



**VENTURA COUNTY COMMUNITY COLLEGE DISTRICT  
Participatory Governance Handbook**

**December 2021**



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## Introduction

Ventura County Community College District Learning Community:

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

- District Administrative Center
- Moorpark College
- Oxnard College, including the Marine Education Center and Aquarium and the Fire Academy
- Ventura College, including Ventura College East Campus

The purpose of this handbook is to clarify for constituents the participatory governance process used within the District. The relationship of college committees to District committees is mapped, and the respective role and authority of the various governing bodies are defined. All District groups report to the Chancellor.

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 handbook enhances our decision-making and participatory governance processes, making it clear how proposals move from conception to Board adoption.

This document is dynamic and changes will be made on an ongoing basis to reflect decision-making realities. The handbook should be reviewed at a minimum of every three years or as necessary. The District Chancellor's Consultation Council will approve any changes.

The VCCCD Participatory Governance Handbook can be found on the [District website](#), in [Board Policy 2205 Delineation of System and Board Functions](#), [Board Policy 2510 Participation in Local Decision Making](#), and [Administrative Procedure 2510 Participation in Local Decision Making](#).

## **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 practices 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.

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](#).

### **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.

In addition to laws cited in the previous section, the [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 this 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 College Presidents and the District 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 group 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:
- District collection and dissemination of data for informed decision- making.
  - Shared responsibility for outcomes.
  - Praise and recognition for their work.
  - Support for change and innovation.
  - Access to leadership opportunities.

### **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 Districtwide implications, these are brought forward for consideration at the appropriate and parallel District operational or advisory group.

## VCCCD Governance Committees Definitions

**Administrative Decision-Making Bodies.** Administrative decisions can be made and implemented, or recommendations are forwarded on to the next governance process step.

- Chancellor's Cabinet
- Chancellor's Presidents Council
- Chancellor's Administrative Council

**District Advisory and Planning Body.** Final governance review and recommendations to the Chancellor.

- District Chancellor's Consultation Council (DCCC)

**District Advisory Bodies.** Provide recommendations to the administration; some decisions can be made without going through further governance processes.

- Administrative Technology Advisory Committee (ATAC)
- District Council on Accreditation Planning (DCAP)
- Districtwide Distance Education Advisory Committee (DDEAC)
- Districtwide Title IX Advisory Committee (DTIXAC)
- District Council on Human Resources (DCHR)
- Institutional Effectiveness Advisory Committee (IEAC)

**Governance Recommending Bodies.** Recommendations made and forwarded to the next governance process.

- District Emergency Preparedness Committee (DEPC)
- District Council on Enrollment Management (DCEM)
- District Council on Curriculum and Instruction (DCCI)
- District Council on Student Services (DCSS)
- District Council on Administrative Services (DCAS)
- Instructional Technology Advisory Committee (ITAC)

### **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.

District groups are not legislative bodies; therefore, are not public meetings subject to the [Ralph M. Brown Act](#).

While some District groups may develop operating agreements specific to its tasks as detailed later in this Handbook, there are seven 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. Group 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 group.
  - Develop operating agreements for determining recommendations.
  - Review or establish task-specific operating agreements, if needed.
3. Group members are committed to regular attendance and understand that matters before District groups will continue 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. ([Appendix I](#))
5. Governance committee charges are outlined on the [District website](#). Beginning in 2020, committees began using [BoardDocs](#) to post agendas. Meeting agendas and minutes are archived in the [BoardDocs Library](#). BoardDocs supports sustainability and green initiatives taking place throughout the District.
6. Groups may be charged with the review of policies and procedures. [Board Policy and Administrative Procedure 2410 on Board Policy](#) defines process. [Board Policy and Administrative Procedure 2411 on Board Administrative Procedures](#) defines process.
7. Recommendations from all District groups are forwarded to the Chancellor. The chairs, co-chairs, tri-chairs, and quad-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. In this case, the Chancellor will communicate decisions to the group.

### ***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 group reaches a stalemate, look for the next most acceptable alternative that all group members can live with;
- Value the unity of the committee;
- Share meeting records and information with your constituency group(s);
- Maintain professional and respectful communication; and
- Share opinions without fear of retribution.

### ***District Governance Evaluation***

ACCJC Accreditation Standard IV: Leadership and Governance, D. Multi-College Districts Systems, Item 7:

*"The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement."*

The Chancellor (or designee) distributes annual participatory governance surveys ([Appendix 2](#)) to district governance committee members to evaluate the effectiveness of district participatory governance work. Surveys are distributed to committee members each April. Results are then distributed to committee chairs prior to the last meeting of each academic year to frame a committee discussion on committee effectiveness and meeting the objectives outlined in the committee charge.

