Curriculum Co-Chair

I would like to submit this letter of interest for the position of Curriculum Co-Chair. Having just completed a two year term as Curriculum Co-Chair here at Moorpark College, I have had the opportunity to work with a fabulous group of Curriculum representatives and faculty. I feel we have had a very successful term. We the Curriculum committee have dealt with difficult and complex curricular issues including prerequisites, lower vs. upper division courses, the mission of the College, units and General Education outcomes to name a few. We have reviewed and updated hundreds of CORs and programs including over half a dozen TMCs. I feel one of the major roles of the Curriculum Co-Chair is to ensure the role of faculty in all curricular issues and I have worked hard to maintain this. With all the changes occurring at the State level and the hiring of a new EVP at Moorpark, I hope that I may offer some continuity and utilize the training I have obtained in this position by running for an additional term.

Thank you for your consideration.

Mary Rees
April 12, 2012

EdCap Letter of Interest

Lee Ballestero

The primary role of EdCap is to ensure that our campus is making progress towards accreditation. The committee's role can be difficult since it operates with the understanding that it is there merely to remind and encourage the campus towards its accreditation goals. However, as the committee that often is the first to recognize gaps in our progress or lack of institutional data it maintains a key position in the accreditation process.

In addition, EdCap is instrumental in shaping the Program Plan template. Given the growing significance of the Program Planning process, especially for funding, this responsibility will become even more important. As faculty co-chair, I believe it is my responsibility to ensure that faculty's interests are represented and faculty are kept fully informed on everything that is done, especially in the updating and use of the Program Plan template. As the campus looks forward to a new EVP, the faculty co-chair of EdCap will have an important role in ensuring that faculty concerns continue to be reflected in the template and the processes surrounding the use of the data.

My experience on EdCap began several years ago as Moorpark was preparing for its full accreditation report. Since it was a prime opportunity to observe the full accreditation process, new faculty were allowed to join data-gathering workgroups and I participated in several workgroups during my second year. I continued my participation on EdCap for the next three years. Last year, I was a member of a workgroup that researched the feasibility of a peer review process for program planning. As part of this workgroup I attended numerous conferences on program planning, accreditation and peer review process. This year I have completed my first year as faculty co-chair.

Given my experience and professionalism, I am confident that the members of the Academic Senate will support my application for the position of faculty co-chair of EdCap for the 2013-2015 term.

Brendan P. Purdy, PhD

Mathematics Faculty

Moorpark College

Academic Senate:

I am interested in being the Faculty Co-Chair for <u>Faculty Development</u> for Academic Year 2012 – 2013.

I have been a member of Faculty Development since Fall 2009 representing the Mathematics Department and as such I will have been on the Committee for three years at the end of this semester. I am also presently serving on the Flex and Travel Fund workgroups of the Committee. Thus, I have deep familiarity with Faculty Development's current activities and the directions that we are going in.

As a somewhat recent hire (four years ago) and having been granted tenure this semester, I remember my New Faculty Orientation (NFO, which falls under Faculty Development) well and am still very much cognizant of the concerns of faculty in the four year tenure process as well as those who are adjuncts. Additionally, as a "Student Services" faculty who teaches nine units in the classroom, I am attuned to the needs of faculty who work both in and outside of the classroom. If I am chosen to be the Faculty Co-chair, my primary goal is to continue the same successful programs that we are currently doing, with the hope of having greater faculty involvement in such events as our Flex activities. Thank you for your consideration.

Respectfully,

Brendan Purdy

Dear Members of the Academic Senate Council,

Please consider me for the position of **Faculty Development Co-Chair** for the year of 2012-2013. I can bring to this position some experience in the following areas:

