

Activities and Impact on College Rec#1

In response to this district recommendation, Moorpark College is actively engaged in reviewing and improving district and college governance structures. At VCCCD mapping the organization is primarily the purview of Consultation Council, an Advisory Committee at which all constituents have a seat; both district and local committees contribute to improving communication, analyzing gaps in structures, planning and resources allocation, and clearly articulating roles and responsibilities.

In addition to the activities referenced above, Moorpark College vetted the *VCCCD Participatory Governance Handbook* and the “VCCCD Governance Advisory and Recommendation Pathways” chart. District Consultation Council was the advisory council responsible for the creation of these documents, and this work began in earnest in January. On campus the Academic Senate was the primary participatory governance committee that vetted these documents. The Senate’s review of the *VCCCD Participatory Governance Handbook* (the “Handbook”) began as early as August 30, 2011. The Handbook was agendized no fewer than 14 times from August 2011 through May 2012 with final passage evidenced in the May 1, 2012 minutes. These minutes demonstrate the Senate’s interest in the district-wide handling of curriculum, the delineation of functions/authority, and the formation of committee structures that balance the discussion of budgetary allocations with district-wide academic perspectives.

In addition to detailed examinations at the Academic Senate, the Handbook was distributed to all faculty and staff via the College Portal. On May 2nd, the College President, in conjunction with the Academic Senate President, hosted a college-wide Forum to gather broad input regarding the governance committee structure outlined in the Handbook. One of the recommendations that came from this open Forum was the creation of a district-wide Instructional Technology Committee to balance out the already in-place Administrative Technology Committee. This recommendation has been included into the Handbook and is meant to clarify instructional, as opposed to administrative, technological needs.

The recent improvements in the governance structure and the creation of the functional map has prompted extensive conversations at the leadership and open-forum levels at the College. These conversations, in conjunction with the work of creating the documents, has heightened awareness and promoted the understanding of college-to-college and college-to-district relations. The College leadership recognizes this emerging dialogue of shared values and interests, and believes the dialogue is poised to grow beyond this development stage. It is clear that the understanding of governance structures and delineation of functions has been broadened and magnified. In the process of vetting the District Handbook, the Senates and the Administration have been prompted to examine not only the nature of decision-making at the District level, but also its resonance and effects on local processes. While the honing of the roles and responsibilities in a multi-college district is in process, the affected has been felt most discernible with the college and district leaders thus far.

Activities and Impact on College Rec#2

To ensure a wide understanding of Board Policies (“BPs”) and Administrative Procedures (“APs”), and to ensure this Recommendation is fully met, the Moorpark College Academic Senate included discussions regarding BPs and APs in the Academic Senate Orientation and Information session during Flex week. Attendees learned the purposes of BPs and APs, and the different applications of each. They also learned how to locate them through the on-line system that houses the BPs/APs. Further, the attendees learned how the BPs and APs are reviewed and modified through the governance process. Through this Orientation, the attendees understood the role of the Board of Trustees as the “policy-making body”

working primarily through the setting of BPs; and the operational aspects of the District and the College are anchored by the APs. This learning activity has deepened the understanding of Board roles on campus, and reiterated the importance of APs as tools of guidance in the daily operations of the College.

In addition to the above, the establishment of a regular review cycle is bringing the assurance that BPs and APs are live documents, and can be modified and improved to better serve students. Further, there is growing understanding that the review cycle allows for regular input, and those at the College influence in the construction and interpretation of the policies and procedures. With the understanding of inclusion, the attitude towards the BPs and APs are shifting to that of acceptance and participation. There has been a palpable increase in impetus to seek out local input, which is gladly given. This input has been taken into consideration and implemented in many cases.

In the Human Resources area, the AP for hiring academic leadership is being changed to increase the committee numbers and alter the membership of the hiring committees as requested. Final decisions in local hires has reverted back to being a local decision, and the paperwork-intense hiring practices for part-time faculty is under review. These changes in AP and operations processes are approaching the implementation and/or review stages, and direct impact on day-to-day operations is anticipated. The fact that the changes are underway affords a greater sense of empowerment and trust. In the Business areas, the “Business Tools” site that mirrors the function of “HR Tools” allows on-line access to business forms but also contains instructions and clarification of processes. This too is a learning and teaching tool into processes that directly affects the college. Having been launched this August, the on-the-ground impact is expected to be measurable by the end of the Fall semester. The excitement regarding the easy access to forms and instructions is noticeable among those who use them the most. Also in the Business areas, the dramatic change in the streamlining of Field Trip forms and process has been felt and appreciated on campus. These changes have created an exceptionally wide invitation for input and vetting. This review process, conducted with efficiency and effectiveness in mind, has engendered an incipient pride of ownership and empowerment around a formerly much-maligned process.

