Victor Valley College Decision-Making Handbook

Prepared by Victor Valley College

2023-24 Participatory Governance

Committees December 2023

Contents

INTRODUCTION

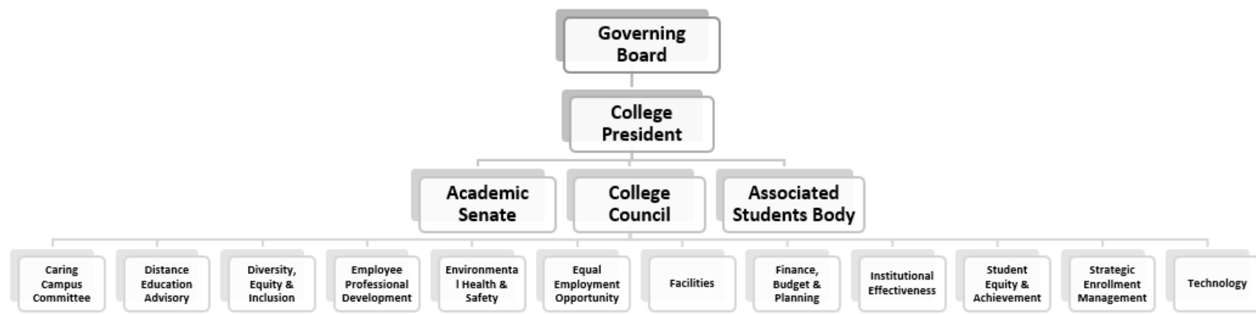
Victor Valley College continues to work to increase student success, provide students with a 5-star experience, and ensure equitable access and outcomes for all students. An effective participatory governance process will support these outcomes and will create a transparent recommendation-making process that the college community can rely upon to guide decisions on a broad range of policy development, resource allocations, and plans.

This handbook is designed to clarify the role of classified professionals, faculty, students, managers, and administrators in participatory governance at Victor Valley College. It provides guidance on the roles and responsibilities of all members of the college community, whether one is serving on a governance body or not.

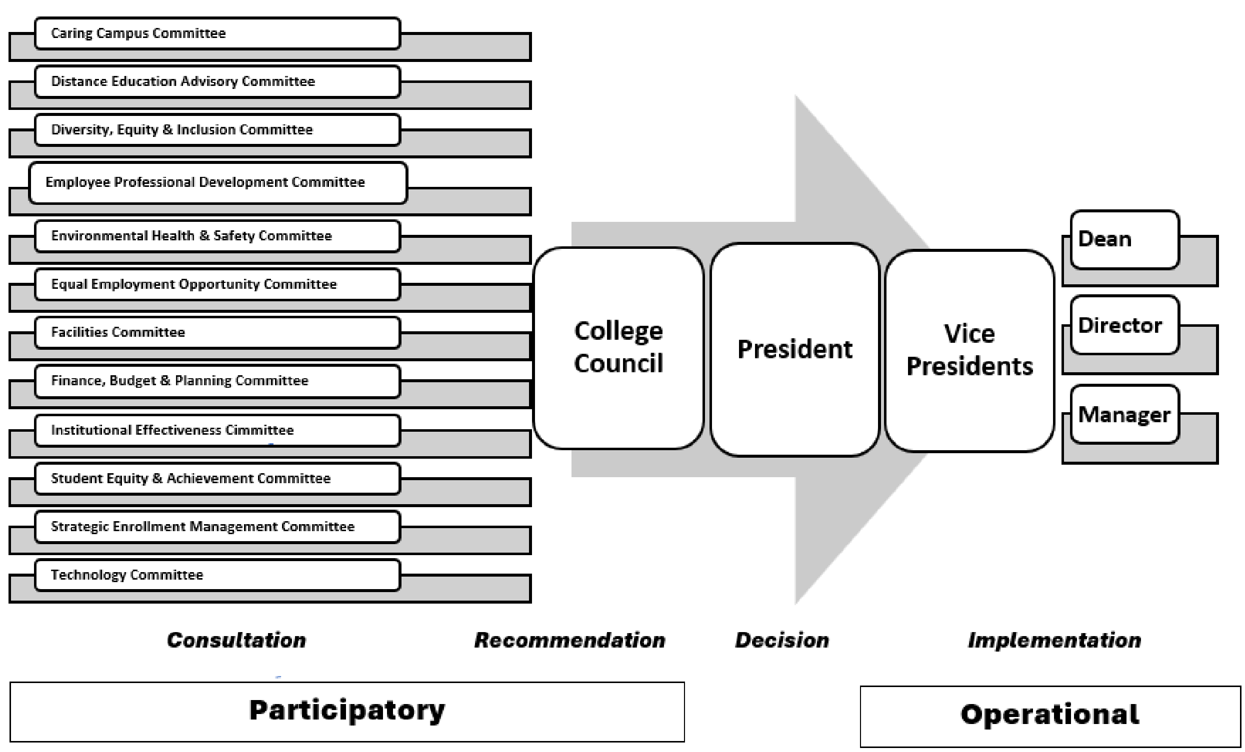
This handbook also describes the college's participatory governance structure, including its bodies, how they relate to each other, and how recommendations flow from one body to the next. It also describes the recommendation-and decision-making process, and how members of college constituency groups and governance bodies participate in that process.

As a foundational framework, this handbook relies on AB 1725, the landmark California legislation that first directed participatory governance activities at community colleges statewide; accrediting standards set forth by Accrediting Commission for Community and Junior Colleges (ACCJC); California education code; California Code of Regulations, specifically Title 5 regulations; and policies and procedures established by the Victor Valley Community College District governing board.

Victor Valley College Participatory Governance Overview



Participatory vs. Operational Example



Operational committees consist of appointed members selected for their expertise and positions, rather than representing specific constituency groups. While their membership may encompass a diverse range of constituencies, these committees are not constituency-based.

Additionally, operational committees actively engage in consultations with various campus departments or types of personnel, including department chairs, to enhance the committee's effectiveness in completing its work. The decisions made by these committees align with established local, state, and federal regulations, protocols, or procedures, and they play a crucial role in implementing resolutions emerging from the participatory governance process.

Various operational bodies exist within the college, each convened based on the institution's specific needs. Here are distinct types of operational committees or bodies:

Council:
Councils are bodies representing functional areas, offering guidance to their respective vice president or dean.

Committee:
Committees have a defined purpose within a specific scope of responsibility.

Steering Committee:
Steering committees oversee and direct large-scale initiatives, sometimes having authority over other committees.

Advisory Committee:
Advisory committees provide consultative and technical assistance to program/department staff.

Ad Hoc/Task Force:
Ad hoc and task forces are task-oriented groups, serving as working units with membership drawn from across the college. They usually have a limited existence.

Work Group:
Work groups have a more constrained assignment scope and membership, often confined to a specific department, initiative, or program. Like ad hoc/task forces, they typically have a limited duration.

This document focuses on participatory governance and acknowledges other governance entities and decision-making processes with which participatory governance engages in separately:

- the Academic Senate with rights and responsibilities delineated in Title 5, Sections 53200-53204, AB1725 and BP 2510;
- the Associated Students Body of Victor Valley College representing the voice of students as delineated in Title 5, Section 51023.7 and BP 2510;
- collective bargaining laws and the negotiated agreements between the respective employee bargaining units and the Victor Valley Community College District which deal with matters pertaining to hours, wages, and working conditions and are not addressed

in this publication;

- administrative/operational processes which deal with the day-to-day functioning of the college within established policies and procedures and not included in participatory governance;
- operational committees that ensure effective implementation of decisions and allocations made through participatory governance recommendations or administrative processes; and
- district policies and procedures that govern college operations.

This handbook also includes information regarding philosophy and guiding principles; rules, roles, and responsibilities; communication and documentation; and governance relationships.

