



OXNARD COLLEGE

**PARTICIPATORY GOVERNANCE
STANDING, ADVISORY & AD-HOC
COMMITTEE MANUAL**

D R A F T

SOCIAL SCIENCE LECTURE HALL

OXNARD COLLEGE

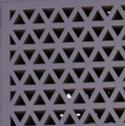
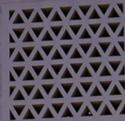


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INTRODUCTION

Oxnard College strives to enhance student success, improve the student experience, and ensure equitable access and outcomes for all students. Effective participatory governance will support these outcomes and will create a transparent recommendation-making process that the college president can rely upon to inform their policy development, resource allocation, and planning decisions.

The Oxnard College Participatory Governance Manual is designed to clarify the roles and responsibilities of faculty, classified, students, and administrators in participatory governance. It also serves as a source of institutional memory as it relates to the college's participatory governance structure. It 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 explains the recommendation and decision-making processes, and how members of college constituency groups and governance bodies participate in those processes.

As a foundational framework, this handbook relies on AB 1725, the landmark California legislation that first directed participatory governance activities at community colleges state-wide; accreditation 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 Ventura County Community College District governing board.

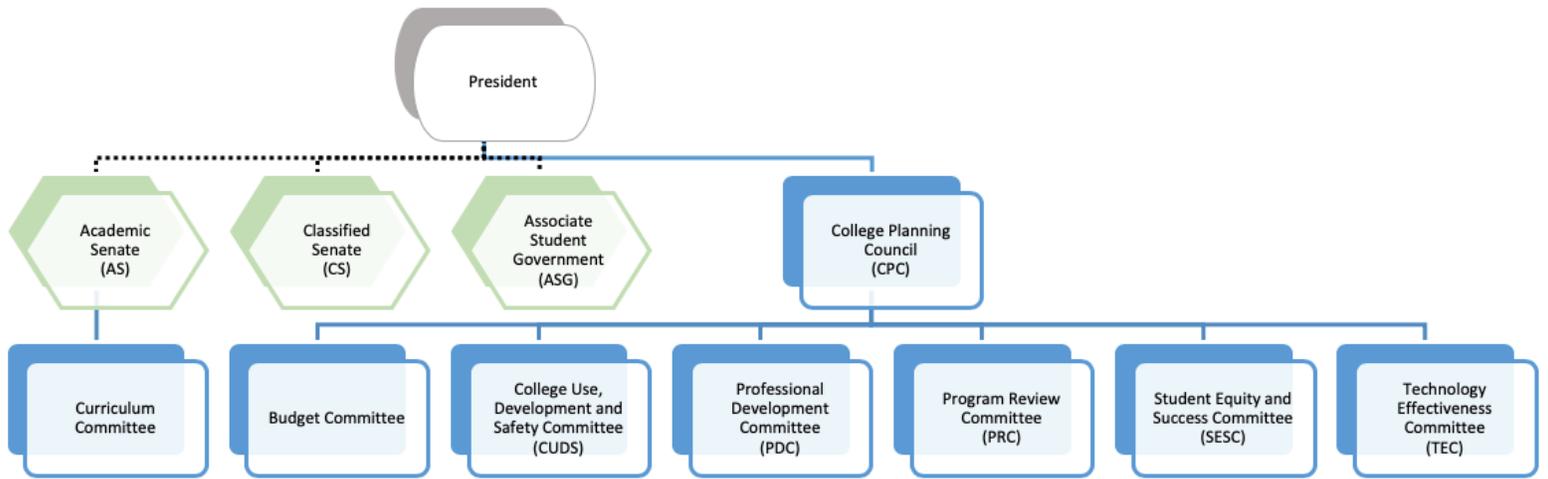
In line with the collegial consultation model adopted by The Board of Trustees (BP adopted 4/2/1991 and updated 11/5/2005), the Oxnard College Participatory Governance Manual seeks to extend that policy to the college level. The framework is consistent with AP/BP 2510, Ed. Code 70901 & 70902, Title 5 sections 53200 through 53206 and in accordance with Standard IV.A of the ACCJC*.

Formative reviews of this document and processes at Oxnard College will be conducted by the College Planning Council in concert with the Academic Senate, Classified Senate and Associated Student Government every five years. All committees shall be conduct an annual self-appraisal.



DIAGRAM

* IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.



