for action by the governing board, that the governing board reasonably determines, in consultation with staff, have or will have a significant effect on staff.” The Classified Senate provides access to staff development funds and activities for any permanently employed classified professional to enhance job skills, job performance, and personal and professional development. The Classified Senate also facilitates a means of communication among classified professionals at Fresno City College, the various Fresno City College satellite centers, State Center Community College District Office, and District Operations. It also provides a means for increased participation and interaction within the campus community by working with the California School Employees Association (CSEA) to select representatives for participation in college governance committees.

Constituency Group	LAW	Regulations Level of Participation	Regulations Areas of Participation	Regulations Consideration of Recommendations
Academic Senate	<ul style="list-style-type: none"> <li>• Right to participate effectively</li> <li>• Academic Senate right to assume primacy in:               <ul style="list-style-type: none"> <li>– Curriculum</li> <li>– Academic Standards</li> </ul> </li> </ul>	Local boards shall consult collegially on academic and professional matters.	Academic and professional matters: <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Degree</li> <li>• Grading</li> <li>• Program Development</li> <li>• Student Standards</li> <li>• Faculty Role in Governance Structure</li> <li>• Accreditation</li> <li>• Professional Development</li> <li>• Processes for Program review</li> <li>• Processes for Planning and Budget</li> <li>• Others</li> </ul>	<ul style="list-style-type: none"> <li>• Rely primarily on the Advice and Judgment of the Academic Senate</li> <li>• Consult Collegially</li> </ul>
Classified Senate	<ul style="list-style-type: none"> <li>• Right to participate effectively</li> </ul>	Provide opportunity to participate in formulation of policies procedures and processes that have significant effect on staff.	Significant effect on classified professionals	Given “every reasonable consideration.”
Associated Student Governance	<ul style="list-style-type: none"> <li>• Right to participate effectively</li> </ul>	Provide opportunity to participate in formulation of policies procedures and processes that have significant effect on students.	Significant effect on students: <ul style="list-style-type: none"> <li>• Grading</li> <li>• Codes of Conduct</li> <li>• Academic Discipline</li> <li>• Curriculum Development</li> <li>• Program Creation and Discontinuance</li> <li>• Process for Budget and Planning</li> <li>• Student Preparation and Success</li> <li>• Student Service Planning and development</li> <li>• Fees</li> <li>• Others</li> </ul>	Given “every reasonable consideration.”

### ***Constituency Group Norms:***

Constituent groups are responsible to ensure representatives are appointed and participate regularly on college governance councils, committees, workgroups, and task forces. Participation includes preparing and attending meetings, reporting back to the appointing group regarding items under discussion, and representing the position of the appointing constituent group. These participative processes help to assure effective dialog, planning, decision-making, and implementation. Inclusive participation encourages individuals and constituent groups to bring forward ideas for institutional improvement, create a transparent environment for dialog, and lead to campus wide support for decisions and recommendations.

As constituent representatives, effective participation requires individuals act in a professional manner and work together for the good of the institution. Members are responsible to address agenda items in a manner that will allow time to consult effectively with their appointing constituent groups and represent the groups in discussions prior to decisions being made. Members must also communicate effectively with the college community to ensure that communication is consistent, transparent, and multi-directional. With the authority to make recommendations and decisions comes the responsibility for those decisions. Once decisions have been made through participatory governance processes, it is incumbent on the college community to ensure the successful implementation of the decision.

## **Roles of Other Groups**

### ***Administrators:***

Educational and classified administrators participate in college governance committees. Due to the nature of their job assignments, they are responsible for implementation of the president's decisions resulting from the planning processes. Administrators are an unrepresented group and they are not considered a constituency group. All administrators are members of Management Council, which makes management decisions or recommendations to the president, clarify and/or define college operational policies and procedures and make recommendations to the president as appropriate, coordinate college planning and budgeting efforts, share information of interest or concern with administration, and address problems or concerns that are not addressed elsewhere in the organization of the college.

