



Oxnard College

**PARTICIPATORY
GOVERNANCE
MANUAL**

2022–2025

CONTENTS

CERTIFICATION	2
INTRODUCTION	3
PHILOSOPHY AND GUIDING PRINCIPLES	5
PHILOSOPHY	5
GUIDING PRINCIPLES	5
GOVERNANCE RELATIONSHIPS	6
ROLE OF FACULTY IN PARTICIPATORY GOVERNANCE	6
ROLE OF CLASSIFIED IN PARTICIPATORY GOVERNANCE	6
ROLE OF STUDENTS IN PARTICIPATORY GOVERNANCE	7
ROLE OF ADMINISTRATORS AND MANAGERS IN PARTICIPATORY GOVERNANCE	7
NORMS, TOOLS, AND ROLES.....	8
CODE OF CONDUCT.....	8
COMMUNICATION AND MEETING MANAGEMENT	8
CONSENSUS SEEKING AND DECISION MAKING	9
PARTICIPATORY GOVERNANCE ROLES.....	10
ROLE OF THE CHAIRS	10
ROLE OF THE COMMITTEE MEMBER.....	11
ROLE OF THE PROXY MEMBER	12
ROLE OF THE AREA EXPERT.....	12
ROLE OF THE COMMITTEE ADMINISTRATIVE ASSISTANT.....	12
COMMITTEE STRUCTURE.....	13
COLLEGE PLANNING COUNCIL.....	14
BUDGET COMMITTEE	16
COLLEGE USE, DEVELOPMENT, & SAFETY COMMITTEE	17
CURRICULUM.....	19
PROFESSIONAL DEVELOPMENT COMMITTEE.....	21
PROGRAM REVIEW COMMITTEE.....	22
STUDENT EQUITY & SUCCESS COMMITTEE.....	23
TECHNOLOGY EFFECTIVENESS COMMITTEE	25
STANDING COMMITTEES.....	27

CERTIFICATION

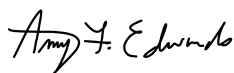
This document serves as the framework for the collegial consultation model at Oxnard College. It represents the participatory governance structure and recommendation-making process that have been agreed upon by the undersigned Academic Senate, Classified Senate, Associated Student Government, and administrative representatives of Oxnard College.



05/11/2022

Acting President—Oscar Cobian, Ed.D.

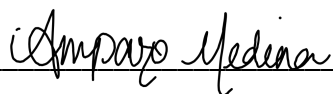
Date



5/11/2022

Academic Senate President—Amy Fara Edwards, Ed.D.

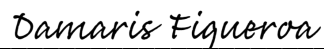
Date



05/11/2022

Classified Senate President—Amparo Medina, M.S.

Date



05/11/2022

Associated Student Government President—Damaris Figueroa

Date

INTRODUCTION

Oxnard College strives to enhance student success, improve the student experience, and ensure equitable access and outcomes for all students. Effective participatory governance will support these outcomes and will create a transparent recommendation-making process that the college president can rely upon to inform their policy development, resource allocation, and planning decisions.

The Oxnard College Participatory Governance Manual is designed to clarify the roles and responsibilities of faculty members, classified professionals, students, and administrators in participatory governance. It also serves as a source of institutional memory as it relates to the college's participatory governance structure. It describes the college's participatory governance structure, including its bodies, how they relate to each other, and how recommendations flow from one body to the next. It also explains the recommendation and decision-making processes and how members of college constituency groups and governance bodies participate in those processes.

As a foundational framework, this handbook relies on AB 1725, the landmark California legislation that first directed participatory governance activities at community colleges state-wide; accreditation Standards set forth by Accrediting Commission for Community and Junior Colleges (ACCJC); California Education Code; California Code of Regulations, specifically Title 5 regulations; and policies and procedures established by the Ventura County Community College District governing board.

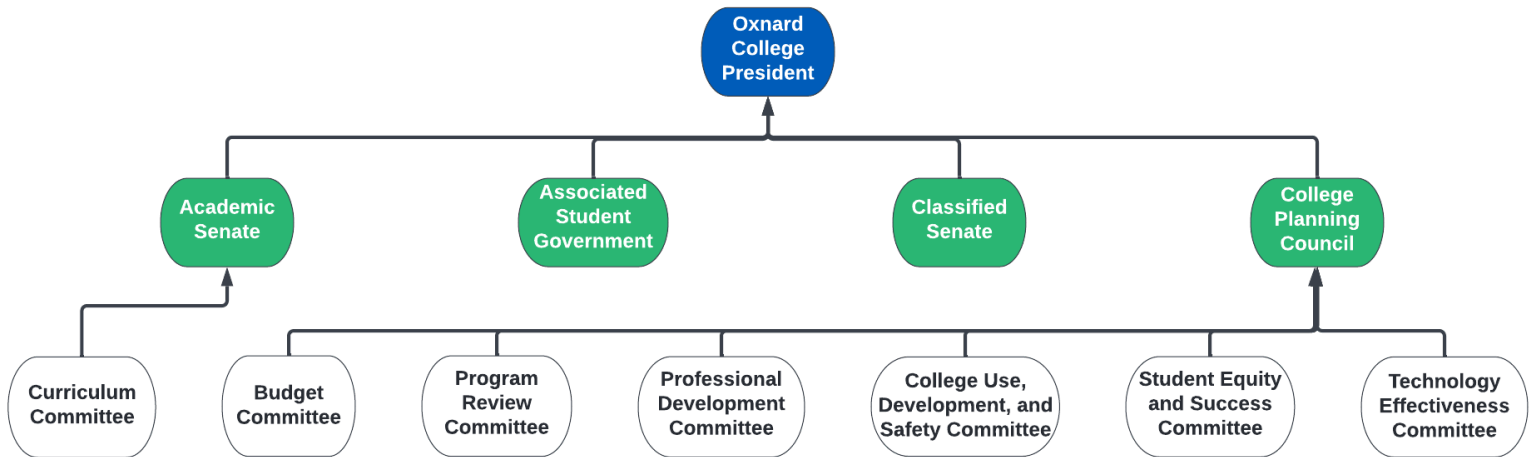
In line with the collegial consultation model adopted by the Board of Trustees (BP adopted 4/2/1991 and updated 11/5/2005), the Oxnard College Participatory Governance Manual seeks to extend that policy to the college level. The framework is consistent with AP/BP 2510, Ed. Code 70901 and 70902, Title 5 sections 53200–53206 and in accordance with Standard IV.A of the ACCJC.¹