- 10+ year faculty member, having served in both **student services** and **in-class instruction**, so I understand student and faculty issues on both sides of our teaching house.
- Currently serving as **New Faculty Orientation** facilitator, introducing our new faculty to student processes (Career/Transfer, Student Activities, and Registration), governance (MC committee and governance structure and the role of faculty), and the rich history of innovation at Moorpark College (ex., learning community pedagogy and its application at the High School of Moorpark College).
- I have served on **several tenure committees** and am currently chairing a tenure committee.
- I have contributed to and initiated projects that **promote innovation in faculty**. Some of these include grant-writing, Perry-scheme workshops, career/academic modules, and faculty learning community workshops.
- I am an early **adopter of technology**, having **taught online** for several years and have been involved in district committees on teaching and technology.
- I have **served on three different accreditation teams** so I understand the formal value of faculty development to the institution and the accreditation regulations surrounding it.
- I have participated Presidential reading seminars (**President's Roundtable**), in which faculty, classified, and administrators come together monthly to read books that speak to improving professionalism and better serving student needs.
- I have attended numerous conferences on student and faculty development, including two **Tillary Institute** conferences designed to improve faculty responses to learning needs and basic skills.
- I helped **develop our first college strategies curriculum**, attending the initial conference and working with a team of other faculty, administrators, and classified (I think…it was a while ago) to develop this course. Subsequently, I was one of three on a team that first taught the course.
- I have served on **numerous hiring committees** and served as **diversity/hiring facilitator**.
- I served as a faculty mentor and actively participated in the **T.E.A.M** project that offered **mentoring and teaching development to new part-time faculty across campus**.
- As Academic Senate Vice President, I **chaired two Sabbatical committees** and organized two Faculty Chair committees.
- As a former Academic Senate President, I have **experience in leadership and solving problems** and in working with the district on policies that affect faculty as well as students.

Folks, the above list of activities are part and parcel of our work as faculty members at Moorpark College; we all have a similar list that only grows the longer we are here. You can determine which of these are most relevant to the role of Faculty Development Chair. However, I think that my most important qualification is the belief that faculty are the heart and soul of the college and our inspiration, renewal, and continued growth is essential to our student's success.

Margaret

Margaret Tennant, PhD
Psychology Professor,Moorpark College
HSS 212, (805) 378-1400 x1668

April 17, 2012

Interest in Continuing to Serve as a Faculty Co-Chair

I have been serving as the Co-Chair of the Technology Committee on Accreditation and Planning. I would like to continue performing this service for the campus.

As a member of the Computer Science/Computer Network Systems Engineering faculty, I feel that I have enough technical knowledge to be able to understand and evaluate technology issues. I also have had several years acting as the faculty co-chair and a longer period before that as a committee member. I believe that my experience and technical knowledge allow me to make a contribution to Moorpark through this committee.
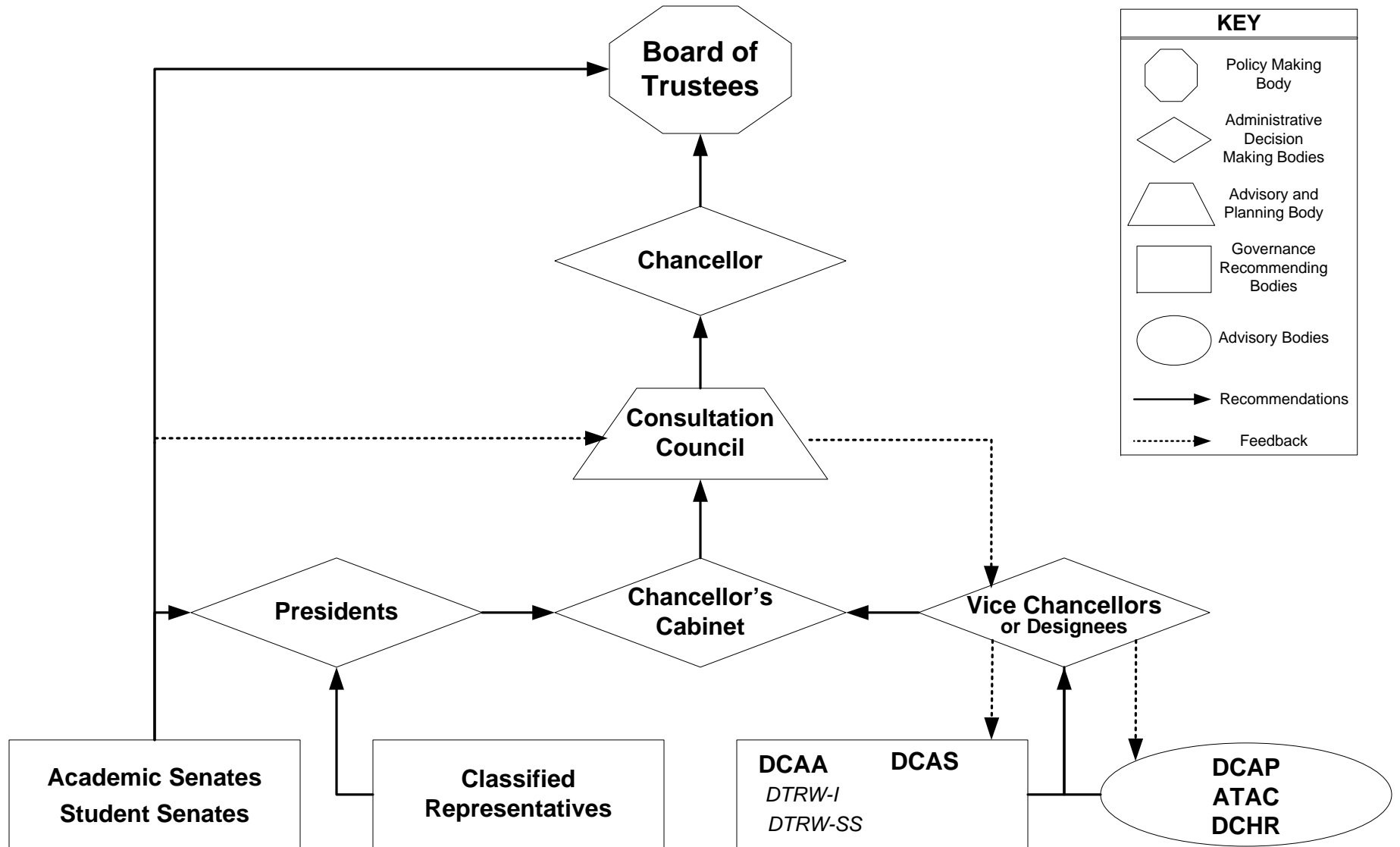
I have been involved with technology on this campus for a number of years including District and campus Distance Education groups and a preliminary Technology Strategic Plan for the College. I would like to continue my involvement in this vital area.

