



**VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
Decision-Making Handbook
October 2015**

VENTURA COUNTY COMMUNITY COLLEGE DISTRICT Decision-Making Handbook

Introduction

Ventura County Community College District Learning Community:

The purpose of this guide is to clarify for constituents the participatory governance process used within our District. The relationship of College committees to District committees is mapped, and the respective role and authority of the various governing bodies are defined.

In addition, this document outlines how employees are involved in the processes that lead to recommendations in their respective areas of responsibility and the accountability they have in decision-making. The information contained in this guide enhances our decision-making processes, making it clear how proposals move from conception to Board adoption.

The VCCCD Decision-Making Handbook can be found on the District website at www.vcccd.edu under About the District/Participatory Governance, and in Board Policy 2205 Delineation of System and Board Functions.

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How to Read This Document

The Ventura County Community College District (VCCCD or District) Decision-Making Handbook (Handbook) is intended to be a useful, comprehensive guide to collaborative decision-making participatory governance processes between and among faculty and staff assigned to the four sites of the District:

- District Administrative Center
- Moorpark College
- Oxnard College
- Ventura College

The Handbook begins with the statements of vision and values. Section I describes the laws that mandate participatory governance and the concomitant philosophical commitments shared by members of VCCCD, followed by information providing the charge and membership of District groups. These bodies are formed to:

- Provide efficient and effective communications among the Colleges and the District, and
- Ensure that recommendations from the Colleges' governance bodies are heard and acted upon in a timely manner.

The District groups reflect the origin of the group and membership. All District groups report to the Chancellor.

Appendix I provides suggested norms for group interactions.

Section II contains Functional Mapping and the VCCCD Governance: Advisory and Recommendation Pathways.

District Vision, Mission, and Values

Vision

The Ventura County Community College District will become the leader in the development of high quality, innovative educational programs and services.

Keeping in mind that students come first, we will model best practice in instructional and service delivery, student access, community involvement, and accountability.

Mission

Ventura County Community College District provides students, in its diverse community, with access to comprehensive quality educational opportunities that support student learning and student success.

Values

- We base our actions on what will best serve students and the community.
- We maintain high standards in our constant pursuit of excellence.
- We recognize and celebrate creativity, innovation, and entrepreneurship.
- We demonstrate integrity and honesty in action and word.
- We communicate openly and respectfully to students, colleagues, and members of the public.
- We hire and retain personnel who reflect the diversity of the communities we serve.
- We promote inclusiveness and openness to differing viewpoints.
- We use data, research, and open discussion to drive our plans and decisions.
- We demonstrate responsible stewardship for our human, financial, physical, and environmental resources.
- We seek and maintain long-term partnerships with the communities we serve.

Section I: Governance Principles Derived from Law and Accreditation Standards

This section describes the laws that mandate participatory governance and the accreditation standards that hold institutions accountable for creating and implementing effective processes in which faculty, staff, administrators, and students collaborate in decision-making.

The Law

Governance processes within VCCCD, designed in accordance with California Education Code 70901 and 70902 and Assembly Bill 1725, are intended to ensure that decisions are based on well-informed recommendations, support sound District functioning, and are made at the level and with the participation of those who can contribute to their effectiveness, efficiency, and implementation.

According to this Code, the Board of Governors of the California Community Colleges establishes minimum standards as required by law, including, but not limited to, the following:

- Minimum standards to govern student academic standards relating to graduation requirements and probation, dismissal, and readmission policies.
- Minimum standards for the employment of academic and administrative staff in community colleges.
- Minimum standards for the formation of community colleges and districts.
- Minimum standards for credit and noncredit classes.
- Minimum standards governing procedures established by governing boards of community college districts to ensure faculty, staff, administrators, and students the right to participate effectively in district and college governance, the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

The role of the local governing Board is to establish procedures in keeping with the minimum standards established by the Board of Governors of the California Community Colleges. In terms of governance, those procedures must ensure that:

- Faculty, staff, and students have the statutory right to participate effectively in District and College governance, and
- The Board retains its ability to be the final decision maker.

Accreditation Standards

Colleges in Ventura County Community College District are accredited by the Accrediting Commission for Community and Junior Colleges, the two-year higher education division of the Western Association of Schools and Colleges. Governance, as defined in these accreditation standards, supports institutional effectiveness by requiring processes in which ethical and broad-based leadership:

- Guide the accomplishment of the mission, and
- Promote ongoing dialogue focused on continuous improvement.

Governance is addressed in two components of the accreditation standards. Standard IV includes these statements most relevant to this Handbook:

- Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and chief executive officer.
- The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees bodies.

The Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems include these statements most relevant to this Handbook:

- The integrity of the district/system programs and services falls within the scope of the institution's accreditation.
- Institutions have the responsibility to describe and display clearly the particular way functions are distributed in their unique multi-college organization.
- When a team identifies serious inadequacies in the performance of a district/system function, such a deficiency could jeopardize the accreditation of one, some, or all of the district/system colleges.

In addition to laws cited in the previous section, these accreditation standards provide a mandate for collaborative decision making and ongoing cooperation in decision making among the components in a multi-college district.