History

Since 2020 the college has adopted an entrepreneurial mindset approach to the way it serves students and completes its mission. In 2020 the superintendent/president signed an entrepreneurial pledge with other college leaders in the region. In that, the development of the education master plan VVC excellence essential practices was developed. These essential practices were identified as strategy, leadership/governance, architecture/discipline, and culture. In terms of the Strategy practice, “VVC proactively looks for ways to innovate/improve its policies and operational processes and systems – particularly those that are problematic for students.” Within the architecture/discipline practice with the organization, “At VVC, a network of innovators-individuals who stimulate, facilitate, and coordinate operational excellence activities-exists in all departments/divisions and work collaboratively.” Also, in the culture practice in terms of courageousness “VVC is willing to undergo innovative projects even if there is some risk” and “VVC is willing to “break things” to get “break-through” results.” Additionally in the culture practice regarding institutional learning, “At the College, everyone is encouraged to provide observations/suggestions and to bring new knowledge-and frequently does so.” To examine these practices as a baseline measure, the college sent out a campus wide survey in November 2021 to measure opinions on how the college was performing in these practices. Five practices that fell below the 50 percent measure on “agree” or “strongly agree” were identified. The college superintendent/president assembled a team of faculty/administrators/classified staff and community members to address each one of the five practices that fell below the 50 percent mark. Each team was made up of two individuals to produce a strategy to address the shortcomings. This team of individuals was deemed the president's pursuit of excellence team (POET). For example, two team members were assigned the practice of “VVC's governance structure and decision making enables reengineered and/or new teaching and learning practices, programs, services, processes, and policies to be quickly implemented.” After several meetings and the team’s attendance at college council, it was determined the most effective means of increasing this practice was to develop a governance and decision-making manual to clearly communicate to the campus community on how decisions were made at the college.

In the college’s 2023 Accreditation Institutional Self-Evaluation Report for Standard IV.A.6 “The processes for decision-making and the resulting decisions are documented and widely communicated across the institution." The college acknowledged shortcomings in the transparency of decision-making at the college, the college submitted an improvement plan for decision-making:

> The college has recognized that the decision-making process is not entirely clear to all members of the campus community, work will need to be done to complete and institutionalize an integrated planning handbook to provide clarity to the campus community, especially to committee chairs so they understand their responsibilities and timelines to ensure that the leadership roles and the college's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness and can be used as a basis for improvement.

This handbook is the result of that work, and will be continuously updated as it, and the participatory governance structure it describes, evolves over time. It will be reviewed on an annual basis by the College Council and its standing committees, and updated as needed, per accreditation standards.

PHILOSOPHY AND GUIDING PRINCIPLES

The goal of participatory governance at Victor Valley College is to achieve effective and active participation by each constituency, where all participants are trained in meeting processes where collegial and civil behavior is assured. Recommendations are made by consensus, have an equity perspective and focus on student outcomes. By doing so, a decision made by the Superintendent/President will be one that participants can trust was made in full consideration of the opinions expressed by the college's subject matter experts and constituencies.

Enhancing participatory governance at Victor Valley College involves fostering strategic decision-making through the active engagement of all constituent groups, including students, classified professionals, faculty, and managers. This governance framework ensures transparency in decision-making processes, with a commitment to equity and a focus on student needs. Participatory leadership actively seeks consensus on addressing various issues and opportunities, promoting a culture of collaboration and inclusive decision-making. By embracing participatory governance, the college optimizes operational excellence, creating a student-centric, equity-driven environment that values broad leadership. Successful governance hinges on active participation, open dialogue, and the generation of meaningful outcomes.

1. **Participation**: Ensuring active and effective representation from all constituencies in the designated governance process is crucial for Victor Valley College to create and implement policies and practices that benefit the entire college community. The success of committee work relies on the active involvement of all representatives. Participatory governance meetings are open to guests and include a designated time for open comments. To promote consistent attendance, those responsible for convening and chairing meetings are advised against rescheduling, as it can impact the ability of members and guests, particularly students and faculty, to participate. If rescheduling becomes necessary, efforts to maintain the original day and time are encouraged.

2. **Dialogue**: At VVC dialogue refers to the exchange of ideas through civil discussions aimed at fostering mutual understanding. The key to this process is a commitment from all participants to equity, civility, mutual respect, and collegial behavior, which are essential elements for reaching consensus.
3. **Valued Outputs**: Governance fulfills its purpose when it results in the identification of data-informed strategies, solutions, or recommendations that propel Victor Valley College toward equity-minded, student-centered goals. In this context, the "value" emerges from the active participation of constituency representatives in meaningful dialogue, leading to consensus and a clear path forward.

Guidelines

To generate meaningful outcomes, it is essential for everyone to commit to active participation, constructive dialogue, and the pursuit of valuable outputs. Recognizing the potential for power dynamics, efforts must be made to establish an equitable and inclusive environment conducive to effective engagement. To achieve this, council or committee members will define behavioral norms, outlined below, to encourage active participation, utilize meeting tools, and respect the roles of each member.

Meeting Guidelines

In participatory government, a high level of collegiality, respect, and civility is expected. Those expectations include the following:

During council/committee meetings, there is no hierarchy based on position. Every voice—students, classified professionals, faculty, and administrators—is valued and treated with respect. Participants are regarded as equals both across and within constituencies. To ensure effective communication:

- Speakers will be given the floor one at a time without interruption.
- Moments of silence will be observed for thoughtful consideration of diverse viewpoints.
- Mindful of fostering inclusivity, members should be conscious of their speaking frequency and duration.
- Active engagement and constructive contributions to discussions are expected. Members are encouraged to challenge ideas, not individuals. Respectful and civil conduct is paramount in comments, responses, and body language.
- Listening attentively and focusing on the merits of statements, coupled with a genuine effort to understand others' concerns, is emphasized. Council or committee members are urged to seek clarification through questions.
- Acknowledging the right to disagree, members are responsible for presenting alternatives that address individual and collective interests. Language in discussions should be mindful, favoring "I" statements over "they" attributions, and adopting an asset-minded approach that emphasizes solutions rather than a deficit-minded one focusing on obstacles.

Additionally:

- Council or committee members should be cognizant of their committee's purpose and responsibilities.
- If issues arise that fall outside the committee's charge, the (co)chair will identify the appropriate leadership for review and forward the matter for consideration.

Meeting Management

This section outlines the organization of governance meetings, detailing the straightforward process of applying consensus decision-making to deliberations, defining the roles of chairs and participants, and presenting strategies for effective record-keeping and communication.

Meetings serve as the primary means for convening governance groups. Ensuring their effectiveness involves careful consideration of agendas, active participation, and documentation of topics and outcomes. Best practices for agenda design include:

1. **Preparation:** Develop agendas in advance using readily available templates, accessible online and in print.
2. **Alignment with Committee Charge:** Remember that agendas should align with the committee's charge.
3. **Prioritization:** Focus on prioritized issues, considering both the committee charge and the timing within the academic year.
4. **Balance:** Maintain a balance between agenda items and available meeting time.
5. **Presentation vs. Discussion:** Thoughtfully balance presentation and discussion, framing discussions with well-designed questions.
6. **Facilitation:** Provide questions for discussion to elicit focused participatory input, going beyond merely framing content by topic.
7. **Documentation:** Record key findings and commitments using accessible meeting notes templates.
8. **Summary Time:** If possible, reserve time at the end of meetings to collectively summarize action/information items. Discuss what constituency representatives should take to their groups for further discussion and the information the committee expects in return.

By adhering to these practices, governance meetings can be more purposeful, organized, and conducive to meaningful participation and outcomes.

Consensus

Achieving meaningful consensus is a fundamental aspect of effective governance, leading to decisions that propel the college community toward desired outcomes. In this context, "consensus" refers to a general state of agreement rather than a mere "majority opinion." It is crucial for committee members to express clear agreements and publicly indicate their understanding and support to sustain the forward progress of all governance groups. Participatory governance relies on dialogue that addresses shared concerns when striving for consensus.

All council/committee members, particularly the (co)chair, are expected to make goodwill efforts to address each participant's concerns before seeking agreement and concluding any discussion regarding a recommendation or future action.