## **Roles**

Critical to the integrity of the governance structure is that each member of the District community understands the roles, responsibilities, and accountability of each constituent group in the governance process. Each of these groups are recognized as stakeholders and are provided with opportunities to participate in the participatory governance process.

Members of District governance committees and workgroups 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, and District practices and procedures.

### ***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, stated in [Education Code Section 70902](#), authorize and define 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 consistent 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, and all other applicable laws and regulations. [Agendas and 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 [Board Policy 2430 Delegation of Authority to Chancellor](#).

The Chancellor is responsible for regularly reviewing the Participatory Governance Handbook to ensure alignment with policies, procedures, and practices.

The Chancellor appoints designees, as outlined in the handbook at the beginning of each fiscal year and when a designee seat becomes vacant.

### ***Role of Students***

Students at each college are represented by an Associated Student Government organization composed of elected officers. Each college 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 Board of Trustees 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.

### ***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 Participation in Local Decision Making](#) 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](#):

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and College governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-evaluation and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development; and
11. Other academic/professional matters, mutually agreed upon between the Board of Trustees and the Academic Senate.

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 committees and groups, as outlined in membership. American Federation of Teachers, Local 1828 appoints faculty

members to District and college committees and groups, as outlined in membership, through the [agreement between the Ventura County Community College District and American Federation of Teachers Local 1828](#).

### ***Role of Classified Staff***

Classified Senate represents all full-time and part-time classified, classified supervisors, classified confidential employees, and other unrepresented groups in the governance process on matters outside the scope of collective bargaining.

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

1. Standards or policies regarding student support and success
2. College governance structures, as related to classified roles
3. Classified roles and involvement in accreditation processes
4. Policies for classified professional development activities
5. Processes for program review
6. Processes for institutional planning and budget development
7. Curriculum systems integrations and implementation
8. Degree and certificate requirements
9. Educational program development
10. Other District and college policy, procedure, or related matters that will have a significant effect on Classified Staff

Classified Senates appoint classified members to District committees and groups, as outlined in membership. In the absence of a Classified Senate at a site, all full-time and part-time classified, classified supervisors, classified confidential employees, and other unrepresented groups there shall designate classified members to appropriate District groups. SEIU recommends classified representatives for appointments to District and college committees 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, associate vice chancellors, college vice presidents, deans, assistant 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 Districtwide 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 Districtwide planning processes.

### ***Role of Bargaining Unit Representatives***

*Ventura County Federation of College Teachers, American Federation of Teachers (AFT) Local 1828*

The Ventura County Federation of College Teachers, AFT Local 1828 is the exclusive bargaining agent for all faculty in the Ventura County Community College District. AFT Local 1828 and its representatives have responsibility for issues related to wages, hours, working conditions and other terms and conditions of employment. These items are contained in the written contract between AFT Local 1828 and the District, and are specifically reserved to the collective bargaining representatives in the District's shared governance policy and procedures as it pertains to contract sections outlined in the Collective Bargaining Agreement. Furthermore, AFT Local 1828 appointed representatives who serve on college and District committees analyze issues, initiatives, agenda items, etc. for their impact on faculty working conditions and employment.

*Service Employees International Union, Local 99*

We are the Service Employees International Union (SEIU), an organization of 2-million members united by the belief in the dignity and worth of workers and the services they provide and dedicated to improving the lives of workers and their families and creating a more just and humane society. SEIU Local 99 is the exclusive representative on all matters related to wages, hours of employment, terms and conditions of employment for non-supervisory classified staff at VCCCD, and works to broaden economic and social justice in our District and our communities. SEIU is also committed to effective collaboration amongst and between the multiple constituencies and stakeholders in the District. To this end, SEIU recommends classified representatives for appointments to specific groups as identified in this handbook.

### **Administrative Decision-Making Bodies**

Can make and implement administrative decisions or forward recommendations to the next governance process step.

- Chancellor's Cabinet
- Chancellor's Presidents Council
- Chancellor's Administrative Council

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#### ***Chancellor's Cabinet***

Chancellor's Cabinet discusses issues of Districtwide 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 Districtwide planning processes. Items requiring consistent implementation that emerge from Chancellor's Cabinet discussions are communicated to the College and District Administrative Center personnel as appropriate.

Typically, meets weekly, or as needed.