Activities and Impact on College Rec#3

Through the discussion and current work on strategic planning and decision-making processes, College faculty and administrative leadership now recognize the linkage of District planning to College planning. Much time and energy is being spent on promoting the understanding that the District Master Plan, the Board Goals and Objectives, provides an overarching framework in which the College will do its local planning. There is also a better shared understanding of the importance of assessment in the planning process. The three District Colleges and District leadership actively participated in discussions about outcome assessment of Board Goals, and jointly developed the District Effectiveness Report that provides a cross-district look at progress and outcomes. In creating this report, each college had a voice in determining the cohesive benchmarks. This is a recent development, and the impact has been at the leadership and planning level. This initial collaborative effort is now institutionalized as part of the District planning process. The Colleges have also discovered that there are more similarities than differences among the planning of the Colleges; it is a fact that clearly forwards additional collaboration in the future.

The work to review and refine the District decision-making processes was participatory and broad-based. The *Participatory Governance Handbook*, which is just now being implemented, has been extensively vetted through our Academic Senate, as referenced above. All the additions and adjustments to the committees were done to expand participation and involvement of local constituents in district-wide decision-making. The College understands that the review, as well as the changes for improvement, were made as a result of broad-based and vibrant discussions, with input from our College community.

Activities and Impact on College Rec#4

Formal channels of communication have now been clearly defined in the *Participatory Governance Handbook*. The process of creating the Handbook raised the awareness that there are established venues for dialogue in establishing policies, procedures and operating agreements within our District. The dialogue and collaboration engendered by the process of review, as much as the governance structure itself, has promoted greater trust and communication among all constituent groups, and certainly among the leadership groups at Moorpark College. There is an understanding that the changes to the Handbook was to create venues for two-way communication and to expand opportunities for input. Increasingly there is an understanding of the obligations that accompany representation on these participatory committees. The changes made to the structure are in the implementation stages, and we look forward to seeing the efficacy of these changes. As mentioned in each of the above recommendations, the extensive work has been done in reviewing the delineation of functions, governance structures, policies and procedures, and strategic planning. The primary impact on the College is the emergent trust and heightened understanding of shared goals and values.

In practical terms, the addition of “Business Tools” to accompany “HR Tools,” and the changes in hiring and field trip practices are all indications that college feedback is being heard and implemented.

Activities and Impact on College Rec#5

Recommendation 5 requires remediation from the Board of Trustee regarding board self-assessment and improvement. For the College leadership attending the Board meetings, the Board’s interest in continuous improvement is evident in the professional development activities and study sessions. Further, the Board’s interest in receiving feedback from Consultation Council relative to their performance is encouraging, and is in itself, evidence of improvement. At the College level, the Senates and the Administration are communicating the work of the Board in this area; many in the general College community are aware that the Board is making strides to understand its role as a policy-making body.

Activities and Impact on College Rec#6

As Recommendation 3, the establishment of the review cycle affected the College positively in multiple ways. The regular review cycle is ensuring that BPs and APs are live documents that can be modified to help us better serve students. This change in perspective on the part of the College is empowering in itself. Not only is there is growing understanding at the College that the review cycle allows for regular input, but also that the College has influence in the construction and interpretation of the policies and procedures. The review cycle allows for a broader understanding of the intent, which in turn allows for more consistent and equitable implementation. In this, decision-making is more sure-footed and consistent.

As mentioned above, there has been a palpable increase in impetus to seek out local input, which is gladly given. This input has been taken into consideration and implemented in many cases. This extends from BPs and APs to business practices.

In the Human Resources area, the AP for hiring academic leadership is being changed to increase the committee numbers and alter the membership of the hiring committees as requested. Final selection in the local hiring process has reverted back to being a local decision, and the paperwork-intense hiring practices for part-time faculty is under review. These changes in AP and operations processes are approaching the implementation and/or review stages, and direct impact on day-to-day operations is anticipated. The fact that the changes are underway affords a greater sense of empowerment and trust. In

the Business areas, the “Business Tools” site that mirrors the function of “HR Tools” allows on-line access to business forms but also contains instructions and clarification of processes. For the College, this is a powerful teaching tool to learn our business processes. It also provides direct access to information and forms needed in daily operations. Having been launched this August, the on-the-ground impact is expected to be measurable by the end of the Fall semester. The excitement regarding the easy access to forms and instructions is noticeable among those who use them the most. Also in the Business areas, the dramatic change in the streamlining of Field Trip forms and process has been felt and appreciated on campus. These changes have created an exceptionally wide invitation for input and vetting. This review process, conducted with efficiency and effectiveness in mind, has engendered an incipient pride of ownership and empowerment around a formerly much-maligned process.

Activities and Impact on College Rec#7

As with Recommendation 5, Recommendation 7 requires remediation from the Board of Trustee regarding the board’s leadership, policy-making and professional development. For the College leadership attending the Board meetings, the Board’s interest in continuous improvement is evident in the professional development activities and study sessions. Further, the Board’s interest in receiving feedback from Consultation Council relative to their performance is encouraging, and is in itself, evidence of improvement. At the College level, the Senates and the Administration are communicating the work of the Board in this area; many in the general College community are aware that the Board is making strides to understand its role as a policy-making body.