The Brown Act, located at California Government Code 54950 et seq., is an act of the California State Legislature, that guarantees the public's right to attend and participate in meetings of local legislative bodies. In the interest of transparency, participatory governance committees will follow the Brown Act, requiring posted agendas at least 72 hours prior to each meeting, as well as other parameters affecting the conduct of meetings.

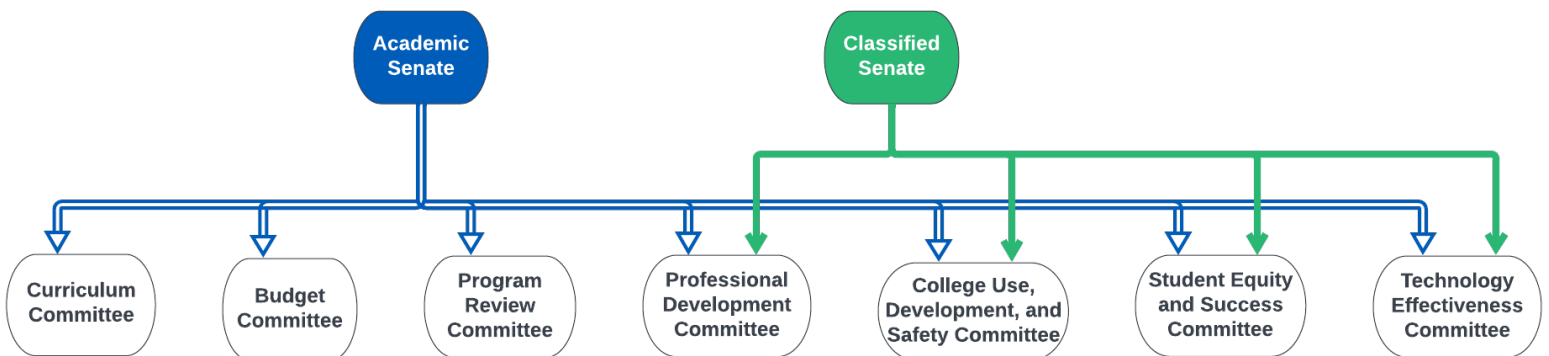
Reviews of this document and processes at Oxnard College will be conducted by the College Planning Council in concert with the Academic Senate, Classified Senate, and Associated Student Government in the spring of 2025. All committees shall conduct an annual self-appraisal. If in this self-appraisal process required changes are identified in off years, a similar process will be followed to create an addendum.

¹ *IV.A.5 Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

PARTICIPATORY GOVERNANCE COMMUNICATION FLOW



PARTICIPATORY GOVERNANCE SENATE CHAIRS LEADERSHIP MODEL



PHILOSOPHY AND GUIDING PRINCIPLES

PHILOSOPHY

The goal of participatory governance at Oxnard College is to achieve effective participation by all constituencies where all participants are trained in meeting processes and collegial and civil behavior is assured. Governance offers a transparent process by which equity-minded and student-focused decision-making takes place by shared leadership actively seeking recommendations on the best way forward with any given issue or opportunity. By doing so, a decision made by the college president will be one that participants can trust was made in full consideration of the opinions expressed by the college's area experts and constituencies.

As a state-funded institution, Oxnard College also has a duty to serve the public good and to be judicious in spending public funds. Effective participation by all constituencies in participatory governance serves this purpose by ensuring good planning and transparency.

Effective participatory governance will allow the college to formulate strategic decisions by the effective participation of all constituency groups (faculty members, classified professionals, students, and administrators). Through participatory governance, the college can maximize institutional effectiveness with a student-focused, equity-based process that creates a culture of participatory and broad leadership. Effective governance requires participation, dialogue, and equity.

GUIDING PRINCIPLES

1. **PARTICIPATION:** Constituency representation and active and effective participation in the assigned governance process will ensure Oxnard College will develop and implement policies and practices that produce shared benefit to the college community. All participatory governance meetings are open to guests and have time allotted for public comments. To encourage consistent participation, meeting chairs are discouraged from rescheduling meetings, as this affects the ability of members and guests to attend, especially students and faculty members.
2. **DIALOGUE:** At Oxnard College, governance dialogue is the process of individuals exchanging ideas through civil discussions designed to achieve mutual understanding. A commitment to transparency, equity, civility, mutual respect, and collegial behavior by all participants is essential to achieving consensus.
3. **EQUITY:** Governance achieves purpose when the process leads to identification of data-informed strategies, solutions, and/or recommendations that advance Oxnard College in the direction of equity-minded, student-centered goals. In this context, equity is achieved through active participation by constituency representatives in dialogue that produces meaningful consensus and a way forward.

