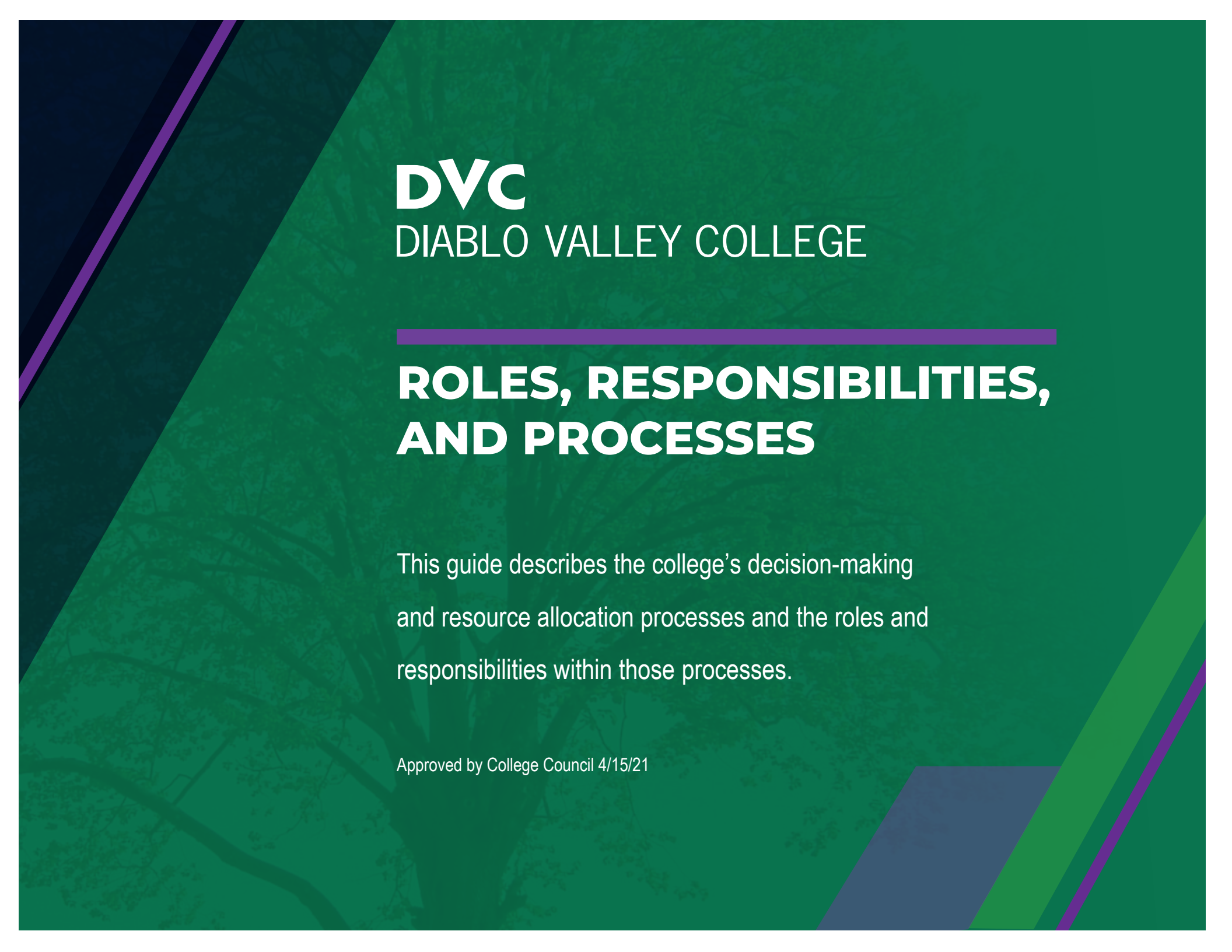




DVC DIABLO VALLEY COLLEGE

ROLES, RESPONSIBILITIES, AND PROCESSES

This guide describes the college's decision-making and resource allocation processes and the roles and responsibilities within those processes.

Approved by College Council 4/15/21

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Introduction to Roles, Responsibilities, and Processes

This guide is intended to codify DVC's decision making and resource allocation processes and the roles and responsibilities within those processes.

These processes are related to:

1. Governance participation in committee structure
2. Program Review Process
3. Resource Allocation Process
4. Resource allocation for college-wide plans with and without attached funding

The purpose of these descriptions and flowchart diagrams is to ensure appropriate dialog and to clarify how all constituent groups currently participate in decision making. This document outlines our current processes. As our processes change and improve, the diagrams and descriptions in this document will also change.

The College values the contributions of all constituencies, and these descriptions and flowchart diagrams promote those contributions while ensuring that we comply with Title 5 requirements, as described on the following pages.

Effective Participation in College Governance in Title 5

The College values and promotes the contributions of all constituencies while ensuring compliance with Title 5 regulations. Participation in college committee meetings is open to everyone, however, voting members are appointed by constituency groups. These include the Associated Students of DVC for student representatives, Classified Senate for classified staff representatives, Academic Senate for faculty representatives and the college president for management representatives. Title 5 sets forth particular requirements for effective participation in decision making for each constituency group, as described below.