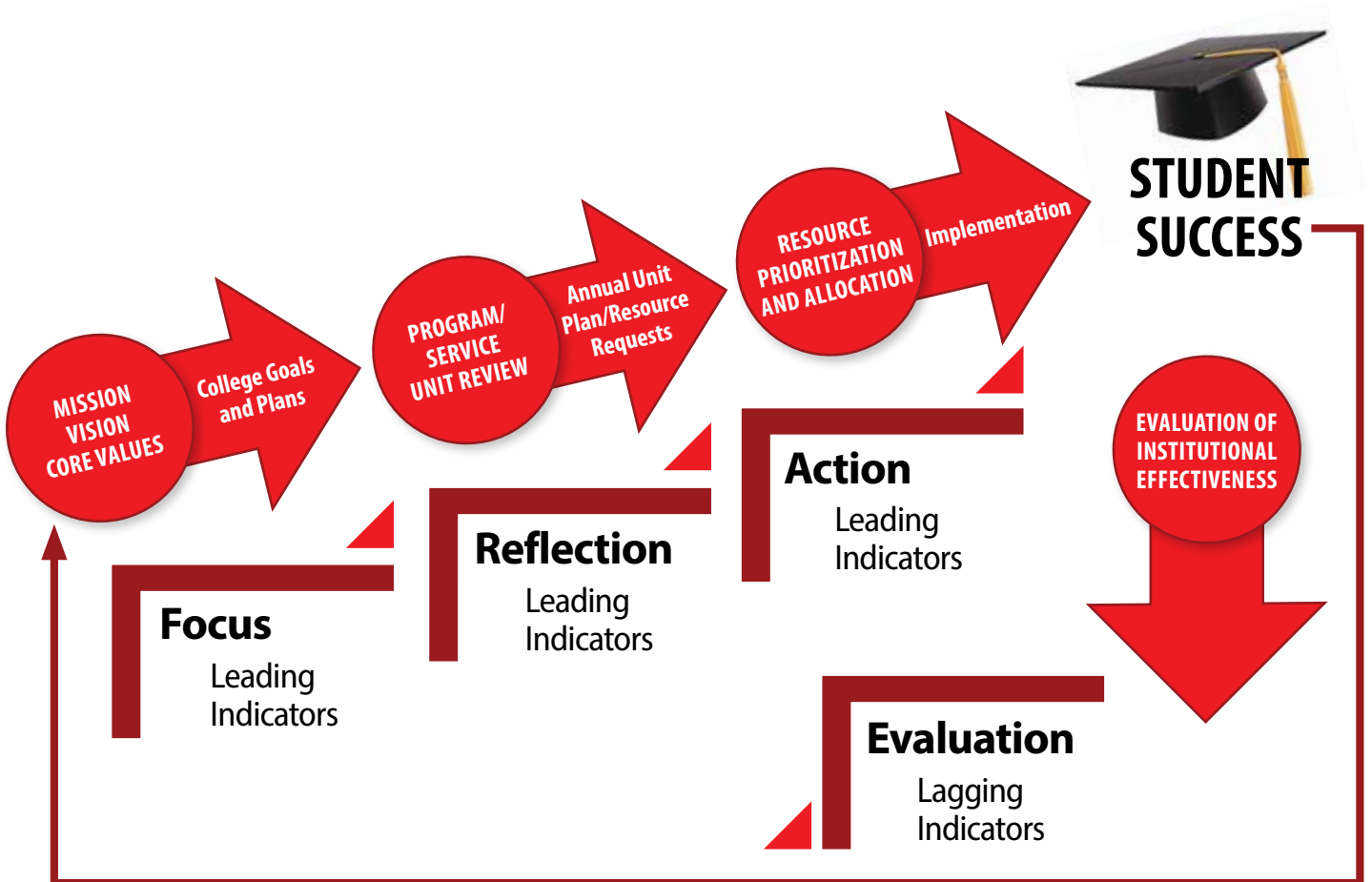
### ***Districtwide Committees, Workgroups, and Task Forces***

Participatory governance at FCC also includes constituency groups engaging in district level decision-making. It is particularly important to ensure regular participation and communication of district level decision-making as it impacts the college's ability to serve our diverse student population. State Center Community College District (SCCCD) provides documentation that clarifies the decision-making roles and processes in the Roles of Constituents in District Decision-Making manual. Regular updates to College Council help keep the college informed and provide the opportunity to ensure feedback and input is provided in a timely manner.