Chair:

- Chancellor

Members:

- Vice Chancellor, Business and Administrative Services
- Vice Chancellor, Institutional Effectiveness
- Vice Chancellor, Human Resources
- Associate Vice Chancellor, Information Technology
- Director, Public Affairs and Marketing

Members from Each College:

- President

Non-voting Member:

- Executive Assistant to the Chancellor

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#### ***Chancellor's Presidents Council***

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 requiring consistent implementation that emerge from President's Council discussions are communicated to the College and District Administrative Center personnel as appropriate.

Typically meets monthly, or as needed.

Chair:

- Chancellor

Members:

- Presidents

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**Chancellor's Administrative Council**

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

Meets as needed.

Chair:

- Chancellor

Members:

- Vice Chancellor, Business and Administrative Services
- Vice Chancellor, Institutional Effectiveness
- Vice Chancellor, Human Resources
- Associate Vice Chancellor, Information Technology
- Director, Public Affairs and Marketing
- Chief of Police
- Director, Fiscal Services
- Director, General Services
- Director, Software and Application Development
- Supervisor, Payroll
- Supervisor, Accounts Payable
- Supervisor, Marketing and Communications
- Supervisor, Fiscal

Members from Each College:

- Presidents
- Chief Instructional Officers
- Chief Student Services Officers
- Chief Business Officers

Non-voting Member:

- Executive Assistant to the Chancellor

## **District Advisory and Planning Body**

Provides final governance review and recommendations to the Chancellor.

- District Chancellor's Consultation Council (DCCC)

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### ***District Chancellor's Consultation Council (DCCC)***

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DCCC 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.

DCCC 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 with DCCC 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, Vice President, Vice President, and/or Dean.

The Chancellor has the right to accept, reject, or modify recommendations from DCCC. When the Chancellor rejects or modifies a recommendation from DCCC, they inform the group of the objections to their recommendation. The Academic Senates, Classified 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 DCCC is limited by the scope of delegated Board authority to the Chancellor, collective bargaining agreements, and constituent group authority as provided by law.

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 meets monthly, or as needed.

Chair:

- Chancellor

Members:

- Vice Chancellor, Business and Administrative Services
- Vice Chancellor, Institutional Effectiveness

- Vice Chancellor, Human Resources
- Associate Vice Chancellor, Information Technology
- Director, Public Affairs and Marketing
- One College Chief Instructional Officer (appointed by the Chancellor)
- One District Administrative Center Classified Representative
- One Classified Confidential Representative

Members from Each College:

- President
- Academic Senate President or designee
- Classified Senate President or designee
- Associated Student Government Representative

From the Collective Bargaining Units:

- AFT President
- SEIU Chief Steward

Non-voting Member:

- Executive Assistant to the Chancellor

## **District Advisory Bodies**

Provide recommendations to the administration; some decisions can be made without going through further governance processes.

- Administrative Technology Advisory Committee (ATAC)
- District Council on Accreditation Planning (DCAP)
- Districtwide Distance Education Advisory Committee (DDEAC)
- Districtwide Title IX Advisory Committee (DTIXAC)
- District Council on Human Resources (DCHR)
- Institutional Effectiveness Advisory Committee (IEAC)

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### ***Administrative Technology Advisory Committee (ATAC)***

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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.

Typically, meets bi-monthly, or as needed.

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, Institutional Effectiveness
- Vice Chancellor, Human Resources
- Director, Public Affairs and Marketing

Members from Each College:

- Chief Instructional Officer
- Chief Student Services Officer
- Chief Business Officer

Guest/Resources:

- District Information Technology Project Support Staff

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### ***District Council on Accreditation Planning (DCAP)***

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DCAP is a sub-group of DCCC and advises the Chancellor, through Cabinet and DCCC on:

- Matters pertaining to the development, monitoring, compliance and evaluation accreditation, accreditation cycle activities, and objectives;
- Board policy and corresponding procedures.

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 Consultation Council 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 meets monthly, or as needed.

Co-Chair:

- Appointed by the Chancellor (currently Chancellor's Designee)
- Faculty Committee Member (nominated from membership, rotated annually among the three colleges)

Members:

- Vice Chancellor, Business and Administrative Services
- Vice Chancellor, Institutional Effectiveness
- Vice Chancellor, Human Resources
- Associate Vice Chancellor, Information Technology
- Director, Public Affairs and Marketing
- DAC Classified Representative

Members from Each College:

- President
- Academic Senate President or designee
- Accreditation Liaison Officer
- Classified Senate President or designee

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### ***Districtwide Distance Education Advisory Committee (DDEAC)***

DDEAC advises the Chancellor on all matters related to Distance Education and is charged with providing for Districtwide collaboration to support both college and District goals for Distance Education (DE) delivery. Committee functions include working toward common goals in the DE management, delivery, and evaluation of success; sharing common expectations, faculty professional development, technology advances and support; and organizational management that enhances the quality and access of distance education courses. DDEAC focuses on increasing student access, providing greater student success, and facilitating student completion of education goals in a timely manner across the District.

