THE PHILOSOPHY OF COLLEGIATE CONSULTATION AT VICTOR VALLEY COLLEGE

INTRODUCTION: THE DOCUMENTED BASIS OF SHARED GOVERNANCE AT VVC

Shared governance at Victor Valley College includes both formal governance processes and informal processes that provide employees and students with substantial opportunity to participate in district policy formulation and that provide advice and judgment on policy matters that ensure attainment of the college mission. Shared governance at Victor Valley College, as envisioned in Assembly Bill 1725 (AB 1725), is based on cooperation, mutual trust and respect, and shared values. Processes are designed to consider various options openly and creatively.

All discussions related to shared governance, and all actions deriving from those discussions, are to be based on the District’s current mission statement. Therefore, shared governance itself is based on the District’s current mission statement, which states:

The mission of Victor Valley College is three-fold:

- To enable students to succeed and to develop competence through academic and vocational institutional instruction at the lower division college level. This instruction will lead to the granting of certificates and degrees as well as transfer to other institutions;
- To contribute to community and statewide economic growth and competitiveness through vocational and technical instruction leading to employment, continuing education, student support services, adult, non-credit instruction, and instruction in basic skills and English as a second language; and
- To foster personal development and lifelong learning through culturally enriching programs and activities for the expanding learning community.

Victor Valley College is a learning organization that is committed to:

- Verified students learning success,
- Instructional and institutional innovation and excellence,
- Systematic self-evaluation and improvement,
• Learning–centered planning and allocating of resources,
• Respect and civility in personal conduct,
• Integrity and collaboration among students, staff, faculty, and administrators,
• Active and responsible citizenship,
• Equality of access,
• Understanding and appreciation of diversity, and
• Responding to community employment needs.

Board Policy 4035 ("Academic Collegial Consultation; adopted 2-11-03) is the official
VVC District Board of Trustees policy on collegial consultation. It states:

**Academic Collegial Consultation**

The Victor Valley College Board of Trustees will operate according to the provisions of
Title 5, Section 53200-53204 in "Consulting Collegially" with the Academic Senate for
Victor Valley College.

"Consult collegially" means that the district governing board shall approve policies on
academic and professional matters through either or both of the following methods
according to its own discretion:

1. Relying primarily upon the advice and judgment of the Academic Senate;
   Or
2. That the district governing board, or such representatives as it may designate,
   and the representative of the Academic Senate shall have an obligation to reach
   mutual agreement by written resolution, regulation, or policy of the governing
   board effectuating such recommendations.

For the following items, the Board of Trustees will rely primarily
upon the advice of the
Academic Senate:

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
8. Policies for faculty professional development activities;
9. Processes for program review.
10. Processes for institutional planning and budget development;
11. Other Academic and professional matters as mutually agreed upon between the
governing board and the Academic Senate.
SHARED GOVERNANCE PHILOSOPHY

Victor Valley College is a purposeful community where intellectual life is central and where faculty, students, staff, and administrator work cooperatively to stimulate excellence in a collegial environment. To this end, it is imperative that Victor Valley College be an open and honest community where freedom of expression and participation are uncompromisingly protected and where civility is powerfully affirmed. The well being of each other member of the college community is to be sensitively supported and where service to others is to encourage and valued. The ultimate result of shared governance is to create an exceptional learning and teaching environment that ensures/fosters the achievement of the college mission.
THE PRACTICE OF SHARED GOVERNANCE AT VICTOR VALLEY COLLEGE

SHARED GOVERNANCE: THE FORMAL PROCESS

The formal process is an effective way to solicit the “collective wisdom” of students, staff, faculty, and administration in policy formulation. Once recommendations are made in College Assembly, those recommendations are communicated by the constituency representatives who report back to their membership. The College Assembly assures the Board of Trustees that policies, procedures, and other important recommendations brought to it have been thoroughly reviewed and considered.

Purpose of Governance Structure. It is in the spirit of collegiality, cooperation, and collective effort that the responsibility of governance is undertaken at Victor Valley College. The purpose of the Victor Valley College governance structure is to share the responsibilities of governance and to involve students, staff, faculty, and administrators appropriately in the policy formulation in the college.

Sharing of Authority. Final authority for governance at Victor Valley College is in the Board of Trustees. The Board of Trustees delegates authority to the Superintendent/President who in turn shares that authority, as appropriate, through the process of governance. Committees function to provide guidance and assistance to committee chairs and administrative staff in order to accomplish particular objectives. Committee chairs are charged with the task of providing leadership and necessary resources. Committee members provide input and share necessary assignments in order for the committee to complete its objectives.

Because college and district administrators are held accountable for their actions and decisions, governance committees are advisory. Administrators are obligated to seriously consider the input and advice of committees. Once decisions are made by administration, administration will report to the appropriate department will report back to their committee chairs/members.

