Participatory Governance Decision Making: Guiding Principles at Cabrillo College

Cabrillo College appreciates collegial responses from all stakeholders. Within participatory governance committees the process is to work with others in making decisions that are in the best interest of the college and not just one constituency or one individual. The institution is lifted by perspective sharing within the bigger picture as we make student success our college focus.

**We are guided by:**

- A perspective of larger institutional planning
- All participants taking responsibility for relaying and sharing information as well as providing constituent feedback to the committee on which participant’s serve
- Providing expertise from constituencies but deciding from a college perspective
- Gathering information as part of the decision making process
- Trusting the intent of the committee participant
- Acknowledging competing interests but working for the good of the college as a whole

**Tools for participatory governance decision making:**

All Master Planning Documents of the college including but not limited to:

- Educational Master Plan
- Cabrillo Connects Strategic Plan
- Facilities Master Plan
- Technology Plan
- Distance Education Plan
- Student Success Plan
- Student Equity Plan

Data from the college or outside entities including but not limited to:

- Program data
- Population/demographic data
- Institutional data
- Economic Vitality data
- Budget data
- K-12 / CalPass data
- SBCCC regional data
- Other county data; other regional data; statewide data and national data as appropriate

There are three foundational premises to inform and clarify the use of data within the collegial decision making process:
Belief that the data/information is trustworthy; the data/information is the most reliable, and the data/information is accessible and transparent to the college

Agreement that additional data may be required and requested as part of the process

Understanding that data may need explanation and review as part of the decision making process

Decision Making for CPC:

- We agree that adequate time and review is spent on decisions as needed and appropriate
- Whenever possible consensus will be the desired approach. Participants will use the thumbs up/thumbs down approach and for those who can ‘live with the decision’ a sideways thumb can be used. When a participant ‘lives with the decision’ it implies an appropriate timeline for evaluation and review of the process (to be decided by the committee)
- We agree that when conflict arises, a vote may be taken as part of the process but not until every avenue for consensus has been attempted
- We agree that all decisions and recommendations go to the president as advisory; should the president disagree with the decision / recommendation a written response will be provided to the committee

Behaviors Beneficial to the Participatory Governance Process:

- Listening for understanding: strive to explain the opposing position or idea
- Clarification and summary of ideas or positions – checking for understanding
- Encouraging all to participate
- Encourage the greater good
- Stay out of the weeds
**TO:** GOVERNING BOARD

**FROM:** PRESIDENT

**SUBJECT:** Academic Staffing

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**BACKGROUND:**

The vitality of the college is dependent upon its faculty. The quality of the College’s instructional program is contingent upon the availability of highly competent and visionary contract faculty who are adept at curriculum development and instructional delivery. Counseling faculty are very important to student success and are included in this process.

The fall 2014 faculty positions request included only “critical” needs due to budget constraints and the fact that the College is over our faculty obligation number. Five counseling positions were proposed and funded with categorical funding. Two instructional faculty were proposed and reviewed in accordance with the established academic hiring prioritization process. The numerical rating is based on FTE taught by adjunct faculty, growth in WSCH, percentage of fill at census, change in WSCH per FTEF, loss of contract faculty in current year, student to teacher ratio, and retirements of contract faculty. The numerical process yielded the following ranking:

**Initial Ranking Using Numerical Data**

1. Mathematics
2. Nursing
3. Counseling and Guidance

Categorically funded position replacements do not need to follow the ranking process. Since all counseling position requests are categorically funded, they were not ranked.

**Instructional Administrative Council Ranking**

1. Math
2. Nursing

**Faculty Senate Ranking**

1. Nursing
2. Math

After consideration of the enrollment, growth, and efficiency data for each of the positions; review of graduation and transfer requirements; review of the full-time/part-time faculty ratio by department; review of the College Strategic Plan and program plans; consultation with the Vice President of Student Services, the deans, the Faculty Senate and their respective rankings; consideration of current budgetary concerns; and with the approval and authority of the College President, the final priority ranking of the positions is presented to the Governing Board.

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<th>Administrator Initiating Item: Kathie Welch, VPI</th>
<th>Academic and Professional Matter ☑ Yes ☐ No</th>
<th>Final Disposition</th>
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<td></td>
<td>If yes, Faculty Senate Agreement ☑ Yes ☐ No</td>
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<td>Senate President Signature</td>
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Final Ranking
1. Math
2. Nursing

The need for each position has been demonstrated and, in fact, without the positions the programs will be in jeopardy or unable to meet student need in the most effective way. As we all know, the most precious resource of a college is its contract faculty. These positions are both recommended for funding as of fall 2015.

FISCAL IMPACT:
Within budget parameters.

RECOMMENDATION:
It is recommended that the Governing Board authorize the College to fill the math and nursing positions.