At VVC, consensus is achieved in councils and committees when at least three-fourths (75%) of voting members present in the meeting agree. Recommendations from standing committees progress to the College Council, and from there, to the College Superintendent/President. The Superintendent/President holds the responsibility for final decisions and indicates on the Victor Valley College, College Council Recommendation form (appendix) acceptance, modified or rejected. Refer to the detailed Recommendation Timeline in the College Council Responsibilities for a comprehensive overview of the process.

Participatory Governance Roles

There are several roles for those who participate in a participatory governance body. The following list describes those roles and the expectations for each.

Role of the College Council Co-Chairs

The College Council Co-Chairs are responsible for ensuring that all members are properly trained, and request appointment or reappointment of constituency representatives. Most importantly, the Co-Chairs are responsible for ensuring all committee members have an opportunity to voice their opinions and share their ideas; the Co-Chairs also cultivate a safe and welcoming environment for discussion. Responsibilities:

1. leads the College Council membership in oversight of the participatory governance college committees. The College Council co-chairs are unbiased, non-voting parliamentarians who are responsible for: providing college council members with training and tools that enable them to make informed decisions;
2. develops the college council agenda, being mindful of the college's calendar; items should be scheduled to ensure timely discussion and processing within the participatory governance system;
3. forwards written recommendations to the Superintendent/President within five business days of the decided recommendations;
4. Receives the Superintendent/President’s written response to recommendations
    - the Superintendent/President will provide a written response within 14 business days of receipt of the recommendation.
5. communicates the Superintendent/President’s response to college council members; furthermore, the submitting governance committee co-chairs will be notified by the conveners within five business days of receipt of the Superintendent/President’s recommendation;
6. monitors member attendance and follows up with constituency leadership regarding any chronic absenteeism;
7. ensures meeting discussions are focused on agenda items that adhere to the council’s charge;
8. oversees participatory governance training.

Chair(s)

Committee Chair(s):

Committee Chair(s) will be appointed by the Superintendent/President. Chair(s) appointed, who are a part of the Academic Senate, CSEA, ASB, VVCFA, or management, shall be appointed in consultation with that constituency. Once chair(s) are established, coordinating and moderating meetings is a participatory responsibility of the chair(s) in addition to serving as the communication liaison between the committee and College Council. The Superintendent/President reserves the ultimate responsibility for the overall membership balance of all standing committees and ensures broad representation across the committees.

Meeting Standards: All standing, and ad hoc committees will adhere to the following meeting standards to ensure effective participatory governance practices:

- Committee meetings are open to the campus community, although not subject to the Brown Act.
- Each committee member will have an equal voice, and everyone will discuss issues with civility and respect.
- Individuals and groups may speak in any committee by requesting permission from the co-chairs.
- Committee recommendations will be derived by consensus among appointed members.
- Written agenda and minutes of the proceedings will be disseminated for all standing committees to the public via the College BoardDocs website within 72 hours after the completion of the committee meeting in which the minutes were approved.
- Orientation and training will be provided for all committee chairs and advocates at the start of every academic year to ensure consistent practices.
- Appointees will keep their respective constituencies informed of the proceedings and recommendations of standing committees.
- Appointees will attend meetings and contribute as a part of their professional responsibilities.
- Appointees will identify a proxy to attend any committee meetings they cannot attend.
- Any requests for committee member replacements due to vacancies or excessive absences will be made by the co-chairs to the appropriate constituency group.
- The first meeting of the academic year for each standing committee must include reviewing the charge, accepting requests for amending the charge, and establishing the meeting pattern for the year for public dissemination.
- At the end of the academic year, each standing committee will participate in the evaluation of participatory governance processes and include a report of the committee’s achievements.

Role of the Voting Council/Committee Member

Effective participatory governance relies on a shared understanding of the committee's purpose and goals, with all members actively contributing ideas, practicing attentive listening, and committing to principles of equity, civility, mutual respect, and collegial behavior. This inclusive approach fosters governance outcomes that consider diverse perspectives, thereby enhancing the leadership capabilities of Victor Valley College.

To achieve this, committee members should prioritize consensus-building over maintaining specific positions. Transparent dialogue is crucial for facilitating clear communication and understanding among all members. Attendance, preparation, and completion of assigned tasks are essential for active participation, ensuring that meetings are productive and informed.

The college's participatory governance system operates without formal vote recording. Instead, standing committees and the College Council rely on informal voting to reach consensus. While all members, voters or not, can engage in discussions, only voting members can formally recommend decisions.

In cases where a committee member representing a constituency is absent, it is their responsibility to appoint an alternate. These alternates have the authority to discuss and vote on issues on behalf of the absent member. College Council permits a maximum of two alternate members for each constituency group per meeting. Constituency group representatives must communicate agenda items, group discussions, and relevant committee/council matters to their alternates, notifying the co-chairs of any planned absence and the assigned alternate.

Role of the Constituency Member

Constituency members representing students, classified professionals, faculty, or management play a crucial role in the participatory governance process. As representatives of their entire constituency, these appointed members bring valuable viewpoints, experiences, context, and institutional memory to the discussions.

In their role as constituency group representatives, they advocate for the collective interests of their group rather than expressing personal views, representing a specific department or program, or aligning with a particular division. While there is no requirement for constituency representatives to share a singular perspective or vote uniformly on committees or the college council, they are chosen by their respective leadership groups to represent the broader interests of their entire constituency. These representatives bear the responsibility of relaying information back to their groups and ensuring effective two-way communication between participatory governance bodies and their constituency.

Role of the Alternate Member

When a constituency group representative anticipates their absence from a committee or College Council meeting, they are responsible for arranging alternate representation. It is incumbent upon the absent representative to communicate the committee's agenda, discussions, and action items to the designated proxy member. Simultaneously, the alternate assumes the responsibility of gaining a comprehensive understanding of the upcoming committee or council meeting, ensuring adequate meeting preparation, and arriving punctually.

Role of the Advocate

An advocate is appointed to a committee or council based on their expertise and/or official position pertinent to the committee's work. The advocate's primary role is to offer advice and guidance to ensure all committee members possess a comprehensive understanding of the topic at hand. Advocates hold full membership status and retain the right to vote.

Role of the Note Taker

Every participatory governance committee or council must designate a note taker responsible for documenting discussions, conclusions, and promptly distributing agenda and meeting minutes. Typically, the administrative assistant for the permanent administrative co-chair assumes this role.

Note takers are ineligible to concurrently serve as committee/council members or alternates. In the event of their absence, the note taker or co-chairs must identify a suitable substitute who is not already a committee member.

Role of the Meeting Guest

There are three categories of guests permitted at participatory governance committee or council meetings:

1. Experts invited by advocates, co-chairs, or committee/council members to provide specialized knowledge.
2. Individuals wishing to make statements during open comment.
3. Observers attending the open meeting.

Guests do not possess voting privileges and may only comment when invited, specifically on the agenda item related to their expertise or during the open comment period. All meeting guests are expected to be respectful, minimize disruptions when entering or leaving, and restrict their comments to the agenda items unless participating in open comment.

COMMUNICATION AND DOCUMENTATION

Effective participatory governance relies on clear communication and thorough documentation. To achieve this, governance communication and documentation should:

1. Enable the entire college community to perceive, comprehend, and engage in governance activities through accessible agendas and minutes generated from a college-provided template.
2. Establish a clear communication loop between constituency groups and their members.
3. Focus on documenting agreements, action items, and pertinent context for:
    - Participatory governance bodies
    - Interactions between participatory governance bodies (e.g., College Council and standing committees or among standing committees)
    - Constituency groups
4. Ensure standing committees progress recommendations to the College Council, and the College Council forwards recommendations to the Superintendent/President for final

consideration and decision-making. Additionally, ensure the Superintendent/President provides a written response to the College Council.

5. Conduct an annual review and evaluation of the process through the College Council.
6. Establish a feedback mechanism.

