



VENTURA COUNTY COMMUNITY COLLEGE DISTRICT

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VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
Participatory Governance Handbook
Approved by Chancellor's Consultation Council
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VCCCD Participatory Governance Handbook
Table of Contents

Introduction..... 4

District Vision, Mission, and Values..... 6

- Vision 6
- Values 6

Section I: Governance Principles Derived from Law and Accreditation Standards..... 7

- The Law..... 7
- Accreditation Standards 7
- Implementation of the Law in VCCCD 7
- Relationship of College Groups and District Groups 8
- VCCCD Governance Groups Definitions 10
- District Consultative Structure - General Operating Agreements for District Groups 10
- Suggested Norms for Group Interactions..... 12
- District Governance Evaluation..... 13

Roles 13

- Role of the Board of Trustees..... 14
- Role of District Chancellor 15
- Role of Students 15
- Role of Faculty 16
- Role of Classified Staff 17
- Role of Administrators 18
- Role of Bargaining Unit Representatives..... 18

Administrative Decision-Making Groups..... 20

- Chancellor’s Cabinet..... 20
- Chancellor’s Presidents Council (CPC)..... 20
- Chancellor’s Administrative Council (CAC)..... 21

District Advisory and Planning Group 22

- District Chancellor’s Consultation Council (DCCC) 22

District Advisory Groups..... 24

- Administrative Technology Advisory Committee (ATAC)..... 24
- Distance Education & Education Technology Advisory Committee (DEETAC)..... 25
- District Council on Accreditation and Planning (DCAP)..... 26
- District Council on Administrative Services (DCAS)..... 27
- District Council on Human Resources (DCHR)..... 28
- District Diversity, Equity, and Inclusion Workgroup (DDEIW)..... 29
- Equal Employment Opportunity Advisory Committee (EEOAC) 30
- Institutional Effectiveness Advisory Committee (IEAC) 30

Governance Recommending Groups 32

- District Council on Curriculum and Instruction (DCCI) 32
- District Council on Enrollment Management (DCEM)..... 35
- District Council on Student Services (DCSS) 36
- District Emergency Preparedness Committee (DEPC)..... 37
- Districtwide Title IX Advisory Committee (DTIXAC) 38

Section II: Delineation of Responsibilities 40

- Institutional Effectiveness 40

- Human Resources..... 42
- Business Services..... 43
- Technology 44
- Public Affairs and Marketing 45
- Governance 46

Appendix I: Committee Attendance Chart 47

Appendix II: Participatory Governance Decision-Making Administrative Assignments and Meeting Information 48

Appendix III: VCCCD Participatory Governance Flow 49

Appendix IV: VCCCD Annual Governance Survey..... 50

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 and transparent decision-making processes between and among students, faculty, classified staff, and administrators at 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 the participatory governance process used within the District. The relationship of college groups to District participatory governance groups is mapped, and the respective role and authority of the various governing groups are defined.

All District participatory governance groups report to the Chancellor. Administrative Decision-Making, District Advisory and Planning, District Advisory, Governance Recommending participatory governance groups are collectively referred to throughout this document as “groups.”

Employees are encouraged to read and be familiar with the Participatory Governance Handbook. This document outlines how employees are involved in 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.

The participatory governance process is transparent and collaborative. The participatory governance structure and group records are available at [VCCCD Participatory Governance](#).

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 approves changes.

The VCCCD Participatory Governance Handbook is located:

- [VCCCD website](#)

- [Board Policy 2205 Delineation of System and Board Functions](#)
- [Board Policy 2510 Participation in Local Decision-Making](#)
- [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 (group) 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 presenting dissenting opinion(s).
 - Support the implementation of majority recommendations/decisions. Welcome change and innovation.
2. In turn, the Chancellor agrees to support the work of District groups by making a 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 to 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 groups, 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 Groups Definitions

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

- [Chancellor's Cabinet](#)
- [Chancellor's Presidents Council](#)
- [Chancellor's Administrative Council](#)

District Advisory and Planning Group. Provides final governance review and recommendations to the Chancellor.

