

Classified Senate Charge

The Classified Senate represents classified professionals, including classified supervisors and classified confidentials, in the formation of college and district policy on professional matters, and address all matters either directly or through participatory governance committees. The Classified Senate interfaces with the college administration in the implementation of college and district goals and objectives, and collects, evaluates, disseminates, and receives non-bargaining information for and from classified professionals as appropriate. Members of the Classified Senate Executive Board serve on the Accreditation Steering Advisory Group and contribute to the assessment of Accreditation Standard IV.

Classified Senate Goals 2017-2018

1. Maintain or increase classified professional involvement in participatory governance through education designed to raise awareness and understanding of the processes.
2. Increase breadth of professional development opportunities for classified professionals to include training on VCCCD professional development resources and campus systems, processes, and documents.
3. Increase Classified Senate participation through education and monthly teambuilding opportunities.
4. Increase fund raising for classified employee activities through A Dollar A month campaign.
5. Create a list of common campus acronyms by June 2018 for use by classified professionals.

Classified 9 + 1

1. Standards or policies regarding student support and success
2. College governance structures, as related to classified roles
3. Classified roles and involvement in accreditation processes
4. Policies for classified professional development activities
5. Processes for program review
6. Processes for Institutional planning and budget development
7. Curriculum systems integrations and implementation
8. Degree and certificate requirements
9. Educational program development
- Any other district and college policy, procedure, or related matters that will have a significant effect on Classified Staff



VENTURA COLLEGE CLASSIFIED SENATE AGENDA

Date: May 3, 2018

Time: 10:30am to 12:00pm

Room: Campus Center Conference Room

1. Call to Order – 1 min
2. Adoption of the Agenda – 1 min
3. Public Comment
4. Approval of Minutes – 3 mins
 - a. April 5, 2018
5. Classified Senate Discussion with President Keebler – 20 mins
6. Making Recommendations Doc. with Dean Briggs – 5 mins (Action)
7. No SLO, No Dough with Dean Briggs – 10 mins (Action)
8. Classified Senate Reports – 5 mins
9. Committee and Group Reports – Committee members – 15 mins
 - a. Board of Trustees
 - b. District Committees
 - c. Campus Committees
 - d. SEIU Update - Felicia
10. Guided Pathways Update – 5 mins
11. Upcoming PD Opportunities & Changes – 5 mins
 - i. Supported Personal Professional Development, May 22, 11:30-1:00 in MCE-342. BYOE (Bring Your Own Earbuds)
 - ii. New Classified Professional Orientation 06/13: Orientation session for all VC Classified Professionals hired since July 13, 2017.
12. Future Agenda Items

Adjournment



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Making Recommendations:

Participatory Governance at Ventura College

2015-2018

Adopted November 15, 2015

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INTRODUCTION

Introduction

Making Recommendations: Participatory Governance at Ventura College, 2015-2018 describes the structure and operating agreements for governance decision-making at Ventura College (VC). These processes put into practice the mechanisms through which the voices of the college's constituent groups are heard.

This document is updated on a three year cycle by a workgroup formed out of College Planning Council (CPC) and reviewed on an annual basis by the CPC, with formal approval from the three Senates.

The contents of this document represent the collegial consultation structure and procedures that have been agreed upon by the undersigned faculty, classified staff, student, and administrative representatives of Ventura College:



College President – Greg Gillespie



Academic Senate President – Alex Kolesnik



Classified Senate President – Peder Nielsen



Associated Students Ventura College President – Joannamarie Kraus

VISION, MISSION, AND GUIDING PRINCIPLES

Vision, Mission, and Guiding Principles

Vision

Ventura College will be a beacon of learning—a source of inspiration and guidance—for our students and community.

(Adopted July, 2014)

Mission

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of their learning experience, we serve a highly diverse student body by providing innovative instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

(Approved by the Board of Trustees July 22, 2014, BP 1200 Mission Statements)

Our Guiding Principles

At Ventura College we believe that students come first and all else follows. We strive to create a campus environment that fosters collaboration, communication, and mutual respect. We are committed to these Guiding Principles in all that we do:

- Embrace the strength of diversity
- Listen with intensity and compassion
- Communicate with integrity and patience
- Design student-centered solutions
- Spark self-confidence and a sense of discovery
- Pursue our vision and goals with passion

(Adopted July, 2014)

ROLE OF COLLEGE CONSTITUENT GROUPS

Role of College Constituent Groups

Critical to the integrity of the College governance structure is that each member of the campus community understands the roles, responsibilities, and accountability of each constituent group in the governance process.

Members of the college have the authority and responsibility to make recommendations in matters appropriate in scope. The scope for each constituent group outlined below is derived from several sources: the Government Code of California, California Code of Regulations, VCCCD Board Policy, District or college practices and procedures, and job descriptions.