Thank you for your consideration.

Martin Chetlen

VCCCD Governance
Deliberation and Recommendation Pathways

KEY

⬡	Policy Making Body
◇	Administrative Decision Making Bodies
⏢	Advisory and Planning Body
▭	Governance Recommending Bodies
⬭	Advisory Bodies
→	Recommendations
⟶⋯	Feedback

Board of Trustees

Chancellor

Consultation Council

Presidents

Chancellor's Cabinet

Vice Chancellors or Designees

Academic Senates Student Senates

Classified Representatives

DCAA   **DCAS**
DTRW-I
DTRW-SS

DCAP ATAC DCHR

4/6/2012

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.

<div align="center">

District Consultative Structure
General Operating Agreements for District Groups

</div>

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

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. 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.

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
-- Develop 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 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. Once set, the schedule may be adjusted only by consensus of the group members. These District groups are not subject to the Ralph M. Brown Act and therefore are not public meetings.

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-study and annual reports;
- Policies for faculty professional development activities;
- Processes for program review; and
- Processes for institutional planning and budget development
- 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 District groups.

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 the various groups as identified through Article 4.8 of 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 presidents, 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.

Generally, the Board of Trustees shall not take action on a matter having a significant effect on students unless they have been provided with an opportunity to participate in the recommendation process.

Administrative Decision-Making Bodies

Chancellor's Cabinet

The Chancellor's Cabinet meets regularly to discuss 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.

On a periodic basis, Chancellor's Cabinet meets with Chancellor's Administrative Council, comprised of members of Chancellor's Cabinet, executive vice presidents, and vice presidents.

Chair: District Chancellor

Members: College Presidents (3)
             Vice Chancellor of Business and Administrative Services
             Vice Chancellor of Human Resources
             Director of Administrative Relations

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;
- Receiving and analyzing recommendations from College governance bodies and determining the appropriate next step for such recommendation;
- Reviewing District-wide compliance with accreditation standards for the Accrediting Commission for Community and Junior College/Western Association of Schools and Colleges; and
- Serving as the District-wide strategic planning body of the District.

Constituent agreement/disagreement 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, 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 of Business and Administrative Services
              Vice Chancellor of Human Resources
              Director of Administrative Relations
              Executive Vice President (1), (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
              Associated Student Government Representative

From the Collective Bargaining Units:
              AFT President
              SEIU President

District Advisory Bodies

District Council on Accreditation and Planning (DCAP)

The District Council on Accreditation and Planning (DCAP) is an evolving body that was established to address immediate accreditation and planning issues. As such, DCAP advises the Chancellor, through Cabinet and the District Consultation Council. on matters pertaining to the development, monitoring, and evaluation of District-wide planning and accreditation cycle activities.