Implementation of the Law in VCCCD

Ventura County Community College District and its Colleges' governance groups strive to put into practice the spirit and principles of participatory governance. Effective participatory governance is a partnership between and among those who are charged with making recommendations and those who are held accountable for outcomes. VCCCD creates processes to foster just such a successful governance partnership. An inclusive governance structure enables members of the VCCCD community to participate in developing recommendations for consideration by the Board of Trustees.

The intent of AB 1725 and the accreditation standards is actualized at both College and District levels in such a spirit of collaboration. Functionally, the process includes a system of committee meetings and activities designed to solve challenges at levels closest to the staff and work units affected and to provide the District's Presidents and Chancellor with assistance in preparing plans, processes, and policies.

These processes work because members of the District groups and District administrative staff agree that shared responsibilities are important and are to be protected through adherence to the following mutual agreements:

1. All members of District governance, advisory, and operational groups agree to:
 - Work for the greater good of our students.
 - Use analytical skills, creativity, and expertise to further District long-range goals, effective day-to-day functioning, and students' well-being.
 - Fulfill group member responsibilities through:
 - Attendance at meetings
 - Clear articulation of constituent needs
 - Function as a team member with other members of the group
 - Follow-through on tasks
 - Report meeting outcomes back to constituent groups
 - Strive for common understanding and consensus in an atmosphere of respect. Where consensus cannot be reached, commit to present dissenting opinion(s).
 - Support the implementation of recommendations once group consensus is reached.
 - Welcome change and innovation.
2. In turn, the Chancellor agrees to support the work of District groups by making the commitment that members of District groups will have:

- Flexibility and resources needed to accomplish assigned tasks.
- Shared responsibility for outcomes.
- Praise and recognition for their work.
- Support for change and innovation.
- Access to leadership opportunities.
- Establishment of Tuesday/Wednesday College meetings and Thursday/Friday District meetings, unless necessitated by unusual circumstances.
- The Board of Trustees set their annual calendar.

Relationship of College Groups and District Groups

As independently accredited institutions, each College complies with the accreditation standards, Education Code, and Title 5 regulations on governance by developing processes for collegial consultation on each campus.

The Colleges have developed autonomous and individualized processes to generate, review, and implement recommendations on the academic and professional matters defined in law and regulation. However, when the implementation of recommendations from a College will impact the other Colleges and/or District, these recommendations are presented at the District Consultation Council. After being reviewed and considered by this District group, recommendations flow to the Chancellor and Board of Trustees or return to the College group for clarification. This does not prevent any of the Academic Senates from communicating directly with the Board of Trustees.

In addition to governance bodies, each College has created advisory and operational groups as needed to maintain smooth routine functioning and to ensure that College constituencies are informed and involved. If recommendations from the Colleges' advisory and operational groups have District-wide implications, these are brought forward for consideration at the appropriate and parallel District operational or advisory group.

District Consultative Structure - General Operating Agreements for District Groups

Operating agreements outline the rules of conduct, delegation of authority, and the roles and responsibilities of individuals who are committee members.

These District groups are not general public meetings.

While some District groups may develop operating agreements specific to its tasks as detailed later in this Handbook, there are six overall operating agreements for VCCCD groups.

1. All members of District groups understand that they attend meetings to represent constituent groups at a College or the District Administrative Center. The group formulates recommendations to the Chancellor through consultation and are responsible to serve as a conduit for information and the catalyst for discussion on topics raised at the District group and within the constituent group. These topics include, but are not limited to, the specific areas outlined in state law.
2. Team members are committed to their group's charge and to agreed-upon norms for operating in District groups. In the first fall meeting, each governance group will:
 - Distribute and discuss the group's charge and reporting structure to the group membership's understanding of the relationship between the Colleges' governance structures and the District groups
 - Review norms for working as a team (see Appendix I for suggestions)
 - Develop operating agreements for determining recommendations
 - Review or establish task-specific operating agreements, if needed
3. Team members are committed to regular attendance and understand that matters before District groups will be acted upon irrespective of absent members.
4. District advisory and recommending groups will meet on either Thursday or Friday. The schedule for groups is established for the coming academic year in the final meeting of the preceding spring semester, subject to coordination with a master calendar established through the Chancellor's Office. Once set, the meetings may be adjusted only by consensus of the group members.
5. A record of each meeting is distributed to the Chancellor's Office, to committee members, and is posted on the District website.
6. Recommendations from all District groups are forwarded to the Chancellor. The chairs are responsible for tracking the progress of those recommendations and providing feedback to the District group on the approval, rejection, or modification of the recommendations. All District consultative bodies are expected to conduct their work efficiently and provide recommendations to the Chancellor on a timely basis. Failure to provide recommendations in a reasonable period of time may result in the Chancellor exercising his/her delegated authority to act independently.

Roles

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

Members of the District 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 practices and procedures, and job descriptions.