## INTEGRATED PLANNING

Fresno City College’s participatory governance process ensures constituent groups have a voice in the development and approval process for institutional plans. The creation of institutional plans relies on the work of committees, workgroups, and task forces. Collaboration and consultation is key to creating meaningful plans that contribute to the achievement of the college’s mission, vision, core values, and strategic goals.

The college planning cycle begins with a review of college data and an evaluation of current practices. This informs the annual assessment of the Mission, Vision, Core Values, and college Strategic Plan. College goals and plans provide leading indicators that are used in the reflective program/service unit review process. The annual unit plan process uses data to identify program/service unit strengths and performance gaps which provide the basis for continuous improvement goals. Resource requests, including requests for personnel, are submitted if funding is needed to support the annual unit plans. Actions are taken through the prioritization, allocation, and implementation of resource requests. Once funding is received, implementation begins, and then the process starts over with a review of student success outcomes and evaluation. This includes an assessment of the planning process using lagging indicators to inform the planning cycle.



## Mission, Vision, Core Values

The college cycle of continuous improvement includes the review of the mission, vision, and core values every four years. Under the leadership of College Council, the college engages in a process of evaluation, reflection, and planning for change. The process includes:

- Analysis of internal and external data
- Broad participation from college and community stakeholders
- Revision to mission, vision, and core values
- Constituent and Board of Trustee approval

## College Plans

College plans, focused on strategic topics, are designed to support the achievement of the mission, vision, and core values. Qualitative and quantitative data are used to assess the current environment and project expected future outcomes. Plans included goals, activities, and evaluation measures and are approved by constituent groups (Appendix B). The college follows a planning cycle to regularly update documents and ensure that plans remain relevant to the changing needs of students, the community, and legislative requirements. The plans provide a clear direction of the college-wide focus and inform the program/service unit review and annual unit planning processes.

Document	Oversight	Review Cycle
Distance Education Plan	Academic Senate	4 Year
Educational Master Plan	College Council	10 Year
Professional Learning Plan	Professional Development Workgroup	4 Year
Strategic Plan	College Council	4 Year
Enrollment Management Plan	College Council	4 Year
Student Equity Plan	Student Equity and Success Committee	3 Year
Technology Plan	Technology Task Force	4 Year

## Program Review

ACCJC Accreditation Standards require colleges to continuously and systematically evaluate, plan, implement, and improve the quality of its educational programs and services. The FCC mission states that the college “provides access to equity-centered, quality, innovative educational programs, and support services.” To ensure that continuous improvement is ongoing, the college engages in a robust integrated planning process. The purpose of program and service unit review is to provide an opportunity to assess the quality and direction of a program. It fosters academic excellence and provides guidance for planning and decision-making in support of continuous improvement.

The college engages in a regular review cycle that assesses areas contribution in achieving the college's mission and strategic goals (focus), to understand their program's strengths (reflection), to identify key areas for improvement and to create a workable plan for achieving the desired improvements and outcomes (action/assessment). The process includes the examination of leading and lagging indicators (ISS, SLOs/SUOs, Strategic Goals) disaggregate data and additional qualitative evidence (surveys, focus groups, etc.) that inform decision-making regarding activities to improve student outcomes. The areas identify goals which are submitted in the annual unit plan process and may also identify the need for additional resources.

### **Annual Unit Planning**

The integrated planning process includes annual unit planning which, as described previously, is the means for areas to record and update the goals developed during the program/service unit review. The annual unit planning is a useful process not only for updating progress on area goals, but also for identifying goals and any associated resource needs that may arise during the four-year cycle.

The college uses the annual unit plan form as a mechanism for areas to document and track progress on identified goals. Annual updating of results and discussion provide a historical account that is used in the reflection process of writing the program/service unit review. In addition, the documentation is useful for new personnel to gain an understanding of the area's continuous improvement efforts. Areas utilize the annual unit plan form that ensures alignment with strategic goals and objectives, identifies activities associated with the goals, timeline, expected outcome/measurement of success, resource needs, and discussion/status.

