THE DISTRICT’S VISION

Over the next five years, the Los Angeles Community College District will become a national leader in student success by providing high quality, accessible, educational opportunities across the greater Los Angeles area that change students’ lives, enrich the area’s many diverse cultures, and make a lasting contribution to the regional economy. The District will do so by creating a culture of continuous improvement driven by data and by closing persistent equity gaps.

DISTRICT GOVERNANCE: ROLES AND RESPONSIBILITIES

The Role of the Governing Board

The LACCD Board of Trustees is an independent policy-making body that bears primary responsibility for the fulfillment of the District’s stated mission. It exercises oversight of the colleges’ educational programs, and guarantees the colleges’ fiscal integrity and financial health. To fulfill these obligations, the Board consults collegially with various stakeholder groups, including the District Academic Senate, the administration through the Chancellor’s Cabinet, the Associated Student Organizations, and the labor unions. It is understood by college stakeholders that as the elected representative of the community, the Board of Trustees is the final voice on all matters in the District (subject to the laws and appropriate regulations of the State Legislature and the Chancellor’s Office). The duties and responsibilities of the Board are defined externally by the State Education Code, Section 70901-2, and internally by the Board Rules.

Composition & Election

The LACCD Board of Trustees comprises seven publically elected members and one non-voting student trustee. Board members are elected at large for four-year terms by voters in the City of Los Angeles and other local municipalities. Trustee elections are held on a staggered basis, with three or four seats being filled every two years. At its annual organizational meeting, the Board elects a president and vice president to serve one-year terms. A district-wide student election is held annually to select the student trustee to serve a one-year term.

Board Member Orientation & Ethics

In February 2007, the Board adopted Board Rule 2105, a formal policy for the orientation of new Board members. The Board has also developed procedures for the orientation of student trustees. The Board adopted a Statement of Ethical Values and Code of Ethical Conduct (Board Rule 2300.10) in October 2005, which requires each member to adhere to values of honesty, integrity, reliability, and loyalty. With input from District Legal Counsel, in February 2007, the Board established procedures for sanctioning Board members in case of ethics violations (Board Rule 2300.11).

Board Self Evaluation & Board Goals

As specified in Chapter II, Article III, 2301.1 of the Board Rules, the Board conducts annual self-evaluations, scoring its performance in 20 general functional areas and reporting on its self-assessment and on the summarized evaluations of constituency representatives, including college presidents, District senior staff, and union and academic senate representatives. As part of this self-evaluation process, the Board also assesses progress made on its past goals and establishes a new set of annual goals.
The Board’s Role in Participatory Governance
On all matters deemed to be academic and professional, the Board has agreed either to rely primarily on the advice of, or to reach mutual agreement with, the District Academic Senate (DAS). For the creation of collective bargaining agreements, the Trustees delegate authority to the Chancellor and his human resources team to bargain in good faith with agents of the six unions representing employees in the district.

Academic Oversight
The LACCD Board of Trustees exercises oversight of the college’s educational programs by means of Board rules and administrative regulations that establish standards for graduation, set policies for curriculum development, and detail the faculty’s role in educational matters in accordance with the District’s stated mission. The Board has set policies in relation to the curriculum approval process and its role in ensuring the quality of the colleges’ academic offerings as well as the central role played by the district and college academic senates in relation to all academic and professional matters.

Fiscal Integrity & Stability
The Board is also directly responsible for guaranteeing the colleges’ fiscal integrity and financial health by periodically reviewing and approving the colleges’ mission and vision statements and by requiring regular reports from the college presidents on college budgets. Through District administrative offices, the Board oversees compliance with all federal, state, and local policies in relation to student financial aid and other fiscal programs. In conjunction with the Chancellor’s Office and District General Counsel, the Board is apprised of and assumes responsibility for all legal matters associated with the operation of all nine campuses.

Accountability and Accreditation
The Board monitors and assures the quality of all LACCD programs and activities and oversees the accreditation process through its Committee on Institutional Effectiveness, which addresses issues related to educational effectiveness, student achievement, and educational program support. The Board also requires the colleges to report annually on the progress made on all college strategic planning goals, including those relating to student success and educational excellence outcomes. During these formal reports to the Board in open session, the colleges review and discuss ARCC AB 1417 outcome measures as well as college progress in relation to the district’s Core Indicators of Institutional Effectiveness.

The Role of the Chancellor and College Presidents
The Chancellor is the administrative agent of the Board of Trustees and is accountable for the operation of the District and for providing policy recommendations to the Board. In accordance with Board Rules, the Board bears primary responsibility for selecting the District Chancellor and evaluating his/her performance annually. In keeping with the provisions of the Education Code, the Board delegates its authority to the Chancellor, gives the Chancellor the autonomy to make decisions without interference, and holds the Chancellor accountable for those decisions. In addition, the Board shares responsibility with the Chancellor for hiring and evaluating the performance of District vice chancellors, college presidents, and the General Counsel. The Chancellor and the college presidents, through this delegation of authority, consult collegially with the faculty academic senates, the collective bargaining organizations, and the Associated Students Organizations on all policies and decisions as specified in the Board Rules. The Chancellor and the college presidents provide effective leadership for and support of faculty and
staff in the planning, implementation and monitoring of District and college activities while maintaining compliance with state regulations, laws and District policies.