Role of Students

Students are represented by an Associated Student Government organization composed elected officers. The college's student government organization operates in accordance with its own constitution and bylaws and is responsible for appointing student representatives to serve on College and District councils. In their role representing all students, they offer opinions and make recommendations to the administration of the college and to the Board of Trustees with regard to District and College policies and procedures that have or will have a significant effect on students.

Those areas are specifically defined as (Student 9 + 1):

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development
5. Courses or programs which should be initiated or discontinued
6. Processes for institutional planning and budget development
7. Standards and policies regarding student preparation and success
8. Student services planning and development
9. Students fees within the authority of the District to adopt
 - Any other District and College policy, procedure, or related matter that the District Board of Trustees determines will have a significant effect on students

Generally, the VCCCD Board of Trustees shall not take action on a matter having a significant effect on students until it has provided students with an opportunity to participate in the recommendation process.

ROLE OF COLLEGE CONSTITUENT GROUPS

Role of Faculty

Full-time and part-time faculty members are represented in governance by the Academic Senate. The Academic Senate assumes primary responsibility for making recommendations in the areas of curriculum, academic standards, and other areas of professional and academic matters identified in Assembly Bill 1725.

The VCCCD Board of Trustees agreed in Board Policy 2510 to function with the Academic Senate in academic and professional matters under the mutual agreement option. When the Board fails to reach mutual agreement with the Academic Senates, existing policy shall remain in effect unless such policy exposes the District to legal liability or fiscal hardship. In cases where there is no existing policy, or when legal liability or fiscal hardship requires existing policy to be changed, the Board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.

Each of the three colleges in the District has its own Academic Senate that makes recommendations to their college administration and to the District on the following specific academic and professional matters (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
 - Other academic/professional matters, mutually agreed upon between the Board of Trustees and the Academic Senate

Academic Senates have a statutory requirement to confer with students in their respective areas of responsibility. Consultation is required on processes of program review, planning, and budgeting. Consultation is not required on the content of program review, planning, and budgeting. Academic Senates appoint faculty members to all College and District governance groups, as well as some operational/advisory groups.

ROLE OF COLLEGE CONSTITUENT GROUPS

Role of Classified Staff

Classified staff members include college employees in a wide range of positions. Classified staff members are provided with opportunities to participate in the formulation and development of college recommendations as well as in the processes for developing recommendations that have or will have a significant effect on them.

SEIU recommends classified representatives for appointments to the various groups as identified through Article 4.8 of the agreement between the Ventura County Community College District and Service Employees International Union, Local 99.

Classified Senate represents all full time and part time classified, classified Supervisors, and classified confidential employees in the governance process on matters outside the scope of collective bargaining.

The Ventura College Classified Senate makes recommendations to their college administration and to the District on the following specific academic and professional matters (9 + 1):

1. Standards or policies regarding student support and success
2. College governance structures, as related to classified roles
3. Classified roles and involvement in accreditation processes
4. Policies for classified professional development activities
5. Processes for program review
6. Processes for institutional planning and budget development
7. Curriculum systems integrations and implementation
8. Degree and certificate requirements
9. Educational program development
- Any other district and college policy, procedure, or related matters that will have a significant effect on Classified Staff

Role of Administrators

Administrators are defined as college presidents, vice chancellors, vice presidents, deans, classified managers, and classified supervisors. The job descriptions for College and District administrators assign specific governance roles for administrators. Administrators are appointed to committees based on function or position or appointed by the College President or Chancellor.

