1. Introduction
Committees, subcommittees, councils and taskforces work closely with each other and play a vital role in the operation and governance of Diablo Valley College, providing collaborative discussions and decisions in support of the college’s mission statement, vision statement and Educational Master Plan. All members of the college community are encouraged to participate in the college’s shared governance and to take initiative in the delivery, evaluation and improvement of the practices, programs and services to advance the college mission. All committee, council and taskforce meetings are open to all employees and students. Everyone is welcome to attend.

The college is committed to an open and public decision-making process. All committees should continuously work to improve transparency of their activities.

In all instances, academic and professional matters will be referred to the Academic Senate Council in consultation with the College President, or designee, per Title 5, section 53200 and DVC Procedure 1009.01.

Effective Participation Specifically Defined by Title 5
Title 5 sets forth particular requirements for effective participation in decision making for each constituent group, as described below. Further descriptions are provided in District Administrative Procedure 1009.01.

Student Participation
Title 5 §51023.7 defines the following as issues on which colleges and districts must provide students the opportunity to “participate in formulation and development of district and college policies and procedures that have or will have a significant effect on students.”

1. Grading policies *
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development *
5. Courses or programs which should be initiated or discontinued *
6. Processes for institutional planning and budget development *
7. Standards and policies regarding student preparation and success *
8. Student services planning and development *
9. Student fees within the authority of the district to adopt; and
10. Any other district and college policy, procedure, or related matter that the district governing board determines will have a significant effect on students. (LSH, 2015, p. 20)
* Items marked with an asterisk are those that overlap with faculty academic and professional matters (10+1). Academic Senate committees provide opportunities for students appointed by the Associated Students to participate in the development of policies and plans, as appropriate.

**Classified Staff Participation**

Title 5 §51023.5 requires that “governing boards of a community college district shall adopt policies and procedures that provide district and college staff the opportunity to participate effectively in district and college governance.” Title 5 does not delineate specific issues which “matter significantly” to staff but instead identifies such issues as those that the local governing board “reasonably determines, in consultation with staff, have or will have a significant effect on staff.” (Title 5 §51023.5 (a)(4)). (LSH, 2015, p. 20).

**Faculty Participation**

Faculty participation takes place through the appointment of representatives by the Academic Senate and follows the processes outlined in the District Administrative Procedure 1009.01. Commonly known as the "Ten Plus One," (as articulated in Title 5 of the Administrative Code of California, Sections 53200) the following define "Academic and Professional matters."

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; and
11. other academic and professional matters as are mutually agreed upon between the governing board and the academic senate.

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

1. relying primarily upon the advice and judgment of the academic senate (items marked with **); or
2. agreeing that the district governing board, or such representatives as it may designate, and the representatives of the of the academic senate shall have the obligation to reach
mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

2. Definitions
A. Committees and Councils: The Brown Act applies to all “legislative bodies” which includes:

**Governing Bodies:** which are the governing body of a local agency or any other local body created by state or federal statute.

**Subcommittees and Commissions:** All subcommittees and commissions created by formal action of the legislative body, whether temporary, decision making, or advisory. There is one exception for ad hoc advisory committees consisting solely of less than a quorum of the legislative body.

Under the Brown Act a “meeting” means:
A meeting is any congregation of a majority of the legislative body that meets at the same time and place to hear, discuss, or deliberate upon any item within the body’s subject matter jurisdiction. A “meeting” includes any use of direct communication, intermediaries, or technological devices such as e-mail.

A regular meeting is the fixed formal meeting of the legislative body. Agendas must be posted at least 72 hours in advance of the meeting. All agendas must be posted in a location at the agency offices that is freely accessible to the public, and also on the agency’s website. Each regular meeting agenda must provide an opportunity for public comment on any agenda item and on any item of interest to the public within the subject matter jurisdiction of the legislative body. Agendas must contain a brief general description of each item of business to be transacted or discussed at the meeting.

At DVC these groups are governance Brown Act bodies:
- Academic Senate and all standing committees created by official action of the Academic Senate
- Classified Senate and all standing committees created by official action of the Classified Senate
- College Council and all standing committees created by official action of the College Council. These are the Budget Committee, the Program Review Committee, and the Research, Planning, and Evaluation Committee.
- Associated Students of DVC and all standing committees created by official action of the ASDVC

B. Types of Committees at DVC
**College-wide Governance Committees:** The four major committees at the college. They are the College Council, Budget Committee, the Program Review Committee (PRC), and the Research, Planning, and Evaluation Committee (RPEC). Each of the four is tasked to look at issues at the college which have an overarching impact. The recommendations of the Budget Committee, the RPEC, and the PRC all go to the College Council. All recommendations from the College Council are made to the college president.
Operational Committees: Committees which have been formed to work and advise on specific operations at the college. These committees report to the College Council and work with a specific manager who is in charge of that area of college operations.