Effective communication and documentation are pivotal for the active participation of all constituency groups. The following best practices contribute to achieving this goal:

- Establish outcome reporting protocols accessible to the college community.
- Provide agendas and meeting records in a timely manner.
- Ensure the timely publication of meeting records with clear action items.
- Maintain meeting records that capture key discussion points, outputs, and action items.
- Adhere to agenda and minutes' publication timelines as a matter of good practice.
- Offer an accessible document repository for easy reference (use of BoardDocs).

GOVERNANCE RELATIONSHIPS

Victor Valley College is led by the Superintendent/President. To create an effective recommendation- and decision-making process, the Superintendent/President seeks input and feedback from the college's constituency groups via the participatory governance system. The college's constituency groups include:

- students, represented by the Associated Student Body;
- classified professionals, represented by the California School Employees Association;
- faculty, represented by Academic Senate and/or VVCFA; and
- managers/administrators.

Other representative bodies for college employees include bargaining units such as the Victor Valley College Faculty Association (VVCFA), and the American Federation of Teachers (AFT) Part-Time Faculty United.

Students

The Associated Student Body (ASB) exists to serve and represent the entire Victor Valley College student population. The ASB Council is an 18-member group of elected student leaders who volunteer to advance the interests of higher education, coordinate student activities, and improve communication between students, faculty, administration, and the High Desert community.

Each year's Council represents the VVC student body through acts of leadership, advocacy and community outreach, accomplishing goals they set at the beginning of their term.

Per Board Policy 2510:

The Associated Students shall be given an opportunity to participate effectively in the formulation and 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 task forces shall be made after consultation with the Associated Students.

Classified Professionals

Classified staff are represented as a constituency by the Victor Valley College California Schools Employee Association Chapter 584.

Per Board Policy 2510:

> Classified staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of classified staff will be given every reasonable consideration.

Faculty

As a constituency, faculty are represented by Academic Senate. The Academic Senate consults collegially with the college administration and the Governing Board on the development of policies and procedures related to academic and professional matters, also known as “10+1”:

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.
11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

Academic Senate Committees:

All faculty appointed by the Academic Senate Executive Board (AESB) to Academic Senate and participatory governance committees are representing the Academic Senate and should consult with the ASEB on a regular basis for issues and actions that affect faculty in academic and professional matters. Any committee recommendation or proposal that affects faculty in academic and professional matters, including but not limited to fiscal expenditures and revenues, and student and faculty requirements, shall first be submitted to ASEB for consideration.

Membership in Academic Senate committees is open to all faculty and committee size is determined by the ASEB and the committee chair. No faculty on Academic Senate or participatory governance committees can unilaterally, or via administration appoint faculty to serve on any committee. Any appointments to committees that do not go through the ASEB are invalid and any faculty who serve without ASEB approval do not represent the Academic Senate and should be removed as soon as possible. Membership in the Curriculum Committee is determined by academic area representation.

Committees include, but are not limited to:

- Academic Senate Allocations Committee*
- Basic Skills Committee
- Catalog Committee*
- Curriculum Committee
- Distance Education Committee*
- Diversity, Equity and Inclusion Committee
- Equivalency Committee
- Faculty Hiring Procedures Committee
- Fair Employee Relations Representatives Committee
- Graduation Requirements Committee
- Honors Program Committee
- Legislative Analysis Committee
- Petitions Committee
- Instructional Program Review Committee
- Student Learning Outcomes and Assessment Committee
- Teaching Abroad Committee*

(*inactive or moved to participatory governance)

Committee Chair Responsibilities

- Facilitate the development of the committee's charge, and ensure the charge is submitted to the ASEB
- Coordinate and post meeting agendas on the district-adopted web portal (or equivalent) and via e-mail to committee members for accreditation evidence for the college to meet accreditation standards and Brown Act compliance
- Post meeting minutes on the district-adopted web portal (or equivalent)
- Determine time and date of regular meetings (Senate committees should meet at least twice per semester; can meet as much as committee determines)
- Engage in active communication with committee members
- Respect committee members' responsible freedom of speech on topics related to the committee's charge
- Represent the interest of the Academic Senate and report on a regular basis at the monthly Senate meetings (can be a written report or designee from committee)
- Maintain professional courtesy
- Address diversity, equity and inclusion in committee work

Committee Member Responsibilities

- Communicate on a regular basis with committee chairs and members
- Make every effort to attend all meetings
- Represent the interests of the Academic Senate
- Inform committee chair of nonattendance at meetings in a timely manner
- Carry out committee duties as determined by committee
- Practice responsible freedom of speech in relation to the charge of the committee
- Maintain professional courtesy

College Council

The College Council is the college-wide committee through which participatory governance is practiced. It serves in an advisory capacity to the Superintendent/President and is comprised of the voting representatives and one (1) named alternate from each named group listed (Senior Staff will have no alternate):

- Academic Senate (2)
- CTA (2)
- AFT (2)
- CSEA (2)
- ASB (2)
- Management Team (1 educational manager and 1 classified manager)
- Senior Staff (4)

At the beginning of each academic year, the College Council will review the participatory governance document and will evaluate itself to assure integrity and effectiveness of all College Council activities. Any improvements deemed necessary will be planned, implemented, and evaluated.

Information Flow –Direct to Superintendent/President.

The College Council will be co-chaired by the Superintendent/President or designee and Academic Senate President or designee.

Participatory Governance Committees

Establishing Committees: Participatory governance standing committees are established by the Superintendent/President through consultation with the College Council. This consultation shall include the number of committee members (both voting and non-voting), as well as the purpose and charge of the committee. Ad hoc committees may be established through the standing committees as needed for a specific term to perform focused tasks. All standing committees shall be established for a stated purpose, which is ongoing or recurring in nature; said purpose should require regular and consistent meetings over more than one academic year. If a stated purpose is for an academic year or less, an ad hoc committee (a.k.a. task force) will be formed by the standing committee and will report to the College Council. Standing committees may be reformed each year at the discretion of the

Superintendent/President in consultation with the College Council. The Superintendent/President will discharge any college-wide committees that are no longer needed.

Committee Representation: The participatory governance structure provides for representation from the groups listed below as follows:

- A minimum of 1 Student representative by ASB Council
- A minimum of 1 Faculty representative by Academic Senate and/or VVCFA
- A minimum of 1 Classified Staff representative by CSEA
- A minimum of 1 Manager/Administrator representative by Management Team

Additional members will be appointed by the Superintendent/President in consonance with the rules for Establishing Committees in the above section. It is expected that committee members are constituent representatives in addition to having particular expertise. Participation and recommendations must be motivated by doing what is best for the college in light of its mission, goals, and needs. Committees must be comprised of a broad diversity of members and, where possible, avoid overlap in membership and service by the same individuals.

Caring Campus (Approved 11/5/25)

1. **Charge/Mission**
   The Caring Campus committee is a participatory governance committee that supports the adopted behavior commitments from Faculty and Classified Professionals that improve and enhance the many student success initiatives already being implemented here at VVC. The Caring Campus committee will develop and foster a Caring Campus approach to help administrators, managers, faculty, classified professionals, and students to develop a culture of connectedness and belonging.

2. **The Purpose of the Committee**
   The committee will implement practices and resource support for administrators, managers, faculty, and classified professionals to ensure that VVC develop a campus wide culture of belonging and connectedness by bridge the 5-Star experience and Caring Campus behavioral commitments. The committee will develop and adopt practices to support professional development, events, recognition, celebrations, and support resources for all modality experiences.