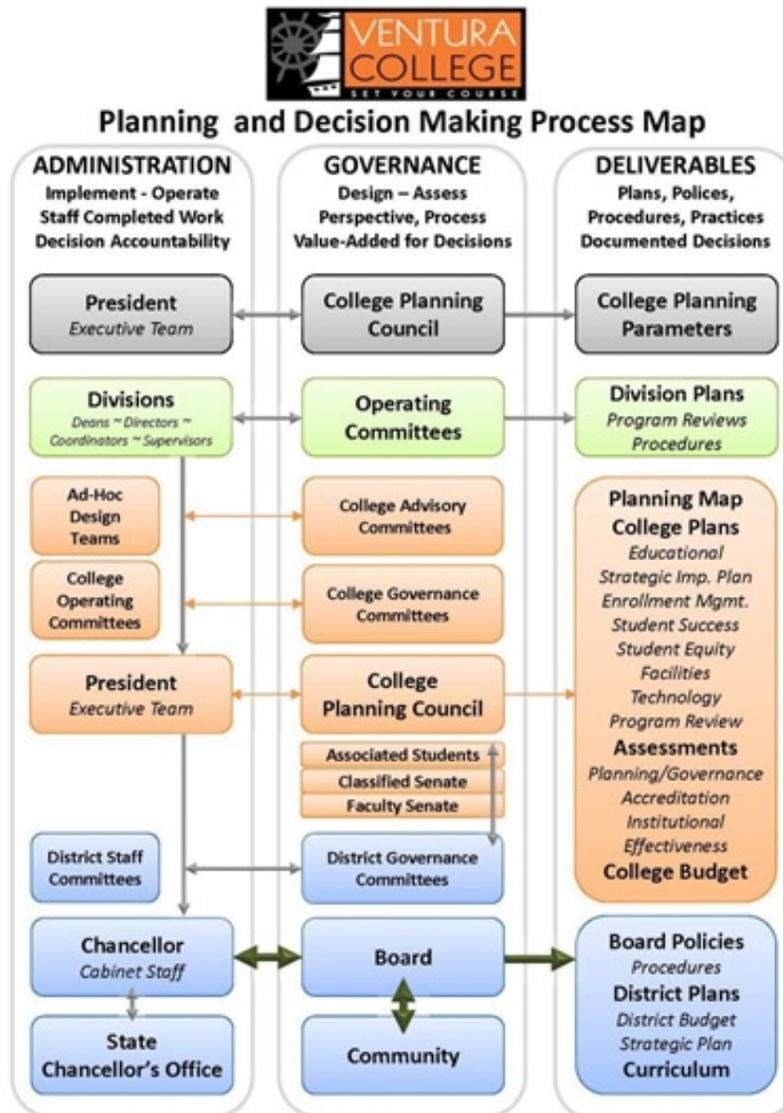
RECOMMENDATION-MAKING CONSTRUCTS

Recommendation-Making Constructs

There are four major constructs for making recommendations at Ventura College:

- **RESPONSIBLE:** all college constituents are responsible for making the best college recommendations possible.
- **GOVERNANCE:** is a participatory process that adds both perspective and value to recommendations.
- **DELIVERABLES/OUTCOMES:** all recommendations should lead to producing some form of a deliverable that aligns to the College's mission and goals. Deliverables include plans, policies, procedures, budgets, self- studies and other documented recommendations.
- **ACCOUNTABLE:** administrators are accountable for ensuring the deliverables are completed in a timely and useful manner.

Process Map



INTEGRATED PLANNING

Integrated Planning

In an integrated planning process, all college planning is part of a functional system unified by a common set of assumptions and well-defined procedures, and is dedicated to the improvement of institutional effectiveness. Information about Ventura College's integrated planning processes may be found in the [VCCCD Integrated Planning Manual](#) (Adopted 2016).

Norms and Standard Operating Procedures

Each college committee should establish and annually review norms for the smooth and orderly operation of the body. Suggested norms may include:

- Come prepared to present and participate
- Listen to the contributions and reactions of fellow committee members
- Avoid sidebar conversations
- Refrain from interrupting
- Commit to achieving the committee's purposes
- Keep actions purposeful
- Make sure the recorder expresses the intent of the committee members
- Take responsibility for changing one's own non-constructive habits
- Present positions as clearly as possible - avoid blindly arguing for individual ideas
- Avoid changing one's mind just to agree and avoid conflict
- Acknowledge and accept differences of opinion that improve committee chances of reaching the best solution
- When the team reaches a stalemate, look for the next most acceptable alternative that all team members can live with
- Value the unity of the committee
- Share meeting records and information with your constituency group(s)
- Maintain professional and respectful communication
- Share opinions without fear of retribution

Additionally, each body should establish and annually review its own standard operating procedures so that the campus community at large knows the mechanisms by which to address business before a committee.

VENTURA COLLEGE RECOMMENDING BODIES

Ventura College Recommending Bodies

Definition of Terms

Senates: Representative Bodies elected by their constituents (*Brown Act Required*)

Committees: Governance groups with elected and/or appointed membership from the Senates and/or College Community (*Brown Act Practiced*)

Sub-Committees: Appointed by a Committee to complete specific, on-going work and recommend back to the committee (*Brown Act Practiced*)

Council: An operational group with membership defined by position

Advisory Groups: makes recommendations to specific Committees

Work Group: Workgroups meet regularly and focus on college-wide operations

Task Forces: Complete specific occasional, as needed, or short-term tasks for a College Recommending Body or for the College Community

Ventura College Governance Committees and Senates

College Governance Committees and Senates (Representative Bodies) are required by law (Title 5§53200c), regulation, or agreement with the college and provide representative perspective for developing decisions and the college deliverables. These Senates, Committees, and any Sub Committees follow the Brown Act rules of procedure (Government Code §§54950- 54962). They are responsible to make recommendations to the President or Vice Presidents. Senates and Committees may also have subcommittees, advisory groups, work groups or task forces that recommend to them. There are three College Senates and three Governance Committees at Ventura College.