GOVERNANCE RELATIONSHIPS

Oxnard College promotes, supports, and encourages the participation of all constituency groups in college and district committees and provides each with opportunities to participate in formulation and development of policies and procedures.

ROLE OF FACULTY IN PARTICIPATORY GOVERNANCE

Faculty are represented by the Academic Senate at Oxnard College. 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. Faculty participation in governance includes, but is not limited to, the eleven areas of academic and professional responsibility specified in Title 5 (Sections 53200–53204).

Those eleven areas are as follows:

1. Curriculum
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Student preparation and success
6. District and college governance structures as related to faculty roles
7. Faculty roles and involvement in the accreditation process
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development
11. Plus, other academic and professional matters as mutually agreed upon between the governing board and Academic Senate.

Oxnard College recognizes that the advice and judgment of the Academic Senate will normally be accepted in matters related to these eleven areas and that, when the advice and judgment of the Academic Senate is not followed, the Senate may request and shall receive an explanation in writing.

ROLE OF CLASSIFIED IN PARTICIPATORY GOVERNANCE

Classified staff are represented by the Classified Senate at Oxnard College. Classified Senate represents all full-time and part-time classified professionals, classified supervisors, classified confidential employees, and other unrepresented groups in the governance process on matters outside the scope of collective bargaining. Classified Senate consults collegially through the participatory governance process in the following specific academic and professional matters, as outlined in the Ventura County Community College District Participatory Governance Handbook (9+1):

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. Plus, any other district and college policy, procedure, or related matters that will have a significant effect on classified staff but which exist outside the collective bargaining arena.

ROLE OF STUDENTS IN PARTICIPATORY GOVERNANCE

Students at Oxnard College are represented by the Associated Student Government (ASG), which is composed of elected officers. ASG consults collegially through the participatory governance process in the following matters, as outlined in the Ventura County Community College District Participatory Governance Handbook (9+1):

1. Grading policies
2. Codes of student conduct
3. Academic disciplinary policies
4. Curriculum development
5. Courses or programs that should be initiated or discontinued
6. Processes for institutional planning and budget development
7. Standards and policies regarding student preparation and success
8. Student services planning and development
9. Student fees within the authority of the District to adopt
10. Plus, any other district and college policy, procedure, or related matter that the District Board of Trustees determines will have a significant effect on students.

ROLE OF ADMINISTRATORS AND MANAGERS IN PARTICIPATORY GOVERNANCE

In line with our commitment to collegial consultation, administrators and managers are also represented in the decision-making process. For the purpose of participatory governance, administrators and managers are defined as college vice presidents, deans, assistant deans, directors, and classified managers. Administrators address issues of college-wide impact including governance recommendations, operational matters, cross-district communication, uniform application of policies and procedures, and progress on college plans and goals.

NORMS, TOOLS, AND ROLES

To create equitable communication and decision-making in the participatory governance process, all committee members must be committed to participation, dialogue, and the pursuit of useful output. It is acknowledged that, in every meeting, there are power dynamics in the room. Work must be done to create the equitable and inclusive environment sought for effective and active participation. To do so, committee members will establish behavioral norms, use of meeting tools, and the roles of each member.

CODE OF CONDUCT

In participatory governance, a high level of collegiality, respect, communication, and civility is expected. Those expectations include the following norms:

- There is no rank in the room when at the committee table. All participants are treated as peers, including students, both between constituencies and within constituencies.
- Speakers will be heard one at a time and without interruption. Participants will allow for moments of silence for thought and other viewpoints. In consideration of hearing all feedback, members should be mindful of how often and how long they speak. Equity in consensus building means including diverse perspectives at all levels of the organization.
- Members will be engaged and contribute. They will challenge ideas, not people. All meeting attendees will be respectful and civil in their comments, responses, and body language.
- Members will listen to others and seek to focus on the merits of what is being said while making a good faith effort to understand the concerns of others. Committee members are encouraged to ask questions for clarification.
- Each person reserves the right to disagree with any proposal and accepts responsibility for offering alternatives.
- All members should be mindful of the language used in discussions, including use of “I” statements instead of “they” attributions to relate anecdotal evidence or experiences.
- All committee members will be aware of the purpose and responsibility of their committees. When issues arise in discussion that are not supported by the committee’s charge, the chair(s) will identify the proper committee or constituency group leadership for review and forward the issue for consideration.
- After deliberation, committee members will support the group’s recommendation.

COMMUNICATION AND MEETING MANAGEMENT

This section addresses governance meeting organization, the process of applying consensus decision-making to meeting deliberations, the roles of chairs and participants, and strategies for effective record-keeping and communications. Meetings are the primary mechanism for convening governance groups. The latest edition of Robert's Rules of Order shall guide decision-making procedures. Effective meetings require well-thought-out agendas, active participation, and a record of the meetings, topics, and outcomes.