Student Participation (Associated Students of DVC)

As defined in Title 5, Section 51623.7, 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 of students." Specifically, there are 9 + 1 areas.

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 college procedure or related matter that the president determines will have a significant effect on students

*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 of DVC to participate in the development of policies and plans, as appropriate.

Classified Employee Participation (Classified Senate)

As defined in Title 5, Section 51023.5, the “governing boards of a community college district shall adopt policies and procedures that provide the district and college staff the opportunity to participate effectively in district and college governance.” Title 5 does not list the specific related policy or procedure categories. Instead it states that the policies and procedures are those the local governing board “reasonably determines, in consultation with staff, have or will have a significant effect on staff.”

Faculty Participation (Academic Senate)

As defined in Title 5, Section 53200, the Academic Senate as the representative of faculty makes “recommendations to the administration of a college and to the governing board of a district with respect to academic and professional matters” on the following policy development and implementation 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. process 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; or
2. agreeing that the district governing board, or such representatives as it may designate, and the representatives 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.

The college president will rely primarily upon the advice and judgment of the Academic Senate on items 1 through 3 and reach mutual agreement on items 4 through 11. (DVC Procedure 1009.01)

Management Participation (College President)

As defined in Title 5, Section 51023, managers, supervisors and confidential employees have the opportunity to participate effectively in formulating college procedures and in those processes to jointly developing recommendations on matters that significantly affect them. Management responsibilities include any responsibilities not specifically defined in other areas. Management has the ultimate accountability and fiduciary responsibility to ensure that roles, responsibilities, and processes are carried out effectively and within regulatory requirements.

Student, Classified and Faculty appointments to college-wide committees and taskforces, and constituency committees are made by their representative groups. Management appointments to committees and taskforces are made by the college president.

College Committees, Taskforces and Workgroups

The College has college-wide and constituency committees, taskforces and workgroups. Voting representatives are approved by their constituency body. Participation is in compliance with Title 5 regulations described above.

College-wide Committees

College-wide committees focus their efforts and recommendations on integrated college-wide planning, processes, resource allocations and operations. These committees report to and make their recommendations to College Council. College Council makes its recommendations to the college president.

Governance Committees are college-wide committees that include classified, student, faculty and management membership. These committees focus on college-wide integrated planning, processes and resource allocations. They are:

College Council

Budget Committee

Program Review Committee (PRC)

Research, Planning and Evaluation Committee (RPEC)

Student Equity and Success Committee (SES) (Developmental Education, Equity, Student Success Program)

Budget Committee, Program Review Committee, Research, Planning and Evaluation Committee, and Student Equity and Success Committee make their recommendations and report to College Council. College Council makes its recommendations to the College President. All of these governance committees work together in an integrated process, to advance the college's goals.

Operational Committees are college-wide committees that include classified, student, faculty and management membership. These committees work and advise on specific operations of the college in order to advance the college's goals. The committees are:

Communication Committee

Equal Employment Opportunity Advisory Committee

Information and Instructional Technology Committee

Professional Development Committee

Safety Committee

Sustainability Committee

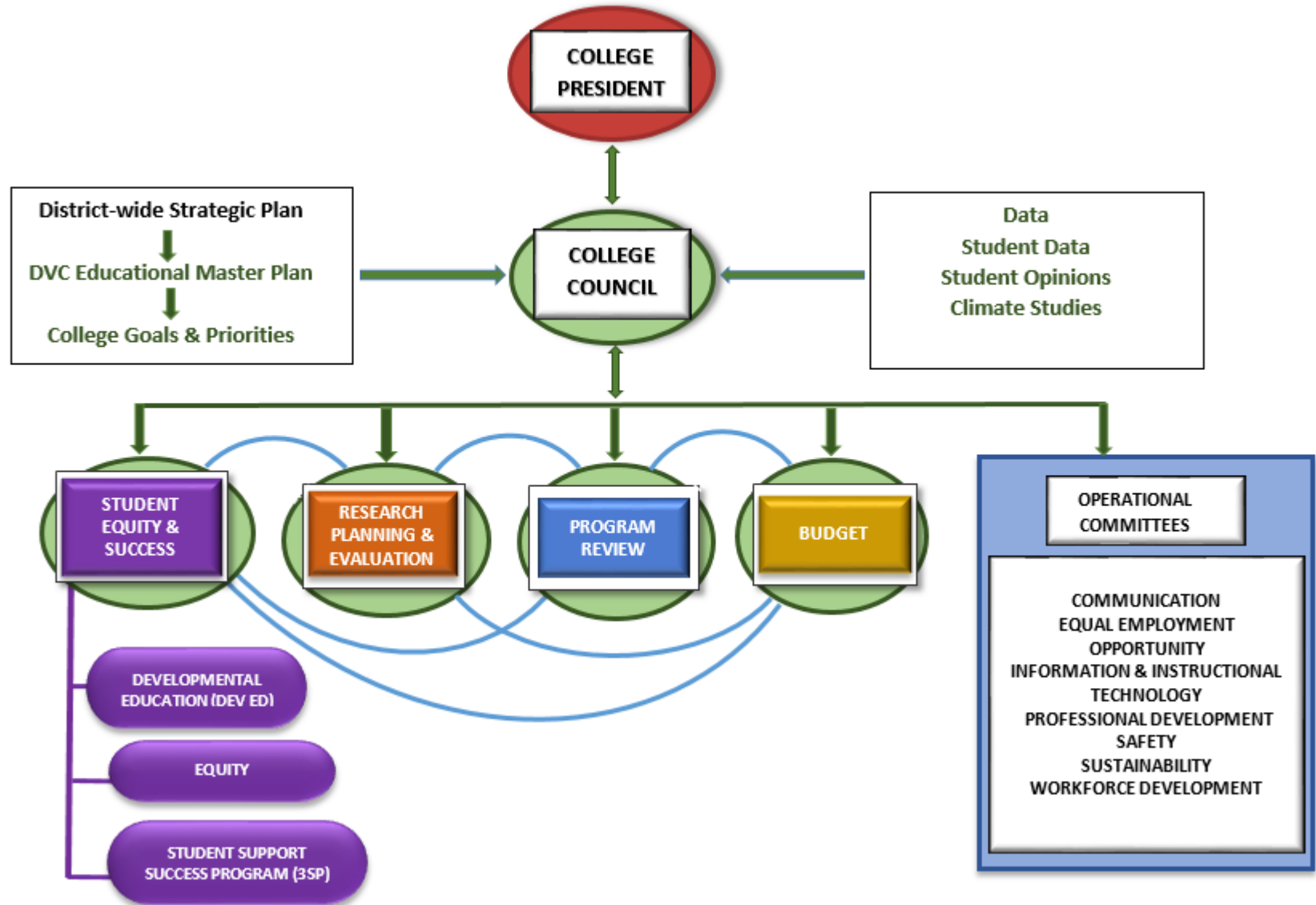
Workforce Development Committee

All operational committees report to and make recommendations to College Council. College Council makes its recommendations to the college president.

Taskforces have a specific task and time limit. Taskforces report and make their recommendations to College Council.

Work Groups are subgroups of a committee or council that is assigned a specific task. A work group reports back its recommendations and/or work product to its committee or council.

College-wide Committees



Constituency Committees

Associated Students, Classified Senate and Academic Senate have committees that report directly to their governing bodies. Constituency committees focus their efforts and recommendations on areas required for their decision making participation as required in Title 5. These committees make their recommendations directly to their constituency governing body. Constituency committees may include membership from other constituency groups. The constituency committees are:

Academic Senate Council Committees

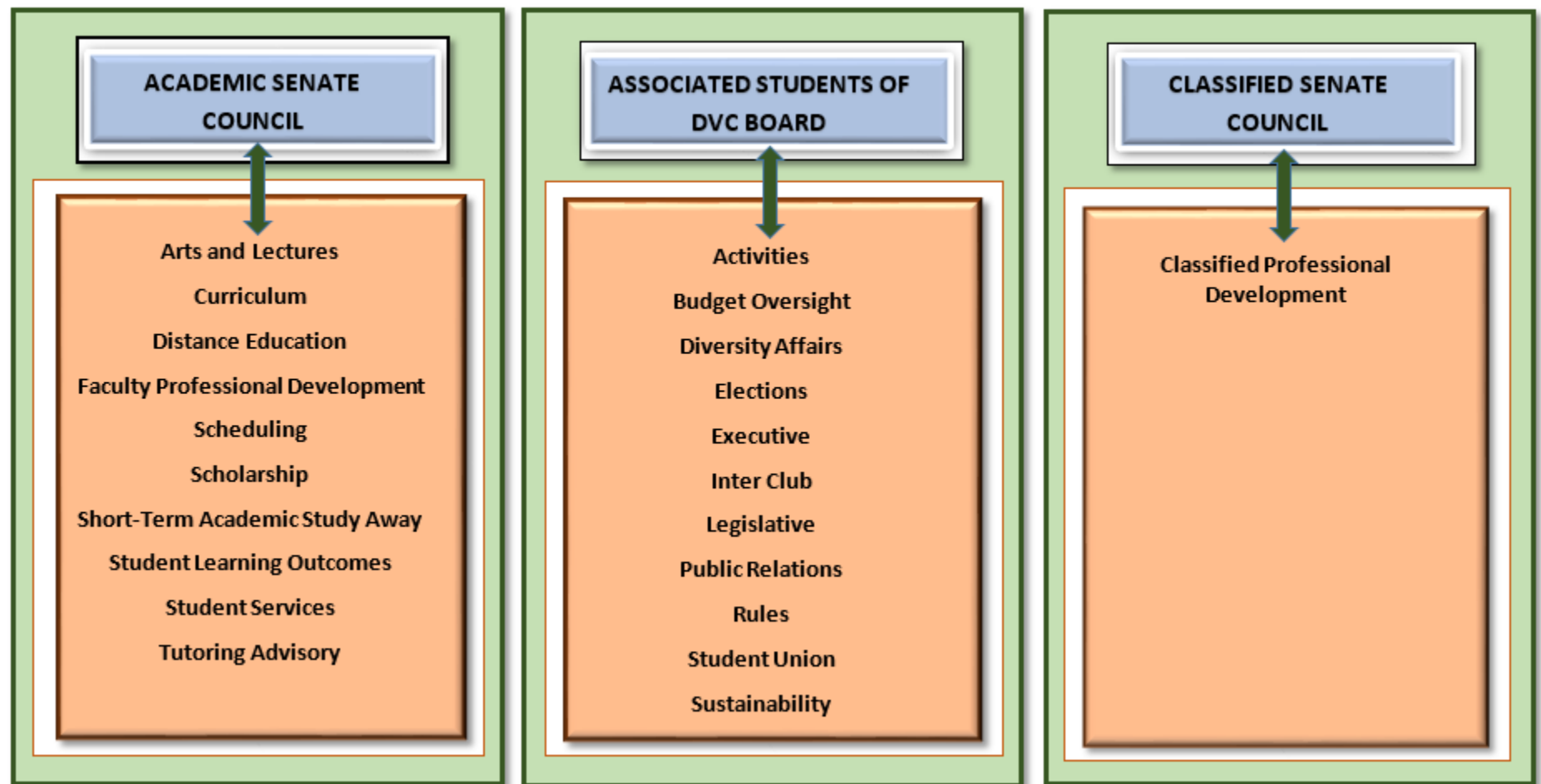
- Arts and Lectures Committee
- Curriculum Committee
- Distance Education Committee
- Faculty Professional Development Committee
- Scheduling Committee
- Scholarship Committee
- Short-Term Academic Study Away Committee
- Student Learning Outcomes Committee
- Student Services Committee
- Tutoring Advisory Committee