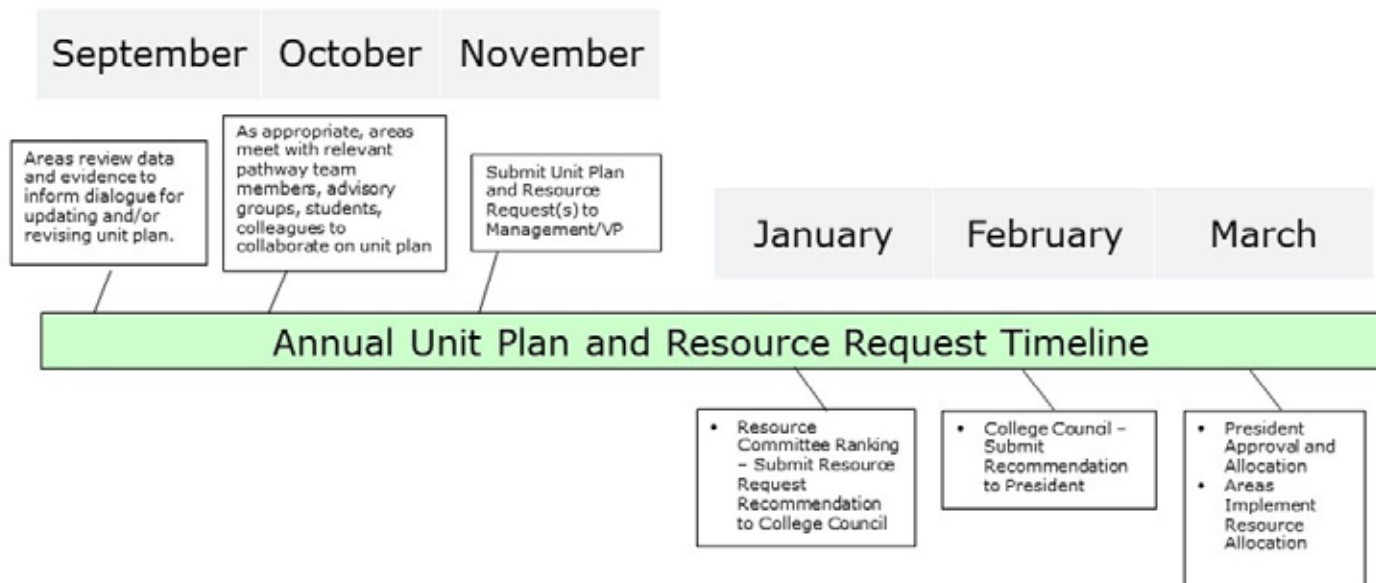
### **Resource Request and Prioritization Process**

The annual unit planning form includes the identification of necessary resources to accomplish goals. When a resource need is identified, areas include a justification memo and itemized list. To ensure college resource allocation efforts are in alignment with strategic goals, the process includes multiple opportunities for prioritization. Resource requests are ranked at various levels (area, department, division, etc.) which leads to a final prioritization by constituent groups through the Resource/EHS committee. The operating agreement duties state the committee:

- Reviews resource requests for prioritization ranking.
- Ranks requests and provides final annual prioritization recommendation to the College Council.
- Reviews and evaluates the resource request process and provides change recommendations to the College Council.

To assist in ensuring consistency, the college developed a rubric to be used as a guide in the ranking process that is aligned with ACCJC standards which includes criteria for impact on the program/service unit, institutional alignment, and evaluation of resources. The timeline (see diagram below) begins at the start of the fall term and concludes with the allocation and implementation in the following spring term.