Best practices include the following:

- Careful and timely agenda preparation, using BoardDocs for all meeting materials with pertinent documents that are Americans with Disabilities Act (ADA)-compliant for accessibility additionally posted to the committee web page.
- The development and regular assessment of annual committee goals.
- Focus on prioritized issues based on committee charge and time of occurrence in the academic year.
- Balance between agenda items and meeting time available while maintaining a thoughtful balance between presentation and discussion.
- Discussion content framed by well-designed questions that invite focused participatory input rather than simply framing content by topic.
- Reserved time at the end of meetings to collectively summarize action/information items and what constituency representatives should take to their groups for discussion as well as what information the committee expects back from constituency members.
- Record key findings and commitments using accessible meeting notes.
- Ensure participatory governance committees move recommendations forward to the College Planning Council and that the College Planning Council forwards recommendations to the college president for final consideration and decision-making.
- Include an annual review and evaluation process.

CONSENSUS SEEKING AND DECISION MAKING

Seeking meaningful consensus is essential to effective governance and leads to the formation of decisions that advance the college community in the direction of preferred outcomes. In this context, “consensus” describes a general state of agreement rather than a “majority opinion.” Clear agreements and public indications of understanding and support by committee members are critical to maintain forward progress of governance groups. Participatory governance is driven by dialogue addressing issues of shared importance that seek consensus. All committee members, especially the chair(s), are expected to make goodwill attempts to resolve each participant’s concerns before asking for agreement and closing discussion regarding a recommendation.

Participatory governance committees may only vote on a recommendation when a quorum is reached. To achieve quorum, 51 percent or more voting members must be present. Committees make recommendations when at least three-fourths (75 percent) of the voting members present reach an agreement on a decision. Recommendations from the College Planning Council do not move forward if more than two of those in the minority are members of the same constituency.

Recommendations are forwarded from participatory governance committees to the College Planning Council and from the College Planning Council to the college president. The college president is responsible for a final decision and is expected to provide to the College Planning Council a written response that includes her or his reasoning regarding that decision, especially if the decision departs from the recommendation.

PARTICIPATORY GOVERNANCE ROLES

There are several roles for those who participate in a participatory governance body. The following list describes those roles and the expectations for each.

ROLE OF THE CHAIRS

The role of the chairs of any participatory governance committee is important in managing the business of that participatory governance body. Most importantly the chair(s) are responsible for ensuring all committee members have an opportunity to voice their opinions and ideas and cultivating a safe and welcoming environment for discussion. Following *Robert's Rules of Order*, a chair "should make every effort to maintain an appearance of impartiality so that members on both sides of any issue can feel confident that they will receive fair treatment" and "the chair does not participate in debate on any issue."²

Committee chairs are non-voting members and are responsible for the following:

- Collaborating with one another to complete the business of the committee and ensure an equal balance of work.
- Holding annual and monthly preparation meetings.
- Participating in committee training and ensuring all members are properly trained.
- Requesting the appointment of constituency representatives.
- Monitoring member attendance and following up with constituency leadership regarding nonattendance.
- Facilitating the development of annual committee goals put forward by the committee members and including the regular assessment of those goals through the year on meeting agendas.
- Developing agendas, including awareness of the college's calendar and the scheduling of items to ensure timely discussion and processing in the participatory governance system, especially in those instances where items must be forwarded to the district governing board for approval.
- Ensuring meeting discussions are focused on agenda items that adhere to the committee's charge.
- Actively engaging student representatives and seeking their input.
- Identifying a committee member to serve as a mentor for student representatives.

ROLE OF THE MENTOR TO THE STUDENT REPRESENTATIVE

The student mentor will assist the students in preparing for the meeting, accessing the meeting materials and technology, understanding procedures. Mentors should help student representatives

² Robert, Henry M., William J. Evans, Daniel H. Honemann, Thomas J. Balch, Daniel E. Seabold, and Shmuel Gerber. *Robert's Rules of Order: Pocket Manual of Rules of Order for Deliberative Assemblies*, 3rd ed. (New York, NY: Good Press, 2020), 69.

understand any applicable historical context to support informed discussions and decision-making. The student representatives may request, of the Chairs, another mentor at their discretion.

ROLE OF THE COMMITTEE MEMBER

Participatory governance works best when all participants approach their role with a goal of understanding the committee’s purpose and responsibilities, contributing ideas, listening for understanding, and are committed to transparency, equity, civility, mutual respect, and collegial behavior.

Active participation by all committee members enables the college community to strive for governance outcomes that are inclusive, reflect all constituency perspectives, and expand the leadership capacity of Oxnard College. Participants should be consensus-seeking rather than position-taking, which requires the dialogue process to be transparent and enables all members to both listen and understand one another clearly. Committee members should come to meetings on-time and prepared, having read and reviewed any materials provided in advance and/or having completed any assigned tasks.

Recommendations are made by participatory governance committees and the College Planning Council. All council and committee members can discuss items under review.

If the committee member represents a specific constituency group such as faculty members, classified professionals, students, or administrators, they have an important role in the participatory governance process. By representing the whole of their constituency, a committee member brings important viewpoints, experiences, context, and institutional memory to the meeting table. As a constituency group representative, they are representing the “we” of their group as opposed to themselves as an individual, their respective department or program, or their division. While there is no expectation that constituency representatives must share a single perspective or vote as a unified block on any committee or council, constituency group representatives are appointed by their respective leadership group—Academic Senate, Classified Senate, Associated Student Government, or Administrators—to represent their group, and they are responsible for reporting back to their groups to create two-way communication between participatory governance bodies and their constituency.

Should the voting member be absent three or more times in the academic year, their constituency leadership may choose to assign a new voting member in their place.