Ventura College Senates

Academic Senate (AS)

- A. It shall be the function of the Senate Council to transact the business of the Senate, to develop and implement the policies of the faculty, and to serve as the voice of the faculty.
- B. It shall be the responsibility of the Senate Council:
 1. To provide procedures for determining and implementing faculty policies.
 2. To be the official representative of the faculty in relationships with the administration and the Governing Board on all academic and professional matters.
 3. To appoint the members of standing committees; to establish subcommittees and ad hoc committees when necessary, appointing the members and naming the chairperson for each.
 4. To advise the Senate President; to assist the Senate President in preparing the agenda; and to perform those duties requested by the President or the Senate.

--Curriculum Sub-Committee (CC)

VENTURA COLLEGE RECOMMENDING BODIES

Classified Senate (CS)

The Classified Senate represents classified staff, including classified supervisors and classified confidential, in the formation of college and district policy on professional matters, and address all matters either directly or through participatory governance committees (such as but not limited to: College Planning Council (CPC), Admin Council, Budget Resource Council (BRC), Classified Staffing Priorities, and Chancellors Consultation Council). The Classified Senate interfaces with the college administration in the implementation of college goals and objectives, and collects, evaluates, disseminates, and receives non-bargaining information for and from classified staff as appropriate. Members of the Classified Senate Executive Committee serve on the Accreditation Steering Committee and contribute to the assessment of Accreditation Standard IV.

Associated Students Ventura College (ASVC)

It shall be the purposes of this Organization to:

1. Promote the views of the student body of Ventura College through participation in shared governance.
2. Host and support events and activities on the Main Campus and at the VC Santa Paula Campus.
3. Participate in Fund-raising activities as needed.
4. Participate in and support charitable activities to support the students and the community.
5. Oversee Campus Clubs and Organizations.
6. Educate students on citizenship issues.
7. Recognize students, faculty, staff, administrators, and members of the community for worthwhile achievement.

Ventura College Governance Committees

Budget Resource Committee (BRC)

The Budget and Resource Council (BRC) is a governance committee responsible for making recommendations to the Vice President on initiatives that emerge through the college planning and program review process. In addition, the BRC assists in advancing the goal of a sustainable college budget that addresses the total cost of ownership for the institution. The faculty Co-Chair of the BRC serves as a member of the Accreditation Steering Committee and the College Planning Council to report on all activities and recommendations.

College Planning Committee (CPC)

The College Planning Committee is a participatory governance committee that monitors college compliance with Accreditation Standard I. As part of the college planning, program review and budget allocation cycle, the College Planning Council reviews the Educational, Facilities, and Technology Master Plans and calls for their revision in accordance with an established cycle; proposes a limited number of three-year strategic goals based on the Educational Master Plan to form the basis for the college's Strategic Plan; establishes the college planning parameters each spring; recommends priority lists for new programs and initiatives that emerge through the annual planning and program review process; responds to administration's recommendations for program growth, reduction and discontinuance; and contributes to the development of the college's Annual Report by documenting the progress made on the Strategic Plan. The Faculty Staffing Priorities Committee, a subcommittee of the Academic Senate, prioritizes recommendations for growth faculty positions. The Classified Staffing Priorities Committee, a subcommittee of the Classified Senate, prioritizes recommendations for growth classified positions. The faculty Co-Chair of the College Planning Council serves as a member of the Accreditation Steering Committee.

Student Success Committee (SSC)

The Student Success Council is a governance committee responsible for making recommendations to the Vice President on initiatives that emerge through the college planning and program review process. In addition, the SSC assists in advancing the goal of integrating and optimizing plans, initiatives and resources to continuously improve our students learning and support experience.