PHILOSOPHY AND GUIDING PRINCIPLES

PHILOSOPHY

The goal of participatory governance at Oxnard College is to achieve effective participation by all constituencies, where all participants are trained in meeting processes, and collegial and civil behavior is assured. Governance offers a transparent process by which equity-minded and student-focused decision-making takes place by shared leadership actively seeking recommendations on the best way forward with any given issue or opportunity. By doing so, a decision made by the college 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.

As a state-funded institution, Oxnard College also has a duty to serve the public good and to be judicious in spending public funds. Effective participation by all constituencies in participatory governance serves this purpose by ensuring good planning and transparency.

Effective participatory governance will allow the college to formulate strategic decisions by the effective participation of all constituency groups (faculty, classified, students, and administrators). Through participatory governance, the college is able to maximize institutional effectiveness with a student-focused, equity-based process that creates a culture of participatory and broad leadership. Effective governance requires participation, dialogue, and equity.

GUIDING PRINCIPLES

- 1. Participation:** Constituency representation and active and effective participation in the assigned governance process will ensure Oxnard College will develop and implement policies and practices that produce shared benefit to the college community. All participatory governance meetings are open to guests and have time allotted for public comments. To encourage consistent participation, meeting chairs are discouraged from rescheduling meetings, as this affects the ability of members and guests to attend, especially students and faculty. When rescheduling is necessary, attempts to maintain the same day and time are encouraged.
- 2. Dialogue:** At Oxnard College, governance dialogue is the process of individuals exchanging ideas through civil discussions designed to achieve mutual understanding. A commitment to transparency, equity, civility, mutual respect, and collegial behavior by all participants is essential to achieving consensus.
- 3. Equity:** Governance achieves purpose when the process leads to identification of data-informed strategies, solutions, and/or recommendations that advance Oxnard College in the direction of equity-minded, student-centered goals. In this context, equity is achieved through active participation by constituency representatives in dialogue that produces meaningful consensus and a way forward.

NORMS, TOOLS AND ROLES

In order to create equity, a commitment to participation, dialogue, and the pursuit of value in the form of useful output by all is necessary. It is acknowledged that there are power dynamics in a room. Work must be done to create the equitable and inclusive environment sought for effective and active participation. To do so, committee members will establish behavioral norms, use of meeting tools, and respect the roles of each member.

CODE OF CONDUCT

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

- There is no rank in the room when at the committee table. All participants are treated as peers, including students, both between constituencies and within constituencies.
- Speakers will be heard one at a time and without interruption. Participants will allow for moments of silence for thought and other viewpoints. In consideration of hearing all feedback, members should be mindful of how often and how long they speak. Equity in consensus building means including diverse perspectives at all levels of the organization.
- Members will be engaged and contribute, and challenge ideas, not people. All meeting attendees will be respectful/civil in their comments, responses, and body language.
- Members will listen to others, and seek to focus on the merits of what is being said, while making a good faith effort to understand the concerns of others. Committee members are encouraged to ask questions for clarification.
- Each person reserves the right to disagree with any proposal and accepts responsibility for offering alternatives that accommodate individual interests and the interests of others.
- All members should be mindful of the language used in discussions, including use of “I” statements instead of “they” attributions to relate anecdotal evidence or experiences.
- All committee members will be aware of the purpose and responsibility of their committees. When issues arise in discussion that are not supported by the committee’s charge, the chair(s) will identify the proper committee, or constituency group leadership for review, and forward the issue for consideration.
- Once consensus is reached after deliberation, committee members will support the group’s recommendation.

MEETING MANAGEMENT TOOLS

Tools in this section address how the governance meeting should be organized, a simple process to apply consensus decision-making to meeting deliberations, the roles of chair(s) and participants, and strategies for effective record-keeping and communications. Meetings are the primary mechanism for convening governance groups. Effective meetings require well-thought-out agendas, active participation, and a record of the meetings, topics and outcomes.