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. Typically, this committee meets monthly.

Membership will be expanded and/or modified by December 31, 2012.

Chair: Appointed by the Chancellor (currently Chancellor's Designee) .

Members: Appointed by the Chancellor (currently Vice Chancellor,
                 Business and Administrative Services)
                 Student Trustee
                 Others as determined by the Chancellor

From Each College:
                 College President
                 Academic Senate President or designee

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:

- Develop the first draft of Board policies on human resources;
- Develop 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 of Human Resources

Members: Human Resources Department Manager(s)
                 AFT Representative

From Each College:
                 Executive Vice President
                 Academic Senate President or designee
                 Classified Representative

Typically the committee meets monthly during the academic year.

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 of Information Technology

Members: Vice Chancellor of Business and Administrative Services
             Vice Chancellor of Human Resources
             Director of Administrative Relations
             District Information Technology Project Support Staff

From Each College:
             Executive Vice President, Student Learning
             Vice President, Business Services.

Governance Recommending Bodies

District Council on Academic Affairs (DCAA)

The District Council on Academic Affairs (DCAA): advises the Chancellor through Cabinet and the District Consultation Council regarding instructional program development and related Board policies, administrative procedures, and standard operating practices; DCAA facilitates the coordination of District college programs and reviews institutional offerings for redundancy, growth and development, and discontinuance; and prepares the initial draft of the educational master plan as it relates to instruction and student services. The District Council on Academic Affairs is advised by two District workgroups on academic and professional matters (DTRW-I and DTRW-SS). The workgroups focus on instruction and student services in program development.

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. Typically, this committee meets monthly.

Co-Chair: Appointed by the Chancellor (currently one College Executive Vice
             President).
             One faculty member selected by the DCAA Council

From Each College:
             Executive Vice President
             Academic Senate President or designee
             Vice President, Business Services

Faculty co-chair of campus planning committees or a college
faculty designee
Associated Student Government Representative
Additional college faculty member

District Technical Review Workgroup - Instructional (DTRW-I)

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 substantively 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 DCAA. It reviews curriculum submitted by
the three VCCCD College Curriculum Committees. The DTRW-I is responsible
for reviewing new and substantively revised courses and programs prior to
submission through DCAA 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. This group meets monthly during the academic
year.
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:
    - The 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 substantively
  revised courses, degrees, and certificates to the DTRW-I for review no
  later than 5:00 p.m. on the third Friday of each month. Each College will
  submit one packet via the DTRW-I email address. Revisions to this
  packet made after the submission date will be deferred to the following
  DTRW-I meeting.

- Substantively revised courses 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 that is not yet published in the College catalog, the Executive Vice President from that College will bring the current course outline.

- When the DTRW-I determines that element(s) of a new or substantively 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 DCAA.

- New and substantively 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 and DCAA.

- Course and program activity requiring DTRW-I and DCAA review and Board approval are:

  - Curricular matters involving international travel
  - All new degrees, certificates, and awards
  - Deleted degrees, certificates, and awards
  - Substantial revisions of degrees, certificates, and awards
  - All new courses
  - Substantial revisions of courses, including changes to:

    1. Title (if substantial)
    2. Units and/or Hours (if increased)
    3. Description (if substantial)
    4. Prerequisite(s) and/or Corequisite(s) (if substantial)
    5. Fees required
    6. Course repetition (added or increased)

Course and program activity requiring College Curriculum Committee review only are:

- Non-substantive revisions to degrees, certificates, and awards
- Deleted courses
- Experimental courses (offered for only one year)

- Reintroduced courses (deleted within past two years) with no substantial revisions
- Non-substantive revisions of courses including changes to:

  1. Course ID (discipline name or abbreviation plus alphanumeric designation)
  2. Title (if modest – *e.g.*, Black Literature to African American Literature)
  3. Units and/or Hours (if no increase)
  4. Prerequisite(s) and/or corequisite(s) (correction, reduction, elimination)
  5. Recommended preparation
  6. Description (if non-substantive)
  7. Fees (removed)
  8. Course repetition (reduced or removed)
  9. Field trips (required or may be required or removed)
  10. Former course ID (pro forma with revision of course ID)
  11. Co-designation (same as)
  12. Pass/No Pass only (no letter grade)
  13. Not applicable for degree credit
  14. Transfer credit
  15. Distance education

- The Board Agenda template for new and substantively revised courses and programs will include the notation "Reviewed by –District Council on Academic Affairs (DCAA)."

