2024-2025 Governance Guide

TAFTCOLLEGE

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Taft College Governance Guide

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Web Address for Meeting Agendas/Minutes

Taft College

Mission, Vision and Values

Our Vision

Taft College instills a passion for learning, leading to success for all.

Our Mission

Taft College is committed to creating a community of learners by enriching the lives of all students we serve through Career Technical Education, transfer programs, foundational programs, baccalaureate programs, and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals.

Our Values

- Students and their success.
- A learning community with teaching excellence
- An environment conducive to learning, fairness, dialogue, and continuous improvement.
- A communicative, collaborative, collegial, and respectful culture.
- A partnership of students, faculty, support services, and community.
- Innovation, diversity, creativity, and critical thinking.
- Academic, financial, personal and professional development.
- A transparent, accessible, participative governance structure.

Review Date: Spring 2025

Governance Guide Development Team

The Taft College District Guide to Governance was initially developed during the fall of 2014 and included the work of:

Founding Membership for Governance Guide Development	
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Academic Senate
California School Employees Association, Taft College Chapter #543
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Introduction

Governance and decision making within the West Kern Community College District are grounded in the belief that all college constituents are committed to working collaboratively in the best interests of students. All members of the college community share a common vision for student success, which is the primary goal for the college. We work together to build and support an environment characterized by a strong commitment to transparent communication, trust and cooperation.

Good faith efforts and a dedication to student success on the part of all involved in participatory governance is critical to enhancing the college's ability to respond to opportunities, solve problems, develop strategies, and ensure that decisions made are in the best interest of the college. This guide provides the framework to enhance and improve the outcomes of collegial consultation processes while delineating the governance structures, processes, and relationships that make collegial consultation work at Taft College.

In order to participate effectively in governance, all constituents need to understand the regulatory framework guiding participatory governance, and their role in it at Taft College. This document describes the governance process by which the college ensures that there are opportunities for meaningful participation in the process.

This document will be reviewed every three years based on the District's assessment of its planning processes. The structures and processes described in this guide have evolved and changed in response to development at the college. Thus, this guide should be considered a living document which will continue to change as the District strengthens its governance processes and structure.

Regulatory Framework for Participatory Governance (AB 1725)

The governance processes at Taft College are designed in accordance with AB 1725 and reflect the commitment to collegial consultation. The Board of Governors of the California Community Colleges shall establish "minimum standards", and local governing boards shall "establish procedures not inconsistent" with those minimum standards to ensure the following:

- Faculty, staff and students have the right to participate effectively in district and college governance, and
- The right of Academic Senates to assume primary responsibility for making recommendations in the areas of academic and professional matters (Education Code Sections 70901, 70902, Title 5 53200)

Principles of Participatory Governance

The Taft College governance structure and processes are based on the principle of mutual accountability. The District's governance processes include annual self-evaluation of the effectiveness of the Governance Council, the primary body for participatory governance at Taft College. Each committee of the Governance Council engages in an annual self-evaluation as well. The results of the annual evaluation by the Governance Council and its committees are included in meeting minutes and posted on the internet.

Participatory governance at Taft College rests on a foundation of mutual respect and a commitment to good communication. These qualities are exemplified by the following:

Shared leadership on key college committees

- A meeting process which provides shared responsibility for facilitation, note taking and timekeeping
- An eagerness to share ideas and recognize the contributions of all participants
- Open meetings in which non-committee members are welcome as observers
- Publishing of approved meeting agendas and minutes on the campus internet
- Annual schedules for standing college meetings distributed in the Fall of each academic year
- Posting of agendas and minutes in advance of meetings for those committees subject to the Brown Act
- District wide emails regarding campus-wide developments on issues and decisions

All governance committee work at Taft College is expected to adhere to the following guiding principles and expectations

- Have integrity – to be ethical in all of their actions
- Ensure transparency
- Be self-regulating
- Be enthusiastic in matters pertaining to the Committee
- Be knowledgeable about the issues pertaining to the Committee
- Respond professionally
- Encourage others
- Be accountable

Committee members further promise to:

- Maintain a working familiarity with the Committee procedures
- Meet the expectations being placed upon them
- Work within the committee mandate/charter
- Take individual responsibility

Continued:

- Lead by example
- Remain committed to doing the very best they can do to accomplish committee goals