- [District Chancellor's Consultation Council \(DCCC\)](#)

District Advisory Groups. Provides recommendations to the administration; some decisions can be made without going through further governance processes.

- [Administrative Technology Advisory Committee \(ATAC\)](#)
- [Distance Education & Education Technology Advisory Committee \(DEETAC\)](#)
- [District Council on Accreditation and Planning \(DCAP\)](#)
- [District Council on Administrative Services \(DCAS\)](#)
- [District Council on Human Resources \(DCHR\)](#)
- [District Diversity, Equity, and Inclusion Workgroup \(DDEIW\)](#)
- [Equal Employment Opportunity Advisory Committee \(EEOAC\)](#)
- [Institutional Effectiveness Advisory Committee \(IEAC\)](#)

Governance Recommending Groups. Provides recommendations and forwards to the next governance process.

- [District Council on Curriculum and Instruction \(DCCI\)](#)
- [District Council on Enrollment Management \(DCEM\)](#)
- [District Council on Student Services \(DCSS\)](#)
- [District Emergency Preparedness Committee \(DEPC\)](#)
- [Districtwide Title IX Advisory Committee \(DTIXAC\)](#)

District Consultative Structure - General Operating Agreements for District Groups

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

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

While some District groups may develop operating agreements specific to their 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 is responsible to serve as a conduit for information and the catalyst for discussion on topics raised to 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 meeting of the academic year, each governance group will:
 - Distribute and discuss the group's charge and reporting structure;
 - Discuss and agree 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. Meeting minutes include a list of members who attended the meeting. ([Appendix I](#)). Guest attendance will be noted in committee attendance records.
4. District advisory and recommending groups meet on either Thursday or Friday. Meeting schedules are established during the first meeting of the academic year for that academic year, subject to coordination with a master calendar established through the Chancellor's Office. Once set, the meetings may be adjusted only by a majority of the group members. Participatory governance group recorders inform the Chancellor's Designee about meeting information. The Chancellor's Designee maintains the Participatory Governance Decision-Making Administrative Assignments and Meeting Information. ([Appendix II](#))
5. The participatory governance process is transparent and group records are readily accessible. Under the direction of the Administrative Chair, Co-Chair, Tri-Chair, or Quad-Chair, participatory governance group recorders maintain group records and commit to timely updates. Records include web pages, agendas, and minutes.

Each governance group is assigned a webpage on the District site that includes:

- a. Name and Charge
- b. Leadership
- c. Membership
- d. Meeting Dates/Times
- e. Current Members, with contact information (non-voting members are not listed in the committee membership)

Agendas and Minutes are maintained on [BoardDocs](#) by group recorders. BoardDocs supports sustainability and green initiatives taking place throughout the District.

6. The Participatory Governance Flow ([Appendix III](#)) illustrates how work, aligned in a group charge, flows through the participatory governance process.
7. Recommendations from groups are forwarded through the Administrative Chair, Co-Chair, Tri-Chair, or Quad-Chair to the Chancellor. The Chair, Co-Chair, Tri-Chair, or Quad-Chair is responsible for tracking the progress of recommendations and providing feedback to the group on the approval, rejection, or modification of the recommendations.

Groups are expected to conduct their work efficiently and provide timely recommendations to the Chancellor. Failure to provide recommendations within a reasonable may result in the Chancellor exercising their delegated authority to act independently. In this case, the Chancellor will communicate decisions to the group(s).

Suggested Norms for Group Interactions

The following are suggested norms for Ventura County Community College District governance groups. In the first meeting of the academic year, each governance group will review this list and adopt or modify it.