Typically meets monthly, or as needed.

Co-Chairs:

- Appointed by the Chancellor, a dean who oversees distance education, rotated annually among the three colleges.
- Faculty Committee Member involved in distance education (nominated from membership, rotated annually among the three colleges). The Co-Chair will not be from the same college as the Chair.

Members:

- Vice Chancellor, Institutional Effectiveness

- Information Technology Support Staff
- Director, Public Affairs and Marketing

Members from Each College:

- Faculty Members (up to 3)
- Instructional Technologist/Designers (up to 3)
- Assistive Computer Technology/Media Access Specialist

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***Districtwide Title IX Advisory Committee (DTIXAC)***

DTIXAC facilitates Districtwide collaboration to support college and District efforts to comply with Title IX / Sexual Misconduct prevention and prohibition laws and guidelines set forth by the state and the federal Department of Education.

DTIXAC focuses on increasing student and employee awareness and understanding of Title IX / Sexual Misconduct matters, locating and implementing mandated and other trainings to support the prohibition and prevention of sexual misconduct within our campus communities, and facilitating overall student success by assisting campuses in preventing and prohibiting acts of sexual misconduct. DTIXAC works towards common goals and procedures in:

- Title IX case management, investigations, and adjudication; and
- Implementing TIX trainings, employee professional development, and student programs geared toward prevention measures regarding sexual misconduct, including discrimination based on sex/gender/sexual orientation, sexual harassment, and sexual violence.

Typically, meets three times per semester and once in the summer, or as necessary.

Co-Chairs:

- Vice Chancellor, Institutional Effectiveness
- Committee Member (rotated annually among the three colleges, appointed by District Co-Chair)

Members:

- Vice Chancellor, Human Resources
- Director, Public Affairs and Marketing

Members from Each College (three to six members) including:

- Vice Presidents of Student Affairs/Services (required from each campus)
- Title IX Coordinators (required from each campus)
- Campus Police (at least one is necessary from any campus, more than one is preferred)
- Conduct officers (at least one is necessary from any campus)
- Health Center Coordinators (at least two are necessary from any of the campuses)
- College Title IX Deputy (at least one from each campus as necessary)
- Title IX Investigators (at least one from each campus as necessary)

- Other relevant student service personnel, academic service personnel, or faculty who work regularly with student activities or conduct / behavior intervention matters.

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***District Council on Human Resources (DCHR)***

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DCHR is advisory to the Chancellor on human resources policies and procedures. This charge includes:

- Review drafts of Board policies on human resources;
- Review drafts of District procedures to implement the related Board policies on human resources;
- Facilitate discussion on diversity, equity, and inclusion initiatives in recruiting, hiring and retaining personnel within the District;
- Review human resources processes and practices within the District Administrative Center and Colleges for continuous improvement; and
- Facilitate discussion on common interests among the three Colleges with regard to human resources issues.

Typically, meets monthly during the academic year.

**Tri-Chairs:**

- Vice Chancellor, Human Resources
- Faculty (nomination from faculty membership and elected by entire committee at first meeting of the year)
- Classified (nomination from classified membership and elected by entire committee at first meeting of the year)

**Members:**

- Vice Chancellor, Human Resources
- College President (designated by the Chancellor)
- Administrative Representative from Academic Affairs (designated by the Chancellor)
- Administrative Representative from Student Services (designated by the Chancellor)
- Administrative Representative from Administrative Services (designated by the Chancellor)
- Human Resources Directors
- DAC Classified Representative (appointed by SEIU)
- AFT Representative
- SEIU Chief Steward

**Members from Each College:**

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

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***Equal Employment Opportunity Advisory Committee (EEOAC)***

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Pending DCHR Review of EEOAC Charge and Membership.

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***Institutional Effectiveness Advisory Committee (IEAC)***

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IEAC supports VCCCD and the three colleges within the District by:

1. facilitating collaboration with relevant stakeholders across the District to improve both the availability and accuracy of data in support of strategic planning and institutional research across the District, and
2. facilitating communication and resource-sharing across the District and Colleges; and
3. facilitating integrated District-wide services assuring a nexus linking research, data collection, planning strategies, program development, and assessment.