Best practices for agenda design include the following:

- Careful agenda preparation in advance, using provided templates that are both easily found online and in print, and are Americans with Disabilities Act (ADA)-compliant for accessibility
- Focus on prioritized issues based on committee charge and time of occurrence in the academic year
- Balance between agenda items and meeting time available while maintaining a thoughtful balance between presentation and discussion
- Discussion content should be framed by well-designed questions that invite focused participatory input better than simply framing content by topic
- Reserve time at the end of meetings to collectively summarize action/information items, and what constituency representatives should take to their groups for discussion and what information the committee expects back from constituency members
- Record key findings and commitments using accessible meeting notes templates

CONSENSUS SEEKING AND DECISION MAKING

Seeking meaningful consensus is essential to effective governance and leads to the formation of decisions that advance the college community in the direction of preferred outcomes. In this context, “consensus” describes a general state of agreement rather than a “majority opinion.” Clear agreements and public indications of understanding and support by committee members are critical to maintain forward progress of governance groups. Participatory governance is driven by dialogue addressing issues of shared importance that seek consensus. All committee members, especially the chair(s), are expected to make goodwill attempts to resolve each participant’s concerns before asking for agreement and closing discussion regarding a recommendation.

Participatory governance committees may only vote on a recommendation when a quorum is reached. To achieve quorum, 51 percent or more voting members must be present. Committees make recommendations when at least three-fourths (75 percent) of the voting members present reach an agreement on a decision. Recommendations from the College Planning Council do not move forward if more than two of those in the minority are members of the same constituency.

Recommendations are forwarded from participatory governance committees to the College Planning Council, and from the College Planning Council to the college president. The college president is responsible for a final decision and is expected to provide to the College Planning Council a written response that includes her or his reasoning regarding that decision, especially if the decision departs from the recommendation.

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 type.

ROLE OF THE CHAIR(S)

The role of the chair(s) of any participatory governance committee is important in managing the business of that participatory governance body. Most importantly the chair(s) are responsible for ensuring all committee members have an opportunity to voice their opinions and ideas, and cultivating a safe and welcoming environment for discussion. Committee chair(s) are non-voting members and are responsible for:

- collaborating with their committee chair(s)
- developing agendas, including awareness of the college's calendar and the scheduling of items to ensure timely discussion and processing in the participatory governance system, especially in those instances where items must be forwarded to the district governing board for approval
- monitoring member attendance and following up with constituency leadership regarding non-attendance
- ensuring meeting discussions are focused on agenda items that adhere to the committee's charge
- actively engage student representatives
- participating in committee training
- ensuring that all members are properly trained
- requesting appointment of constituency representatives

ROLE OF THE VOTING COMMITTEE MEMBER

Participatory governance works best when all participants approach their role with a goal of understanding the committee's purpose and objectives, contributing ideas, listening for understanding, and are committed to transparency, equity, civility, mutual respect, and collegial behavior.

Active participation by all committee members enables the college community to strive for governance outcomes that are inclusive, reflect all constituency perspectives, and expand the leadership capacity of Oxnard College. Participants should be consensus-seeking rather than position-taking, which requires the dialogue process to be transparent and enables all members to both listen and understand one another clearly. Committee members should come to meetings on-time and prepared, having read and reviewed any materials provided in advance and/or having completed any assigned tasks.

Recommendations are made by participatory governance committees and the College Planning Council through informal voting that results in consensus. All council and committee members, whether voting or not, are able to discuss items under review.

If the committee member represents a specific constituency group such as faculty, classified, students or administrators, they have an important role in the participatory governance process. By representing the whole of their constituency, a committee member brings important viewpoints, experiences, context, and institutional memory to the meeting table.

As a constituency group representative, they are representing the "we" of their group as opposed to themselves as an individual, their respective department or program, or their division. While there is no expectation that constituency representatives must share a single perspective and/or vote as a unified block on

any committee or council, constituency group representatives are appointed by their respective leadership group – Academic Senate, Classified Senate, Associated Student Government, or Administrators – to represent their group and are responsible for reporting back to their groups in addition to creating two-way communication between participatory governance bodies and their constituency.

In the event that the voting member is absent three or more times, their constituency leadership may choose to assign a new voting member in their place. When a committee member who represents a constituency is absent, the member may appoint a proxy from the same constituency. A committee member may not hold more than two proxy vote.

ROLE OF THE PROXY MEMBER

Proxy members have the same authority to discuss and vote on issues on behalf of the absent member they represent. Proxy representation on committees is arranged by the constituency group representative who will be absent for an upcoming meeting. While there is responsibility for the constituency group representative to inform the proxy member of the committee's agenda, discussions, and action items, the proxy is responsible for understanding as much as possible regarding the committee meeting that they will attend, including proper meeting preparation and coming to the meeting on time.