Role of the Board of Trustees

The Board of Trustees are representatives of the broad community, elected to act as guardians of the public's trust. Although elected within subsections of Ventura County, Trustees serve and represent all county citizens. The Board's primary responsibility is to establish District policies that align with the Minimum Standards set by the Board of Governors of the California Community Colleges. The Board ensures that the mission and vision will be accomplished by assigning responsibilities to District employees through job descriptions. In this way, the Board remains outside the operations of the District.

The following responsibilities are stated in Education Code Section, which authorizes and defines local boards. The section also authorizes local boards to delegate their power to the chief executive officer and other college staff and committees, unless specifically prohibited by law.

1. Establish rules and regulations not inconsistent with the regulations of the Board of Governors and the laws of this state.
2. Establish policies for and approve comprehensive, academic, and facilities plans.
3. Establish policies for and approve courses of instruction and educational programs.
4. Establish academic standards and graduation requirements.
5. Employ all personnel and establish employment practices.
6. Determine budgets within legal constraints and determine the needs for tax and bond elections.
7. Manage and control district property.
8. Establish procedures for effective involvement in the local decision-making process.
9. Establish rules for student conduct.
10. Establish fees as required by law.
11. Accept grants, gifts, and scholarships.
12. Provide auxiliary services, as necessary.

13. Determine the academic calendar.
14. Participate in the Board of Governors' state consultation process.

Boards of Trustees in California delegate significant authority to the CEO, as well as to the Academic Senate according to Title 5 regulations. Effective boards limit their role to developing broad policy and providing oversight in the areas listed above, and delegate the responsibility for administrative and professional duties to the professionals in the colleges.

As a legislative body, the VCCCD Board of Trustees conducts deliberations and actions openly within the realm of public scrutiny consistent with Government Code Section 54953, also known as the Ralph M. Brown Act. Minutes are prepared for all actions taken by the VCCCD Board of Trustees to serve as the District's public record.

Role of District Chancellor

The Chancellor is the chief executive officer of the District and administrative agent of the Board of Trustees and, as such, is the District's only employee reporting directly to the Board. The Chancellor is accountable for the operation of the District and for providing policy recommendations to the Board. Further definition of the Chancellor's responsibilities is provided in the following section on the Role of Administrators and further referred to in BP 2430 Delegated Authority to Chancellor.

Role of Faculty

Full-time and part-time faculty members at each College are represented in governance by an Academic Senate. The Academic Senate at each College 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 Colleges' Academic Senates in academic and professional matters under the mutual agreement option. When the Board elects to provide for mutual agreement with the Academic Senates, and an agreement has not been reached, 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.

Through the three Academic Senates and their College governance structure, recommendations are made to the administration of its College and the District on the following specific academic and professional matters:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Educational program development;
- Standards or policies regarding student preparation and success;
- District and College governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-evaluation and annual reports;
- Policies for faculty professional development activities;
- Processes for program review;
- Processes for institutional planning and budget development; and
- 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 in program review, planning, and budgeting. Consultation is not required on the content of program review, planning, and budgeting.

Academic Senates appoint faculty members to appropriate District groups. American Federation of Teachers, Local 1828 appoints faculty members to specific groups through the agreement between the Ventura County Community College District and American Federation of Teachers Local 1828.

Role of Classified Staff

Classified staff members include College and District employees in a wide range of positions. Classified staff members are provided with opportunities to participate in the formulation and development of District and 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 specific groups as identified through the agreement between the Ventura County Community College District and Service Employees International Union Local 99.

Role of Administrators

Administrators are defined as College presidents, vice chancellors, College executive vice president, College vice presidents, deans, classified managers, and classified supervisors. The job descriptions for College and District administrators assign specific roles for administrators. Administrators are

appointed to committees based on function or position or appointed by the College President or Chancellor. Administrators address issues of District-wide impact, including governance recommendations, operational matters to ensure alignment of practices, cross-District communication, uniform application of policies and procedures, progress on District goals, and Board support in District-wide planning processes.

Role of Students

Students at each College are represented by an Associated Student Government organization composed of elected officers. Each College's student government organization operates in accordance with its own constitution and bylaws and is responsible for appointing student representatives to serve on 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:

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

Except in unforeseeable, emergency situations, the governing board 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 formulation of the policy or procedure or the joint development of recommendations regarding the action.

Associated Student Government has a statutory requirement to confer with faculty in their respective areas of responsibility.

Administrative Decision-Making Bodies

Chancellor's Cabinet

The Chancellor's Cabinet discusses issues of District-wide impact, including governance recommendations, operational matters to ensure alignment of practices, cross-District communication, uniform application of policies and procedures, progress on District goals, and Board support in District-wide planning processes. Items that require consistent implementation that emerge from Chancellor's Cabinet discussions are communicated to the College and District Administrative Center personnel as appropriate.

Chair: District Chancellor

Members: College Presidents
Vice Chancellor, Business and Administrative Services
Vice Chancellor, Human Resources
Associate Vice Chancellor, Information Technology
Director of Communications/Chief of Staff

Typically, Chancellor's Cabinet meets weekly, or as needed.