Typically meets monthly, or as needed.

**Co-Chairs:**

- Vice Chancellor, Institutional Effectiveness
- College Institutional Researcher or Manager

**Members:**

- Associate Vice Chancellor, Information Technology
- Director, Public Affairs and Marketing
- One Senior Programmer Analyst
- One Data Analyst (DAC)
- Others as determined by the Chancellor

**Members from Each College:**

- One Manager involved with Institutional Research and/or Research Staff (up to 3)

## **Governance Recommending Bodies**

Make recommendations and forward to the next governance process.

- District Emergency Preparedness Committee (DEPC)
- District Council on Enrollment Management (DCEM)
- District Council on Curriculum and Instruction (DCCI)
- District Council on Student Services (DCSS)
- District Council on Administrative Services (DCAS)
- Instructional Technology Advisory Committee (ITAC)

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### ***District Emergency Preparedness Committee (DEPC)***

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DEPC makes recommendations to the Chancellor's Cabinet related to emergency preparedness and safety.

DEPC 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. DEPC also coordinates the management of emergency resources, including supplies, equipment, technology, consultants, and training facilitators.

Typically meets monthly during the academic year.

Co-Chair:

- Vice Chancellor of Business and Administrative Services
- Director of General Services

Members:

- Associate Vice Chancellor, Information Technology
- Director, Public Affairs and Marketing
- Director, Fiscal Services
- SEIU Member
- Others as determined by the Chancellor

Members from Each College:

- Chief Business Officer
- College Incident Commander
- Director of Facilities, Maintenance and Operations
- Police Lieutenant
- Coordinator, Student Health Services

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***District Council on Enrollment Management (DCEM)***

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DCEM reports as an advisory to the Chancellor to aid in enrollment management planning and holds shared responsibility with the colleges for making recommendations to and collaborating with the Chancellor, Chancellor's Cabinet and DCCC to continuously improve upon all aspects of enrollment management.

In alignment with the Strategic and Student Equity Plans, the council will utilize a Districtwide "systems approach" to collaboratively identify and leverage resources. DCEM also shares high impact practices designed to improve student access and success, educational quality, institutional agility and organizational effectiveness in terms of enrollment management goals, strategies and practices.

The charge of DCEM includes, but is not limited to:

- Identify and prioritize activities and initiatives from District and College Plans focused on enrollment.
- Perform internal and external environmental analysis and forecast future trends related to enrollment management.
- Assess and evaluate enrollment targets including Student Centered Funding Formula (SCFF) metrics.
- Analyze effective use of technology related to enrollment management, such as web effectiveness, digital media, social media, Tableau, search engine optimization.
- Reduce barriers related to student access (dual enrollment, registration process)
- Support college strategic and equity plans and goals related to enrollment management.
- Identify areas where district can support college marketing and enrollment management
- Support college retention and persistence efforts.

Typically meets monthly during the academic year.

Quad-Chairs:

- Vice Chancellor, Institutional Effectiveness (or Chancellor Appointee)
- Three Members (nominated from membership and rotates annually among the three colleges)

Members:

- Vice Chancellor, Business and Administrative Services
- Vice Chancellor, Institutional Effectiveness
- Associate Vice Chancellor, Information Technology
- Director, Public Affairs and Marketing
- One College Chief Business Officer (appointed by Chancellor)
- DAC Classified Senate President (or designee)
- One Director of Outreach and International Students
- One DAC Data Analyst

Members from Each College:

- Chief Instructional Officer

- Chief Student Support Services
- Academic Senate President (or designee)
- Classified Senate President (or designee)
- Dean, Institutional Effectiveness
- Director, Outreach and Marketing
- One Student Government Representative

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***District Council on Curriculum and Instruction (DCCI)***

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The purpose of DCCI is:

- To review curricular proposals for compliance, while safeguarding the primacy of each College Curriculum Committee and the College faculty in the design and modification of courses and programs;
- To put into practice the collaboration of faculty and administration in ensuring the technical and legal accuracy of new and substantially revised courses and programs, and program inactivation approved by each College's Curriculum Committee;
- To review and develop Board policies, administrative procedures, and standard operating practices in the instructional area prior to submission through Cabinet and the District Consultation Council to the Chancellor and Board of Trustees; and
- To serve as a body providing operational and procedural advice to Cabinet and the District Consultation Council for issues that impact instruction Districtwide.