ROLE OF THE EXPERT/EX OFFICIO MEMBER

An expert/ex officio member is appointed to a committee because they have an expertise and/or official position relevant to the work of the committee. The role of the expert member is to advise and provide counsel to the committee so that all members may have a thorough understanding of the matter under discussion. Expert/ex officio members do not have the right to vote on committees.

ROLE OF THE NOTE TAKER

Each participatory governance committee will have an assigned note taker to record discussions and conclusions. The note taker will distribute and post agendas and meeting records in a timely fashion. Note takers will most likely be the administrative assistant for the administrative chair. In the event the assigned note-taker has been appointed by their senate to represent their constituency on the committee, the administrative chair will find an appropriate replacement note taker. If the note taker is absent, the note taker and/or facilitator or chairs will find an appropriate substitute who is not an existing committee member.



COMMUNICATION AND DOCUMENTATION

Effective participatory governance depends on good communication and documentation. To be most effective, governance communications and documentation must:

- reference relevant Accreditation Standards on all committee agendas
- be American with Disabilities Act (ADA) compliant
- ensure participatory governance committees move recommendations forward to the College Planning Council and that the College Planning Council forwards recommendations to the college president for final consideration and decision-making
- include an annual review and evaluation process

Communication and documentation are essential to the active participation of all constituency groups. Best practices for ensuring this result are:

- providing agenda and meeting records in a timely manner
- providing timely publication of meeting records with clear action items
- keeping meeting records that reflect key discussion points and action items
- adhering to agenda, in accordance with the Brown Act* as applicable, and minutes publication timelines

**Brown Act, located at California Government Code 54950 et seq., is an act of the California State Legislature, authored by Assemblymember Ralph M. Brown and passed in 1953, that guarantees the public's right to attend and participate in meetings of local legislative bodies. In the interest of transparency, participatory governance committees will follow the Brown Act requiring posted agendas 72 hours prior to each meeting, as well as, other parameters affecting the conduct of meetings.*



GOVERNANCE RELATIONSHIPS

Oxnard College promotes, supports and encourages the participation of all constituent groups in college and district committees, and provides each with opportunities to participate in formulation and development of policies and procedures.

ROLE OF FACULTY IN PARTICIPATORY GOVERNANCE

Faculty are represented by the Academic Senate at Oxnard College. Faculty participation in governance includes, but is not limited to, the eleven areas of academic and professional responsibility specified in Title 5 (Sections 53200-53204). Those eleven areas are:

1. Curriculum
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Student preparation and success
6. District and college governance structures as related to faculty roles
7. Faculty roles and involvement in the accreditation process
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Plus, other academic and professional matters as mutually agreed upon between the governing board and academic senate

Oxnard College recognizes that the advice and judgment of the Academic Senate will normally be accepted in matters related to these eleven areas and that, when the advice and judgment of the Academic Senate is not followed, the Senate may request and shall receive an explanation in writing.

ROLE OF CLASSIFIED IN PARTICIPATORY GOVERNANCE

Classified staff are represented by the Classified Senate at Oxnard College on matters outside the scope of collective bargaining. Classified Senate consults collegially through the participatory governance process in the following specific academic and professional matters, as outlined in the Ventura County Community College District Decision Making Handbook (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
10. Plus, any other district and college policy, procedure, or related matters that will have a significant effect on classified staff, but which exist outside the collective bargaining arena.

ROLE OF STUDENTS IN PARTICIPATORY GOVERNANCE

Students are represented by the Associated Student Government (ASG) at Oxnard College. ASG consults collegially through the participatory governance process in the following matters, as outlined in the Ventura County Community College District Decision Making Handbook (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
10. Plus, any other District and College policy, procedure, or related matter that the District Board of Trustees determines will have a significant effect on students.

ROLE OF ADMINISTRATORS IN PARTICIPATORY GOVERNANCE

In line with our commitment to collegial consultation, administrators are also represented in the decision making process. Administrators address issues of college-wide impact including governance recommendations, operational matters, cross-district communication, uniform application of policies and procedures, and progress on college plans and goals.



COMMITTEE STRUCTURE

All committees should ensure best practices and should follow basic agenda and note taking to aid in communication

PARTICIPATORY GOVERNANCE

Participatory governance committees include representative membership from Academic Senate, Classified Senate, Associated Student Government, Administrators, departments/divisions, and union representatives.