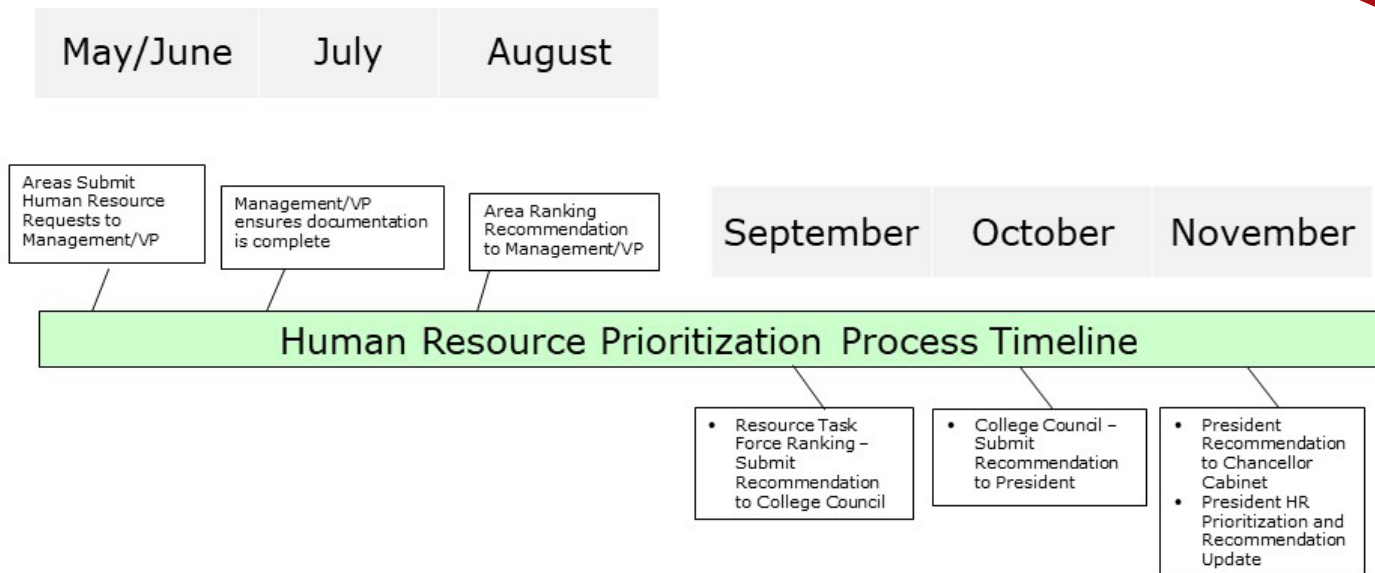


### Human Resource Request and Prioritization Process

Following the FCC Integrated Planning Process, the first step in evaluating the need for a new personnel position begins with Program or Service Unit Review. The process provides constituents and administration the opportunity to examine data to determine the need for a new position. The documentation provides evidence that is used as support in the unit goals and prioritization process. Like the resource request process, human resource needs may also be identified as necessary to accomplish goals during annual unit planning. FCC has a clear process for ranking and prioritizing human resource needs and engages constituency groups through the Resources/EHS Committee. The operating agreement duties states the committee:

- Review annual new positions request made through the prioritization process.
- Committee will receive the new positions prioritized list ranked by the Dean group.
- Committee will create the college prioritization ranking and submit findings to College Council for recommendation to the College President.