DCCI is an advisory group to the Chancellor through Cabinet and DCCC. The group reviews curriculum submitted by the three VCCCD College Curriculum Committees. DCCI is responsible for ensuring the technical and legal accuracy of all components of new and substantially revised courses and programs, and program inactivation. In addition, the DCCI 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 regulations and laws related to curriculum.

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

- Membership in DCCI 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 and there is sufficient time for members' schedules to be adjusted, if needed, to accommodate the DCCI meeting schedule.
- The Colleges' Curriculum Committees forward new and substantially revised courses, degrees, certificates and proficiency awards, and program inactivations to DCCI 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 DCCI 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 DCCI meeting.

- Substantially revised courses and programs and inactivated programs are presented to DCCI 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 DCCI determines that element(s) of a new or substantially revised course or program do not comply with regulation or law, the DCCI, 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 DCCI.
- Should the College Curriculum Committee's determination vary from the advice of DCCI, documentation articulating the varying interpretations of technical/legal point(s) in dispute are forwarded to Cabinet.
- New and substantially revised courses and programs and program inactivations will be placed on the Board Agenda only after approval by the originating College Curriculum Committee and review by DCCI.

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

Substantial Revision 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 Revision - an action to change an active program or course that will not initiate a new control number and requires College Curriculum Committee approval and CCCCCO chaptering and/or approval only (DCCI and/or Board review/approval not required):

Program Modification:

- 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

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

Nonsubstantial Revision of a Course:

- Deactivated courses
- 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 and the latest edition of the Program and Course Approval Handbook (PCAH).

Typically meets monthly during the academic year.

Co-Chairs:

- Chancellor Administrative Appointee
- Committee Faculty Member, (nominated from membership, rotated annually among the three colleges)

Members:

- Vice Chancellor, Institutional Effectiveness

Members from Each College:

- Chief Instructional Officer
- Faculty Co-Chair(s) of the College Curriculum Committee Articulation Officer

- Academic Senate President or designee

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***District Council on Student Services (DCSS)***

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DCSS is an advisory group to Cabinet and the DCCC. 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 DCCC to the Chancellor and Board of Trustees. It may also serve as a body providing operational and procedural advice to Cabinet and the DCCC for issues that impact students Districtwide.

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 meets monthly during the academic year.

Co-Chairs:

- Chancellor Administrative Appointee
- Committee Faculty Member (annually nominated from committee membership, rotates among the colleges with a term limit of two years)

Members:

- Director, Public Affairs and Marketing
- District Information Technology Representatives

Members from Each College:

- Chief Student Services Officer
- Dean (Student Services)
- Associated Student Government Representative
- Registrar
- Counseling Chair or designee
- Academic Senate President or Instructional Faculty designee
- Financial Aid Officer
- Student Activities Specialist
- Student Success Supervisor or designee
- Title IX Coordinator (non-voting member)

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***District Council on Administrative Services (DCAS)***

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DCAS recommends to the Chancellor through the Cabinet and the DCCC 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 from 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 meets monthly. District budget office staff provide support to DCAS.

Co-Chairs:

- Vice Chancellor, Business and Administrative Services
- Committee Faculty Member (Academic Senate and/or designee, nominated by Academic Senate President(s) and/or designee)

Members:

- Vice Chancellor, Business and Administrative Services
- One District Administrative Center Classified Senate President (or designee)
- One AFT Representative
- One SEIU Representative
- One College Chief Instructional Officer or College Chief Student Services Officer (appointed by the Chancellor)

Members from Each College:

- Chief Business Officer
- Academic Senate President or designee
- Classified Senate President or designee
- Student Representative, as appointed by Associated Student Government

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### ***Instructional Technology Advisory Committee (ITAC)***

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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.

Typically meets monthly during the academic year.

Co-Chairs:

- Associate Vice Chancellor, Information Technology
- Committee Faculty Member (nominated from committee membership, rotates among the Colleges, with a maximum term of one year)

Members:

- District Information Technology Project Support Staff, as needed

Members from Each College:

- Chief Instructional Officer
- Dean representing Distance Education
- Instructional Support Staff (up to 2)
- Faculty Members (up to 3)

## Section II: Functional Map

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

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

Function	District	Colleges
<b>Student Learning</b>		
<b>Program Review</b>	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.
<b>Curriculum</b>	Board approves curriculum submitted through the participatory governance process.	Faculty prepare curriculum following campus-specific policies.
<b>Enrollment Management</b>	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.
<b>Student Services</b>		
<b>Transfer</b>	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.
<b>Student Health</b>	Reviews policies and establish budget model for student health centers.	Operate student health centers Establish budget for health centers.
<b>Human Resources</b>		
<b>Employee Group Contracts and Negotiation</b>	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.