   Modalities: In person, on the phone, virtually online and/or email.

   a. Communicating the vision of Caring Campus
   b. Modeling the behavioral commitments central to Caring Campus
   c. Aligning new and existing work
   d. Creating relevant structures
   e. Staying in touch with administrators, managers, faculty, classified professionals and the college community
   f. Assessing Caring Campus Culture
   g. Celebrating wins
   h. Events

3. Composition

I. Voting Members (12)

Co-Chair

Committee Membership: Constituent appointees, pursuant to AP 1201

1 Student representative appointed by ASB Council

1 Faculty representative appointed by Academic Senate

1 Classified Staff representative appointed by CSEA

1 Manager/Administrator representative appointed by Management Team

Members appointed by the Superintendent/President

1 Executive Assistant or Sr. Executive Assistant

1 Faculty Ram Coach

6 Classified Caring Campus Committee Member

II. Resource Partners (non-voting)

a. (5) Celebration Team Members
b. Professional Development Committee Chair and/ or Co-chair
c. Diversity Equity Inclusion Committee Chair and/ or Co Chair
d. Guided Pathway Representative
e. Executive Dean of Institutional Effectiveness

4. Operating Procedures

I. Process

a. Providing a forum for discussing Caring Campus Behavioral Comments to support faculty and Classified needs.
b. Support, advocate, advertise training and professional development for faculty and staff related to caring campus behavioral commitments, and customer service.
c. Conduct periodic surveys of faculty and staff about the satisfaction level of caring campus knowledge, trainings, events, and resources that support serving students.
d. Conduct periodic surveys of student experiences satisfaction level of services provided within an office/service department.

II. Meetings

a. Meetings are held bi-monthly, 1st and 3rd Friday. Additional meetings may be scheduled as needed.
b. Meetings are open to the campus community.
c. Agendas and minutes are made available electronically on BoardDocs.

III. Designees, Alternates and Term of Appointment

a. Appointed members are expected to serve for two years.

5. Decision Making/Recommendations

Whenever possible, the committee makes its decisions by consensus. If consensus is not reached, then decisions are made by a majority vote.

a. The Caring Campus Committee will help plan, support, and foster Caring Campus Events, Shout Outs, Caring Campus Trainings and branding Caring Campus behavioral commitments as an

Institution.

b. The Caring Campus Committee will monitor the 'EMP's caring campus goals.
c. The Caring Campus Committee will collect data on the caring campus.
d. The Caring Campus Committee will determine the campus surveys tool with Institutional Research to begin collecting data.

6. **Communications**
   a. The chairs make regular reports to the College Council and Academic Senate.
   b. Committee members are notified of meetings and provided the proposed agenda 72 hours before the meeting date and time.
   c. All meeting materials are posted on BoardDocs.
7. **Budget**
   The Caring Campus committee will propose an annual budget for approval by the Superintendent/ President through college council.
8. **Outcomes/Deliverables**
   a. Communicating the vision of Caring Campus
   b. Modeling the behavioral commitments central to Caring Campus
   c. Aligning new and existing work
   d. Creating relevant structures
   e. Staying in touch with faculty, staff, and the college community
   f. Celebrating wins
   g. Events

Distance Education Advisory Committee

I. Mission

The Distance Education Advisory Committee (DEAC) is a participatory governance committee, per (AP1201) that conducts research, reviews, planning, and strategic deployment of online faculty training and Learning Management System principles and best practices. The DEAC is responsible for maintaining the quality of distance education (DE) Online, Hybrid, Hy-flex, Remote, and Correspondence education programs as specified in the Victor Valley College Educational Master Plan (EMP). Further, the DEAC assists the DE program in providing faculty training that supports various institutional initiatives, including implementing Equity in online courses and Culturally Responsive Pedagogy and best practice tenets necessary to meet students' successful learning.

II. Charge

1. Informing Administrators and Faculty of State and District online education policy matters.
2. Serving as an advisory group to the College Council and Academic Senate for issues regarding Distance Education.
3. Develop policies for the development of online instruction best practices.
4. Implement CVC-OEI online teaching quality improvement and Peer Online Course Review implementation and evaluation processes.

III. Composition

Committee Membership: Constituent appointees, pursuant to AP 1201

Voting Members (7)

BLAR Dean – Co-chair Voting

Distance Education Facilitator – Co-chair Voting

Academic Senate Representative – (appointee) Voting
VVCFA Representatives (2) Voting
CSEA Representative – (appointee) Voting
Management/Administrator – (appointee) Voting
ASB Student Council Representative Voting
Distance Education Coordinator Voting
Chief Information Officer or Designee. (Non-Voting)

A minimum of: (per AP1201)
1 Student representative by ASB Council A minimum
1 Faculty representative by Academic Senate A minimum
1 Classified Staff representative by CSEA A minimum
1 Manager/Administrator representative by Management Team
Resource Member
Learning Management System Administrator

IV. Operating Procedures

1. Providing a forum for discussing online instructional issues and faculty support needs.
2. Directing faculty to resources supporting best practices and guidelines in online pedagogy and teaching.
3. Scheduling and advertising training and professional development for faculty and staff using Canvas LMS. As well as providing online training related to Diversity, Equity and Inclusion, and Culturally Responsive Pedagogy Practices in Online course instruction.
4. Conducting periodic surveys of faculty and staff about the satisfaction level of online classes among students, faculty, and staff.

I. Meetings

a. Meetings are held on the third Friday, from 1:30 – 2:30 p.m. Additional meetings may be scheduled as needed.
b. Meetings are open to the campus community.
c. Agendas and minutes are made available electronically.

II. Designees, Alternates, and Term of Appointment

a. Appointed members are expected to serve for two years.

III. Decision Making/Recommendations

Whenever possible, the committee makes its decisions by consensus. If consensus is not reached, then decisions are made by a majority vote.

a. Co-chairs will facilitate the approval and periodic review of the college-wide Distance Education Plan.
b. Chairs will recommend DEA Plans to the College Council and Superintendent/President as necessary to promote faculty online innovation and development.
c. The DEAC will monitor the operationalization and implementation of the distance education plan (DEP). d. The DEAC will monitor the 'EMP's Distance Education and operationalization and improvements ensuring alignment meets DEP and all other ACCJC standards.

Diversity, Equity, Inclusion, Accessibility, and Anti-Racism Committee

I. Mission

The Diversity, Equity, Inclusion, accessibility, and anti-racism committee (DEIAA) develops, implements, and monitors a plan to enhance and promote diversity, equity, and inclusion on campus. The committee suggests strategies to encourage participation in developing and reviewing policies and practices that ensure diversity, equity, and inclusion. The committee also encourages people of diverse backgrounds to participate in college activities and conducts training and educational activities associated with diversity, equity, inclusion, accessibility, and anti-racism policy reform.

II. The Charge of the Committee

1. The DEIAA committee advances the principles of equity and social justice by providing leadership and advocacy to discover and remove structural biases, barriers to access, and other inequalities impacting VVC students and workforce members.

2. The DEIAA committee will promote open, honest, courageous conversations on campus about race and systems of power, which reinforce anti-racism, to cultivate a campus culture of inclusion.

3. The DEIAA committee expresses its leadership and advocacy role by supporting all operations across campus focused on cultural enrichment opportunities, professional development, and ongoing training through collaborative planning and activities.

4. The DEIAA committee promotes and facilitates campus-wide conversations about race, racism, gender bias, homophobia, LGBTQ2+, and transphobia through reviewing and presenting relevant research to campus constituencies to increase awareness and improve practice.

5. The DEIAA committee provides substantive recommendations on policy and practice to the College Council on strategic importance to the vision, mission, and educational master planning "equity imperative" goals of the college.

III. Composition

Committee Membership: 4 appointed per AP 1201 and a minimum of 4 reps appointed by position.
Co-chairs: Student Equity and Achievement Committee (SEAC) representative and the Academic Senate representative.

Voting Members (10)	Non-Voting Members
SEAC Representative	Advocate
Academic Senate Representative (1)	Recorder
Faculty Assessment Representative	Guided Pathways Representative
Appointed Faculty Representative (1)	Community Representative
Tutoring and Academic Support Representative	
Management Representative (1)	
Classified Representative (1)	
ASB Student Representative (1)	
Human Resources Representative	
Counseling Representative	

Operating Procedures

I. **<u>Process</u>**

a. DEIAA committee serves as an advisory group to the Superintendent President and SEAC through college council.
b. The Committee meets monthly to discuss and make recommendations for institutional action planning, events, policies, and procedures supporting diversity, equity, and inclusion.
c. The committee creates the plan for systems change and guides the college's diversity, equity, inclusion, and antiracism work.
d. The committee recommends DEIAA plans and informs Academic Senate (Instructional/Non-Instructional Program Review Committee) for implementation considerations into the program review processes and evaluations.
e. Committee collaborates with the CTA diversity and inclusion committee to plan annual activities, prioritize areas of impact, and develop areas of foci.
f. DEIAA committee identifies gaps in policies and structures that inhibit personnel growth and development.
g. DEIAA committee plans and implements cultural competency training, workshops, and professional development opportunities.