VENTURA COLLEGE GOVERNANCE COMMITTEES

1. COMMITTEE NAME A. SUBCOMMITTEE NAME i. FURTHER SUBCOMMITTEE NAME	SPECIFIED / REPRESENTATIVE/ AT-LARGE BODY	REPRESENTATION MECHANISM	MAKES RECOMMENDATIONS TO	REQUIRES ACSEN PRESIDENT SIGNATURE FOR REPORTS*?	REQUIRES COLLEGE PRESIDENT SIGNATURE FOR REPORTS*?
1. Academic Senate	Representative	Division Appointment	College President / BoT	Yes	No
A. Curriculum Committee	Representative	Division Appointment	College President / BoT	Yes	Yes
i. Philosophy and General Education	Representative	CurCom Appointment	BoT	No	No
ii. Curriculum Technical Review &	Specified		CurCom	No	No
B. Faculty Staffing Priorities Committee	Specified	AcSen Appointment	CurCom	Yes	No
C. Faculty Travel Fund Pool	At-Large	AcSen Appointment	Academic Senate	No	No
D. Sabbatical Leaves Committee	Representative	Division Appointment	Academic Senate	No	No
2. Associated Students Ventura College	Representative	Student Elections	College President		
3. Classified Senate	Representative		College President		
A. Classified Staffing Priorities Committee	Representative	ClassSen Appointment	Classified Senate		
4. Budget Resource Committee	Representative	Appointment by: Senates (F,C,S); College Pres (M)	College Planning Council		
A. Facilities Oversight Advisory Group	At-Large		Budget Resource Council		
B. Technology Advisory Group	At-Large		Budget Resource Council		
5. College Planning Committee	Representative	Appointment by: Senates (F,C,S); College Pres (M)	College President		
6. Student Success Committee	Representative	Appointment by: Senates (F,C,S); College Pres (M)	College Planning Council		

* Report in this sense being anything that requires this person's signature for the document to be full, correct and to take effect.

College Councils

Councils fulfill operational, procedural, and policy implementation at Ventura College. The purpose of the groups is to assist the College President in implementing the Strategic Objectives of the College, and the policies of the Chancellor and the Board of Trustees. Membership is determined by position held. There are five Councils at Ventura College:

Executive Team Council

The College President meets with the Vice President of Academic Affairs, Vice President of Student Affairs, Vice President of Business & Administrative Services, on a weekly basis to review the on-going business of the college and to receive comments, concerns, and endorsements regarding the recommendations of the College Standing Committees. The Council provides the College President with varied perspectives by which to evaluate recommendations and make final decisions. Others are invited to join the discussion and to provide information on particular items as appropriate.

Administrative Council

All College managers and leaders (College President, Vice Presidents, Senate Presidents, Deans, and Directors) meet twice each month to review Board actions, discuss management issues of college-wide impact, and share news from various areas of responsibility.

Deans Council

Vice Presidents and Deans meet weekly to review operational issues and share news from various areas of responsibility.

Student Support Leadership Council

The lead Faculty or Staff in each student support program meet twice each month to share news, coordinate events, and share processes for program improvement.

Department Chairs & Coordinators Council

Academic and Service Chairs and Coordinators meet on a bi-weekly basis with the Vice Presidents review operational issues and share news from various areas of responsibility.

COLLEGE ADVISORY, WORK, AND AD-HOC GROUPS AND TASK FORCES

College Advisory, Work, and Ad-Hoc Groups and Task Forces

Advisory Groups

College Advisory Groups provide representative perspective for developing decisions and the college deliverables. An Administrator serves as a co-chair and membership is open to the college community. The committee members are responsible to make recommendations to an administrator. The administrator is accountable to process the recommendation through the appropriate College Governance Committee. In addition, many campus programs have their own Program Advisory Committees that meet regularly to provide input for individual program improvement. While these program specific groups play an important role in the improvement of college programs they are not part of the college governance structure.

- Basic Skills Advisory to SSC
- Student Equity Advisory to SSC
- Student Success & Support Program Advisory
- Professional Development to AS and CS
- Distance Education Advisory to CPC
- Student Learning Outcomes Advisory to CPC
- Technology Advisory Group to BRC
- Facilities and Operations Group to BRC
- Accreditation Steering Advisory to CPC

Work Groups

Work Groups are created to meet specific college operational needs. An Administrator serves as a co-chair and membership is open to the college community. Work Groups meet regularly and focus on college-wide operations. The administrator is accountable to implement the decision or to process the decision through a College Committee or Council.

- Health and Safety
- Behavioral Intervention and Care Team
- Clery/Title IX
- Technical Review for Curriculum Committee
- General Education Review for Curriculum Committee
- Emergency Response Team