<b>Hiring</b>	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. VCCCD 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.
<b>Professional Development</b>	HR reviews policies and procedures in coordination of Board subcommittees and participatory governance committees. HR reviews employee professional development proposals, sabbatical leaves, and educational leave requests to ensure compliance with collective bargaining agreements, and VCCCD Policies and Administrative Procedures.	Coordinates with HR professional development proposals, sabbatical leaves, and educational leave proposals. Promote and allow reasonable release time for employees to participate in professional development opportunities.
<b>Risk Management</b>	Coordinates with Business Services in the administration of claims filed against the VCCCD by employees and job applicants. Functions as liaison between employees and third-party administrator regarding all aspects of workers' compensation claims and settlements. Accepts, reviews, and coordinates responses to subpoenas. Monitors incident reports to ensure that safety issues are addressed/corrected. Ensures that employees receive accommodations pursuant to law.	Report unsafe conditions. Promote employee safety in the workplace. Ensure employees are provided opportunities about workplace health and safety applicable to specific job classifications. Ensure access to campus facilities in compliance with ADA requirements. Coordinate with HR employee ergonomic needs, and requests for reasonable workplace accommodations.
<b>Business Services</b>		
<b>Budget</b>	Participatory governance committees, Board committees, Vice Chancellor and Board of Trustees establish allocation models and approve budget.  Manages payroll, purchasing and receivables.	Administer budgets, and submit payroll, purchasing, and accounts receivable to District.
<b>Facilities</b>	Coordinates construction of new facilities. Approve Facility Master Plans.	Maintain and operate facilities. Develop Facility Master Plan. Develop maintenance and sustainability plans.

<b>Professional Development</b>	HR reviews policies and procedures in coordination with Board subcommittees and participatory governance committees. HR reviews employee professional development proposals and plans to ensure compliance with collective bargaining agreements and District policies and procedures. HR reviews faculty sabbatical leave requests for travel abroad requiring Board approval.	Provide professional development opportunities through participatory governance.  Develops professional development plan. Employees coordinate their travel and professional development with Business Services.
<b>Risk Management</b>	Oversees the administration of claims filed against the VCCCD by employees, job applicants and third parties. Coordinates coverage and legal representation for workers' compensation claims and settlements.	Provide a safe physical environment that is accessible to all in compliance with ADA requirements. Ensure that employees, and 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. Investigate and report Title IX student complaints, and coordinate with HR regarding any complaints against DAC employees.
<b>Technology</b>		
<b>Information Systems</b>	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.	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.
<b>Educational Services</b>		
<b>Policies</b>	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.	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.
<b>Governance</b>		

<b>District Governance</b>	Create Participatory Governance Handbooks and integrated planning documents through a Districtwide participatory governance process.	Academic and Classified Senates give input into the Districtwide Participatory Governance policies.
<b>Faculty Participation in Participatory Governance</b>	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>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>