The responsibilities of the committee member are as follows:

- Reading and reviewing the meeting agenda and minutes prior to the meeting.
- Attending all meetings as scheduled, arriving on time.
- Participating in the meeting with discussion, questions, and feedback from their constituency.
- Developing committee goals on an annual basis.
- Communicating agendas, discussions, and actions back to their represented constituency and seeking constituency feedback to return to the committee meetings.

ROLE OF THE PROXY MEMBER

When a committee member who represents a constituency is absent, the member may appoint a proxy from the same constituency. Proxy members have the same authority to discuss and vote on issues on behalf of the absent member they represent. A committee member may not hold more than two proxy votes. Proxy representation on committees is arranged by the constituency group representative who will be absent for an upcoming meeting in conjunction with the head of their constituency, and this is communicated to the committee chairs and administrative assistant. While there is responsibility for the constituency group representative to inform the proxy member of the committee's agenda, discussions, and action items, the proxy is responsible for understanding as much as possible regarding the committee meeting they will attend, including proper meeting preparation and arriving on time.

ROLE OF THE AREA EXPERT

An area expert is appointed to a committee because they have an expertise and/or official position relevant to the work of the committee. The role of the expert member is to advise and provide counsel to the committee so that all members may have a thorough understanding of the matter under discussion. The area expert is a non-voting participant of the committee.

ROLE OF THE COMMITTEE ADMINISTRATIVE ASSISTANT

Each participatory governance committee will have an assigned administrative assistant to record highlights of discussions, decisions reached, and follow-up questions and tasks. The administrative assistant will distribute and post BoardDocs agendas and meeting minutes in a timely fashion. Committee administrative assistants will most likely be the administrative assistant for the administrative chair. In the event the administrative chair's administrative assistant has been appointed by their senate to represent their constituency on the committee, the administrative chair will find an appropriate replacement administrative assistant. If the administrative assistant is absent, the administrative assistant and/or facilitator or chairs will find an appropriate substitute who is not an existing committee member.

The committee administrative assistant is responsible for supporting the committee chairs through the following, although the list is not exhaustive:

- Collaborating with the committee chairs.
- Using BoardDocs to plan and disseminate agendas and meeting minutes.
- Updating the Committee Website.
- Taking notes for the meeting minutes.
- Scheduling meetings.
- Sending out reminder emails to committee members providing reports or guests presenting in the meeting.
- Sending AllUserOC email invitations at least 72 hours in advance.
- Reserving rooms or setting up virtual Zoom rooms.

COMMITTEE STRUCTURE

There are several distinct types of committees that follow different processes and authority designations. All committees should follow best practices described in this manual.

PARTICIPATORY GOVERNANCE

Participatory governance committees include representative membership from Academic Senate, Classified Senate, Associated Student Government, administrators, departments/divisions, and union representatives. Visitors are welcome to all participatory governance committees. Participatory governance committees may form work groups to accomplish specific committee tasks.

Some examples include Budget Committee, Technology Effectiveness Committee, and Professional Development Committee.

OPERATIONAL

Operational entities are not constituency based; rather, they include the personnel to accomplish their operational tasks and conduct regular business. They make decisions on specific, functional issues, based on established local, state, and federal regulations, protocols, or procedures, or they may be established for other standing or temporary purposes. Operational committees also implement the decisions made as part of the participatory governance process.

Some examples of Operational Committees include Business Services Council, Deans Council, and Student Services Leadership Team.

STANDING

Standing committees provide recommendations on topics/issues related to the purpose of the committee. Depending on the nature of the recommendation, the president may be involved as deemed necessary.

Some examples include Distance Education and Sabbatical Leaves Committee.

AD-HOC

Ad-Hoc Committees are formed as needed to address single events or topics where specific activities need to be completed. Membership is on a voluntary basis and fluid as required by the activity.

ADVISORY

Advisory Committees provide recommendations to Career Education programs on subjects such as curriculum matters, needs for programs, and changing skills requirements. Membership is made up of external advisors who are professionals in the respective fields within the community.

COLLEGE PLANNING COUNCIL

PURPOSE

The College Planning Council (CPC) supports and advances the mission, vision, and values of the college by providing guidance and recommendations to the college president on the development of institutional policies, planning, processes, and all participatory governance matters. CPC reviews recommendations from all participatory governance committees. CPC promotes collegial dialogue and ensures inclusive and equitable participatory governance structures and operations. The College Planning Council makes recommendations to the College President.

MEMBERSHIP

Members are selected or appointed on an annual basis prior to the conclusion of the spring semester for the subsequent academic year.

FACILITATOR

- College Vice President, rotating every two years

COMMITTEE MEMBERS

- Academic Senate President/designee + two representatives
- Classified Senate President/designee + two representatives
- Associated Student Government President/designee + one representative
- Dean of Institutional Effectiveness
- Management designee

AREA EXPERTS

- Vice President of Academic Affairs
- Vice President of Student Development
- Vice President of Business Services
- American Federation of Teachers (AFT) representative
- Service Employees International Union (SEIU) representative

RESPONSIBILITIES

Members have the following responsibilities:

- Convene the chairs of all the Participatory Governance (PG) committees during Fall Flex Week to facilitate collaboration in accomplishing the college's strategic goals and objectives.
- Review the goal progress and self-assessment results of all committees.
- Coordinate the meeting schedules of all PG committees for the subsequent academic year.
- Review recommendations of PG committees and make final recommendation to the college president regarding organizational structures and functions, participatory governance structures, college planning, budgetary priorities, and resource allocations.