COLLEGE ADVISORY, WORK, AND AD-HOC GROUPS AND TASK FORCES

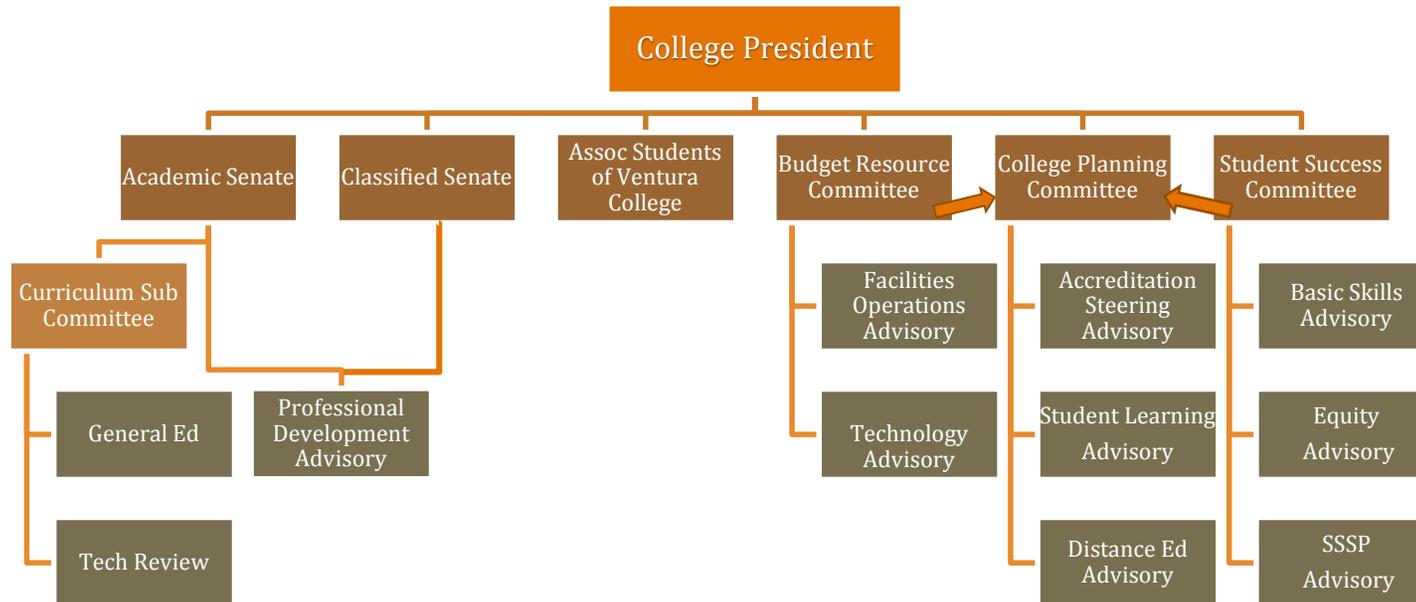
Task Forces and Ad-Hoc Groups

These temporary, periodic, or “as needed” groups are established to complete specific short term objective or occasional tasks or to implement specific operational recommendations. Groups meet as needed and may be on going or disbanded when the task is completed. These groups may include content experts and representative from the campus community.

- Faculty Staffing Priorities
- Classified Staffing Priorities
- Faculty Travel Fund
- Sabbatical Leave
- One Book, One Campus
- Diversity in Culture
- Student Grievance
- Student Conduct Hearing
- Co- Curricular Fund
- Disabilities Accommodations
- Institutional Review Board
- Learning Communities
- Student Scholarship Selection

PARTICIPATORY GOVERNANCE/RECOMMENDING MODEL

Participatory Governance/Recommending Model



College Communication Councils

- Executive Team Council
- Administrative Council
- Deans Council
- Department Chairs & Coordinators Council
- Student Support Leadership Council

Academic Senate Groups

- Faculty Professional Development
- Faculty Staffing Priorities
- Faculty Travel
- Sabbatical Leaves
- Tech Review For CC
- Gen Ed Review For CC

Classified Senate Groups

- Classified Professional Development
- Classified Staffing Priorities

College-wide Work Groups

- Behavior Intervention and Care Team
- Health and Safety
- Emergency Response Team
- Title IX/Clery

College Wide Taskforces & Ad Hoc Groups

- One Book, One Campus
- Student Conduct Hearing
- Student Grievance
- Co-Curricular Fund
- Disabilities Accommodations
- Institutional Review Board
- Learning Communities
- Scholarship Selections
- Diversity in Culture

Making Recommendations Document Taskforce Update

A CPC taskforce was convened to evaluate and refine the VC Making Recommendations Document. This group includes the following members:

- Lydia Morales, Academic Senate President
- Pamela Yeagley, Classified Senate President designee
- Jason Robinson, Instructional Lab Tech II
- Vanessa Luis, ASVC Inter-Club Council President
- Phillip Briggs, Dean of Institutional Equity and Effectiveness

In a previous report, the taskforce examined committee membership across the various participatory governance committees. In this report, the taskforce developed a set of overarching draft values for our participatory governance system. These values were based on the College Mission, Vision, and Guiding Principles, as well as the Beacons of Success.

Mission, Vision, Guiding Principles [From VC Educational Master Plan]

Ventura College Mission

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of their learning experience, we serve a highly diverse student body by providing innovative instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

Ventura College Vision

Ventura College will be a beacon of learning—a source of inspiration and guidance—for our students and community.