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.

Typically, this workgroup meets monthly during the academic year.

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. 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.

From Each College:
    Executive Vice President
    Faculty co-chair of the College Curriculum Committee

Articulation Officer

District Technical Review Workgroup – Student Services (DTRW-SS)

The District Technical Review Workgroup (DTRW-SS) is an advisory group to DCAA. 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 DCAA to the Chancellor and Board of Trustees. It may also serve as a body providing operational and procedural advice to DCAA 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 as defined in Appendix III of this Handbook.

Typically, this workgroup meets monthly during the academic year.

Chair: The Chancellor appoints an Executive Vice President as chair.
                    This member co-chairs the workgroup with another member
                    selected by the entire group; this co-chair position is rotated
                    annually among the three Colleges. The maximum term for a co-
                    chair selected by the group is one year.

From Each College:
          Dean of Student Services
          Associated Student Government Representative
          Registrar
          One non-instructional faculty member

District Council on Administrative Services (DCAS)

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.

Typically, this committee meets monthly.

Chair: Vice Chancellor of Business and Administrative Services

Members:
        Student Representative for the District (1)
        AFT Representative (1)
        Executive Vice President (1), (appointed by the Chancellor)

From Each College:
        Vice President of Business Services
        Academic Senate President or designee
        Classified Representative

Moorpark College
SABBATICAL LEAVE
POLICIES, PROCEDURES AND
FACULTY TOOLKIT

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SABBATICAL LEAVE COMMITTEE:
SELECTION AND PROCEDURES

A.   Committee Selection

1.   The Academic Senate Vice President and a dean appointed by the Executive Vice President shall co-chair the committee.

2.   The two co-chairs will establish the membership of the Sabbatical Leave Committee according to the criteria set in the AFT contract.

3.   The Sabbatical Leave Committee will have no fewer than 6 faculty members and one dean; whenever possible at least 4 of the members will be previous sabbatical leave recipients.

    a.   The Faculty Co-Chair will ask all previous sabbatical leave recipients from the prior three years, or more if necessary, to serve on the committee.

    b.   There is no contractual obligation to have division or departmental representation, but if a division would not otherwise be included in the committee's membership the co-chairs may choose to select faculty members from the appropriate divisions.

    c.   The co-chairs may also decide to invite one person each to attend the committee as non-voting observers for the purpose of providing continuity in the sabbatical process (one faculty and one administration member respectively).

4.   Sabbatical applicants cannot serve on the Sabbatical Leave Committee.

5.   The committee membership will be established before the general call for proposals.

6.   All Sabbatical Leave Committee members may vote, with the exception of the Faculty Co-Chair, who may only do so in the case of a tied vote.

B.   Committee Procedures

The committee will meet twice during the Fall semester.

All members of the committee must attend both meetings to be able to vote in the selection process.

1.   First meeting to discuss criteria

This meeting must occur before the sabbatical proposals are seen by the committee.

    a.   The committee will be briefed by the co-chairs about its role and responsibilities.

    b.   The committee will examine and discuss the criteria it will use for the ranking of sabbatical proposals. (This will include a review of the AFT contract as well as the rubric used for evaluation.)

    c.   The committee will be informed of the voting procedures.

      d.   The committee will decide whether to ask for oral presentations from the faculty applying for sabbatical leave.

2.   Second meeting to make recommendations

This meeting must occur after the written sabbatical proposals have been distributed to the committee members.

      a.   The committee will hear presentations by the applicants for sabbatical leave, if so decided in the first meeting (B.1.d).
      b.   The committee will discuss the proposals.
      c.   The committee will then rank the proposals by secret ballot.
      d.   The co-chairs will count the votes and notify the committee of the overall ranking.
      e.   The committee may choose to forward all of the proposals to the District Sabbatical Leave Committee, in their ranked order, or it may vote not to forward individual proposals to the district process.

After the meeting, the Faculty Co-Chair will notify applicants individually of their status in the final recommendations of the Sabbatical Leave Committee.