OPERATIONAL

Operational entities are not constituency based; rather, they include the personnel to accomplish their operational tasks and conduct regular business. They make decisions on specific, functional issues, based on established local, state, and federal regulations, protocols, or procedures, or they may be established for other standing or temporary purposes. Operational committees also implement the decisions made as part of the participatory governance process.

STANDING

Standing Committees are not part of the participatory governance rules as specified by Title 5, but provide recommendations on topics/issues related to the purpose of the committee. These committees drive authority from Academic Senate. Standing Committees shall submit recommendations to the appropriate group for consideration to implement and improve activities related to their charge. Depending on the nature of the recommendation, the President may be involved as deemed necessary.

ADVISORY

Advisory Committees provide recommendations to Career and Technical Education programs on curriculum matters, needs for programs, changing skills requirements, etc.

AD-HOC

Ad-Hoc Committees are formed as needed to address single events or topics where specific activities need to be completed. Membership is on a voluntary basis and fluid as required by the activity.

REVIEW PROCESS

Formative reviews of this document and processes at Oxnard College will be conducted by the College Planning Council in concert with the Academic Senate, Classified Senate and Associated Student Government every five years. All committees shall be conduct an annual self-appraisal.

Visitors are welcome to all committees.

COLLEGE PLANNING COUNCIL

PURPOSE

The College Planning Council (CPC) supports and advances the mission, vision and values of the college by providing guidance and recommendations to the College President on the development of institutional policies, planning, processes and all participatory governance matters. The CPC serves as a college-wide planning and communication forum by reviewing recommendations from all Participatory Governance Committees. The CPC promotes collegial dialogue, and ensures inclusive and equitable participatory governance structures and operations.

MEMBERSHIP

Members are selected or appointed on an annual basis prior to the conclusion of the spring semester for the subsequent academic year.

FACILITATOR (NON-VOTING CHAIR)

- College Vice President rotates annually between Vice President of Academic Affairs, Vice President of Student Services, Vice President of Business Services

COMMITTEE MEMBERS

- Academic Senate President/designee + two representatives
- Classified Senate President/designee + two representatives
- Associated Student Government President/designee + one representative
- Management designee + one representative

EX OFFICIO MEMBERS

- Vice President of Academic Affairs
- Vice President of Student Services
- Vice President of Business Services
- American Federation of Teachers (AFT) representative
- SEIU representative

RESPONSIBILITIES

Members have the following responsibilities:

- Convene the chairs of all the Participatory Governance (PG) committees during Fall Flex Week in order to facilitate collaboration among committees in accomplishing the college's strategic goals and objectives.
- Convene the chairs of all PG committees prior to the conclusion of the Spring semester to review the progress of all committees and coordinate the meeting schedules of all PG committees for the subsequent academic year.
- Review recommendations of PG committees and make final recommendation to the college president regarding the college's organizational structures and functions, participatory governance structures, college planning, budgetary priorities, and resource allocations.
- Hear appeals from programs recommended for reduction or discontinuance resulting from the program review process.
- Hear improvement plan reports from underperforming programs, as identified in the program review process.

- Coordinates the revision of all college-wide plans, including the Educational Master Plan, Strategic Plan, Strategic Enrollment Plan, Technology Master Plan, and Facilities Master Plan.
- Evaluate the overall effectiveness of the college’s planning processes in promoting inclusivity, transparency, and equity.
- Serve as a forum for the college president and executive team to share their vision, goals and priorities for the future.
- Facilitate communication to college constituencies and seek input on college-wide plans, initiatives, procedures, and decision-making practices.
- Ensure that the participatory decision making process addresses college-wide issues in a timely manner.

MEETINGS

The CPC meets monthly during the academic year, with special meetings scheduled as needed.

DRAFT



BUDGET COMMITTEE

PURPOSE

The Budget Committee supports and advances the college mission, vision and values by encouraging transparency and constituency understanding of the budget, working to ensure that college-wide planning and strategic priorities drive the budget allocation process. The Budget Committee makes data driven recommendations that align resource allocations with resource planning, institutional planning and program review recommendations. The Budget Committee also serves as a forum for discussion of budget changes and information. The Budget Committee makes recommendations to the College Planning Council

MEMBERSHIP

Members are selected or appointed on an annual basis prior to the conclusion of the spring semester for the subsequent academic year.