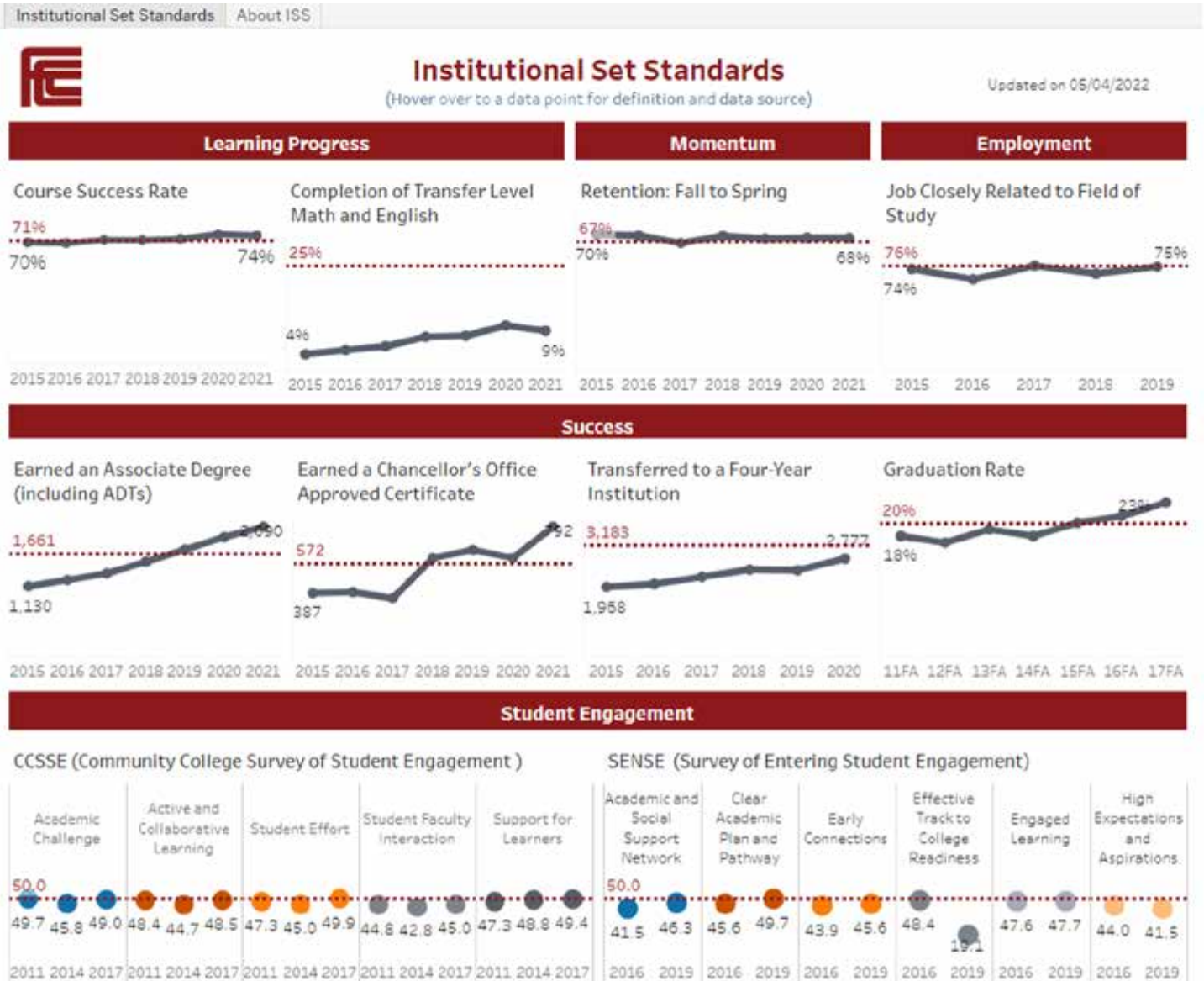
Requests for new personnel positions are forwarded annually to the Resource/EHS committee. The Resources/EHS committee reviews separately the faculty and classified/management request forms. The committee uses rubrics for evaluation and ranking of faculty and classified/management requests. The prioritization lists are then forwarded to College Council and the college President for consideration. The timeline (see diagram below) begins in late spring term and concludes with the final prioritization in the following fall term.



### HR Prioritization Flow



# APPENDIX A: Institutional Set Standards



## APPENDIX B: Collegewide Approval Process

### COLLEGEWIDE APPROVAL PROCESS

All institutional plans (Education Master Plan, Strategic Plan, Student Equity, etc.)

There are several steps in the development and approval process:



- Drafting of Plan/Document
  - o Timeline (backward mapping to ensure sufficient time for approval process) developed and sent to College Council for distribution to constituent groups and Administration for review and feedback.
  - o Writing (ensure inclusion of all constituent groups, Administration, and content experts)
  - o Request input from constituent group and Administration
- Review/Feedback Process (may be skipped with College Council approval)
  - o Draft plan sent to College Council for routing to constituent groups and Administration for feedback
    - Draft presented to constituent groups by the writing team
    - Constituent groups send feedback to College Council in track changes of document
  - o Draft revised based on feedback and sent to College Council for routing
- Final approval process
  - o Routed by College Council to constituent groups for approval
  - o Constituent groups vote yes or no to approve the final document. Ideally, no need for further revisions as these will need to be approved by other constituencies and would delay the process.
- If required, submit to Board of Trustees for approval

#### Notes:

The timeliness for writing college plans may be impacted by external requirements such as delays from the CCCC (reporting requirements, templates, data, etc.). When a delay occurs, it may require the need to quickly expedite the approval process (combine 1st and 2nd reads, vote by email, etc.) when allowed by the Brown Act. Once a plan is approved, it is the responsibility of the administration to ensure the implementation of institutional plans with accountability to constituency groups.



Fresno City College