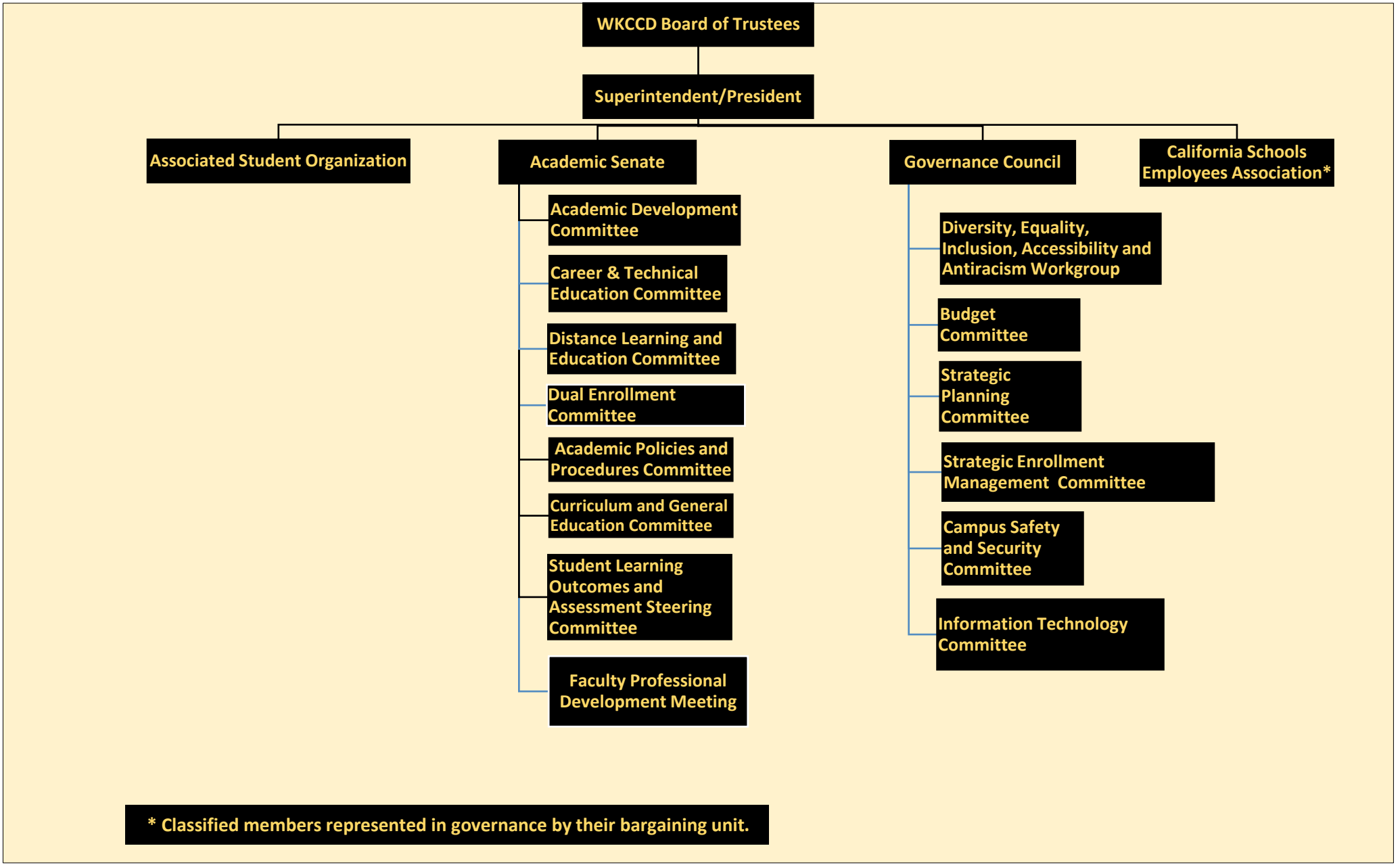
Participatory Governance Process

Four Complementary Processes that function within the college:

- The administrative and operational processes that deal with the functioning and operation of the college within established policies and procedures;
- The Academic Senate processes that deal with academic and professional matters defined in 10 + 1;
- The collective bargaining processes that deal with the contractual matters and working conditions as defined by the collective bargaining law and the District's commitment to the interest based bargaining process;
- The collegial consultation processes that review, develop, and recommend policies and priorities of the college to the Superintendent/President and the Board of Trustees.

This guide specifically focuses on the collegial consultation processes.

Taft College Participatory Governance Structure



Groups that Develop Recommendations through Collegial Consultation

Within the West Kern Community College District, there are categories of groups which provide recommendations on District issues. These groups are defined by the groups' responsibilities and the sources of their authority.

All categories of groups are essential as they represent various constituencies among the college community. Members of each group have two responsibilities: 1) to share input from their constituents to the larger group; and 2) to share information and dialogue from the group back to their constituents. The guiding principles behind the Taft College governance structure rest with each member upholding this vital communication link between the stakeholders they represent and the larger group of which they are a member.

Membership in each body is determined by the stakeholders they represent.