Associated Students of DVC Board Committees

- Activities Committee
- Budget Oversight Committee
- Diversity Affairs Committee
- Elections Committee
- Executive Committee
- Inter Club Council
- Legislative Committee
- Public Relations Committee
- Rules Committee
- Student Union Committee
- Sustainability Committee

Classified Senate Council Committees
Classified Professional Development Committee

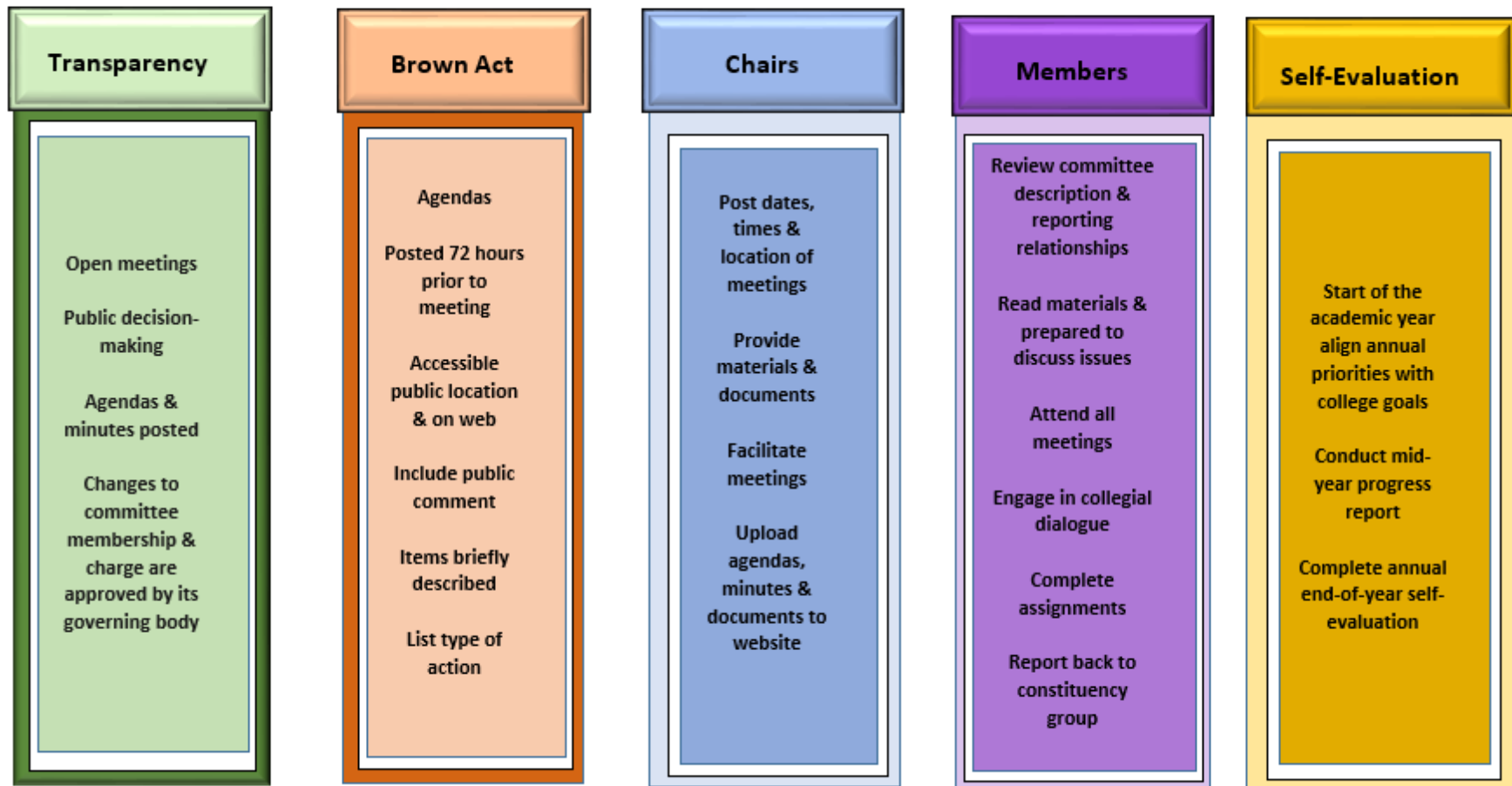
Constituency Committees



Committee and Membership Responsibilities

College Committee and Member Responsibilities

These reflect effective meeting practices.



Development of Program Reviews

Note: This description documents the broad general processes the College follows for the development of program review. This consultative process between the Academic Senate and College Council is intended to create a more sustainable process and to improve the use of Program Review for both planning and program evaluation. This process includes a Program Review Evaluation Workgroup charged with reviewing the processes and templates and making recommendations. As new recommendations are adopted, this document will adjust accordingly.