SABBATICAL LEAVE WORKING GROUP:
SELECTION AND PROCEDURES

A.   **Working Group Selection**

    1.   The Faculty Co-Chair of the Sabbatical Leave Committee will appoint two members to join him/her on a Sabbatical Leave Working Group composed of three members.

    2.   The two appointed members may be neither sabbatical applicants nor voting members of the Sabbatical Leave Committee.

B.   **Working Group Procedures**

The role of the Sabbatical Leave Working Group is to give feedback to applicants who request it concerning their proposals and their final reports. This feedback must be limited to pointing out omissions in proposals or reports: the group cannot comment on the concept(s) of a project itself. To do this the working group will hold a maximum of three meetings.

    1.   Meeting to examine draft proposals for sabbatical leave
        If applicants request feedback for their proposals, the working group will meet at least two weeks before the contractual deadline for submission of the proposals.

        a.   The group will review the drafts presented to them in alignment with the evaluation rubric for sabbatical leave proposals used by the Sabbatical Leave Committee.

        b.   The group will mark "included", "partially included", "not included", or "not applicable", as appropriate, for each of the categories of the evaluation rubric for sabbatical leave proposals.

        c.   The completed evaluation rubrics will be returned to the applicants.

    2.   Meeting(s) to examine drafts of final reports
        If faculty who have completed their sabbatical leave request feedback on their draft final reports, the group will meet at least two weeks before the final deadline for submission of the reports to the Office of the Executive Vice President.

        a.   The group will review the draft final report(s) presented to them in alignment with the faculty member's original proposal for sabbatical leave and the rubric for final reports.

        b.   The group will fill in the rubric for each draft final report submitted.

        c.   The completed evaluation rubrics will be returned to the faculty member(s) requesting feedback on their report.

    3.   In all cases it will be understood by the faculty members requesting feedback that the comments of the working group do not in any way guarantee acceptance of their proposal or final report. It will also be understood by faculty members that neither the working group, nor the Sabbatical Leave Committee, may comment on proposals or final reports after their respective submission dates.

EVALUATION RUBRIC FOR PROPOSALS FOR SABBATICAL LEAVE
for use by the Sabbatical Leave Committee

I **The Sabbatical Leave Committee will evaluate proposals on the following criteria as stated in the AFT contract.**

Meets purpose of Sabbatical Leave (check all that apply)
- Academic study or professional research at an accredited institution of higher education ("No less than six units of course work or equivalent research per semester.")
- On-site research project ("Special projects shall be designed to expand the faculty member's knowledge so that he or she will be a greater asset and credit to the District, worth to students being the ultimate measure.")
- Approved teaching or research fellowships and teacher exchange programs
- Work on research in industry, business, or government ("Position shall be restricted to those related to the applicant's field and ones which shall be of benefit to the District and for the improvement of instruction.")

4 = Strong/Supportive **3** **2** **0 = Weak/Non-Supportive**	
1(a). Value to the individual faculty	
1(b). Value to students ("what the applicant may contribute following return through classroom teaching, leadership, curriculum development, or teaching methods")	
1(c). Value to the college/district ("what the applicant may contribute following return through classroom teaching, leadership, curriculum development, or teaching methods")	
2. Number of previous sabbatical leaves granted ("An applicant for a first sabbatical leave shall be given priority over an applicant who has had a previous sabbatical leave")	
3. Seniority of service	
4. Likelihood of continued service to the District	
5. Reasonable distribution of sabbatical leaves among depts./divs.	
TOTAL	

II   The Sabbatical Leave Committee may also evaluate proposals on the following non-contractual points.

4=Strong/Supportive 3 2 0=Weak/Non-Supportive	
Size and scale of project is appropriate for sabbatical leave rather than regular professional assignment.	
Project relates significantly to the applicant's professional assignment.	
Proposed objectives are clearly delineated and appropriate to the project.	
Proposed time-line and activities in plan of work are specified and appropriate to the project.	
The proposed benefits/results of the plan can feasibly be implemented upon return.	
Overall impression: e.g., professionalism, thoroughness, commitment, completeness.	
TOTAL	

RUBRIC FOR DRAFT PROPOSALS FOR SABBATICAL LEAVE
for use by Sabbatical Leave Working Group

The Sabbatical Leave Working Group will comment on draft proposals according to the following rubric.