1. **Governance Groups**
   Governance groups are those whose authority is derived, either directly or indirectly from law and regulation. Members of governance groups expressly in the law or regulation, or as delegated by another group which possesses said authority. Members of governance groups represent specific stakeholders and as such, create the vital communication link between constituent groups and the larger governance group. At Taft College, the governance groups are the Governance Council, the Academic Senate, the Associated Student Organization, and the Taft College CSEA Chapter #543 which is the designated group for appointing classified representatives to participatory governance committees.
2. **Governance Committees**
   Governance committees are those constituted by governance groups to effect policy and/or procedural decision making. At Taft College, governance committees have established charters which delineate the scope of purpose and the representative make up of committees. Examples of governance committees include the Budget Committee, Strategic Planning Committee, Student Success Committee, Access Committee, Academic Policies and Procedures Committee, Curriculum and General Education Committee. A matrix of committees is included in this document.

   Governance Committee Goal and Self- Evaluation Timeline
   Committees establish goals to be completed each academic year. Each fall the committees self-evaluate their progress on the previous academic year's goals and set the new set of goals on a form provided by the Governance Council. This form is distributed no later than August 31st. Committees submit the self-evaluation to the Governance Council by November 30th each year. This process is monitored by the Superintendent/President (as co-chair of Governance Council) within the Office of the President.

Specific Governance Groups at Taft College

Board of Trustees

The Board of Trustees, as elected representatives of the community, is the final voice of the District (subject to the laws and appropriate regulations of the State Legislature and the Board of Governors). The West Kern Community College District has a governing board that is responsible for establishing policies to ensure the quality, integrity and effectiveness of the District's student learning programs and services and the financial stability of the institution. The West Kern Community College District Board of Trustees serves as an independent policy making body that reflects the public interest. Eligible voters within the District elect the trustees, who serve staggered, four-year terms to ensure continuity of service on the Board. The working relationships among trustees are cooperative and transparent, providing for effective board operations.

In addition to elected representatives of the public at large, the Board of Trustees also includes one non-voting student member, who serves a one-year term commencing June 1st. The student trustee provides a student perspective on matters before the Board, receives board agendas and materials, attends all open-session Board meetings.

California Education Code 70902 identifies the Board of Trustees as the District's legal and fiduciary body and outlines associated responsibilities. West Kern Community College District Board Policy 2200 *Board Duties and Responsibilities* specifically defines the governing role of the Board of Trustees. This policy commits the Board to monitor institutional performance and educational quality, assure fiscal health and stability, and to hire, evaluate and delegate power and authority to the Superintendent/President to lead the District.

As defined in Board Policy 2510 *Participation in Local Decision Making*, the Board is the ultimate decision maker in those areas assigned to it by the state and federal laws and regulations. However, the Board is committed to ensuring that members of the District participate in developing recommended policies for board action. In this regard, Board Policy 2510 defines the participatory roles of the Academic Senate, staff and students.

Superintendent/President

The Superintendent/President is the chief representative of the Board and is responsible directly to the Board. The Board of Trustees determines the Superintendent/President's role and authority in governance and decision making and has memorialized that role in Board Policy and in the job description. The Board has established policies and administrative procedures to select and evaluate the college's chief executive officer, the Superintendent/President. Board Policy 2430 *Delegation of Authority to Superintendent/President* establishes the delegation of authority to the Superintendent/President to administer the policies adopted by the Board and execute all decisions of the Board requiring administrative action. Recommendations of collegial consultation committees are sent to the Board through the Superintendent/President. The Superintendent/President has primary responsibility for the District and provides leadership in planning, organizing, budgeting, selection and developing personnel, and assessing institutional effectiveness.

Faculty

As noted in Board Policy 2510 *Participation in Local Decision Making*, the Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined in the California Code of Regulations Title 5, Section 53200. The Academic Senate, as the representative of the faculty, makes recommendations to the administration of the college and to the Board with respect to academic and professional matters (known as 10+1). The Academic Senate is also responsible for selecting faculty representative(s) on collegial consultation committees, working with other staff who request appointment of faculty to operational and/or advisory committees of the Senate.

The role of the faculty is to participate in:

- The development of recommendations to the Superintendent/President and the Board of Trustees on specific academic and professional matters as outlined in state regulations;
- The processes for developing recommendations that have or will have a significant effect on them.

Staff: Confidential Classified Managers, Classified Managers and Classified Staff

Board Policy 2510 *Participation in Local Decision Making* defines the role of staff in the governance process as participating in:

- The development of recommendations to the Superintendent/President on district policies and procedures that have a significant effect on staff.

Board Policy 2510 further notes that the opinions and recommendations of all staff groups will be given every reasonable consideration. California Code of Regulations Title 5 Section 52013.5 identifies the specific matters which have a significant effect on classified staff.

Students

Board Policy 2510 delineates the role of students in the District governance process as:

- The development of District policies and procedures that have a significant effect on students, as defined by law.
- The recommendations and positions of the Associated Students will be given every reasonable consideration.
- The selection of student representatives to serve on District committees or taskforces shall be made after consultation with the Associated Student Organization.