A variety of data is collected, reviewed and compiled. These data include the upcoming year's budget, college goals and priorities, student learning outcomes, student services outcomes, equity data, student success data, enrollment data, and additional research and data specific to individual units.

August – November: Each unit reviews the compiled data and drafts its Program Review. Within the program review, units review progress on the previous year's goals and establish short-term and long-term goals based on review of their data. Where needed to meet these goals, units make requests for College resources and categorical funds. Units connect all requests to the College Mission, College Educational Master Plan and to relevant College Priorities and Plans. Administrative Program Review is due August 1st.

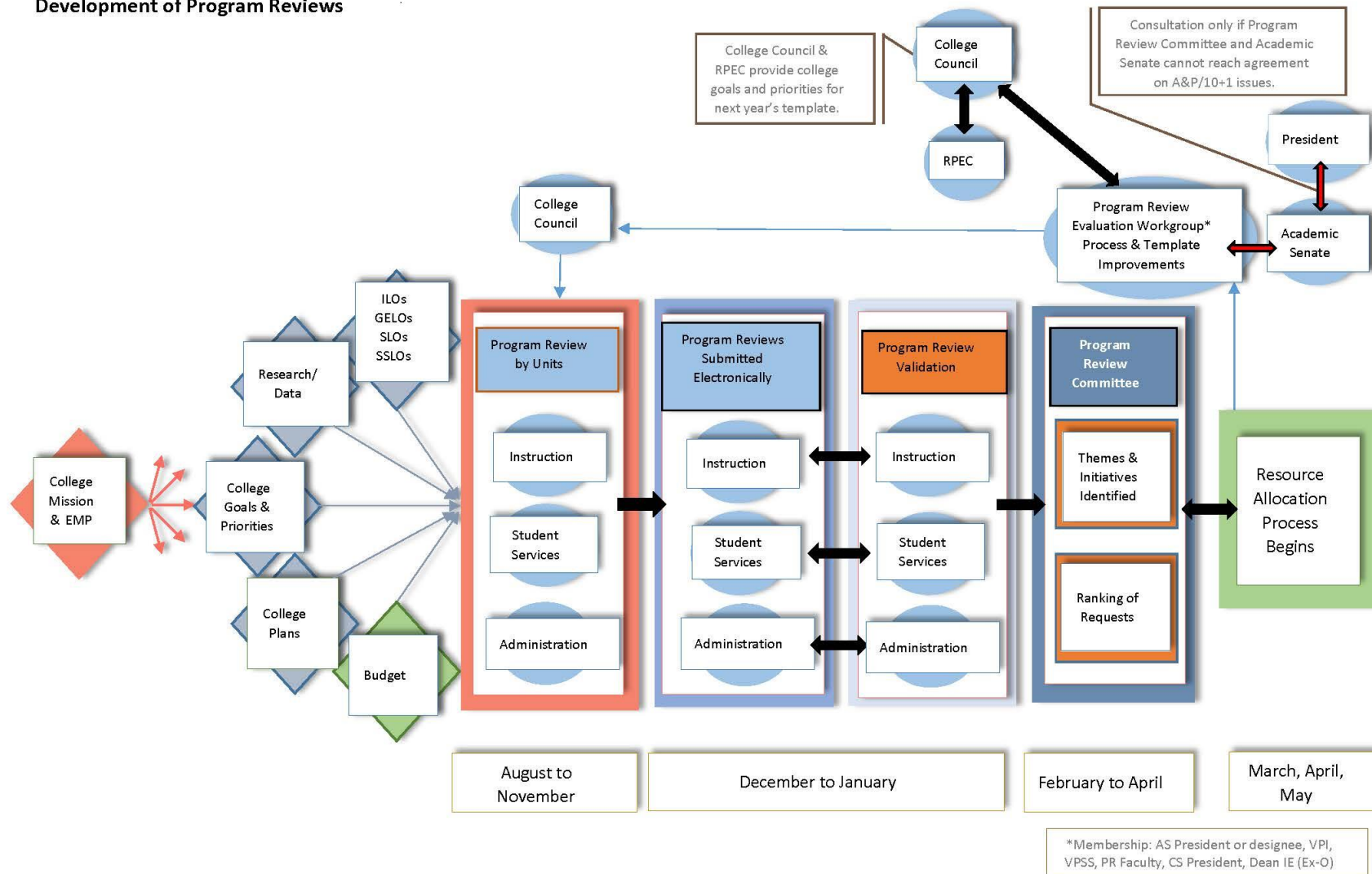
November – January: Each unit/lead submits Program Review online to the Senior Dean of Curriculum and Instruction. Program Reviews are forwarded to Validation Teams to ensure completeness and accuracy. Validation Teams may request additional information and revisions before submitting them to the Program Review Committee for ranking requests.