Chancellor's Presidents Council

The Presidents Council discusses issues specific to the coordination of activities that may impact all three Colleges, and provides a venue to improve cross-district communication. Items that require consistent implementation that emerge from President's Council discussions are communicated to the College and District Administrative Center personnel as appropriate.

Chair: District Chancellor

Members: College Presidents

Typically, Chancellor's Presidents Council meets monthly, or as needed.

Chancellor's Administrative Council

The Chancellor's Administrative Council complements the work of the Chancellor's Cabinet as a venue to improve cross-district communication through the inclusion of the perspectives of additional senior College administrators, especially on operational matters. The Council holds discussions specific to the coordination of activities that may impact all three Colleges and the District

Administrative Center. Items that require consistent implementation that emerge from the Chancellor's Administrative Council are communicated to the College and District Administrative Center personnel as appropriate.

Chair: District Chancellor

Members: College Presidents
College Executive Vice President, Vice Presidents of Student Development, and Vice Presidents of Academic Affairs and Student Learning
College Vice Presidents, Business Services
Vice Chancellor, Business and Administrative Services
Vice Chancellor, Human Resources
Associate Vice Chancellor, Information Technology
Director of Communications/Chief of Staff

Typically, Chancellor's Administrative Council meets quarterly, or as needed.

District Advisory and Planning Body

District Consultation Council

The District Consultation Council is the representative body designed to facilitate cross-District communication, support the governance processes at each College, and assist in District governance as described in the accreditation standards.

The District Consultation Council facilitates and integrates communication across the four sites of the District by:

- Reviewing the Board agenda prior to action by the Trustees;
- Recommending appropriate participatory governance structures for the District, and monitoring and assessing effectiveness of the implementation of said governance structures; and
- Receiving and analyzing recommendations from College governance bodies and determining the appropriate next step for such recommendation.

Constituent agreement/disagreement/concern on Board items discussed in Consultation Council are noted as a Board informational item in the Chancellor's summary statement "Chancellor's Recommendations of Board of Trustees Agenda." Discrete agenda items presented to the Board in areas of senate primacy contain advisory recommendations and comments from Chancellor, President, Executive Vice President, Vice President, and Dean.

The Chancellor has the right to accept, reject, or modify recommendations from the District Consultation Council. When the Chancellor rejects or modifies a recommendation from the District Consultation Council, he/she informs that group of the objections to their recommendation. The Academic Senates and Associated Student Governments (ASG) retain the right to present their comments on the Chancellor's recommendation directly to the Board of Trustees.

The authority of the District Consultation Council is limited by the scope of delegated Board authority to the Chancellor, collective bargaining agreements, and constituent group authority as provided by law. This Council meets once per month, unless it is necessary to hold an additional meeting. The District Consultation Council engages in a formative assessment of its processes annually.

Members understand that they attend meetings to represent constituent groups at a College or the District Administrative Center. In this role, members formulate recommendations to the Chancellor through consultation and are responsible to serve as a conduit for information and the catalyst for discussion on topics raised

at the District group and within the constituent group. These topics include, but are not limited to, the specific areas outlined in state law and regulation as defined in Appendix III of this Handbook.

Chair: District Chancellor

Members: Vice Chancellor, Business and Administrative Services
Vice Chancellor, Human Resources
Director of Communications/Chief of Staff
One Executive Vice President or Vice President of Academic Affairs and Student Learning (appointed by the Chancellor)
One District Classified Representative
One Classified Confidential Representative

From Each College:

College President
Academic Senate President or designee
Classified Senate President (or designee)
Associated Student Government Representative

From the Collective Bargaining Units:

AFT President
SEIU President

Typically, the council meets monthly, or as needed.

District Advisory Bodies

Administrative Technology Advisory Committee

The Administrative Technology Advisory Committee (ATAC) advises the Chancellor on technology planning and priority setting for all technologies not used in the teaching/learning process, including Banner enhancements, with the exception of the distance-learning platform. Such activities may include, but are not limited to, evaluating and prioritizing tasks, including implementation timelines and the identification of needed resources; setting priorities for fiscal and staff resources; and making recommendations to revise business processes and functionalities to improve procedures and productivity.

Ad hoc committees are assigned specific components of projects as needed.

Chair: Associate Vice Chancellor, Information Technology

Members: Vice Chancellor, Business and Administrative Services
Vice Chancellor, Human Resources
Director of Communications/Chief of Staff

From Each College:

Vice President, Business Services
Executive Vice President or
Vice President of Academic Affairs and Student Learning and
Vice President of Student Development

Guest/Resources:

District Information Technology Project Support Staff

Typically, the committee meets bi-monthly, or as needed.

District Council on Accreditation and Planning

District Council on Accreditation and Planning (DCAP) is a sub-group of Consultation Council and advises the Chancellor, through Cabinet and the District Consultation Council on:

- matters pertaining to the development, monitoring, compliance and evaluation of District-wide planning, accreditation cycle activities, and objectives;
- review of Board policy and corresponding procedures; and
- District-wide strategic planning for the District.