Nothing in the policy should be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code Sections 3540, et seq.

Roles, Structures and Membership of Committees in Governance Process

Role of the Governance Council

The Governance Council is the primary body for participative governance at Taft College. The Council is made up of representatives from all campus constituents including faculty, students, and administration. The Council accomplishes its work through groups:

- Budget Committee
- Campus Safety and Security Committee
- Information Technology Committee
- Strategic Planning Committee
- Strategic Enrollment Management Committee
- Diversity, Equity, Inclusion, Accessibility and Antiracism Workgroup

Collectively, these groups assist the Governance Council in performing its role in enrollment management, resource allocation recommendations, maintaining a safe environment for student learning, recommendations regarding technology, annual and long-range planning, working toward equity for disproportionately impacted students, student success initiatives, and integrated planning.

The Governance Council encourages participation of all members of the college community in the participative governance process by ensuring a flow of communication to/from the Council to college stakeholders. In particular, the Governance Council processes provide the link between planning and budgeting to support the college in ensuring decision-making is tied to student learning.

The Governance Council is co-chaired by the Superintendent/President and the Academic Senate President. The Council annually evaluates its effectiveness and makes improvements to its processes based on the evaluation data.

The Governance Council consists of the following voting members:

Administration (6)

- Superintendent/President
- Vice President, Instruction
- Vice President, Student Services
- Vice President, Administrative Services
- Vice President, Human Resources
- Vice President, Information and Institutional Effectiveness

Management (1)

Confidential (1)

Classified (4)

Academic Senate (7)

- Academic Senate President
- Division Chair, Allied Health & Applied Technologies or designee
- Division Chair, Business, Arts, & Humanities or designee
- Division Chair, Learning Support or designee
- Division Chair, Math and Sciences or designee
- Division Chair, Social Sciences or designee
- Division Chair, English and Language Arts or designee

Associate Student Organization (1)

Governance Council Committees

The Governance Council conducts its business through the following committees. These committees provide recommendations to the Governance Council.

Governance Council Committees	Purpose	Membership
Budget Committee	• Monitor budgetary issues • Inform the Governance Council of available resources for new positions and programs • Inform the Governance Council regarding budgetary issues	VP Administrative Services (Chair) Grants Representative (1) Academic Senate (Up to 3) Classified Management (1) Foundation Director (1) Classified (1) Student Services Representative (1) Student Representative (non-voting) (1)
Campus Safety and Security Committee	• Review annual crime stats, ensure accuracy • Recommend new or revised policies related to campus safety • Campus awareness: communicate safety issues to campus community • Recommend ways to reduce or eliminate EHS/OSHA issues • Promote accident prevention and loss control • Promote OSHA awareness and training • Serve as a point of contact for all concerns regarding campus safety and security • Review pertinent policies, procedures, and data and communicate findings to appropriate persons • Advise President and other committees regarding our accomplishments via an annual report	VP Human Resources (Chair) Director, Campus Safety and Security (Co-Chair) VP Information and Institutional Effectiveness Director, Maintenance and Operations (Co-Chair) Dorm Supervisor Science Department Representative (1) Athletic Department Representative (1) Student Center Representative Faculty Representative Appointed by the Academic Senate (2) Classified Representative Appointed by the CSEA (1) Student Representative TIL Representative

Governance Council Committees cont.	Purpose	Membership
Diversity, Equity, Inclusion, Accessibility and Antiracism Workgroup	• Develop and help implement Diversity, Equity, Inclusion, Accessibility, and Anit-Racism goals in the College's Strategic Action Plan; • Work with administration to audit the organization in areas of Diversity, Equity, Inclusion, Accessibility, and Anti-Racism through assessments and data collection using climate surveys, campus pride indices, CCSSE (Community College Survey of Student Engagement) in order to find solutions to address areas of need; • Seek regular feedback from all members of our community to inform decision-making and understand opportunities for improvement;	VP Student Services or a designee (Chair) VP Instruction or a designee VP Human Resources or a designee Dean of Instruction or designee Dean of Student Services or a designee Program Director for TIL Coordinator of Student Life and Basic Needs Director of Distance Education Faculty Liaison (4 minimum) Classified Liaison (s) Student Liaison (s) Community Member/Liaison
Information Technology Committee	• Coordinates technology plans and technology related operational issues • Leads the development of the Technology Master Plan • Reviews technology-related policies and procedures and serve as a communication link to campus constituents regarding campus technology • Assesses the need for technology training and make recommendations to the Professional Development Committee • Evaluates, discusses and recommends technology solutions to support student success and college operations • Serves as a point of contact for member of the campus community who wish to provide input on technology applications and infrastructure on the campus • Makes recommendations to Governance Council and other college committees regarding issues relating campus technology	VP Information and Institutional Effectiveness (Co-Chair) Director, Distance Education (Co-Chair) VP Instruction or designee VP Student Services or designee Human Resources Representative Library Representative Distance Education Representative Information Technology Services Representative (up to 3) Transition to Independent Living (TIL) Representative Dean of Instruction or designee High Tech Access Specialist or designee Faculty (up to 3) Student Representative