February – April: The Program Review Committee ranks the requests and identifies themes and initiatives that merit further college-wide dialogue.

March – May: The ranked requests, along with the themes and initiatives are sent through the resource allocation process. See resource allocation process.

The College Council and the Research, Planning and Evaluation Committee will provide the college priorities and goals for the next year to be included in the next year's template. Once this process is complete, the Program Review Evaluation Workgroup works collegially with the Academic Senate regarding Academic and Professional Matters/10+1 related to Program Review to "reach mutual agreement" on changes to the Program Review process and/or templates. If agreement on Academic and Professional Matters cannot be reached, then the Academic Senate proceeds with "collegial consultation" with the college president. Upon agreement with the Academic Senate, Program Review recommendations for improvements to the process and to the templates proceed to College Council where 10+1 items are informational and all others are recommendations. College Council works with RPEC to provide college goals and priorities to be included in the next Program Review template and Program Review cycle. For further details, see Program Review Handbook.

Development of Program Reviews



Resource Allocation of College-wide Funds

December – January: Program Review resource requests are submitted. Requests for Faculty positions are forwarded to the Full-time Faculty Hiring Committee (formerly known Box 2A Committee). Requests for Classified and Management positions are forwarded to President’s Cabinet.

February – March: The Program Review Committee prioritizes the requests. The prioritization of requests aligns with the college goals and priorities. Program Review Requests for facilities are forwarded to the facilities manager and technology requests are forwarded to the Technology Committee to provide feedback and information about how the requests fit into their planning.

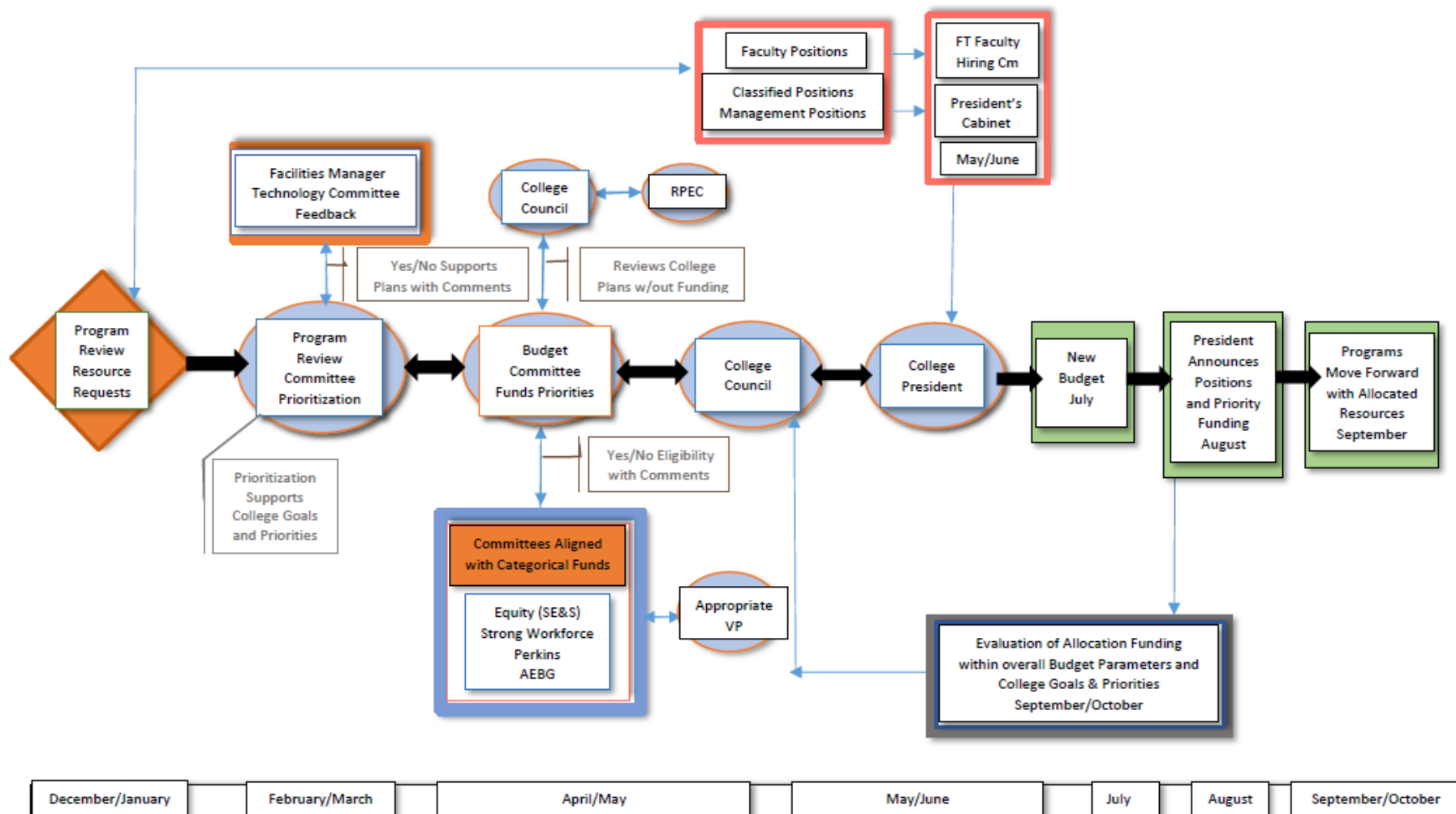
April – May: The Budget Committee identifies the resources available to support the program review rankings and if needed may request additional information. The Budget Committee will work with the other committees associated with categorical funds to best determine which requests can be funded by categorical or general college funds. The Budget Committee provides a rationale to College Council for its budget allocation recommendations. College Council reviews college plans without categorical funding to assess funding needs, such as Professional Development, Sustainability, etc.