- Hear program review appeals from programs recommended for reduction or discontinuance.
- Hear program improvement plans mandated in the program review process and provide advisement to those programs.
- Coordinate the revision of all college-wide plans, including the Educational Master Plan, Strategic Plan, Strategic Enrollment Plan, Technology Master Plan, and Facilities Master Plan.
- Evaluate the overall effectiveness of the college’s planning processes in promoting inclusivity, transparency, and equity.
- Serve as a forum for the college president and executive team to share their vision, goals, and priorities for the future.
- Communicate to college constituencies and seek input on college-wide plans, initiatives, procedures, and decision-making practices.
- Ensure that the decision-making process addresses college-wide issues in a timely manner.

MEETINGS

CPC meets monthly during the academic year with special meetings scheduled as needed.



BUDGET COMMITTEE

PURPOSE

The Budget Committee supports and advances the college mission, vision, and values by ensuring that college-wide planning and strategic priorities drive the budget allocation process and by encouraging transparency and constituency understanding of the budget. The Budget Committee also serves as a forum for discussion of budget changes and information. The Budget Committee makes recommendations to the College Planning Council.

MEMBERSHIP

Members are selected or appointed on an annual basis prior to the conclusion of the spring semester for the subsequent academic year.

CHAIRS

- Vice President of Business Services
- Academic Senate President or designee

COMMITTEE MEMBERS

- Four Instructional Academic Senate representatives
- Two Non-Instructional Academic Senate representatives
- Three Classified Senate representatives
- Two Associated Student Government representatives
- Two Management representatives
- One AFT representative

RESPONSIBILITIES

Members have the following responsibilities:

- Review state and district fiscal activities and discuss as applicable to the college budget.
- Learn the context of college revenue and expenditure budget development.
- Provide ongoing education for the college community on budget development and implementation.
- Disseminate information to faculty, classified, student, and administrative constituencies regarding college financial resources and expenditures, and bring feedback through committee representatives.
- Identify funding sources for off-cycle college projects and unfunded non-personnel requests.

MEETINGS

The Budget Committee meets monthly during the academic year in accordance with the calendar established by the College Planning Council.

COLLEGE USE, DEVELOPMENT, & SAFETY COMMITTEE

PURPOSE

The College Use, Development, and Safety (CUDS) Committee supports and advances the college mission, vision, and values by assessing and evaluating college needs related to facilities use, efficiency, accessibility, development, maintenance, and safety. CUDS makes recommendations to the College Planning Council.

MEMBERSHIP

Members are selected or appointed on an annual basis prior to the conclusion of the spring semester for the subsequent academic year.

CHAIRS

- Vice President of Business Services
- Academic Senate President or designee
- Classified Senate President or designee

COMMITTEE MEMBERS

- Five Academic Senate representatives
- Three Classified Senate representatives
- Two Associated Student Government representatives
- One Management representative
- College Police Lieutenant
- Director of Maintenance and Operations
- Educational Assistance Center Coordinator
- Health Center Coordinator
- Public Safety Department Chair
- One AFT representative

RESPONSIBILITIES

Members have the following responsibilities:

- Review and make recommendations regarding the implementation of the Facilities Master Plan.
- Develop annual and long-term objectives to implement college emergency and safety plans.
- Study existing facilities and facilities use to recommend modifications and improvements.
- Promote energy efficiency, conservation, and environmental stewardship in decisions.
- Ensure that all college facilities are physically and electronically accessible to all, in accordance with the Americans with Disabilities Act.
- Hear and address relevant concerns brought to the committee's attention.
- Prepare and communicate monthly updates on members' areas of expertise.

- Evaluate and rank college use, development, and facilities resource requests as a part of the program review process.

MEETINGS

CUDS meets monthly during the academic year in accordance with the calendar established by the College Planning Council.



CURRICULUM

PURPOSE

The Curriculum Committee supports and advances the college mission, vision, and values through recommending new and revised curriculum to the governing board of the District. The Curriculum Committee provides guidance, advocacy, and oversight in the development of courses, programs, and academic policies. It ensures that the curriculum is academically sound, comprehensive, and responsive to student needs. This committee directly supports the 10 + 1 of the Academic Senate.

MEMBERSHIP

Members are selected or appointed on an annual basis prior to the conclusion of the spring semester for the subsequent academic year.

CHAIRS

- Academic Senate President or designee
- Vice President of Academic Affairs

COMMITTEE MEMBERS

- One faculty member to represent each instructional department, library, and counseling department
- One Classified Senate representative
- Two Associated Student Government representatives
- One Instructional Dean representative
- Articulation Officer
- One AFT representative

AREA EXPERTS

- Curriculum Technician
- Academic Data Specialist
- Transfer Center Coordinator
- Registrar
- All instructional deans except the voting member

RESPONSIBILITIES

Members have the following responsibilities:

- Review and approve new courses; their requisites; their classification as degree-applicable, nondegree applicable, or noncredit; applicability to associate degree requirements and transfer general education patterns; general transferability; and all other curricular elements as mandated by Title 5 and Accreditation Standards. Ensure that suitable transferable courses will facilitate articulation with four-year institutions.