Employee Professional Development

I. Charge/Mission

The Employee Professional Development Committee (EPDC) advises, supports and assists in the identification of training opportunities that promote and sustain the professional growth and development of district employees. The EPDC aims to provide and approve collegial learning opportunities that foster innovation in teaching and learning, advances in technology, interpersonal communications, team dynamics and collective agency. In collaboration with the Dean of Pathways & Professional learning, the committee identifies the professional learning needs of the campus constituency groups and develops the process for selecting & approving professional development opportunities on campus.

II. Purpose

- Establishes criteria and evaluates applications for professional development trainings, travel and conference requests.
- Monitors the professional development general funding.
- Coordinates and recommends professional development opportunities in alignment with staff improvement and enhancement.
- Keep abreast of trends, and state-of-the-art technology in education and support services.
- Provides and supports opportunities to improve employee skills, knowledge and abilities.
- Identifies teaching and learning opportunities, advances in technology and research professional development opportunities.
- Supports educational enrichment opportunities and scaffolding for district personnel.
- Improves and sustains the professional growth of district employees through collegially planned learning opportunities that support the goals and mission of the college.
- Advance computer and technological literacy.

- Assist in the publishing of activities, calendars and events to college website.
- Facilitate or host workshops for district personnel.

III. Composition

- Committee Membership: 4 appointed by position and 4 reps appointed per AP 1201.

Co-chairs: Dean, Pathways & Professional Learning; and the Academic Senate representative.

Voting Members (9)

- Dean, Pathways & Professional Learning
- Academic Senate Representative
- CSEA Representative
- ASB Student Representative
- Management Representative
- AFT representative
- Faculty Professional Development Coordinator
- Distance Education Coordinator
- HR Liaison

Resource Partners (non-voting)

- IT representative

Operating Procedures

I. Process

a. EPDC serves as an advisory group to the Office/Dean of Professional Learning and informs the Professional Development plan for the college.
b. The Committee meets monthly to discuss upcoming professional development opportunities (including trainings, webinars, conferences, etc.) and reviews personnel requests.
c. The Committee develops a process for applying for and approving professional development funds as well as advertising opportunities.
d. In collaboration with IT, the committee informs the development of bi annual professional development surveys and identifies gaps in skills, knowledge, policies and structures that inhibit personnel growth and development.
e. Committee coordinates Lunch & Learns for new professional development opportunities and for personnel that have recently attended trainings.

Environmental Health and Safety

I. Charge/Mission

Participates in the development of environmental health and safety / disaster preparedness plans for the campus. Participates in the development of training and information regarding environmental health and safety / disaster preparedness.

II. Purpose

Participates in the review of health and safety / disaster plans. Makes recommendations to ensure preparedness, health, and safety.

III. Composition

Voting Members

A minimum of 1 Student representative by ASB
A minimum of 1 Faculty representative by Academic Senate
A minimum of 1 Faculty representative by VVCFA
A minimum of 1 Classified Staff representative by CSEA
A minimum of 1 Manager/Administrator representative by Management Team

Co-chairs: Chief of Police (Advocate) & Classified Representative

Operating Procedures

I. Process
   a. Environmental Health and Safety Committee ("Committee") serves as an advisory group to the College Council.
   b. The committee meets monthly to discuss and make recommendations for institutional action planning, events, policies and procedures in support of campus health, safety, and disaster preparedness.
   c. Members report an observation or concern to the committee; concern is placed on the agenda for discussion. Updates on the progress of the issue are given at every monthly meeting. Resolution is found among the committee or the issue is referred to College Council. Subject Matter Experts (SME) may be invited to meetings to give advice on specialized topics.
   d. Committee reviews safety documents such as the: Emergency Operations Plan (EOP), Chemical Hygiene Plan (CHP), and Illness & Injury Prevention Plan (IIPP). Members provide input to improve safety plans. Reviewed plans are approved by voting members before they are submitted to College Council as informational items.

II. Meetings
   a. 1st Wednesday of every month (except in July and August) at 9:00 a.m. Meeting location is based upon the consensus of committee members. Zoom video conferencing or in-person meetings in the Quiet Room of the Student Activities Center (SAC) are usual.
   b. Additional meetings may be called as needed.
   c. Meetings are open to the campus community.
   d. Agendas and minutes are made available electronically.

III. Designees, Alternates and Term of Appointment
   a. Appointed members are expected to serve for two years.

IV. Decision Making/Recommendations
   a. Committee makes recommendations based upon college policies or state standards of hygiene and safety (CalOSHA).
   b. Whenever possible the Committee makes its decisions by consensus. If consensus is not reached,

then decisions are made by majority vote.

c. Committee seeks recommendations from College Council when issues need review and/or approval from the Cabinet.
d. Co-chairs can designate sub-committees (task force) to work on specific and temporary (less than a year to complete) projects. Sub-committees will update the Committee on progress of project and bring significant decisions to the Committee for guidance and voting.

Equal Employment Opportunity

I. Charge/Mission

The EEO advisory committee acts as an advisory body to the Equal Employment Opportunity Officer and the District as a whole to promote understanding and support of Equal Employment Opportunity policies and procedures of the District's EEO Plan in compliance with state and federal regulations and guidelines. The EEO Advisory Committee will monitor the progress on the District's goals for Equal Employment Opportunity and provide suggestions for revisions to the EEO *Plan* as appropriate.

II. The Purpose of the Committee

- Makes recommendations on a process for ensuring all District employees who participate on a selection committee receive training
- Makes recommendations on a process for gathering information and periodic longitudinal analysis of the District's employees and job applicants.
- Makes recommendations on a process for utilizing data to determine whether monitored groups are underrepresented within the District's job categories.
- Makes recommendations on the adoption of methods for addressing underrepresentation amongst job applicants and employees

III. Composition

Committee Membership:
4 appointed by position and 4 reps appointed per AP 1201, 1 community representative
Co-chairs: Vice President, Human Resources and Executive Dean, Institutional Research.

Voting Members (8)

- Vice President, Human Resources
- Human Resources representative (confidential/management)
- Human Resources representative (classified professional)
- Executive Dean, Institutional Research
- CSEA Representative
- ASB Student Representative
- Management Representative
- Faculty Representative

Non voting members (1)

- Community representative

Operating Procedures

I. Process

a. The committee serves as an advisory group to the Vice President, Human Resources and informs the District's EEO plan.
b. The committee will receive training in the state and federal nondiscrimination laws; the identification and elimination of bias in hiring; the educational benefits of workforce diversity; the role of the committee in carrying out the District's EEO plan.
c. The committee meets monthly to discuss and make recommendations for institutional action planning, events, trainings, and policies and procedures that seek to identify and eliminate bias in hiring and establish the educational benefits of workforce diversity.
d. The committee evaluates the District's EEO plan on an annual basis to ensure measurable progress is made towards workforce diversity goals.
e. The committee reviews and makes recommendations on the training for selection committees and fair employment representatives.

II. Meetings

a. Meeting times and frequency are TBD
b. Meetings are open to the campus community.
c. Minutes are made available electronically.

III. Designees, Alternates and Term of Appointment

a. Appointed members are expected to serve for two years.

IV. Decision Making/Recommendations

Whenever possible the committee makes its decisions by consensus. If consensus is not reached, then decisions are made by majority vote.

a. Co-chairs will facilitate the submission of the District's draft EEO plan to California Community Colleges Chancellor's Office for feedback.
b. Co-chairs will facilitate the submission of the District's EEO plan to the Board of Trustees for approval.
c. Chairs will make recommendations to College Council for campus wide training opportunities
d. EEO advisory committee will monitor operationalization and implementation of the District's EEO plan.