- Come prepared to present and participate;
- Listen to the contributions and reactions of fellow members;
- Avoid sidebar conversations;
- Refrain from interrupting;
- Commit to achieving the group purpose;
- Keep actions purposeful;
- Make sure the recorder expresses the intent of the members;
- Take responsibility for changing one's 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 the 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 group;
- 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 IV](#)) to district governance group members to evaluate the effectiveness of district participatory governance work.

Surveys are distributed to group members each March. Results are collected during April and distributed to the group Chair, Co-Chairs, Tri-Chairs, or Quad-Chairs for review during the last meeting of each academic year to frame a discussion on group effectiveness and meeting the objectives outlined in the charge. Non-voting members or guests do not participate in the participatory governance survey process.

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. Groups are recognized as stakeholders and are provided with opportunities to participate in the participatory governance process.

Members of District governance groups have the authority and responsibility to make recommendations on 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.

Guests are welcome to attend any participatory governance meeting, unless:

- a. The topic being discussed is of such a sensitive nature that guests are inappropriate;
- b. A guest is disruptive and refuses to observe meeting decorum; or
- c. Room size or technology limitations make it unfeasible to include guests.

Ordinarily, guests are expected to communicate their views through their elected representatives, rather than directly to a participatory governance group. On rare occasions, guests shall be invited to speak with the consent of a Chair, Co-Chair, Tri-Chair, or Quad-Chair, such as when the group has sought the input of an expert, or when a past Chair is attending to help orient a new Chair. Guests should contact the Group Chair, Co-Chair, Tri-Chair, or Quad-Chair before attending a meeting.

Role of the Board of Trustees

Members of 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, groups, 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 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 the Board of Trustees about District and college policies and procedures that have or will have a significant effect on students.

Those areas are [specifically defined](#) as:

1. Grading policies;
2. Codes of student conduct;
3. Academic disciplinary policies;
4. Curriculum development;
5. Courses or programs which 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. Students fees within the authority of the District to adopt; and
10. 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, the 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.

Title 5 § 53200 (b): Academic Senate means an organization whose primary function is to make recommendations about academic and professional matters. 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](#) (10+1):

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 groups, as outlined in membership. American Federation of Teachers, Local 1828 appoints faculty members to District and college groups, as outlined in membership, through the agreement between the Ventura County Community College District and American Federation of Teachers Local 1828. Current agreements are posted on the District Human Resources webpage [Collective Bargaining Agreements](#).

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 College and District Classified senates and their governance structure, recommendations are made to college and District administration on the following specific academic and professional matters (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. Other District and college policy, procedures, or related matters that will have a significant effect on Classified Staff

Classified Senates appoint classified members to District groups, as outlined in membership. SEIU recommends classified representatives for appointments to District and college groups as identified through the agreement between the Ventura County Community College District and Service Employees International Union Local 99. Current agreements are posted on the District Human Resources webpage [Collective Bargaining Agreements](#)

Role of Administrators

Administrators are defined as college presidents, vice chancellors, associate vice chancellors, college vice presidents, deans, assistant deans, and classified managers. The job descriptions for college and District administrators assign specific roles for administrators. Administrators are appointed to groups based on function or position or appointed by a 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 for 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 groups 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 Groups

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

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

Chancellor's Presidents Council (CPC)

CPC 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 emerging from CPC discussions are communicated to College and District Administrative Center personnel, as appropriate.

Typically meets monthly, or as needed.

Chair:

- Chancellor

Members:

- Presidents

Chancellor's Administrative Council (CAC)

CAC 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. CAC 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 CAC are communicated to 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 Group

Provides final governance review and recommendations to the Chancellor.

- District Chancellor’s Consultation Council (DCCC)

District Chancellor’s Consultation Council (DCCC)

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 before action by the Trustees;
- Recommending appropriate participatory governance structures for the District, and monitoring and assessing the 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 recommendations.