Members understand that they attend meetings to represent constituent groups at the Colleges or the District Administrative Center. In this role, members formulate recommendations to the Chancellor through consultation and are responsible to serve as a conduit for information and the catalyst for discussion on topics raised at the District group and within the constituent group. These topics include, but are not limited to, the specific areas outlined in state law and regulation.

Chair: Appointed by the Chancellor (currently Chancellor's Designee)
Faculty Co-Chair (from DCAP membership)

Members: District Administrative Center Representative
Vice Chancellor, Business and Administrative Services
Vice Chancellor, Human Resources
Director, Communications/Chief of Staff

From Each College:
College President
Academic Senate President or designee
Accreditation Liaison Officer
Classified Senate President or designee

Typically, this committee meets monthly.

District Council on Human Resources

The District Council on Human Resources (DCHR) is advisory to the Chancellor on human resources policies and procedures. This charge includes:

- Review the first draft of Board policies on human resources;
- Review the first draft of District procedures to implement the related Board policies on human resources;
- Review implementation processes that accompany innovations in technology to support human resources; and
- Facilitate discussion on common interests among the three Colleges with regard to human resources issues.

Chair: Vice Chancellor, Human Resources

Members: College President (designated by the Chancellor)
Executive Representative from Academic Affairs
Executive Representative from Student Services
Executive Representative from Administrative Services
Human Resources Department Manager(s)
AFT Representative

From Each College:

Dean (appointed by College President)
Academic Senate President or designee
Classified Representative (appointed by SEIU)

Typically, the committee meets monthly during the academic year.

Institutional Research Advisory Committee

Research is conducted at the Colleges using uniform Districtwide data elements sustained by the Information Technology department. Comprehensive research is not performed at the District; however, standardized data and reporting structures are agreed upon through the District's Institutional Research Advisory Committee (IRAC) [formally Institutional Research Committee]. IRAC is charged with supporting District and College decision-making in the areas of enrollment management, planning, academic program review, performance and outcomes assessment, accreditation, and organizational development. IRAC functions include coordination of research activities, developing, evaluating and regularly distributing basic community demographic information and performance indicators through the VCCCD-supported online reports; and assisting to ensure correct and complete MIS data collection and submission to the California Community Colleges Chancellor's Office.

In addition, the Chancellor's appointed chair of the District Council of Accreditation and Planning (DCAP) is responsible for providing requests to IRAC in support of DCAP's authorized functions and activities.

The Colleges are responsible for the development and assessment of student learning outcomes and service unit outcomes in accordance with accreditation standards. Although each College has developed its own process and schedule for the development and the assessment of course, program and institution-level student learning outcomes, a common method for tracking data on the progress made is maintained by IRAC members. The Colleges are also responsible for developing and evaluating the data elements called for through their site-specific program review models.

Chair: Associate Vice Chancellor, Information Technology

Co-Chair: College Institutional Researcher or Manager

Members: One Senior Programmer Analyst
One Data Analyst (DAC)
One College Technical Data Specialist
Others as determined by the Chancellor

From Each College:

- One Manager involved with Institutional Research
- One College Technical Data Specialist
- College Institutional Researchers (up to 2)

Typically, the committee meets monthly.

Governance Recommending Bodies

District Emergency Preparedness Committee

Under direction of the Vice Chancellor of Business Services and the Director of General Services, the District Emergency Preparedness Committee (DEPC) makes recommendations to the Chancellor's Cabinet related to emergency preparedness and safety.

The committee maintains the District's Emergency Preparedness and Response Plan as mandated by the State of California, Office of Emergency Services. The plan is designed to effectively coordinate the use of College and community resources to protect life and property immediately following a major natural, accidental disaster or emergency, and continuity of campus operations. The plan provides for multiple level emergency response organization and is intended to structure and facilitate the flow of emergency information and resources within and between organizational levels.

Committee responsibilities include updating the emergency plan, coordinating all training and exercises, developing standard operating practices, review of threat assessment reports, and maintaining emergency response teams at each College and the District Administrative Center. The committee also coordinates the management of emergency resources, including supplies, equipment, technology, consultants, and training facilitators.

Chair: Vice Chancellor of Business Services

Co-Chair: Director of General Services

Members: Associate Vice Chancellor, Information Technology
Director of Communications/Chief of Staff
Director of General Services
Director, Fiscal Services
Others as determined by the Chancellor

From Each College:

Vice President, Business Services
College Incident Commander
Director of Facilities, Maintenance and Operations
Police Lieutenant
Coordinator, Student Health Services

Typically, the committee meets as needed.

District Technical Review Workgroup - Instructional

The purpose of the District Technical Review Workgroup - Instructional (DTRW-I) is:

- To put into practice the collaboration of faculty and District administration in ensuring the technical and legal accuracy of new and substantially revised courses and programs approved by each College's Curriculum Committee; and
- To safeguard the primacy of each College Curriculum Committee and the College faculty in the design and modification of courses and programs.