Facilities (Approved 11/5/25)

1. **Charge/Mission**

The Facilities committee (FC) is the participatory governance committee responsible for identifying and prioritizing capital projects including scheduled maintenance projects. It serves as an information and exchange body on facilities projects that are in construction or that are being planned. The FC provides a forum for the discussion of planning and facilities needs to ensure facility decisions reflect the voice of the campus community. Within the context of the College's mission on the long-term goals, strategic planning process and budgetary priorities, the FC reviews and creates the facilities master plan and provides input on the five-year capital plan. It also monitors space utilization of all campus facilities for efficiency and effectiveness in meeting instructional and support service needs. The FC provides input to five-year capital plan which is submitted to the state annually. The committee practices continuous improvement of its processes through annual review and assessment.

2. Purpose

The primary purpose of the Facilities Committee (FC) is to provide guidance, oversight, and, when appropriate, specialized expertise to the institutional administration in the following areas: (1) Long-range physical planning; (2) Capital renewal; (3) Capital projects; (4) Facilities-related policies and procedures; and (5) Operations and maintenance. The FC receives reports of construction progress, and monitors space utilization of all campus facilities for efficiency and effectiveness in meeting instructional and support service needs. Additionally, the FC is charged with reviewing and creating the facilities master plan and providing input on the five-year capital plan which is submitted to the state annually.

3. Composition

The FC will consist of two co-chairs, a minimum of 1 student representative by ASB Council,1 faculty representative by Academic Senate, 1 classified staff representative by CSEA, and 1 manager/administrator representative by Management Team. Appointments will follow process outlined in AP 1201.

Resource Partners (non-voting) will include but are not limited to: Director of Fiscal Services, Maintenance & Operations Manager, and DSA Inspector of Record.

4. Operating Procedures

I. Process

Continuously reviews the facilities master plan and facility requests

II. Meetings

The Committee meets on the third Thursday of each month, unless otherwise noted with special meetings periodically throughout the year. Meetings are held at 1:00 p.m. in the Administration Building 10 Board Room.

III. Designees, Alternate and Term of Appointment

a. Appointed members are expected to serve for (2) two years and are responsible for securing an alternate for the duration of their term, who will be responsible for attending meetings and providing a proxy vote as necessary. The appointed member must notify the FC who the alternate will be and when they will be attending in the appointed member's place. Each appointed member is responsible for maintaining open communication with the alternate as to committee proceedings so the alternate can be an informed participant when necessary.

5. Decision Making / Recommendations

Direct to College Council

6. Communications

The chairs make regular reports to the College Council. The chairs provide periodic reports to the Superintendent/President on participatory governance activities. Members of the committee are notified of meetings and provided the proposed agenda 72 hours in advance of the scheduled meeting date and time.

7. Budget

No budget is necessary for FC to conduct its business.

8. Outcomes

Reviews and creates the facilities master plan and provides input on the five-year capital plan. Reviews and approves facilities remodel requests.

Finance Budget and Planning Committee

1. Charge/Mission

The Finance, Budget and Planning Committee (FBPC) provides a forum for the discussion of planning and budgetary issues to ensure budgetary decisions reflect the voice of the campus community. Within the context of the College's mission on the long-term goals, strategic planning process and budgetary priorities, the FBPC reviews the development of the annual budget and the budget calendar. It also reviews, rates, and discusses division level prioritized requests for resources and forwards all recommendations to the Superintendent/President's Cabinet. The Committee practices continuous improvement of its processes through annual review and assessment.

2. Purpose

- Conduct continued, monthly reviews of college restricted and unrestricted budget updates and budget timelines.
- Consult in the creation and implementation of the College's Tier III resource request augmentation rubric.
  Serve as a forum for discussion and advice concerning general budget matters.
- Recommend, as applicable, to the Superintendent/President criteria and principles which the College should consider in determining its finance and budget priorities, and make specific recommendations based on current conditions and the College's mission and vision statements.

3. Composition

Committee Membership: 4 constituent appointees pursuant to AP 1201

I. Voting Members
- VP of Finance
- Academic Senate President
- Minimum of 1 Manager / Administrator representative by Management Team
- Minimum of 1 Faculty representative by Academic Senate
- Minimum of 1 Classified Staff representative by CSEA
- Minimum of 1 Student representative by ASB Council

II. Resource Partners (non-voting)
- Administrative Services Representative
- Program Review Coordinators
- Instructional Program Review Committee
- Superintendent / President's Cabinet

4. Operating Procedures

Process
- Continuously reviews the Annual Budget and Budget Calendar per the budget timeline.

- Within the Program Review cycle, FBPC receives prioritized resource requests from Tier II and assesses the requests using the FBPC rubric. Once resource requests are assessed and ranked, the prioritizations are forwarded to the President / Superintendent for final review.
- Following a cycle, FBPC is provided with the final list of prioritized resource requests to analyze outcomes and further improve its rubric for assessing requests.

I. Meetings

2nd Tuesday of each month, 10 - 11 am, Board Room

II. Designees, Alternate and Term of Appointment

a. Appointed members are expected to serve for two (2) years.
b. Appointed members are responsible for securing an alternate for the duration of their term, who will be responsible for attending meetings and providing a proxy vote as necessary. The appointed member must notify the FBPC who the alternate will be and when s/he will be attending in the appointed member's place. Each appointed member is responsible for maintaining open communication with the alternate as to committee proceedings so the alternate can be an informed participant when necessary.

5. Decision Making / Recommendations

- Direct to College Council.
- Annual report directly to Superintendent/President's Cabinet.
- Prioritized Resource Requests to Superintendent/President's Cabinet.

Institutional Effectiveness Committee

1. Charge/Mission

Consistent with ACCJC requirements and standards and established participatory governance policy and associated practices, the Institutional Effectiveness Committee (IEC) supports the district's systematic and regular program review and planning processes—the purpose of which is to drive allocation of resources that improve institutional and educational effectiveness. The IEC collaborates with the Office of Institutional Effectiveness and Research and the Academic Senate to ensure successful implementation of district policies and procedures related to program review, planning, assessing student learning and achievement, and monitoring progress on district goals by communicating **through established participatory governance procedures.**

2. The Purpose of the Committee

- Reviews and reports institutional performance measures, providing the feedback loop of objective data used to monitor and compel continuous improvement of the college's effectiveness.
- Evaluates and recommends improvements to college program review and planning processes.
- Provides quality control over the college's participatory governance system by standardizing, maintaining, and monitoring compliance with formal practices for participatory governance committee operations and communications.

3. Composition Committee Membership: 4 constituent appointees pursuant to AP 1201, and 4 appointed by position Co-chairs: Executive Dean, Institutional Effectiveness and Research; Academic Senate representative

I. Voting Members

- Academic Senate representative (appointee)
- CSEA representative (appointee)
- ASB representative (appointee)
- Management representative (appointee)
- Institutional Research Coordinator (position)
- Instructional Program Review Coordinator (position)
- Student Learning Outcomes Coordinator OR Chair, SLO Assessment Committee Chair (position)
- Executive Dean, Institutional Effectiveness and Research (position)

II. Resource Partners (non-voting)

- ITS representative
- IER administrative support

4. Operating Procedures

I. Process

a. IEC serves as an advisory group to the office of Institutional Effectiveness and Research and informs master and strategic planning efforts for the college through the College Council.
b. IEC meets at least monthly to discuss institutional performance indicators, including but not limited to how they are defined, operationalized, analyzed, interpreted, and applied to evaluations about district performance.
c. IEC informs the development of annual reports to the Board and other public-facing tools that communicate the college's performance on matters of academic quality in compliance with accreditation standards.
d. IEC collaborates with other governance entities to annually assess, evaluate, and improve institutional systems for program review, planning, and participatory governance processes.

II. Meetings

a. Meeting pattern to be determined at the first meeting.

III. Designees, Alternates and Term of Appointment

a. Appointed members are expected to serve for two (2) years.
b. Appointed members are responsible for securing an alternate for the duration of their term, who will be responsible for attending meetings and providing a proxy vote as necessary. The appointed member must notify the IEC who the alternate will be and when s/he will be attending in the appointed member's place. Each appointed member is responsible for maintaining open communication with the alternate as to committee proceedings so the alternate can be an informed participant when necessary.