Governance Council Committees cont.	Purpose	Membership
Strategic Planning Committee	• Oversee the Strategic Planning process, including Annual Program Review, Accreditation and other institutional planning processes • Facilitate planning, including but not limited to the integration of the Educational Master Plan, Strategic Action Plan, Facilities Master Plan, Campus Safety Plan, Technology Master Plan, and Annual Program Review • Assess program plans and program goals for consistency with strategic plan and strategic goals • Monitor and report on strategic indicators, providing periodic updates • Monitor compliance with Accreditation and serve as the Accreditation Steering Task Force during comprehensive evaluations	VP Information and Institutional Effectiveness (Chair) VP Administrative Services (or designee) VP Instruction (or designee) VP Student Services (or designee) VP Academic Senate (or designee) Coordinator, Student Learning Outcomes Academic Senate Representative (3) Classified Representative (1) Student Representative (1)
Strategic Enrollment Management Committee Note: 2022-23 Year will convene together as Access and Student Success Committees	• Create an effective strategic enrollment management plan, • Lead Guided Pathways implementation, • Study issues and provide decision support related to new programs/certificates when requested, • Monitor educational pathways from high school and to other 2-year or 4-year institutions to make recommendations to the appropriate body when requested, • Collect data regularly from students for the purpose of including the student's voice in the decision-making process, • Review and analyze college student success data to understand the common barriers and momentum points that students experience, • Develop broad, comprehensive strategies for improving student success,	Vice President of Instruction or designee Vice President of Student Services or designee Dean of Student Services Dean of Instruction and CTE Director of Admissions Director of Distance Education Chair of Learning Support Division Vice President of Information & Institutional Effectiveness or designee Faculty representative(s) appointed by Academic Senate (min. of two) Non-teaching faculty counselor representative (min. of one) Classified staff representative(s) appointed by CSEA (min. of two) Learning Center designee Student representative(s) appointed by ASO Note taker/recording secretary (non-voting member)

	• Use data to identify patterns of demand to inform schedule building to support student goal completion, • Review methods to improve the integration alignment of student success efforts cross the various plans, including the Strategic Action Plan and the Educational Master Plan, • Report to the Governance Council and other college committees as requested regarding issues relating to student access and success.	

Academic Senate

Role of the Academic Senate

The Academic Senate is a governance and consultative body that represents full-time and adjunct District faculty. The primary purpose of the Academic Senate is to:

- Make recommendations to the administration and Board on academic and professional matters including the following:
    - Curriculum, including establishing prerequisites and placing courses within disciplines
    - Degree and certificate requirements
    - Grading policies
    - Educational program development
    - Standards or policies regarding student preparation and success
    - District governance structures, as related to faculty roles
    - Policies for faculty professional development activities
    - Processes for program review
    - Process for institutional planning and budget development
    - Faculty roles and involvement in accreditation process, including self- evaluation and annual reports
    - Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate
- Make appointments of full-time faculty to other governance bodies and/or their committees as described in this document.
- Collegial consultation means that the District governing board shall develop policies on academic matters through either or both of the following:
    - Rely primarily on the advice and judgment of the Academic Senate, or
    - The governing board, or its designees, and the Academic Senate shall reach a mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations
    - See AP 2510 in the Appendix

Academic Senate Committees

The Academic Senate conducts its business through the efforts of the following committees. The Academic Senate appoints members to these committees and in turn the committees report to the Academic Senate.

Academic Senate Committees	Purpose	Membership
Academic Senate Council (ASC)	The Academic Senate Council will examine, discuss, and/or vote on informational items, documents, policy recommendations, Academic Senate subcommittee charters and charter revisions, draft resolutions, amendments to the Taft College Academic Senate Constitution and Bylaws, and any other academic or professional items in advance of bringing them to the Senate-of-the-whole.	Academic Senate President – Chair Academic Senate Vice President Academic Senate Secretary Past President of the Academic Senate 6 elected Division Representatives (1 elected from each faculty division) CTE Liaison 1 Adjunct Faculty representative
Academic Development Committee	The Academic Development Committee is dedicated to enhancing student success and increasing persistence and completion of students through, but not limited to, tutoring, Supplemental Instruction, embedded tutoring and counseling. supportive services. Moreover, the committee is devoted to the ongoing improvement of transfer level success by addressing new trends in the area of academic legislation keeping abreast of current research and best practices and coordinating with faculty and other support professionals at Taft College in order to make effective decisions that lead to a clear pathway for students to meet their educational, goals.	DSPS Faculty Counselor Academic Senate Member Teaching Faculty (preferably one each from English and math) Administrator (non-voting member) Classified Staff Member (non-voting member) Student (non-voting member)
Academic Policies and Procedures Committee	Reviews students' petitions regarding academic policies and procedures	VP Student Services (Co-Chair) VP Instruction Articulation Officer Academic Senate Representative (Co-Chair) Evaluator, Admissions and Records DSPS Representative Division Representatives appointed by Academic Senate – (6 voting faculty members, including Athletic Counselor from Learning Support Division)