The DTRW-I is an advisory group to the Chancellor through Cabinet and the District Consultation Council. It reviews curriculum submitted by the three VCCCD College Curriculum Committees. The DTRW-I is responsible for reviewing new and substantially revised courses and programs prior to submission through Cabinet and Consultation Council to the Chancellor and the Board of Trustees. DTRW-I is responsible for ensuring the technical and legal accuracy of all components of new and substantively revised courses and programs. In addition, the DTRW-I may choose to review and provide advice on questions regarding the interpretation of curricular regulations. To fulfill these charges, members of this workgroup are assigned responsibility for remaining current on all regulations and laws related to curriculum.

In addition to the general operating agreements for District groups included previously in this Handbook, DTRW-I follows these additional operating agreements:

- Membership in DTRW-I for the following academic year will be chosen in the spring to ensure that members are prepared to meet as early as needed in the fall, there is sufficient time for summer training on curriculum, and there is sufficient time for members' schedules to be adjusted, if needed, to accommodate the DTRW-I meeting schedule.
- The Colleges' Curriculum Committees forward new and substantially revised courses, degrees, certificates, and proficiency awards to the DTRW-I for review no later than 5:00 p.m. on the Friday prior to each meeting during the regular academic year. Each College will submit one packet via the DTRW-I email address or notification that there is no curriculum submission for the agenda. Submissions or revisions made after the deadline will be deferred to the following DTRW-I meeting.
- Substantially revised courses and programs are presented to the DTRW-I in conventional legislative format, with each College's current catalog as the foundational document. If there is a proposed revision to a course or

program that is not yet published in the College catalog, a designee from that College will bring the current course outline.

- When the DTRW-I determines that element(s) of a new or substantially revised course or program do not comply with regulation or law, the DTRW-I, via the Colleges' representatives, shall advise the College Curriculum Committee of the variance, citing specific authority. The College Curriculum Committee shall duly consider the advice of the DTRW-I.
- Should the College Curriculum Committee's determination vary from the advice of the DTRW-I, documentation articulating the varying interpretations of technical/legal point(s) in dispute are forwarded to Cabinet.
- New and substantially revised courses and programs will be placed on the Board Agenda only after approval by the originating College Curriculum Committee and review by DTRW-I.

Substantial Change – an action to change an active program or course that will initiate a new control number. This will require College Curriculum Committee, Board, and California Community College Chancellor's Office (CCCCO) approvals:

Substantial Change of a Program:

- TOP code change to a different TOP code discipline.
- Addition/creation of a new program (degree or certificate) or major/area of emphasis.
- Proficiency Awards (require Board review and approval but not CCCCCO submission).
- Deletion of any program.

Substantial Changes to a Course:

- Course TOP Code (CB03)
- Course Credit Status (CB04)
- Units of Credit – Maximum (CB06)
- Units of Credit – Minimum (CB07)
- Course Basic Skills Status (CB08)
- Course SAM Priority Code (CB09)
- Course Prior to Transfer Level (CB21)
- Noncredit Eligibility Category (CB22) – Total Hours of Instruction (min)/variable Hours (max)

Nonsubstantial Change – an action to change an active program or course that will not initiate a new control number and College Curriculum Committee and CCCCCO approval only (no DTRW-I and/or Board):

Nonsubstantial Change of a Program:

- Title change
- TOP Code change within the same TOP code discipline
- Certificate or degree unit change
- Certificate or diploma hour change
- Addition/removal courses from an existing approval program

Nonsubstantial Change of a Course:

- Deleted courses
- Experimental courses
- Reintroduced courses (inactivated/suspended at the campus level within past two years) with no substantial revisions
- Course Department and Number (CB01) (discipline name or abbreviation plus alphanumeric designation)
- Course Title (CB02)
- Course Transfer Status (CB05)
- Course Cooperative Work Experience Education Status (CB10)
- Course Classification Status (CB11)
- Course Special Class Status (CB13)
- Funding Agency Category (CB23)
- Course Program Status (CB24)

Other Action, which will not issue a new control number:

- Correction – an action to correct a value previously reported in error.
- Active to Inactive – an action to make an active program or course inactive.
- Inactive to Active – an action to reactive an active program or course which was previously made inactive.

The Board Agenda template for new and substantially revised courses and programs will include the notation “Reviewed by–Chancellor’s Cabinet.”

Members understand that they attend meetings to represent constituent groups at a College or the District Administrative Center. In this role, members formulate recommendations to the Chancellor through consultation and are responsible to serve as a conduit for information and the catalyst for discussion on topics raised at the District group and within the constituent group. These topics include, but are not limited to, the specific areas outlined in state law and regulation.

Chair: The Chancellor appoints a member to serve as the administrative chair on this workgroup. This member co-chairs the workgroup with a faculty member.

Co-Chair: The faculty co-chair is rotated among the three Colleges, and the maximum consecutive term is two years.

From Each College:

Executive Vice President or Vice President of Academic Affairs and Student Learning
Faculty Co-Chair of the College Curriculum Committee
Articulation Officer
Academic Senate President or designee

Typically, this workgroup meets monthly during the academic year.