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 Chancellor, Associate Vice Chancellor, 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 in 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
- Vice President
- Associate Vice Chancellor, Information Technology
- One College Chief Instructional Officer (appointed by the Chancellor)
- Director, Public Affairs and Marketing
- 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
- Student Representative, as appointed by Associated Student Government

From the Collective Bargaining Units:

- AFT President
- SEIU Chief Steward

Non-voting Member:

- Executive Assistant to the Chancellor

District Advisory Groups

Provides recommendations to the administration; some decisions can be made without further governance processes.

- Administrative Technology Advisory Committee (ATAC)
- Distance Education & Education Technology Advisory Committee (DEETAC)
- District Council on Accreditation Planning (DCAP)
- District Council on Administrative Services (DCAS)
- District Council on Human Resources (DCHR)
- District Diversity, Equity, and Inclusion Workgroup (DDEIW)
- Equal Employment Opportunity Advisory Committee (EEOAC)
- Institutional Effectiveness Advisory Committee (IEAC)

Administrative Technology Advisory Committee (ATAC)

ATAC advises the Chancellor on technology planning and priority setting for all technologies not used in the teaching/learning process, including Banner enhancements, except for 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 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, Software Applications and Development
- Director, Public Affairs and Marketing

Members from Each College:

- Chief Instructional Officer
- Chief Student Services Officer
- Chief Business Officer
- Director, Information Technology

Guest/Resources:

- District Information Technology Project Support Staff

Distance Education & Education Technology Advisory Committee (DEETAC)

DEETAC advises the Chancellor on improving student success in and access to distance education programs, and the effective use of education technology in all instructional modalities.

With an overarching commitment to equity as it relates to the learning environment, committee functions include:

- Strategic planning, implementation, and assessment of instructional technologies that enhance student success and access.
- Researching, evaluating, and supporting instructional tools with specific regard to identifying needs and regulatory compliance (FERPA, ADA / Section 508).
- Achieving common goals in DE management, delivery, evaluation, and support to ensure all students have timely access to high-quality educational pathways and services.
- Supporting and advancing faculty and staff professional development including the annual Districtwide Distance Education Summit.

Workgroups are assigned as needed for activities such as evaluating and implementing instructional technology, course quality alignment projects, and educational technology professional development.

Meets monthly during the academic year.

Quad-Chairs:

- Associate Vice Chancellor, Information Technology
- Dean is rotated among the three Colleges that hosts the DE Summit, and the maximum term for a co-chair is one year.
- Faculty rotating among the three colleges hosted DE Summit the previous year
- Classified rotating among the three colleges for the future DE Summit

District Members:

- Vice Chancellor, Institutional Effectiveness
- LMS (Canvas) System Administrator

Members from Each College:

- Chief Instructional Officer
- Dean representing Distance Education

- Instructional Faculty Members (up to 2)
- Online Counselor (1 if possible)
- Librarian (1 if possible)
- Instructional Technologist/Designers (up to 3) - one vote per college
- Assistive Computer Technology/Alternate Media Access Specialist

Ongoing Invited Guests:

- Public Affairs and Marketing Representatives
- Information Technology Project Support Staff, as needed
- Information Technology Directors
- DEI Workgroup Member
- Faculty, staff, and administration who ask to be invited

District Council on Accreditation and Planning (DCAP)

DCAP advises the Chancellor on:

- Matters about the development, monitoring, compliance and evaluation of Districtwide accreditation, accreditation cycle activities, and objectives;
- Districtwide development, monitoring, and evaluation of strategic planning;
- 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 the Chancellor and are responsible to serve as a conduit for information and the catalyst for discussion on topics raised in 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.

Tri-Chairs:

- Vice Chancellor of Institutional Effectiveness
- Faculty Committee Member (nominated from membership, rotated annually among the three colleges)
- Classified 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
- One Vice President, Academic Affairs*

- One Vice President, Student Support*
- One Vice President, Business Services*
- Director, Public Affairs and Marketing
- DAC Classified Senate President or designee

*Each college will be represented by one Vice President

Members from Each College:

- President
- Academic Senate President or designee
- Accreditation Liaison Officer or designee
- Classified Senate President or designee
- Associated Student Government President or designee

Non-Voting Members who are integral to the accreditation and planning processes.