Academic Senate Committees cont.	Purpose	Membership
Curriculum and General Education Committee	Review and approve curriculum for submission to the Board of Trustees	VP Instruction (Co-Chair) VP Academic Senate (Co-Chair) Division Chairs (Voting) Director, Admissions and Records (Voting) Counseling Representative (Voting) Student Learning Outcomes Coordinator (Voting) ASO and PTK Representative Director, Distance Education VP Student Services Dean of Instruction/CTE Executive Assistant Instruction Instructional Technician
Student Learning Outcomes and Assessment Steering Committee	Provide oversight, technical assistance and advice regarding Student Learning Outcomes at Taft College	Coordinator, Student Learning Outcomes VP Instruction Academic Senate Representatives (Appointed by the Academic Senate) Student Representative
Distance Learning and Education Committee	Develop policy recommendations and promote practices that contribute to the quality and growth of distance education (DE) at Taft College.	Director, Distance Education – Co-Chair (non-voting) Faculty Co-Chair Integrated Technology Support Technician DSPS faculty member Minimum of 3 faculty members Counselor Educational Equity Data Specialist VP Instruction or Designee (non-voting) Student Representative appointed by ASO
Dual Enrollment Committee	Determine feasibility, develop policies and procedures and promote practices that contribute to the quality of the dual enrollment, concurrent enrollment, and CCAP programs at Taft College.	Taft College Full Time Faculty Member – Chair Taft College Full Time Faculty Member – CTE *(desired)* Taft College Full Time Faculty Members on Dual Enrollment Committee Taft College Full Time Faculty member – Counseling *(desired)* Taft College Dual Enrollment Liaison Office of Instruction designee Taft Union High School Full Time Faculty Member (non-voting) Taft Union High School Full Time Counselor (non-voting) Taft Union High School Administration designee (non-voting)

Academic Senate Committees cont.	Purpose	Membership
Career Technical Education Committee	In supporting the mission of Taft College, the Career Technical Education Committee is charged with enhancing communication and transparency among CTE programs, non-CTE programs, management and administrators. To fulfill this assignment, the Career Technical Education Committee will provide a forum for continual dialogue amongst CTE-related stakeholders who will make recommendations to guide intentional CTE development, enhancement, planning and sustainability providing guidance via strategies and approaches to maximize CTE program success and funding.	Chair: Academic Senate member appointed from the committee membership Up to **s**even Academic Senate Members with a preference for Academic Senate representatives from each division with CTE programming VP Instruction or Designee (Non-Voting) Resource representatives (non-voting, attendance not required but may be requested for some topics): Representative from Admissions and Records Representative from Counseling, preferably CTE-related Articulation Officer VP Student Services or designee
Faculty Professional Development Committee (FPD)	The Faculty Professional Development Committee is a standing committee of the Academic Senate. The Faculty PDC makes recommendations to the Taft College Academic Senate on policies for faculty professional development activities in alignment with "professional development" as described in BP 2510 and AP 2510. The Faculty Professional Development Committee may also make recommendations to other committees regarding professional development related issues as needed.	Taft College Full Time Faculty Member – Chair Six (6) Full Time Faculty members VP Instruction or Office of Instruction designee (non-voting)

Associated Student Organization (ASO)

Role of the Associated Student Organization

The Associated Student Organization is the official governing organization of students enrolled at Taft College. The Board of Trustees recognizes the Associated Student Organization as the official voice of students. The Associated Student Organization provides a means for responsible and effective participation in the governance of the campus, is the official voice through which students' opinions may be expressed and provides opportunities for all members of the college community to establish memorable experiences and life-long relationships through activities and events connected to Taft College.