The Role of the District Academic Senate

In accordance with California Administrative Code Title 5 Section 53200-53204, the Board of Trustees consults collegially on all academic and professional matters with the faculty through the Academic Senates. In accordance with the Board Rules (Chapter XVIII, Article 1,18100-18102), the Board recognizes the District Academic Senate as the representative body of the college Academic Senates for the purpose of developing district-wide educational policies and procedures. The Board consults with the District Academic Senate and the college Academic Senates directly and through its designees, including the Chancellor, the college presidents, and senior administrative staff. As established in Board Rule 18103-18104, the Board agrees to “rely primarily” on the District Academic Senate during collegial consultation concerning the following District-level academic matters:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Policies for faculty professional development;
5. Processes for program review; and
6. Faculty roles in the accreditation process, including *Self Evaluation Reports* and other reports.

The Board agrees to “reach mutual agreement” with the District Academic Senate on District-level academic and professional matters by written resolution concerning the following policy areas:

1. Educational program development;
2. District and college governance structures as related to faculty roles;
3. Processes for institutional planning and budget development;
4. Standards on policies regarding student preparation and success; and
5. Other academic and professional matters as mutually agreed on by the Board of Trustees and the District Academic Senate.

This consultation process is carried out through the following means:

1. Through direct consultation during regular monthly meetings between the DAS President, the college senate presidents, the Chancellor, the Deputy Chancellor, and the Vice Chancellors
2. Through direct representation from the Resource Table during monthly Board meetings
3. Through District Academic Senate participation during Board committee meetings
4. Through District Senate participation on District-wide governance committees, including the District Budget Committee, the District Planning Committee, and the District Bond Steering Committee
5. Through District Academic Senate participation in the District-wide Internal Management Consultation Process as defined within Chancellor’s Directive 70
6. Through the participation of District Academic Senate Executive Committee members on other District-wide committees and taskforces

As specified in the Board Rules (Chapter XVIII, Article 1,18106 A), the District Academic Senate, in consultation with the Chancellor, appoints all faculty representatives serving on district-level committees and taskforces, unless otherwise stipulated in the AFT 1521 collective bargaining agreement.
The Role of the Associated Students Organization (ASO)

In accordance with Title 5, Section 51023.7, and as established within the Board Rules (Chapter IX, Article II, 18200), the students served by the Los Angeles Community College District are provided the opportunity to participate in the 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 Board. As further prescribed within the Board Rules (Chapter IX, Article I, 9100 & 9100.1 and Chapter XVIII, Article II, 18202), the Board recognizes the Associated Students Organization (ASO) as the representative body of the students to fulfill this role in consultation at both the District and college level. Selection of student representatives for District and college committees, task forces, or other governance groups are made by the ASO in consultation with the Chancellor and other designated parties. In addition, the Board includes a non-voting Student Trustee within its membership to represent the students at large and advise the Board on student-related policies and procedures (Board Rule Chapter II, Article X, 21000). The Student Trustee is elected for a one-year term of office through a general election, which is held by April 30 every spring at the nine LACCD colleges (Board Rule Chapter II, Article X, 21005).

In compliance with the Board Rules (Chapter XVIII, Article II, 18203), the District and college policies and procedures that are considered to have a significant effect on students include the following:

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
10. Any other District and college policy, procedure, or related matter that the Board of Trustees determines will have a significant effect on students.

Except in unforeseeable situations, the Board shall not act on any matter that has a significant effect on students until it has provided students with the opportunity to participate.

Consultation on the above-mentioned matters is carried out through the following means:

1. Through the Board’s Student Affairs Committee
2. Through participation of the Student Trustee during monthly Board meetings
3. Through college-level consultation between college ASO leaders and college administrations
4. Through ASO participation on District and college governance committees

The Role of the Unions

As established within the Public Employees Relations Act (SB 160, Rodda), by the California Educational Employment Relations Act, Government Code Section 3540-3549.3, and by subsequent interpretations of this Act by the Public Employees Relations Board, and as specified
within their respective collective bargaining agreements, the six labor unions that serve the faculty, staff, managers, and deans of the LACCD represent the interests of their stakeholder groups to the Board of Trustees on all matters concerning the collective bargaining process, wages, hours of employment, workload, terms and conditions of employment, and other areas specified within their contractual agreements. These organizations include the following:

- **The AFT Faculty Guild, Local 1521**, representing fulltime and part-time faculty, including counselors, librarians, nurses, disability specialists, athletic directors, coaches, child development center teachers, department chairs, consulting instructors, and instructors on special assignment

- **The AFT Staff Guild, Local 1521A**, representing the fulltime and part-time classified clerical/technical administrative staff

- **The California Teamsters Public, Professional and Medical Employees Union, Local 911**, representing regular and non-regular deans, associate deans, and assistant deans

- **The Supervisory Employees’ Union, S.E.I.U. Local 721**, representing regular fulltime and regular part-time classified employees of the District who are assigned to classifications in the Supervisory Unit

- **The Los Angeles City and County Schools Employees, Local 99**, representing regular fulltime and regular part-time classified employees of the District who are assigned to classifications in Unit 2, Maintenance and Operations

- **The Los Angeles/Orange County Buildings & Construction Trades Council**, representing regular fulltime and part-time classified employees of the District assigned to classifications in Unit III, Crafts

District-level consultation between the administration and representatives of these six collective bargaining units occurs through the following means:

1. Through direct consultation during regular meetings between union representatives and the Chancellor and/or the college presidents
2. Through regular monthly grievance meetings between union representatives, the Chancellor, the Chancellor’s designees and/or the college presidents
3. Through participation in relevant District and college governance and decision-making committees, including the District Budget Committee, the Joint Labor/Management Benefits Committee, and the college governance councils
4. Through direct representation from the Resource Table during monthly Board meetings.

In addition, the **Classified Management Association**, a non-official association of un-represented classified managers, also participates in the collegial consultation process through participation on the District Budget Committee and during meetings of the Personnel Commission.