Meets purpose of Sabbatical Leave (check all that apply) ● Academic study or professional research at an accredited institution of higher education ("No less than six units of course work or equivalent research per semester.") ● On-site research project ("Special projects shall be designed to expand the faculty member's knowledge so that he or she will be a greater asset and credit to the District, worth to students being the ultimate measure.") ● Approved teaching or research fellowships and teacher exchange programs ● Work on research in industry, business, or government ("Position shall be restricted to those related to the applicant's field and ones which shall be of benefit to the District and for the improvement of instruction.")	
1(a). Value to the individual faculty	● Included ● Partially included ● Not included ● Not applicable
1(b). Value to students ("what the applicant may contribute following return through classroom teaching, leadership, curriculum development, or teaching methods")	● Included ● Partially included ● Not included ● Not applicable
1(c). Value to the college/district ("what the applicant may contribute following return through classroom teaching, leadership, curriculum development, or teaching methods")	● Included ● Partially included ● Not included ● Not applicable
2. Number of previous sabbatical leaves granted ("An applicant for a first sabbatical leave shall be given priority over an applicant who has had a previous sabbatical leave")	● Included ● Partially included ● Not included ● Not applicable
3. Seniority of service	● Included ● Partially included ● Not included ● Not applicable
4. Likelihood of continued service to the District	● Included ● Partially included ● Not included ● Not applicable
5. Reasonable distribution of sabbatical leaves among depts./divs.	● Included ● Partially included ● Not included ● Not applicable

Size and scale of project is appropriate for sabbatical leave rather than the regular professional assignment.	● Included ● Partially included ● Not included ● Not applicable
Project relates significantly to the applicant's professional assignment.	● Included ● Partially included ● Not included ● Not applicable
Proposed objectives are clearly delineated and appropriate to the project.	● Included ● Partially included ● Not included ● Not applicable
Proposed time-line and activities in plan of work are specified and appropriate to the project.	● Included ● Partially included ● Not included ● Not applicable
The proposed benefits/results of the plan can feasibly be implemented upon return.	● Included ● Partially included ● Not included ● Not applicable
Overall impression: e.g., professionalism, thoroughness, commitment, completeness.	● Included ● Partially included ● Not included ● Not applicable

*The role of the Sabbatical Leave Working Group is to give feedback to applicants who request it concerning their draft proposals. This feedback must be limited to pointing out omissions in proposals: the group cannot comment on the concept(s) of a project itself. It will be understood by the faculty members requesting feedback that the comments of the working group do not in any way guarantee acceptance of their proposal.

RUBRIC FOR DRAFT SABBATICAL FINAL REPORTS
for use by Sabbatical Leave Working Group

Draft final reports that are submitted by faculty to the Sabbatical Leave Working Group for comments will be read in coordination with the faculty's original proposal for sabbatical leave as well as the following rubric.

4 = Strongly demonstrated 3 2 0 = Not demonstrated	NA = not applicable
"Benefit to Faculty Member": Results of work have greatly enhanced faculty member's background and improved professional competence (e.g. expertise in a new area, completing a degree, etc.).	
"Benefit to Students": Results of work will be of great benefit to students (e.g. new curriculum or new direction for current curriculum).	
"Benefit to College/District": Results of work will greatly benefit college and/or district educational and support programs (e.g. new resources provided for fellow faculty members, etc.)	
Size and scale of project was appropriate for sabbatical leave rather than regular professional assignment.	
Results of work relate significantly to the applicant's professional assignment.	
Proposed objectives were accomplished.	
Proposed time-line and activities were met and completed.	
Feasibility of implementation: To what extent can the results of the work now be carried out?	
Dissemination: Results of work have been or are planned to be disseminated to relevant communities.	
Training: Any training taken is appropriately documented (e.g. transcripts of any classes completed, etc.).	
Overall impression: e.g., professionalism, thoroughness, commitment, completeness.	
TOTAL	

*The role of the Sabbatical Leave Working Group is to give feedback to applicants who request it concerning their draft final reports. It will be understood by the faculty members requesting feedback that the comments of the working group do not in any way guarantee acceptance of their final report by the Office of the Executive Vice President, the President of the college, or the Chancellor of the district. It will also be understood by faculty members that the working group may not comment on final reports after the contractual submission date to the Office of the Executive Vice President.