CHAIRS

- Vice President of Business Services
- Academic Senate President or designee
- Classified Senate President or designee

COMMITTEE MEMBERS

- Six Academic Senate representatives
- Three Classified Senate representatives
- One Associated Student Government representative
- Two Management representatives
- One AFT representative

RESPONSIBILITIES

Members have the following responsibilities:

- Receive information regarding state and district fiscal activities and review and discuss information on the state and district budgets as they apply to the college budget.
- Become educated about how college revenue and expenditure budgets are developed to provide a context in which to effectively carry out the responsibilities of the committee.
- Provide ongoing education for the college community on budget development and implementation.
- Disseminate information to faculty, classified, student and administrative constituencies regarding college financial resources and expenditures and bring feedback through Committee representatives.
- Review, rank and identify funding sources (if appropriate) for resource requests submitted through the program review process, as they relate to college needs and connect to identified college plans.
- Make recommendations to the College Planning Council.

MEETINGS

The Budget Committee meets monthly during the academic year in accordance with the calendar established by the College Planning Council.

COLLEGE USE, DEVELOPMENT & SAFETY COMMITTEE

PURPOSE

The College Use, Development and Safety (CUDS) Committee supports and advances the college mission, vision and values by assessing and evaluating college needs related to facilities use, efficiency, accessibility, development, maintenance and safety. The CUDS Committee makes recommendations to the College Planning Council.

MEMBERSHIP

Members are selected or appointed on an annual basis prior to the conclusion of the spring semester for the subsequent academic year.

CHAIRS

- Vice President of Business Services
- Academic Senate President or designee
- Classified Senate President or designee

COMMITTEE MEMBERS

- Five Academic Senate representatives
- Three Classified Senate representatives
- One Associated Student Government representative
- One Management representative
- College Police Lieutenant
- Director of Maintenance and Operations
- Educational Assistance Center Coordinator
- Health Center Coordinator
- Public Safety Department Chair
- One AFT representative

RESPONSIBILITIES

Members have the following responsibilities:

- Review and make recommendations regarding the Facilities Master Plan, emergency and safety plans.
- Develop annual and long-term objectives and action steps to implement the recommendations of the Facilities Master Plan, emergency and safety plans.
- Study existing facilities, facilities use and recommend modifications and improvements.
- Promote energy efficiency, conservation and environmental stewardship in decisions.
- Ensure that all college facilities are physically and electronically accessible to all, in accordance with American with Disabilities Act.
- Hear and address relevant concerns brought to the committee's attention.
- Prepare and communicate to the committee monthly updates on member's area of expertise.
- Evaluate and rank college use, development or facilities resource requests, as requested by the Budget Committee.
- Communicate CUDS Committee information to their constituencies.

MEETINGS

The CUDS Committee meets monthly during the academic year in accordance with the calendar established by the College Planning Council.

CURRICULUM

PURPOSE

The Curriculum Committee supports and advances the college mission, vision, and values through recommending new and revised curriculum to the governing board of the District. The Curriculum Committee provides guidance, advocacy, and oversight in the development of courses, programs, and academic policies. It ensures that the curriculum is academically sound, comprehensive, and responsive to student needs. This committee directly supports the 10 + 1 of the Academic Senate.

MEMBERSHIP

Members are selected or appointed on an annual basis prior to the conclusion of the spring semester for the subsequent academic year.

CHAIRS

- Academic Senate President or designee
- Vice President of Academic Affairs

COMMITTEE MEMBERS:

- One voting faculty member to represent each instructional department, library, and counseling department
- One Classified Senate representative
- One Associated Student Government representative
- One Instructional Dean representative
- Articulation Officer
- One AFT representative

Ex Officio Members:

- Curriculum Technician
- Academic Data Specialist
- Transfer Center Coordinator
- Registrar
- All instructional deans except the voting member

RESPONSIBILITIES

Members have the following responsibilities:

- Review and approve new courses, their requisites, their classification as degree-applicable, non-degree applicable, or noncredit, applicability to associate degree requirements and transfer general education patterns, general transferability, and all other curricular elements as mandated by Title 5 and accreditation standards. Ensure that suitable transferable courses will facilitate articulation with four-year institutions.
- Approve courses for distance education.
- Review all new credit and non-credit programs, including degrees, certificates, and proficiency awards for approval by the Board of Trustees and ensures that all recommended programs comply with the standards set forth by the Education Code and Title 5.
- Review and approve modifications to courses and programs, and deactivations of courses and programs, and forwards them for approval, when necessary, by the Board of Trustees, making sure such changes meet the standards set forth by the California Education Code and Title 5.
- Recommend graduation and general education requirements for the Associate in Arts (A.A.) and

Associate in Science (A.S.) degrees for approval by the Board of Trustees.