# Appendix I: Participatory Governance Decision Making Administrative Assignments

Ventura County Community College District Participatory Governance Decision Making Administrative Assignments FY22			
Decision Making Body	Chair or Administrative Co-Chair	Administrative Support	Meets
<b>Administrative Decision Making Bodies- administrative decisions can be made and implemented, or recommendations are forwarded to the next governance process.</b>			
Chancellor's Cabinet	Greg Gillespie	Laura Brower	Weekly Every Monday 9:00 a.m.
President's Council	Greg Gillespie	Laura Brower	Monthly As Needed
Administrative Council	Greg Gillespie	Laura Brower	Monthly As Needed
<b>District Advisory and Planning Bodies-final governance review and recommendations to the Chancellor.</b>			
Chancellor's Consultation Council	Greg Gillespie	Laura Brower	Monthly Friday, 11 days before Board Mtg: 9:00 a.m.
<b>District Advisory Bodies- provides recommendations to the administration; some decisions can be made without going through further governance review.</b>			
Administrative Technology Advisory Council (ATAC)	Dan Watkins	Marla Ward	Monthly 1st Thursday of Month: 8:00 a.m. - 9:00 a.m.
District Council on Accreditation Planning (DCAP)	Kim Hoffmans	Andrea Rambo	Monthly 3rd Thursday of Month: 11:30 a.m. - 1:00 p.m.
District Council on Human Resources (DCHR)	Laura Barroso	CeCe Chavez	Monthly 2nd Thursday of Month: 10:00 a.m. - 12:00 p.m.
D/W Distance Education Advisory Committee (DDEAC)	Dan Kumpf	Erin Askar	Monthly 3rd Wednesday of Month: 3:30 p.m. - 5:00 p.m.
Districtwide Title IX Advisory Committee (DTIXAC)	Cynthia Herrera	Gina Paduano	Monthly 4th Thursday of Month: 3:00 p.m. - 4:30 p.m.
Equal Employment Opportunity Advisory Committee (EEOAC)	Laura Barroso	CeCe Chavez	Monthly 3rd Friday of Month: 8:30 a.m. - 10:30 a.m.
Institutional Effectiveness Advisory Committee (IEAC)	Cynthia Herrera	Gina Paduano	Monthly 2nd Thursday of Month: 9:00 a.m. - 10:30 a.m.
<b>Governance Recommending Bodies-recommendations made and forwarded to the next governance process.</b>			
District Council on Administrative Services (DCAS)	David El Fattal	Laura Galvan	Monthly 3rd Thursday of Month: 10:00 a.m. - 12:00 p.m.
District Emergency Preparedness Committee (DEPC)	David El Fattal/Grant Jones	Laura Galvan	Monthly 3rd Thursday of Month: 3:00 p.m. - 3:30 p.m.
District Council on Enrollment Management (DCEM)	Cynthia Herrera	Gina Paduano	Monthly 2nd Friday of Month: 1:30 p.m. - 3:30 p.m.
District Council on Curriculum and Instruction (DCCI)	Cynthia Herrera	Gina Paduano	Monthly 2nd Thursday of Month: 1:00 p.m. - 3:00 p.m.
District Council on Student Services (DCSS)	Cynthia Herrera	Gina Paduano	Monthly 2nd Thursday of Month: 3:00 p.m. - 5:00 p.m.
Instructional Technology Advisory Committee (ITAC)	Dan Watkins	Marla Ward	Monthly 1st Friday of Month: 1:30 p.m. - 2:30 p.m.
<b>Board of Trustees</b>			
Administrative Services	David El Fattal/ Laura Barroso	Laura Galvan	TBD
Policy, Planning and Student Success	Trustees Torres/McKay	Laura Brower	Third or Fourth Tuesday, 5:00 p.m.
Board of Trustees Meeting	Board Chair	Laura Brower	Second Tuesday, 5:00 p.m.
<b>Personnel Commission</b>			
Personnel Commission	Andrea Ingley	Kelly Barton	Monthly 3rd Thursday of Month: 5:30 p.m.

[pbblair@vcccd.edu](mailto:pbblair@vcccd.edu)  
last revised: 12/01/2021

## Appendix II: VCCCD Annual Governance Survey

### VCCCD Participatory Governance Annual Survey

**Your participation in this annual committee self-appraisal survey will assist the District in assessing the effectiveness and emerging support needs for the committee. The results of this survey will be shared with the members of your committee (through your committee chair(s)) and with the District Consultation Council. Thank you in advance for your participation in this important self-appraisal effort.**

1. How often did the committee meet?

- Weekly
- Bi-weekly
- Monthly
- As needed

Should it meet more frequently? Less frequently? If so, why?

2. Does the committee charge reflect the business of the committee? (Charge provided below.)

- Yes
- No

3. Is the committee environment conducive to open discussion of relevant issues?

Yes

No

If "no," please explain your response.

4. Are the issues brought to the committee effectively addressed in a timely manner?

Always

Usually

Sometimes

Rarely

Never

Please explain your response.

5. Are the committee's agendas posted and accessible in an easy and timely manner?

- Always
- Usually
- Sometimes
- Rarely
- Never

Please explain your response.

6. Are the committee meeting notes readily accessible?

- Accessible and easy to find
- Accessible but difficult to find
- Meeting notes are kept but not posted
- Meeting notes are not kept (that I am aware of)

Please explain your response.

7. To what degree do you agree with the following statement: "The business of the committee was accomplished effectively"?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Please explain your response.

8. What gaps (if any) in systems need to be addressed in order to support the planning efforts, research needs, or communication issues necessary for this committee to function more effectively?

9. Discuss agenda items that need completion, items for future consideration by the committee, and/or changes needed to improve the effectiveness of this committee.

This is the end of the self-appraisal. Please click the "Done" button to complete your self-appraisal. Thank you for your participation.