May- June: College Council makes its recommendations for program review ranks and budget allocations including college plan resource requests to the College President. The Full-time Faculty Hiring Committee makes its recommendations on full-time Faculty positions rankings and President’s Cabinet makes its recommendations on Classified and Management position rankings to the college president.

July/August: Using the revised state budget allocation numbers, the college president makes final decisions about positions which will be funded and other funding priorities.

September – October: Programs move forward with approved resource requests. The resource allocation process is evaluated in terms of budget alignment with college goals and priorities.

Resource Allocation of College-wide Funds



Development of College-wide Plans

These processes are for the development and approval of all college-wide plans. These plans include local plans and state mandated plans that may or may not have monies attached. Regardless of whether there are funding sources attached or not, the college follows these development and approval processes.

The College Council will determine which process below is applicable. If concerns are raised in response to the decision by the College Council as to if the plan is an Academic and Professional 10+1 matter, that question will be forwarded to and determined through the formal consultation process between the President and the Academic Senate leadership.

1. Plans with 10+1 impacts

The college President or a college committee initiates the process for college-wide plans through the College Council. The President designates a Vice-President to collaborate with the Academic Senate liaison to identify areas of academic and professional matters that are imbedded in scope of the plan. The Vice-President works with the Academic Senate to coordinate the work on the new plan and to facilitate regular discussion with the faculty liaison. The Vice-President will report on progress to the President.

If there is a college-wide committee related to the focus of the plan, the College Council assigns the development of the plan to that existing committee. If the College does not have a college-wide committee related to the focus of the plan, the College Council will create a temporary plan writing taskforce with constituent representation and will designate a chair (or chairs). The number of members may vary. The Classified Senate, Academic Senate, and ASDVC will appoint representatives to the plan writing taskforce through their respective processes.