3. Transparency Requirements of all Committees
Both college-wide and operational committees must have changes to their structures, membership, and priorities approved by the College Council.

Any committee which makes spending recommendations within a specific scope of the college is required to have a publicly published application process which includes timelines and priorities for funds. They also must publish a rubric for spending decisions and present a public report to the College Council which shares rankings and spending decisions.

In all instances, academic and professional matters will be referred to the Academic Senate Council in consultation with the College President, or designee, per Title 5, section 53200 and DVC Procedure 1009.01.

Expectations of Chairs and Co-Chairs
In order to ensure transparency in the decision-making process at the college, leaders of governance and operational committees will be expected to follow these guidelines:

- Post dates, times and locations of meeting in the campus events calendar and on the webpage.
- Have agendas, minutes and documents uploaded to the college website in a timely manner, preferably within two committee meetings of them being approved.
- Complete the beginning of the year priority setting process, the mid-year update and the annual end-of-the year report. Share this document with the College Council and post it on the college website in a timely manner.
- Share budgets and processes openly with the College Council and the college at large.

Expectations of Members
Committee members shall model and facilitate effective communication among committee members, constituent groups and other college entities by establishing and using appropriate standards of communication in frequency and methods. Through input from areas of expertise and those who will be most affected by the decisions, collaborative decision-making of guidelines, processes and recommendations can be achieved in a respectable manner.

When a manager, faculty member, classified staff, confidential employee or student is appointed by its constituency group from the body that is making a selection, and the person accepts the appointment to serve on a college committee, council, subcommittee or task force, they agree to volunteer their time and expertise for the good of the committee and of the college. They also agree to serve as a communication conduit between the group that appointed them and the committee, subcommittee or task force.
Committee members will be expected to follow basic guidelines:

- Familiarize themselves with the committee function and intended outcomes.
- Review all materials, such as agendas, minutes, guidelines, etc. before a meeting.
- Ask for clarification if needed,
- Be prepared to discuss the issues and make contributions to the collegial dialogue.
- Accept responsibility to report back to its constituency group.
- Attend all scheduled meetings of the committee.
- Complete all assignments made by the committee chair in timely fashion.
- Be an active and responsive member of the committee.
- Respond to all correspondence from other committee members and the chair, or as promptly as possible.
- Fulfill the length of the appointed term.

4. Expectations of the Self-Evaluation Process

1. Annual beginning of the year priority setting process
   Committees, subcommittees, councils and taskforces will provide an annual priority setting document to the College Council by May 1st for the next academic year. Annual priorities will align with college goals. It will be the responsibility of the chair to submit this document to the College Council. Section 5 illustrates the form that will be used.

   The completed form must include:
   - A list of priorities and an action plan for the academic year.
   - If the priorities link to the Educational Master Plan and any other college plan.
   - An action plan that identifies specific steps to attain desired priorities.
   - A list of members.
   - Meeting dates.
   - If the committee is connected to a funding source and makes recommendations on the distribution of funds, it must include the funding application, priorities for funding, decision rubric and a timeline for the process that will be used for the next academic year. If these are not completed by May 1st, they will need to be sent to the College Council when they are finalized.

2. Mid-year report
   All committees will update their priorities planning document with a status mid-year check-in. This will be on the same form as the beginning of the year priority setting form. Section 5 illustrates the form that will be used.

3. Annual end-of-year self-evaluation
   Committees, subcommittees, councils and taskforces will provide an annual end-of-the-year self-evaluation to College Council. The chair is responsible for submission of the document. It is due to the College Council by April 1st. Section 5 illustrates the form that will be used.
The completed form must include:
- Progress achieving the priorities outlined at the start of the year and related documents.
  Dates or future dates of completion
  Major obstacles and/or problems with goal accomplishment
- Other major committee accomplishments and achievements in the past year

The document may also include:
- General recommendations to improve committee function.
- Supporting evidence or a list of evidence.
- Tentative goals for the next year.
- Other comments if the committee chooses to make them.

College Council will review all annual reports for college committees, subcommittees, councils, and task forces and will use those reports to conduct an annual evaluation of the college governance and consultation model and recommends changes as appropriate.

5. Form – spreadsheet format

<table>
<thead>
<tr>
<th>Priority</th>
<th>Links to EMP yes/no</th>
<th>Planned Activities</th>
<th>Mid-Year Status Update</th>
<th>Date of completion</th>
<th>Obstacles Preventing Completion</th>
</tr>
</thead>
</table>

6. Chronology of revision discussions of this document 2017-2018
8/16/17 – College Council reviewed existing document and made recommendations
8/30/17 – College Council reviewed revisions and sent to RPEC
9/13/17 – RPEC reviewed and made recommendations
10/11/17 – RPEC approved edits
Spring 2018 – additions and corrections
3/7/18 – College Council votes to approve section 3 of the document
4/4/18 – College Council votes to approve entire document