Ventura College Guiding Principles

At Ventura College we believe that students come first and all else follows. We strive to create a campus environment that fosters collaboration, communication, and mutual respect. We are committed to these Guiding Principles in all that we do:

- Embrace the strength of diversity.
- Listen with intensity and compassion.
- Communicate with integrity and patience.
- Design student-centered solutions.
- Spark self-confidence and a sense of discovery.
- Pursue our vision and goals with passion.

Ventura College Participatory Governance Values

The values of our participatory governance system are based on the Six Factors of Student Success that were identified by the California Community Colleges Research and Planning Group. These factors also form the basis of Ventura College's Beacons of Success.

Engaged – being actively involved.

An engaged community serves as the foundation of Ventura College participatory governance. We encourage all members of our campus community to be actively involved.

Directed – having a well-defined objective and a clear idea of how to accomplish it.

Directed by our Mission, Vision, and Guiding Principles, we lead each participant through intelligent goal making so that we may guide our student-centered campus in its future progress. To plot our course, we set these goals with a clear and specific path in mind.

Focused – taking steps to accomplish our objectives.

We focus on reaching our stated goals in a timely and orderly manner. We receive input from all campus constituencies so that we make informed decisions. The committees' charge is our guide to staying on course. We regularly evaluate ourselves in an effort to improve our effectiveness and efficiency.

Nurtured – fostering a supportive and encouraging environment.

We support and encourage input from all areas of the campus. We foster and guide the development of individuals within our organization.

Connected – being united – linked to the campus community.

We are united in our pursuit of a better campus – making sure that every member feels like they are a part of the campus community.

Valued – recognizing, appreciating, and respecting the skills, talents, and abilities of everyone.

We regard every participant with esteem and recognize their skills. We value the worth of each individual's ideas, and treat each other with respect and compassion.

Making Recommendations Document Taskforce Update

A CPC taskforce was convened to evaluate and refine the VC Making Recommendations Document. This group includes the following members:

- Lydia Morales, Academic Senate President
- Pamela Yeagley, Classified Senate President designee
- Jason Robinson, Instructional Lab Tech II
- Vanessa Luis, ASVC Inter-Club Council President
- Phillip Briggs, Dean of Institutional Equity and Effectiveness

The taskforce began by examining the charge and membership of each committee and advisory group. One notable finding was that there were inconsistencies in the membership of the “Big Three” Participatory Governance committees (College Planning Committee, Budget Resource Committee, and Student Success Committee).

Number of Voting Members by Constituency

Constituency	Budget Resource Committee	College Planning Committee	Student Success Committee
Faculty Members	9	9	9
Classified Senate President		1	
Classified Staff	4	3	4
Students	1	3	1
Supervisors	0	2	2
Administrators	2	0	2
Total (Faculty)	9	9	9
Total (Other Professionals)	6	6	8
Total (Students)	1	3	1
Total	16	18	18

There were also differences in whether co-chairs were considered voting members or not, and also the process by which co-chairs are selected.

- Budget Resource Committee
 - Administrative co-chair (non-voting) – VP Business and Administrative Services
 - Faculty co-chair (listed as voting in place and non-voting in another) – voted upon in first BRC meeting of the year
 - Classified co-chair (voting) – voted upon in BRC meeting
- College Planning Committee:
 - Administrative co-chair (non-voting) – appointed by College President
 - Faculty co-chair (voting member) – Academic Senate President
 - Classified co-chair (voting) – vote scheduled for Feb 28 meeting to establish this co-chair
- Student Success Committee:
 - Administrative co-chair (non-voting) – VP Student Affairs
 - Faculty co-chair (voting) – voted upon in first SSC meeting of the year
 - Classified co-chair (voting) – voted upon in SSC meeting

In order to make the structure consistent across each of these committees, the CPC taskforce is proposing that VC apply the current Student Success Committee membership structure to the Budget Resource Committee and College Planning Committee structure.

Number of Voting Members by Constituency (Proposed)

Constituency	Budget Resource Committee	College Planning Committee	Student Success Committee
Faculty Members	9	9	9
Classified Staff	4	4	4
Students	1	1	1
Supervisors	2	2	2
Administrators	2	2	2
Total (Faculty)	9	9	9
Total (Other Professionals)	8	8	8
Total (Students)	1	1	1
Total	18	18	18

Further, under the current model, the entire committee votes to determine the faculty and classified co-chairs. This means that non-faculty members have a vote in who the faculty co-chair is, and non-classified members have a vote in who the classified co-chair is. To improve this situation, the taskforce is proposing the following tri-chair structure for each committee’s co-chairs:

- Budget Resource Committee
 - Administrative co-chair (non-voting, except to break tie) – appointed by College President
 - Faculty co-chair (voting) – appointed by Academic Senate
 - Classified co-chair (voting) – appointed by Classified Senate
- College Planning Committee:
 - Administrative co-chair (non-voting, except to break tie) – appointed by College President
 - Faculty co-chair (voting) – appointed by Academic Senate
 - Classified co-chair (voting) – appointed by Classified Senate
- Student Success Committee:
 - Administrative co-chair (non-voting, except to break tie) – appointed by College President
 - Faculty co-chair (voting) – appointed by Academic Senate
 - Classified co-chair (voting) – appointed by Classified Senate

PROPOSED - Committee Annual Evaluation Incorporating Participatory Governance Values

Q1. Does the business of the committee reflect the committee charge? [Charge here] **[Directed]**

- Yes
- No

Please explain your answer.

- [open answer]

Q2. We established the following goals for 20XX-20XX. Did we accomplish these goals? **[Focused]**

	Accomplished	Not accomplished	Unsure
[Goal 1]			
[Goal 2]			
[Goal 3]			
[Goal 4]			

Enter any comments on accomplishing committee goals.

- [open answer]

Q3. Is the committee environment supportive and encouraging of input on relevant issues? **[Nurtured]**

- Always
- Usually
- Sometimes
- Rarely
- Never

Please explain your answer.

- [open answer]

Q4. Are the issues brought to the committee effectively addressed in a timely manner? **[Focused]**

- Always
- Usually
- Sometimes
- Rarely
- Never

Please explain your answer.

- [open answer]

Q5. To what degree do you agree with the following statement: "In this committee, I felt like my ideas were recognized and appreciated"? **[Valued]**

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Please explain your answer.

- [open answer]

Q6. To what degree do you agree with the following statement: "I feel united with the other members of the committee in our pursuit of a better campus"? **[Connected]**

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Please explain your answer.

- [open answer]

Q7. What improvements should be made for this committee to function more effectively? For example, items for future consideration by the committee, agenda items that need completion, and/or suggested changes. **[Focused]**

- [open answer]

“No SLO, No Dough” Rubric

On February 24th, 2014 the College Planning Council began discussing a “No SLO, No Dough” policy with regard to program review. The purpose of this policy is to ensure that programs that do not meet SLO review criteria do not receive funds for program review resource requests. Programs must meet each of the criteria in the rubric below in order to be eligible to receive funding for program review resource requests. Exceptions will be granted only in rare, justifiable cases.

Instructional Program Rubric

Criteria	Yes	No
1. All active courses in the program have at least two course SLO'S.		
2. All active courses in the program have at least one ISLO.		
3. 100% of active courses in the program have assessed at least one SLO.		
4. 75% of the total course SLO's in the program have been assessed.		
5. Each TracDat <i>program unit</i> in the program has assessed at least one PSLO.		

Service Program Rubric

Criteria	Yes	No
1. The program has at least 2 SUO's.		
2. The program has at least 1 ISLO/ISUO.		
3. All SUO's have been assessed annually.		

Approved by Academic Senate on May 7, 2016. Approved by Classified Senate on May 5, 2016.
 Approved by College Planning Committee on April 27, 2016.

Revised “No SLO, No Dough” Criteria (Draft)

The “No SLO, No Dough” policy ensures that programs actively participate in the SLO/SUO process in order to receive funds for program review resource requests. In 2017-2018, VC underwent an SLO/SUO Review, Reflect, and Reset Year, in which SLO’s/SUO’s were reviewed and modified. Programs also set new 5-year SLO/SUO assessment cycles.

It is proposed that for the 2018 program review, the “No SLO, No Dough” criteria be modified to reflect participation in the Review, Reflect, and Reset process. To be eligible to receive program review funding, programs would need to have completed Phase 1 and Phase 2 of the Review, Reflect, and Reset process by June 30, 2018.

2018 Rubric

Criteria	Yes	No
1. Completed Phase 1 of Review, Reflect, and Reset by June 30, 2018.		
2. Completed Phase 2 of Review, Reflect, and Reset by June 30, 2018.		

For subsequent program review cycles beginning in 2019, the criteria would then require that programs assess all SLO’s/SUO’s in accordance with their assessment cycles. Exceptions will be granted only in rare, justifiable cases.

2019 Instructional Program Rubric

Criteria	Yes	No
1. All active courses in the program have at least two course SLO’s.		
2. All active courses in the program have at least one ISLO.		
3. All CSLOs have been assessed in accordance with their CSLO assessment cycle.		
4. All PSLOs have been assessed in accordance with their PSLO assessment cycle.		

2019 Service Program Rubric

Criteria	Yes	No
1. The program has at least two SUOs.		
2. The program has least one ISLO/ISUO.		
3. All SUOs have been assessed in accordance with their SUO assessment cycle.		