RESPONSIBILITIES AND FUNCTIONS: THE BOARD OF TRUSTEES AND THE COLLEGE ASSEMBLY

The Board of Trustees
The Victor Valley College Board of Trustees has full authority under AB 1725 to establish, maintain, operate, and govern in accordance with the California Community College Board of Governor’s rules and regulations and the laws of the State of California. This authority includes the following:

1. Establish and approve policies for current and long-range academic and facilities plans and programs, and promote orderly growth and development of the community colleges within the district. In so doing, the Board of Trustees, or the
governing board, shall, as required by law, establish policies for, develop, and approve comprehensive plans. The Board of Trustees shall establish and approve policies for individual courses that are offered in approved educational programs without referral to the Board of Governors.

2. Establish and approved policies for courses of instruction and educational programs. The educational programs shall be submitted to the Board of Governors for approval. Courses of instruction that are not offered in approval educational programs shall establish and approve policies for individual courses that are offered in approved educational programs without referral to the Board of Governors.

3. Establish academic standards, probation, dismissal, and readmission policies, and graduation requirements consistent with the minimum standards adopted by the Board of Governors.

4. Employ and assign all personnel consistent with the minimum standards adopted by the Board of Governance and establish employment practices, salaries, and benefits for all employees consistent with the laws of this state.

5. To the extent authorized by law, determine and control the operational and capital outlay budgets. The district governing board shall determine the need for elections for override tax levies and bond measures, and request that those elections be called.

6. Manage and control district property. The Board of Trustees may contract for the procurement of goods and services as authorized by law.

7. Establish procedures consistent with minimum standards establish by the Board of Governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, the right to participate effectively in district and college governance, and the right of academic senates to assume primary responsibilities for making recommendations in the areas of curriculum and academic standards.

8. Establish rules and regulations governing student conduct.

9. Establish students fees as it is required to establish by law, and, at its discretion, fees as it is authorized to establish by law.

10. At its discretion, receive and administer gifts, grants, and scholarships.

11. Provide auxiliary services as deemed necessary to achieve the purpose of the community college.

12. Within the framework provided by law, determined the district’s academic calendar, including the holidays it will observe.

13. Hold and convey property for the use and benefit of the district. The Board of Governors may acquire by eminent domain any property necessary to carry out the powers or functions of the district.

14. Participate in the consultation process establish by the Board of Governance for the development and review of policies proposals.

In carrying these out, the Victor Valley College Board of Trustees has full authority to adopt rules and regulations, consistent with the regulations of the Board of Governors and the laws of the state are necessary and proper to execute these prescribed functions.
The Victor Valley College Board of Trustees, by a majority vote, may delegate its authority to the district’s Chief Executive Officer (Superintendent/President) or any other employee or committee as the Board may designate.

**The College Assembly**
The College Assembly is the college-wide committee through which shared governance is practiced at Victor Valley College. The Assembly is comprised of representatives from five major college constituencies: faculty; classified staff employees; students; management; and administration. Each of these constituencies provides two representatives. The College Assembly assures the Board of Trustees that policies, procedures, and other important recommendations brought to it have been thoroughly reviewed and considered. At the beginning of each academic year, the College Assembly will review the shared governance document and will evaluate itself to assure integrity and effectiveness of both the document and of the Assembly.

The goal of shared governance at Victor Valley College is to reach better solutions using the expertise of participants so that decisions are more effective as a result of having been considered through the process itself. The critical component of shared governance at Victor Valley College is trust. This governance structure does not address or interfere with department organization or management structure of the district.
RESPONSIBILITIES AND FUNCTIONS: COMMITTEES

College-Wide Committees
College-wide committees may be established from time to time by approval from the College Assembly. The College Assembly will discontinue college-wide committees that are no longer needed.

College-wide committees shall include members from students, faculty, classified staff, managers, and administrators. Such committees shall be established for a state's purpose, which is ongoing or recurring in nature, and are anticipated to require regular and consistent meetings over more than one academic year.

A constituent member who wishes to start a college-wide committee must complete the request form (see Exhibit 1) and request that the approval be placed on the College Assembly agenda for a first and second reading and approval. The college-wide committee must be authorized by the College Assembly before it is established for a limited purpose. The task force shall have a clear beginning and ending date. The College Assembly–related task force shall report to its origination group.

Representation within Committees Structure
The governance structure provides for representation from five recognized constituencies at Victor Valley College: students, faculty, classified staff, managers, and administrators. Appointments from these constituencies, when not specified by position, are made by the following:

- Students—ASB Council
- Faculty—Faculty Senate (Full and Associates)
- Classified Staff—CSEA Bargaining Unit
- Managers—Management Council
- Administrators—Superintendent/President

Committee meetings are public. In addition to representation afforded to individuals through constituencies, individuals and groups may also be heard in any committee by requesting permission to speak. Written minutes of the proceedings will be recorded for all governance committees. Appointees have the responsibilities for keeping their respective groups informed of the proceedings and recommendations of governance committees. Appointees are expected to attend meetings and contribute as a part of their professional responsibilities.