District Council on Administrative Services (DCAS)

DCAS recommends to the Chancellor about 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 in 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

District Council on Human Resources (DCHR)

DCHR advises 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 regarding 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)

District Diversity, Equity, and Inclusion Workgroup (DDEIW)

DDEIW advises the Chancellor on efforts and initiatives to ensure the presence of difference, to promote justice and fairness by recognizing root causes of disparity, and to create a community where those present feel included and welcomed—not marginalized or tangential. The District recognizes that everyone deserves equal economic, political, and social rights and opportunities. Through continuous efforts in achieving our social justice goals, the Workgroup's charge includes, but is not limited to:

- Timely review of Board Policies and Administrative Procedures for DEI-focused revisions and practical action
- Composing DEI-focused language for incorporation in District websites and other publications
- Serving as a joint forum to support collaborative DEI efforts at colleges including activities, events, and professional development

The Chancellor appoints the following:

Members from District Administrative Center:

- Two Administrators
- Two Classified

Members from Moorpark College:

- One Administrator
- One Classified
- Two Faculty
- One Student

Members from Oxnard College:

- One Administrator
- One Classified
- Two Faculty
- One Student

Members from Ventura College:

- One Administrator
- One Classified
- One Faculty
- One Student

Equal Employment Opportunity Advisory Committee (EEOAC)

EEOAC advises the Equal Employment Opportunity Officer and the District as a whole to promote understanding and support of equal employment opportunity policies and procedures. The Equal Employment Opportunity Advisory Committee shall assist in the review, update, and implementation of the EEO Plan in compliance with the requirements of Title 5, Section 53000 et seq.

The committee composition should reflect diversity in, but not be limited to, the areas of race, gender, disability status, belief, age, and national origin.

Chair:

- Vice Chancellor, Human Resources

Members:

- Three Administrators/Managers/Supervisors, appointed by the Chancellor

Members from Each College:

- Faculty Representative, appointed by the Academic Senate President
- Classified Representative, appointed by the Agreement between the Ventura County Community College District and Service Employees International Union, Local 99

Ex Officio Members:

- Vice Chancellor, Human Resources
- Equal Employment Opportunity Officer (Director of Employment Services)
- Director of Employee Relations and Human Resources Operations

Institutional Effectiveness Advisory Committee (IEAC)

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

- 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
- Facilitating communication and resource-sharing across the District and Colleges; and
- 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:

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

Members from Each College:

- One Institutional Effectiveness Dean and up to two additional Research/Data Staff
- One Academic Senate Representative, appointed by the Academic Senate President
- One VP Student Development or designee

Governance Recommending Groups

Make recommendations and forward to the next governance process.

- District Council on Curriculum and Instruction (DCCI)
- District Council on Enrollment Management (DCEM)
- District Council on Student Services (DCSS)
- District Emergency Preparedness Committee (DEPC)
- Districtwide Title IX Advisory Committee (DTIXAC)

District Council on Curriculum and Instruction (DCCI)

DCCI recommends to the Chancellor and

- Reviews 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;
- Collaborates with faculty and administration to ensure the technical and legal accuracy of new and substantially revised courses and programs, and program inactivation approved by each College's Curriculum Committee;
- Reviews and develops Board policies, administrative procedures, and standard operating practices in the instructional area before submission through Cabinet and the District Consultation Council to the Chancellor and Board of Trustees; and
- Serves as a body to provide operational and procedural advice to Cabinet and the District Consultation Council for issues that impact instruction Districtwide.