- Approve courses for distance education.
- Review all new credit and non-credit programs, including degrees, certificates, and proficiency awards for approval by the Board of Trustees, and ensure that all recommended programs comply with California Education Code and Title 5.
- Review and approve modifications to and deactivations of courses and programs and, when necessary, forward them for approval to the Board of Trustees, making sure that such changes comply with California Education Code and Title 5.
- Recommend graduation and general education requirements for the Associate in Arts (A.A.) and Associate in Science (A.S.) degrees for approval by the Board of Trustees.
- Receive and approve the placement of courses within Oxnard College’s General Education (GE) pattern per the recommendation and approval of the GE Committee.
- Ensure that the college’s curriculum is current and reviewed at least every five years (with CE requisites and programs reviewed at least every two years).
- Ensure that each college course is described in an official course outline of record that will be maintained in the college’s curriculum management system, the official college files, and the California Community Colleges Chancellor’s Office’s (CCCCO) curriculum inventory and made available to each instructor.
- Communicate via the co-chairs with the District Technical Review Workgroup–Instruction (DTRW-I), transmitting proposals as appropriate for review as determined by the VCCCD Decision Making Handbook and receiving DTRW-I recommendations.
- Review district academic policies and procedures referred by DTRW-I and make recommendations for revisions to the Academic Senate and DTRW-I.
- Provide training on local and state curriculum policies, processes, and best practices as well as training on the use of the college’s curriculum management system.
- Receive updates on revisions to Title 5, Education Code, CCCC policies and procedures, and articulation changes affecting course and program standards and requisites.
- Update and maintain the Curriculum Handbook and, through its subcommittees, the General Education Handbook.

MEETINGS

The Curriculum Committee meets twice a month during the academic year, with additional meetings scheduled as needed in accordance with the calendar established by the College Planning Council.

PROFESSIONAL DEVELOPMENT COMMITTEE

PURPOSE

The Professional Development Committee (PDC) supports and advances the college mission, vision, and values through the planning and evaluation of professional development activities for faculty members, classified staff, and administrators. It also supports the institution's continuous improvement to promote equity and diversity. PDC makes recommendations to the College Planning Council.

MEMBERSHIP

Members are selected or appointed on an annual basis prior to the conclusion of the spring semester for the subsequent academic year.

CHAIRS

- Vice President of Student Development
- Academic Senate President or designee
- Classified Senate President or designee

COMMITTEE MEMBERS

- Four Academic Senate representatives
- Four Classified Senate representatives
- Two Associated Student Government representatives
- One Management representative
- One AFT representative

AREA EXPERTS

- Grant Directors
- Categorical Program Coordinators

RESPONSIBILITIES

Members have the following responsibilities:

- Coordinate a comprehensive professional development program for the college.
- Facilitate and oversee the application process for professional development.
- Evaluate and recommend applications for funding.
- Coordinate the evaluation and ranking of professional development resource requests.
- Facilitate and oversee the plans and publications for Self-Assigned Flex activities during the academic year.
- Maintain records of professional development activities, funding history, and reports.
- Explore additional funding sources for professional development.

MEETINGS

PDC meets monthly during the academic year in accordance with the calendar established by the College Planning Council.

PROGRAM REVIEW COMMITTEE

PURPOSE

The Program Review Committee (PRC) supports and advances the college mission, vision, and values by enhancing the connection between program planning and resource allocation, analyzing student learning and other measurable outcomes appropriate to each program. All programs of the academic disciplines, Student Services, Business Services, and Administrative Services complete annual or multi-year reviews. PRC makes recommendations to the College Planning Council.

MEMBERSHIP

Members are selected or appointed on an annual basis prior to the conclusion of the spring semester for the subsequent academic year.

CHAIRS

- Vice President of Academic Affairs
- Academic Senate President or designee

COMMITTEE MEMBERS

- Eleven Academic Senate representatives
- Five Classified Senate representatives
- Two Associated Student Government representatives
- Three Management representatives

RESPONSIBILITIES

Members have the following responsibilities:

- Participate in mandatory orientation training.
- Read, evaluate, and comment upon program reviews.
- Present findings and analysis of the reviews in an objective, collegial manner.
- Oversee and ensure the effectiveness of the college's program review processes and serve as a resource to preparers of program review reports.
- Facilitate the continuous quality improvement of programs and make recommendations for the expansion, maintenance, or discontinuance of programs to CPC.
- Provide all programs with an opportunity to assess their programs and a forum in which to share the results of that assessment with the college.
- Create a broader understanding of programs at the college among a larger group of faculty members, classified staff, and students.
- Promote constructive dialogue to inform decision-making related to program effectiveness.

MEETINGS

PRC meets bi-monthly in the fall semesters and as needed in spring semesters in accordance with the calendar established by the College Planning Council.

STUDENT EQUITY & SUCCESS COMMITTEE

PURPOSE

The Student Equity and Success Committee (SESC) advances the college mission, vision, and values by evaluating college initiatives designed to strengthen student access, retention, and success in an environment that fosters equity, diversity, and inclusion. The committee engages in data analysis and dialogue to provide a platform for collaboration and communication regarding student success and equity initiatives, programs, and plans. SESC makes recommendations to the College Planning Council.

MEMBERSHIP

All designated members are selected or appointed on an annual basis prior to the conclusion of the spring semester for the subsequent year.