Committee Composition.
Committee members are reminded that their role in committees goes beyond partisan representation; it is expected that all members will draw upon their particular expertise. Recommendations must be motivated by doing what is best for the college in light of its mission, goals, and needs. Committees should seek a board diversity of members and, where possible, avoid overlaps, membership, and service of and by the same individuals.
Constituent groups shall appoint or replace committee members as needed. Committees are not to be reformed each year; however, individual constituent representation may change. In initial stages of the committee’s formation, constituent groups and committees should develop plans for ongoing representation and for the staggering of terms.
COMMITTEE PARTICIPATION OR PRIMACY ISSUES FOR PARTICIPATION

**ASB Council.** Students are to have membership on governance committees that have/will have a significant effect on students including the following:

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

**Faculty.** Faculty will participate on governance committees that formulate policies, procedures, and standards that have a significant impact on faculty. These include;

- Curriculum, including establishing of prerequisites and placing courses within disciplines
- Degree and certificate requirements
- District and college governance structures, as related to faculty roles
- Educational program development
- Faculty roles and involvement in accreditation processes, including self study and annual reports
- Grading policies
- Policies for faculty professional development activities
- Process for program review
- Process for institutional planning and budget development
- Standards or policies regarding student preparation and success
- Other academic and professional matters as mutually agreed upon between the governing board and the Academic Senate.

**Classified Employees.** Classified employees will participate on governance committees which that formulate policies and procedures that have a significant impact on classified employees.

**Management Employees.** Management employees will be included on governance committees which formulate policies and procedures that have significant impact on management employees.

**Administration.** Administration employees will be included on governance committees which formulate policies and procedures that have a significant impact on administrative employees, the Board of Trustees, and the overall operation of the district.
DIVERSITY OF COMMITTEES

College-Wide Committees. These committees are concerned with college-wide matters, are approved by College Assembly, and are represented by the major constituencies of the college. These include:

- Accreditation
- Budget
- Calendar
- Commencement
- Distance Education
- Educational Master Plan
- Ethics
- Facilities Focus Group
- Fair Employment
- Matriculation
- Safety
- Staff Development
- Student Equity
- Student Grievance

*These are committees that are convened on an “as needed” basis.

Academic Senate Committees. The Academic Senate committees deal with matters pertaining to curriculum and academic and professional matters. The membership of these committees is made up of only primarily of faculty members. These include:

- Academic Development
- Administrator Evaluation
- Budget
- Catalogue
- Constitutional Revision
- Curriculum
- Distance Education
- Educational Master Plan
- Equivalencies
- Faculty Hiring
- Fair Employment Relations
- Government Publications Research
- Graduation Requirements
- Honors
- Petitions (A & R)
- Plagiarism
- Professional Relations/Ethics
- Program Discontinuance and Development
- Program Review
- Sabbatical
- Student Learning Outcomes
- Study Abroad
- Travel
- Vocational Technical Education

Classified Committees. These committees consider non-bargaining matters affecting classified members. Membership of these committees is made up primarily of classified employees. These include:
Grievance Scholarship Upward Mobility

Student Committee.

ASB Council

Task Forces. Task forces are created to fulfill specific purposes, typically within a limited time frame. Task forces are created through the Superintendent/President or designee. All task forces are subject to review on an annual basis.

New Committees. New college-wide committees may be applied for using the enclosed form and must be approved by the College Assembly. Persons wishing to establish a college-wide committee are to present committees to the College Assembly including:

- Date Proposed
- Name of Committee
- Expected Longevity
- Meeting schedule
- Purpose of committee
- Reporting Relationships
- Role: What the committee will do

The superintendent/president may establish new college-wide committees with advice of the College Assembly.

Quorum. A majority of members present constitutes a majority for college-wide committees to take official action.

INFORMAL PARTICIPATION
The informal governance process of participation includes a variety of opportunities for the exchange of ideas, information, and advice. Among these are:

- All Staff/Town Hall Meetings. Regularly scheduled All Staff/Town Hall meetings for the purpose of sharing and clarifying information as well as ideas and advice.

- Small Groups Meetings. Small group meetings provide opportunities for small groups of students, faculty, staff, administrators, and managers to meet with the Superintendent/President to openly consider various options, concerns and issues, and to find solutions that will improve teaching, learning conditions, and services to students.

- Suggestion Boxes. These are to encourage expression of ideas that emerge as we go about our day-to-day work activities.