The primary purpose of the Associated Student Organization is to advise the administration and the Board on the following matters identified in California regulations as having a significant effect on students:

- Grading policies
- Codes of student conduct
- Academic disciplinary policies
- Curriculum development
- Courses or programs that should be initiated or discontinued
- Processes for institutional planning and budget development
- Standards and policies regarding student preparation and success
- Student services planning and development
- Student fees within the authority of the District to adopt
- Any other District and college policy, procedure or related matter that the District governing board determines will have significant effect on students

The Associated Student Organization also makes all appointments of students to governance bodies and their committees.
Website: http://www.taftcollege.edu/clubs/

Operational Groups

Operational groups are those groups which assist the Superintendent/President in implementing board policies by coordinating activities and functions at the College. Members serve in operational groups by virtue of their position in the District. The authority to serve in these capacities is derived from the Board of Trustees or the Superintendent/President through the assignment of responsibilities on job descriptions or appointment to positions.

Operational Groups	Purpose	Membership
Admissions and Attendance Committee	• Review students' petitions for readmission or reinstatement	VP Student Services (Chair) Coordinator, DSPS Director, Admissions and Records Assistant Director, Admissions and Records Faculty (1) VP Instruction Coordinator, EOPS/CARE Coordinator, Counseling/Student Success EOPS/CARE Counselor
Community Scholarship Committee	• Select recipients of scholarship awards	VP Student Services (Co-Chair) or designee Director, Financial Aid & Scholarships (Co-Chair) Executive Director Foundation & Institutional Advancement Faculty (Minimum of 2) Ex-Officio Member: Office Manager, Financial Aid & Scholarships
Equal Employment Opportunity Advisory Committee	• Evaluates programs and services for underrepresented groups of faculties and staff • Participates in developing the District EEO Plan	VP Human Resources (Chair) Faculty (3) Management (3) Classified (3) Community (2) Human Resources Specialist
Facilities Committee	• Coordinate long range facilities planning	VP Administrative Services (Chair) Director, Maintenance and Operations Faculty (Up to 3) Management (1) Classified (Up to 3)
Financial Aid Committee	• Ensure due process through the review of student appeals and make decisions regarding the student's financial aid eligibility	Dean of Student Success (Chair) Academic Senate (Minimum of 1) Classified (1) Director, Financial Aid & Scholarships Management (1) Ex-Officio Member: Financial Aid Technician (Recording Secretary)

Operational Groups Continued	Purpose	Membership
Health Benefits Committee	• Fact finding committee to research quality health care benefit plans for the District • Identify strategies to reduce health care benefit costs, retiree health care costs, and reduction of GASB 45 liability • Make recommendations to bargaining unit and administration related to health care costs	Superintendent/President (Co-Chair) VP Administrative Services, (Co-Chair) VP Human Resources (Co-Chair) Faculty (2) Management (2) Classified (2) Faculty Retiree (1) Management Retiree (1) Classified Retiree (1) Ex-officio Member: Human Resources Specialist
Public Information	• Coordinate communication of outreach, catalog and District websites	Exec. Dir. Marketing & Community Relations (Chair) VP Student Services or Designee VP Instruction or Designee Website Coordinator Faculty (Max of 3) Outreach Coordinator Human Resources representative
Career Enrichment Committee	• Planning and facilitation of professional development activities for administrative, confidential and classified staff	Classified (Co-Chair) VP Human Resources (Co-Chair) Classified (Minimum of 2) Confidential (2) Administration (2)
Abilities Partnership Team (APT)	• Serve as an Advisory Group for Disabled Student Programs and Services (DSPS) • Educate the campus and community regarding issues of individuals with disabilities	DSPS Coordinator (Chair) DSPS Learning Specialist DSPS High Tech Specialist TIL Director TIL staff representative VP Student Services Community representatives Faculty Members Student representatives
Accessibility (508) Oversight Committee	• Develop ongoing revision of 504/508 policies and procedures • Collaborate with institutional departments	504 & 508 Compliance Officer (VPSS or Dean) (Co-Chair) High Tech Access Specialist (Faculty) (Co-Chair) Office of Instruction or Representative Director of Distance Education (Admin) VP Information and Institutional Effectiveness or Designee

Operational Groups Continued	Purpose	Membership
	regarding accessibility • Recommend appropriate professional development trainings • Promote organizational awareness regarding accessibility • Ensure Taft College is knowledgeable of current state/federal accessibility issues • Oversee captioning policy and procedure as stated in BP and AP 5145 • Promote best practices for technology accessibility • Ensure web site accessibility.	Website Coordinator (Classified) Research & Instructional Librarian (Faculty) Bookstore Manager (Management) Facilities Representative Associated Student Organization (ASO) (1) Faculty Representative (2)