- Receive and approve the placement of courses within Oxnard College's General Education (GE) pattern per the recommendation and approval of the GE Committee.
- Ensure that the college's curriculum is current and reviewed at least every five years. (CTE requisites and programs must be reviewed at least every two years.)
- Ensure that each college course is described in an official course outline of record that will be maintained in the college's curriculum management system, the official college files, the California Community Colleges Chancellor's Office's (CCCCO) curriculum inventory, and made available to each instructor.
- Communicate via the co-chairs with the District Technical Review Workgroup- Instruction (DTRW-I), transmitting proposals as appropriate for review as determined by the District's Making Decisions Handbook and receiving DTRW-I recommendations.
- Review district academic policies and procedures referred by DTRW-I and makes recommendations for revisions to the Academic Senate and DTRW-I.
- Provide training on local and state curriculum policies, processes and best practices as well as training on the use of the college's curriculum management system.
- Receive updates on revisions to Title 5, Education Code, CCCC policies and procedures, and articulation changes affecting course and program standards and requisites.
- Update and maintain the Curriculum Handbook and through its subcommittees, the General Education Handbook.

MEETINGS

The Curriculum Committee meets twice a month during the academic year, with additional meetings scheduled as needed in accordance with the calendar established by the College Planning Council.



PROFESSIONAL DEVELOPMENT COMMITTEE

PURPOSE

The Professional Development Committee (PDC) supports and advances the college mission, vision and values through the planning and evaluation of professional development activities for faculty, staff, and administrators. It also supports the institutions continuous improvement to promote equity and diversity. The PDC makes recommendations to the College Planning Council.

MEMBERSHIP

Members are selected or appointed on an annual basis prior to the conclusion of the spring semester for the subsequent academic year.

CHAIRS

- Vice President of Student Services
- Academic Senate President or designee
- Classified Senate President or designee

COMMITTEE MEMBERS

- Five Academic Senate Representatives
- Five Classified Senate representatives
- Associated Student Government President or designee
- One Management representative
- One AFT representative

EX OFFICIO

- Grant Directors
- Categorical Program Coordinators

RESPONSIBILITIES

Members have the following responsibilities:

- Coordinate a comprehensive organizational and professional development program for all college employees.
- Facilitate and oversee the application process for professional development.
- Academic Senate representatives evaluate and recommend applications for faculty funding.
- Classified Senate representatives evaluate and recommend applications for classified funding.
- Coordinate the evaluation and ranking of professional development requests.
- Facilitate and oversee the plans and publications for Self-Assigned Flex activities during the academic year.
- Maintain records of professional development activities, funding history, and reports.
- Explore additional funding sources for professional development.

MEETINGS

The PDC meets monthly during the academic year in accordance with the calendar established by the College Planning Council.

PROGRAM REVIEW COMMITTEE

PURPOSE

The Program Review Committee (PRC) supports and advances the college mission, vision, and values by recommending to the College Council on all matters related to program review and program effectiveness. A "program," for the purposes of this committee, includes academic disciplines, Student Services, Business Services, and Administrative Services. The PRC will implement the program review process in a manner that enhances the linkage of program planning with resource allocation, with an emphasis on the analysis of student learning and other measurable outcomes as appropriate to each program. All programs complete annual or multi-year program reviews. The PRC makes recommendations to the College Planning Council.

MEMBERSHIP

Members are selected or appointed on an annual basis prior to the conclusion of the spring semester for the subsequent academic year.

CHAIRS

- Vice President of Academic Affairs
- Academic Senate President or designee
- Classified Senate President or designee

COMMITTEE MEMBERS

- Eleven Academic Senate representatives
- Five Classified Staff representatives
- Three management representatives
- Two Associated Student Government representatives

RESPONSIBILITIES

Members have the following responsibilities:

- Make a good faith effort to read, review, evaluate, rate and comment upon program reviews, and present their findings and analysis in an objective, collegial manner.
- Oversee and ensure the effectiveness of the college's program review processes.
- Facilitate the continuous quality improvement of programs and to make recommendations for the expansion, maintenance or discontinuance of programs to the CPC.
- Provide all programs with an opportunity to assess their programs and a forum in which to share the results of that assessment with the college.
- Create a broader understanding of programs at the college among a larger group of faculty, staff and students.
- Promote constructive dialogue designed to inform decision-making related to program effectiveness.