District Technical Review Workgroup – Student Services

The District Technical Review Workgroup (DTRW-SS) is an advisory group to Cabinet and the District Consultation Council. It is responsible for the review and development of Board policies, administrative procedures and standard operating practices in the student support area prior to submission through Cabinet and the District Consultation Council to the Chancellor and Board of Trustees. It may also serve as a body providing operational and procedural advice to Cabinet and the District Consultation Council for issues that impact students District-wide.

Members understand that they attend meetings to represent constituent groups at a College or the District Administrative Center. In this role, members formulate recommendations to the Chancellor through consultation and are responsible to serve as a conduit for information and the catalyst for discussion on topics raised at the District group and within the constituent group. These topics include, but are not limited to, the specific areas outlined in state law and regulation.

Chair: The Chancellor appoints an Executive Vice President or Vice President of Student Development as chair. This member co-chairs the workgroup with a faculty member.

Co-Chair: The Co-Chair position is rotated annually among the three Colleges. The maximum term for a co-chair selected by the group is up to two years.

From Each College:

Dean (Student Services)
Associated Student Government Representative
Registrar
Articulation Officer or non-instructional designee
Academic Senate President or designee

Typically, this workgroup meets monthly during the academic year.

District Council on Administrative Services

The District Council of Administrative Services (DCAS) recommends to the Chancellor through the Cabinet and the District Consultation Council on budget policy, development, and implementation, including, but not limited to, the District allocation model, business policies, and procedures.

Members understand that they attend meetings to represent constituent groups at a College or the District Administrative Center. In this role, members formulate recommendations to the Chancellor through consultation and are responsible to serve as a conduit for information and the catalyst for discussion on topics raised at the District group and within the constituent group. These topics include, but are not limited to, the specific areas outlined in state law and regulation.

District budget office staff provides support to DCAS.

Chair: Vice Chancellor, Business and Administrative Services
Faculty Co-Chair

Members: One AFT Representative
One Executive Vice President or Vice President of Academic Affairs and Student Learning or Vice President of Student Development (appointed by the Chancellor)

From Each College:
Vice President, Business Services
Academic Senate President or designee
Classified Representative
Student Representative, as appointed by Associated Student Government

Typically, this committee meets monthly.

Instructional Technology Advisory Committee

The Instructional Technology Advisory Committee (ITAC) advises the Chancellor on technology planning and priority setting for all technologies used in the teaching/learning process. Such activities may include, but are not limited to, evaluating and prioritizing tasks, including implementation timelines and the prioritization of needed resources; and making recommendations to develop, review, and revise instructional technology processes and practices to improve student learning.

Ad hoc committees are assigned specific components of projects as needed for all instructional technology.

Chair: Associate Vice Chancellor, Information Technology

Co-Chair: The home College for the faculty co-chair is rotated among the three Colleges, and the maximum term for a faculty co-chair is one year.

Members: District Information Technology Project Support Staff, as needed

From Each College:

Executive Vice President or Vice President of Academic Affairs and Student Learning

Dean that oversees Distance Education

Instructional Support Staff (up to 2)

Faculty Members (up to 3)

The committee meets once per month during the academic year.

Appendix I

Suggested Norms for Group Interactions

The following are suggested norms for Ventura County Community College District governance groups. In the first fall meeting, each governance body will review this list, which the group will adopt or modify.

- 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 or negative attitudes;
- Present positions as clearly as possible and avoid blindly arguing for individual ideas;
- Avoid changing one's mind just to agree and avoid conflict. Support only ideas one can live with;
- 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; and
- Share meeting records and information with your constituency group(s).
- Maintain professional and respectful communication.
- Share opinions without fear of retribution.

Section II



Ventura County Community College District Moorpark College • Oxnard College • Ventura College

Functional Map

This document describes and explains the areas of functional responsibility between District Administrative Center (District) and the Colleges within Ventura County Community College District (VCCCD), including Moorpark College, Oxnard College and Ventura College. It also includes the District's cross-college communication and advisory structures in the form of committees, councils, and task forces.

Functions that are the responsibility of the District are intended to provide for efficiency and continuity of services and programs. Compliance and functions that are statutorily required are also the responsibility of District operations. The provision of educational programs, student support services, direct campus operations, and various ancillary functions are the responsibility of the Colleges.

Function	District	Campuses
Student Learning		
Program Review	Collects relevant data through Banner, Board of Trustees receives relevant data, including institutional effectiveness data.	Use participatory governance processes unique to each campus to conduct annual program review and planning; analyze and assess institutional effectiveness data. Use program review data to make recommendations to the College President regarding resource allocation and integrated planning.
Curriculum	Board approves curriculum submitted through the participatory governance process.	Faculty prepare curriculum following campus-specific policies.