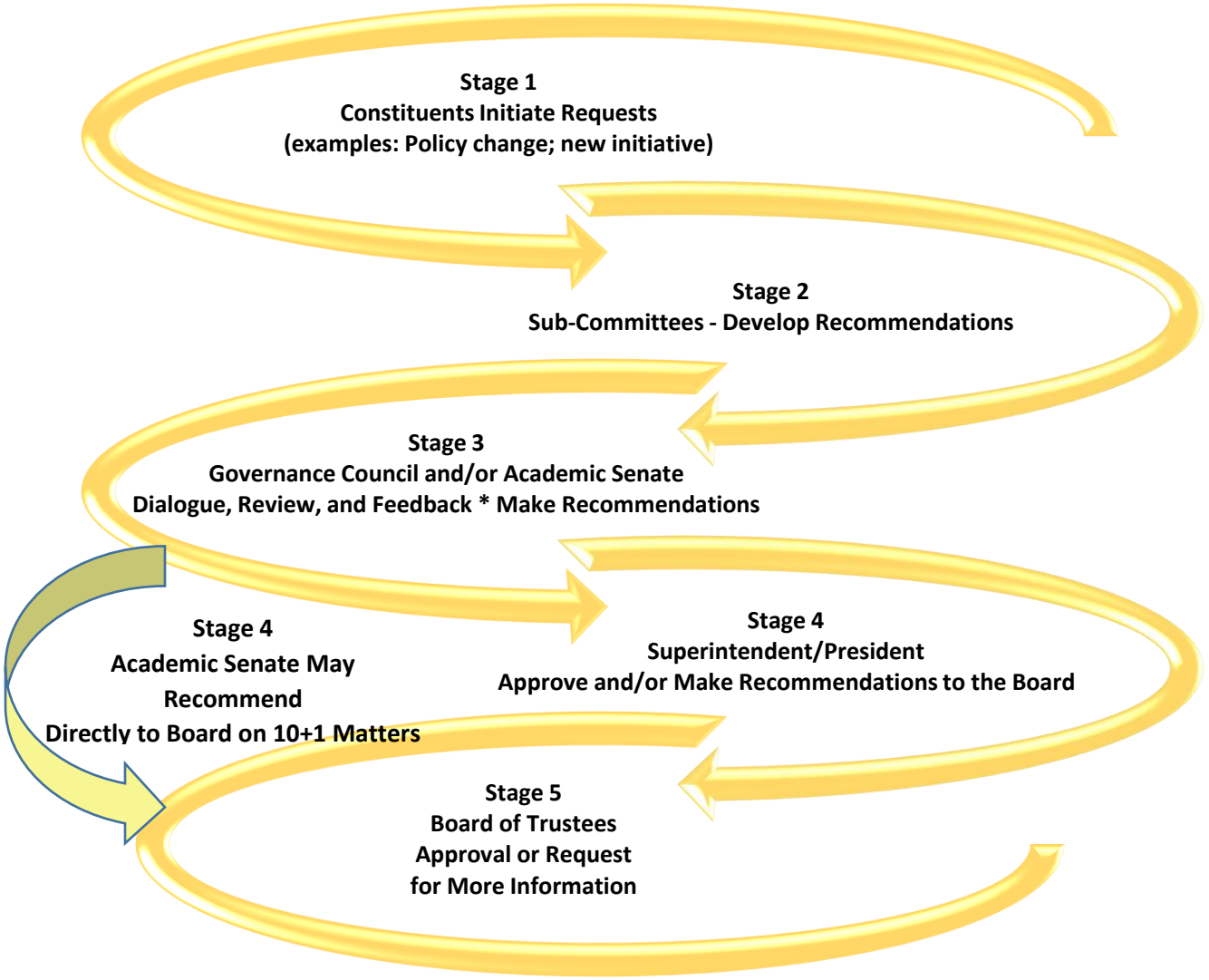
Task Forces

Task forces are established as needed to accomplish particular projects or address specific issues. They can be formed by the Superintendent/President, or by a governance group. Task force membership can be voluntary or by appointment.

Once the work of the task force is completed, the task force is generally dissolved. Some recurring tasks may need to be addressed but accomplishing this work does not require a standing body.

Taft College Participatory Governance Decision Making Process

"Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff and students, no matter what their official titles, in taking initiative for improving practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation." (ACCJC Standard IV.1)



Reference

Title 5

Title 5 is authored and revised by the State of California and can be referred to by accessing the following website:

http://leginfo.legislature.ca.gov/

WKCCD Board Policies and Administrative Procedures (BP and AP)

Current versions of the BP and AP for the District can be found at the following website:

https://www.taftcollege.edu/board-of-trustees/policies-and-procedures/

Governance and Governance Subcommittee Charters

Charters are annually reviewed by each individual subcommittee. To access the current charter, visit the Committees webpage and select the specific subcommittee in the menu on the left. The Committee webpage is located at:

https://www.taftcollege.edu/committees/index.php

Governance Council Materials

Other additional information, including agendas and minutes, for Governance Council can be found at the following website:

https://www.taftcollege.edu/committees/governance-council/agenda-minutes/index.php

The Governance Guide was officially reviewed and approved by the Governance Council on March 21, 2025.