MEETINGS

The PRC meets monthly during the academic year in accordance with the calendar established by the College Planning Council.

STUDENT EQUITY & SUCCESS COMMITTEE

PURPOSE

The Student Equity and Success Committee (SESC) advances the college mission, vision and values by evaluating college initiatives designed to strengthen student access, retention and success in an environment that fosters equity, diversity, and inclusion. The committee engages in data analysis and dialogue to provide a platform for collaboration and communication regarding student success and equity initiatives, programs and plans. The SESC makes recommendations to the College Planning Council.

MEMBERSHIP

All designated members are selected or appointed on an annual basis prior to the conclusion of the spring semester for the subsequent year.

CHAIRS

- Vice President of Student Services or President's Management designee
- Academic Senate President or designee
- Classified Senate President or designee

COMMITTEE MEMBERS

- Two Academic Senate instructional representatives
- Two Academic Senate non-instructional representatives
- Two Classified Senate representatives
- Two Associated Student Government representative
- Dean of Institutional Effectiveness

EX OFFICIO

- Admissions and Records representative
- Financial Aid representative
- Grant Directors
- Institutional Effectiveness Research Analyst
- Student Activities Specialist

RESPONSIBILITIES

Members have the following responsibilities:

- Provide a collaborative forum for academic affairs, student services, institutional effectiveness, grants, and academic support areas to engage in ongoing dialogue on student access, equity and success.
- Advise in the development and collaboration of the various college plans, grants, and initiatives that address student access, equity and success efforts.
- Review and evaluate student success data and research to assess and develop/refine college programs and activities.
- Annually review and evaluate the Student Equity Plan, its activities and implementation.
- Review and promote student success and equity initiatives.
- Increase college-wide awareness of student access, equity and success efforts.
- Provide support to programs and service units that directly impact student access, equity and success based on program review evaluations.

MEETINGS

The SESC meets monthly during the academic year in accordance with the calendar established by the College Planning Council.

TECHNOLOGY EFFECTIVENESS COMMITTEE

PURPOSE

The Technology Effectiveness Committee (TEC) supports and advances the college mission, vision and values by assessing college needs related to technology planning, use, efficiency, development and maintenance. The TEC makes recommendations to the College Planning Council.

MEMBERSHIP

Members are selected or appointed on an annual basis prior to the conclusion of the spring semester for the subsequent academic year.

CHAIRS

- Vice President of Business Services
- Academic Senate President or designee
- Classified Senate President or designee

COMMITTEE MEMBERS

- Four Academic Senate representatives
- Two Classified Senate representatives
- One Associated Student Government representative
- Two Management representatives

EX OFFICIO MEMBER

- Academic Data Specialist
- Alternative Media Specialist
- Director of Information Technology
- Instructional Technologist/Designer

RESPONSIBILITIES

Members have the following responsibilities:

- Review and make recommendations for revisions to the college Technology Master Plan.
- Develop annual and long-term objectives and action steps to implement the recommendations of the Technology Master Plan, Educational Master Plan, or other college plans, as they relate to the committee's purpose.
- Study existing technology and technological infrastructure and recommend alterations and improvements.
- Ensure ongoing attention to equitable educational access and outcomes, and removal of barriers for underserved populations and students with disabilities.
- Review, evaluate and make recommendations regarding new technologies for college use.
- Review, evaluate and make recommendations regarding allocation of technology refresh and infrastructure funds.
- Assess and recommend technology training provided through professional development, computer support and self-guided training systems to ensure that the training meets the needs of faculty and staff.
- Hear and address technology concerns brought to the committee's attention.
- Rank technology related resource requests, as requested by the Budget Committee.

MEETINGS

The TEC meets monthly during the academic year in accordance with the calendar established by the College Planning Council.

OPERATIONAL COMMITTEES

Accreditation Workgroup
Business Services Council
Deans Council
Department Chairs Committee
Department Meetings
Division Meetings
Library Learning Resource Committee
President's Cabinet
Student Services Leadership Team

STANDING COMMITTEES

Distance Education
Sabbatical Leave Committee