5. Decision Making/Recommendations

a. The IEC renders its decisions and its recommendations to the College Council by consensus. If consensus is not reached, a decision will be made by majority vote providing a quorum of 5 members is present.
b. IEC will monitor progress on the college's Educational Master Plan and provide annual reports to the college community, or as requested by College Council.
c. IEC will monitor the college's participatory governance system to ensure optimum participation and communication to the campus, including but not limited to an annual evaluation of participatory

governance committees.

Student Equity and Achievement

I. Charge/Mission

The Student Equity and Achievement Committee (SEAC) advises, supports and advocates for Guided Pathways efforts to close the achievement gaps for disproportionately impacted populations. The participatory governance committee regularly reviews data and creates plans to improve student success and equity. The committee oversees the implementation of the SEA plan.

The Purpose of the Committee

The Student Equity and Achievement Committee (SEAC) is a participatory governance committee with the following charge:

- Regularly reviews data on achievement gaps to identify and propose recommendations
- Creates plans to continually improve student success opportunities for VVC students
- Determines directions for improvement of student success and equity
- Recommends strategies for successful student transition, outreach, and recruitment
- Functions as the advisory group to the SEA Integrated Plan

II. Composition

Committee Membership: 8 appointed by position and 4 reps appointed per AP 1201.
Co-chairs: Dean, Pathways & Professional Learning and the Academic Senate representative referenced below.

Voting Members (11)

- Dean, Pathways & Professional Learning (Co-chair)
- Academic Senate Representative (Co-chair)
- Executive Director, Enrollment
- SEA Counselor
- Director, Academic Success & Equity Programs
- Director, Tutoring & Academic Support Services
- Math Success Center Coordinator
- English Faculty Representative
- CSEA Representative
- ASB Student Representative
- Management Representative

Resource Partners (non-voting)

- IR representative

Operating Procedures

I. Process

   a. SEAC serves as the advisory group to the SEA integrated plan.

b. The committee meets monthly to review current plan outcomes (observations, qualitative and quantitative data) and makes recommendations to the College Council regarding what plan activities are working/are necessary to make a difference for student success in general, and in closing achievement gaps specifically.

II. Meetings

a. Meetings are held on the third Thursday of the month from 1:30 – 3:00 p.m. Additional meetings may be called as needed.
b. Meetings are open to the campus community.
c. Minutes are made available electronically.

III. Designees, Alternates and Term of Appointment

a. Appointed constituency group members are expected to serve for two years.

IV. **Decision Making/Recommendations**

Whenever possible the committee makes its decisions by consensus. If consensus is not reached, then decisions are made by majority vote.

a. Area managers (Equity, Academic Support, and Student Services) will help facilitate the planning process with the SEAC, who will present the initial SEA Plan to College Council for review by constituent groups.
b. College Council recommendations are sent to the College Superintendent/President.
c. SEAC will monitor operationalization of the plan.
d. SEAC Co-chairs will be responsible for making sure required reports are completed and plans submitted timely.

Strategic Enrollment Management (Approved 11/5/25)

1. Charge/Mission

Consistent with ACCJC standards, established participatory governance policy and associated practices, the Strategic Enrollment Management Committee (SEMC) supports the district's goals for enrollment and student success . Therefore, the change of the SEMC is to develop and monitor the implementation of the Strategic Enrollment Management Plan to improve institutional efficiency and effectiveness. The SEMC collaborates with the Office of Instruction, Academic Senate, and other departments and constituencies to ensure successful implementation of SEM, and monitor the progress on SEM goals and timelines.

2. The Purpose of the Committee

The Strategic Enrollment Management Committee provides the college with the Strategic Enrollment Management Plan Which contains key strategies and activities for improving efficiency, quality, access, inclusiveness, equity, and credential completion. The plan begins with students' connection with and entry into the college and continues as they progress through and ultimately complete a program of study.

3. Composition

Committee Membership:

- Vice President of Instruction – Co-Chair (appointee)

- Academic Senate President – Co-Chair (appointee)
- Faculty representative (1 appointee)
- CSEA representative (1 appointee)
- ASB representative (1 appointees)
- Management representative (1 appointee)
- Exec. Dean, Inst. Effectiveness & Research, Resources and non-voting member (1 appointee)
    - Additional non-voting members, with approval of the President, includes:
        - Academic Deans (4 appointees)
        - One Dept. Chair member from each of the schools (4 appointees)
        - Vice President of Student Development or designee (1 appointee)

4. **Operating Procedures**

I. Process

a. SEMC serves as an advisory to the Superintendent/President and informs master and strategic planning efforts for the College through the College Council.
b. SEMC meets at least monthly to discuss institutional performance indicators, including but not limited to how they are defined, operationalized, analyzed, interpreted, and applied to evaluations about district performance.
c. SEMC informs the Board through annual reports on enrollment and student success.
d. SEMC collaborates with other governance entities to annually assess, evaluate, and improve institutional systems through the participatory governance processes.

II. Meetings

a. First and third Fridays 9:00am-10:30am

III. Appointees, Alternates and Term of Appointment

a. Appointed members are to serve for two (2) years.
b. Appointed members are responsible for securing an alternate for the duration of their term, who will be responsible for attending meetings and providing a proxy vote as necessary. The appointed member must notify the SEMC who the alternate will be and when s/he will be attending in the appointed member's place. Each appointed member is responsible for maintaining open communication with the alternate as to committee proceedings so the alternate can be an informed participant when necessary.

5. Decision Making/Recommendations

a. The SEMC renders its recommendations to the College Council by consensus. If consensus.
b. SEMC will monitor progress on the college's Educational Master Plan and provide annual reports to the college community, or as requested by College Council.
c. SEMC will monitor the college's participatory governance system to ensure optimum participation and communication to the campus, including but not limited to an annual evaluation of participatory governance committees.

Technology

I. Charge/Mission

The Technology Committee is a participatory governance committee with the following charge:

- Provide recommendations to enhance, improve and expand electronic communications to all campus users
- Recommend policies and procedures regarding campus technologies
- Monitor the adequacy of technology platforms to support students, faculty, and staff
- Develop a campus-wide technology plan and provide oversight for plan implementation and success
- Administer the campus-wide IT project list and recommend projects and prioritization to the President's cabinet

II. Composition

Committee membership: 1 appointed by position and 6 reps appointed per AP 1201.
Co-chairs: Chief Information Systems Officer, Faculty representative

Voting Members (7)

- Chief Information Systems Officer
- Faculty representatives (2)
- Classified representatives (2)
- Management representative
- Student representative

Resource Partners (non-voting)

- Director of Enterprise Applications
- Director of Technology Services

Appointed members are expected to serve for two years.

III. Operating Procedures

A. Process

1. The Technology committee serves to develop and recommend updates to the Technology Master Plan, to monitor the adequacy of technology platforms, and provide recommendations to enhance, improve and expand electronic communications to all campus users.

2. The committee meets twice monthly to review current plan outcomes (observations, qualitative and quantitative data) and makes recommendations to the College Council regarding what technological advances are working/are necessary to make a difference for staff workplace

and educational processes and outcomes.

B. Meetings

1. Meetings are held on the first and third Wednesday of every month from 4-5pm in Building 21, room 110. Additional meetings may be called as needed.
2. Meetings are open to the campus community.
3. The meeting link will be posted and the minutes will be posted within Teams.

IV. Decision Making/Recommendations

1. The Chief Information Systems Officer will help facilitate the planning process with the Technology Committee, who will present the initial Technology Plan to College Council for review by constituent groups.
2. College Council recommendations are sent to the College President.
3. The Technology Committee will monitor operationalization of the plan.
4. The Technology Committee Co-chairs will be responsible for making sure required reports are completed and plans submitted timely.
5. Whenever possible the committee makes its decisions by consensus. If consensus is not reached, then decisions are made by majority vote.