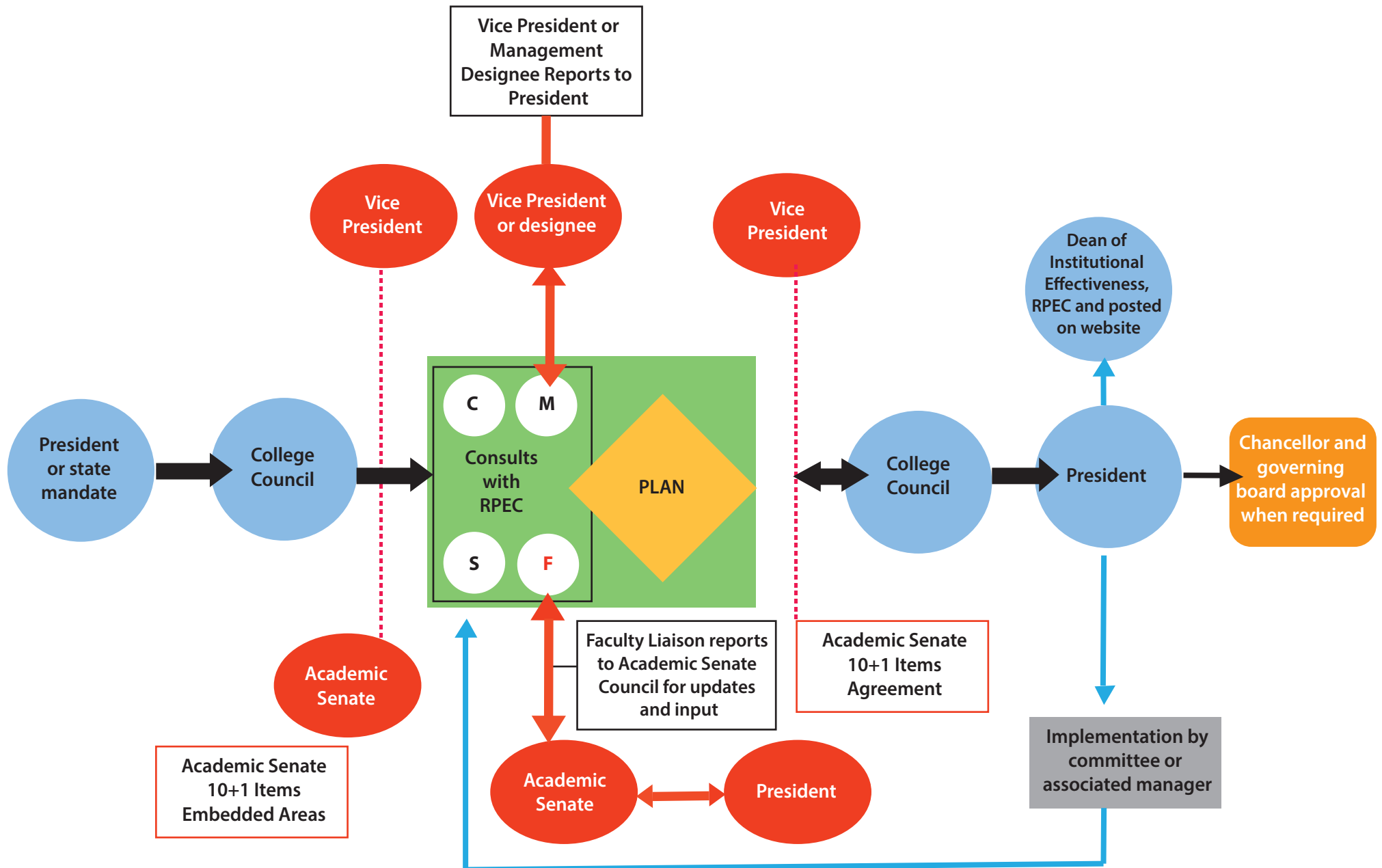
The committee or taskforce works collaboratively to develop the plan. In doing so:

- The faculty appointed liaison keeps the Academic Senate informed of progress and solicits their input. The Vice-President or designee provides that the Lead Manager assigned to the taskforce/committee keeps the appropriate Vice-President informed of progress and solicits input from the Vice-President as needed. The Vice-President will keep the President informed of plan progress and details. The faculty liaison will keep the Academic Senate informed of plan progress and details. All Academic and Professional 10+1 items must be agreed on through the formal consultation process between the President and Academic Senate leadership.
- In all situations, representatives from the ASDVC, Classified Senate, and Academic Senate who are on the committee have the responsibility to coordinate with and report to their group.

To ensure that the plan under development coordinates with other college plans, the College Council reviews drafts of the plan and provides feedback through the faculty representative, classified representative, ASDVC representative, and lead managers. Ongoing consultation through the formal consultation process between the President and Academic Senate leadership will continue as needed about all 10+1 items.

College-wide plans are submitted to College Council for endorsement and recommendation to the President. Once the President approves the plan, the plan is submitted to the authorizing agency if applicable and posted on the college web site. The college President submits the plan for information and when required for approval to the Governing Board.

Development and approval of college-wide plans with 10+1 Implications



2. Plans without 10+1 impacts

The college President or a college committee initiates the process for college-wide plans through the College Council. If concerns are raised at any point in this process related to an Academic and Professional 10+1 matter, the concerns will be forwarded to and determined through the formal consultation process between the President and the Academic Senate leadership.

If there is a college-wide committee related to the focus of the plan, the College Council assigns the development of the plan to that existing committee. If the College does not have a college-wide committee related to the focus of the plan, the College Council will create a temporary plan writing taskforce with constituent representation and will designate a chair (or chairs). The number of members may vary. The Classified Senate, Academic Senate, and ASDVC will appoint representatives to the plan writing taskforce through their respective processes.

The committee or taskforce works collaboratively to develop the plan. In doing so:

- A lead manager assigned to the taskforce or committee keeps the appropriate Vice-President informed of progress and solicits input from the Vice-President as needed. The Vice-President keeps the President informed of plan progress and details.
- In all situations, representatives from the ASDVC, Classified Senate, and Academic Senate who are on the committee have the responsibility to coordinate with and report to their group.

To ensure that the plan under development coordinates with other college plans, the College Council reviews drafts of the plan and provides feedback through the faculty representative, ~~Coordinators~~, classified representatives, ASDVC representative, and lead managers.

College-wide plans are submitted to College Council for endorsement and recommendation to the college president. Once the President approves the plan, the plan is submitted to the authorizing agency if applicable and posted on the college web site. The college president submits the plan for information and when required for approval to the Governing Board.

Development and approval of college-wide plans without 10+1 Implications*

If Academic and Professional 10+1 issues arise, they will be resolved through the formal consultation process between the president and Academic Senate leadership.