Enrollment Management	Collects and maintains FTES and other relevant data regarding enrollment; Chancellor's Cabinet engages in discussion about campus FTES targets; Chancellor's Cabinet performs ongoing analysis of FTES data	Administrators and faculty collaborate to produce schedules to achieve FTES goals, with attention to scheduling to improve and maintain broad student access. Through governance processes colleges develop individual enrollment management plans.
Student Services		
Transfer	Develops and reviews Board Policies regarding counseling, transfer centers, and articulation.	Appoint Articulation Officers, Transfer Coordinators and establish Transfer Centers. Develops and reviews Administrative Procedures through participatory governance processes.
Student Health	Reviews policies and establish budget model for student health centers.	Operate student health centers Establish budget for health centers.
Human Resources		
Employee Group Contracts and Negotiation	Organizes all processes and procedures pertaining to collective bargaining and creation of employment contracts. Provides training to administrators regarding contract.	Administer the contract terms. Administrators meet and consult with collective bargaining units.
Hiring	Human Resources organizes processes and procedures for employee hiring, including advertisement and establishment of position control in line with Board Policies. Personnel Commission oversees establishment of positions. Board of Trustees approves position control. District participatory governance committees prepare Administrative Procedures. New positions are vetted at Chancellor's Cabinet.	Organize hiring according to Administrative Procedures. Administrators, faculty, staff, and students play their roles as established by Administrative Procedure in the hiring process. College presidents bring new positions to Chancellor's Cabinet.

<p>Risk Management</p>	<p>Administers claims filed against the district. Functions as liaison between employees and third-party administrator regarding all aspects of workers' compensation claims and settlements. Reviews and interprets legal contracts related to District operations. Provides, reviews, and analyzes certificates of insurance for District and outside vendors. Accepts, reviews and coordinates response to subpoenas. Monitors incident reports to ensure that safety issues are addressed/corrected. Ensures that employees receive accommodations pursuant to law.</p>	<p>Report unsafe conditions. Promote safety in the workplace. Ensure employees have opportunities for training in workplace safety and in areas such as sexual harassment and accommodations for disabilities. Provide an accessible campus for all. Managers properly assess any employee need for accommodations within the workplace. Managers ensure that volunteers follow policies regarding workers' compensation and any other procedure in the Administrative Procedures regarding volunteers. Maintain compliance for field trips and student travel, including travel of student athletes.</p>
<p style="text-align: center;">Business Services</p>		
<p>Budget</p>	<p>Participatory governance committees, Board committees, Vice Chancellor and Board of Trustees establish allocation models and approve budget.</p> <p>Manages payroll, purchasing and receivables.</p>	<p>Administer budgets, and submit payroll, purchasing, and accounts receivable to District.</p>
<p>Facilities</p>	<p>Coordinates construction of new facilities. Approve Facility Master Plans.</p>	<p>Maintain and operate facilities. Develop Facility Master Plan. Develop maintenance and sustainability plans.</p>

<p>Professional Development</p>	<p>Sets policies and reviews administrative procedures through Board subcommittees and participatory governance. Approves travel abroad and expenses for professional development.</p>	<p>Provide professional development opportunities through participatory governance. Develops professional development plan. Employees coordinate their travel and professional development with Business Services.</p>
<p>Technology</p>		
<p>Information Systems</p>	<p>Maintains servers for all educational purposes. Works closely with colleges to submit data needed by State Chancellor’s Office. Manages online course management systems, registration software, personnel software and all other districtwide programs. Provides a districtwide technology plan by actively seeking input on classroom and administrative needs, and through planning, sets technology standards for the district.</p>	<p>Colleges create a local technology plan and give input to District regarding instructional needs. Colleges appoint administrative, faculty and staff members to relevant technology committees to share in decision making.</p>
<p>Educational Services</p>		
<p>Policies</p>	<p>Oversees a series of processes to create policy, including timely review of policies by participatory governance committees, Board subcommittees, and eventual approval of policies by Board of Trustees. Board of Trustees Policy Committee as well as shared governance bodies can initiate review of Board Policies; Board receives Administrative Procedures, created through the participatory governance process as information.</p>	<p>Academic Senates review relevant policies and give input to the Board. Implement Administrative Procedures created through the participatory governance processes. Ensure compliance with Board policies.</p>

Governance

<p align="center">District Governance</p>	<p>Create decision-making handbooks and integrated planning documents through a districtwide participatory governance process.</p>	<p>Academic and Classified Senates give input into the Districtwide Participatory Governance policies.</p>
<p align="center">Faculty Participation in Participatory Governance</p>	<p>Receives input for Board Agendas from three Academic Senates at Consultation Council. The Chancellor and the Board consult collegially on all matters 10 +1 with the three Academic Senates.</p>	<p>Academic Senates create local participatory governance committees and participate in creating local participatory governance documents. Budget, Program Review, Curriculum and other matters pertaining to 10 + 1 have local participatory governance committees. Academic Senates and their subcommittees consult collegially with the Board and the Chancellor. Curriculum committees recommend curriculum to the Board. Academic Senates collaborate with the Accreditation Liaison Officer to ensure requirements of Accreditation are met.</p> <p>The Academic Senates appoint faculty to districtwide hiring and other committees as specified in Administrative Procedures and Decision Making Handbook. The American Federation of Teachers appoints faculty to districtwide participatory governance and hiring committees as outlined in the Contract or Districtwide Decision Making handbook.</p>

VCCCD Governance: Advisory and Recommendation Pathways