CHAIRS

- Vice President of Student Development or President's designee
- Academic Senate President or designee
- Classified Senate President or designee

COMMITTEE MEMBERS

- Two Academic Senate instructional representatives
- Two Academic Senate non-instructional representatives
- One faculty member to represent Math
- One faculty member to represent English
- Two Classified Senate representatives
- Two Associated Student Government representatives
- Dean of Institutional Effectiveness
- Student Activities Specialist

AREA EXPERTS

- Admissions and Records representative
- Financial Aid representative
- Grant Directors
- Institutional Effectiveness Research Analyst
- Institutional Effectiveness Technical Data Specialist

RESPONSIBILITIES

Members have the following responsibilities:

- Provide a collaborative forum for Academic Affairs, Student Services, Institutional Effectiveness, grants, and academic support areas to engage in ongoing dialogue on student access, equity, and success.

- Advise in the development and collaboration of the various college plans, grants, and initiatives that address student access, equity, and success efforts.
- Review and evaluate student success data and research to assess and develop/refine college programs and activities.
- Annually review and evaluate the Student Equity Plan, its activities, and implementation.
- Review and promote student success and equity initiatives.
- Increase college-wide awareness of student access, equity, and success efforts.
- Provide support to programs and service units that directly impact student access, equity, and success based on program review evaluations.

MEETINGS

SESC meets monthly during the academic year in accordance with the calendar established by the College Planning Council.



TECHNOLOGY EFFECTIVENESS COMMITTEE

PURPOSE

The Technology Effectiveness Committee (TEC) supports and advances the college mission, vision, and values by assessing college needs related to technology planning, use, efficiency, development, and maintenance. TEC makes recommendations to the College Planning Council.

MEMBERSHIP

Members are selected or appointed on an annual basis prior to the conclusion of the spring semester for the subsequent academic year.

CHAIRS

- Vice President of Business Services
- Academic Senate President or designee
- Classified Senate President or designee

COMMITTEE MEMBERS

- Four Academic Senate representatives
- Two Classified Senate representatives
- Two Associated Student Government representatives
- Two Management representatives

AREA EXPERTS

- Assistive Computer Technology/Media Access Specialist
- Director of Information Technology
- Instructional Technologist/Designer
- Institutional Effectiveness representative

RESPONSIBILITIES

Members have the following responsibilities:

- Review and make recommendations for revisions to the college Technology Master Plan.
- Develop annual and long-term objectives and action steps to implement the recommendations of the Technology Master Plan, Educational Master Plan, or other college plans, as they relate to the committee's purpose.
- Study existing technology and technological infrastructure and recommend alterations and improvements.
- Ensure ongoing attention to equitable educational access and outcomes and removal of barriers for underserved populations and students with disabilities.
- Review, evaluate, and make recommendations regarding new technologies for college use.

- Review, evaluate, and make recommendations regarding allocation of technology refresh and infrastructure funds.
- Assess and recommend technology training provided through professional development, computer support, and self-guided training systems to ensure that the training meets institutional needs.
- Hear and address technology concerns brought to the committee’s attention.
- Rank technology related resource requests as a part of the program review process.

MEETINGS

TEC meets monthly during the academic year in accordance with the calendar established by the College Planning Council.



STANDING COMMITTEES

Anti-Racism Workgroup is a practical, supportive body composed of students, classified staff, faculty members, and management that upholds the College's commitment to being an anti-racist institution focused on issues of social and racial justice. This committee meets monthly and is open to all employees.

Business Services Council comprises the directors, managers, and supervisors of the Business Services division. Meetings are held monthly to plan and assess events or changes that impact the division, to share updates from each area, and to promote student-centered, dignity-based leadership.

Dean's Council meets weekly to coordinate the academic operational business of the college, including scheduling, hiring, and student and HR matters. The Vice President of Academic Affairs chairs this council, and all deans participate.

Department Meetings are scheduled by all departments, typically monthly, based on the schedule of the faculty members within each department. At these meetings all department business is discussed such as SLOs, Class Scheduling, Outreach and Event planning, and best practices for faculty and student success. All full-time faculty members, adjunct faculty members, and classified staff are invited to participate in these meetings. Department meeting attendance is strongly encouraged for employees.

Distance Education Committee is a subcommittee of the Curriculum Committee and advisory to the Vice President for Academic Affairs. DE focuses on the delivery and environment of distance education and takes a proactive leadership role on educational, technological, and professional development issues surrounding distance education.

Division meetings are typically held twice per semester in fall and spring. These meetings are opportunities for division faculty members, classified staff, and dean to connect and keep each other informed on projects, plans and/or initiatives that impact the division or the college. All full-time faculty members, adjunct faculty members, and classified staff are invited to participate in these meetings. The division meetings are mandatory for full-time employees.

LLRC is recommended by faculty members and classified staff and approved by the President. The Committee is advisory to the Vice-President of Academic Affairs, the Dean of Library and Liberal Studies, Tutorial Services Specialist II, Writing & Reading Center Coordinator, and Librarian. The purpose of the

Library Learning Resources Committee is to support and advise the development and use of library and learning resources at Oxnard College.

Sabbatical Leave Committee is a faculty-only committee that evaluates proposals for sabbatical leave. Regular faculty members are encouraged to pursue opportunities for professional growth leading to the development of increased competence. Information about sabbatical leave can be found in [the faculty contract](#).

Student Services Leadership Team (SSLT) is comprised of supervisors and coordinators of categorical programs, federal grants, and service departments within the Student Service Division. SSLT works collaboratively to share critical student success information, including training opportunities and program review updates. The SSLT is led by the Vice President of Student Development who coordinates bi-weekly meetings through the fall and spring. Meeting agendas are posted on Board Docs.