DCCI reviews curriculum submitted by the 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 guidance on questions regarding the interpretation of curricular regulations. To fulfill these charges, members of this group 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, proficiency awards, and program inactivations to DCCI for review no later than 5:00 p.m. on the Friday before 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 program inactivations 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 Chancellor's 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 charting 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 of 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 reactivate 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 in 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:

- Vice Chancellor, Institutional Effectiveness
- 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

District Council on Enrollment Management (DCEM)

DCEM reports as an advisory to the District Council on Accreditation and Planning 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 utilizes 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
- Student Representative, as appointed by Associated Student Government

District Council on Student Services (DCSS)

DCSS is responsible for the review and development of Board policies, administrative procedures, and standard operating practices in the student support area before submission through the Chancellor’s Cabinet and the DCCC to the Chancellor and Board of Trustees. It may also serve to provide operational and procedural advice for issues impacting 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 in 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:

- Vice Chancellor, Institutional Effectiveness
- Associate Vice Chancellor, Information Technology
- Director, Software Applications and Development
- 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)

District Emergency Preparedness Committee (DEPC)

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

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 training 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 training, employee professional development (in coordination with DAC Human Resources), and student programs geared toward prevention measures regarding sexual misconduct, including discrimination based on sex/gender/sexual orientation, sexual harassment, and sexual violence.

Co-Chairs:

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

Members:

- Vice Chancellor, Institutional Effectiveness

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

- Title IX Coordinators (required from each college)
- Conduct Officers (or designee from each college)
- Health Center Coordinators (at least one is necessary from any of the colleges)
- Other resource staff or faculty who work regularly with student activities or conduct/behavior intervention matters.

Section II: Delineation of Responsibilities

This document describes and explains the areas of responsibility between the 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 groups, committees, councils, workgroups, 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.

<i>Institutional Effectiveness</i>		
Function	District	Colleges
Institutional Research	Collects relevant data through Banner, Board of Trustees receives relevant data, including institutional effectiveness data. Ongoing data reporting to meet Federal, State, and Local mandates and requirements.	Collects relevant data through Banner, Board of Trustees receives relevant data, including institutional effectiveness data.
Program Review and Planning	Uses program review data to make recommendations to the Chancellor regarding resource allocation and integrated planning. Use participatory governance processes for District strategic planning, analysis, and continuous improvement.	Uses participatory governance processes unique to each campus to conduct annual program review and planning; analyzes and assesses institutional effectiveness data. Uses program review data to make recommendations to the College President regarding resource allocation and integrated planning.
Curriculum	Board approves curriculum submitted through the participatory governance process. Governing Boards are expected to accept the recommendations of the curriculum committees or academic senates, except in extraordinary circumstances, relying on the integrity of the	Faculty prepares curriculum following campus-specific policies. Faculty develop and update curriculum through the college Curriculum Committees, following campus-specific procedures.

	process and rigor of the curriculum.	
Enrollment Management	Collects and maintains FTES and other relevant data regarding enrollment; Chancellor’s Cabinet engages in discussion about campus FTES targets; Chancellor’s Cabinet performs ongoing analysis of FTES data. Utilizes participatory governance processes (District Council on Enrollment Management) 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 District Consultation Council to continuously improve upon all aspects of enrollment management.	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.
Economic Workforce Development	Collaborates with colleges to develop and align contract education and career education pathways. Partners with South Central Coast Regional Consortium and colleges on regional and local grant-funded career education projects.	
Transfer	Develops and reviews Board Policies regarding counseling, transfer centers, and articulation.	Appoints Articulation Officers, Transfer Coordinators, and establish Transfer Centers. Develops and reviews Administrative Procedures through participatory governance processes.
Student Health	Reviews policies; establishes budget model for student health centers.	Operates student health centers. Establishes budget for health centers.

Human Resources		
Function	District	Colleges
Employee Group Contracts and Negotiation	Organizes all processes and procedures about collective bargaining and creation of employment contracts. Provides training to administrators regarding contracts.	Administers the contract terms. Administrators meet and consult with collective bargaining units.
Hiring	Organizes processes and procedures for employee hiring, including advertisement and establishment of position control in line with Board Policies. Personnel Commission is responsible for conducting classified selection processes and oversees establishment of classifications. Board of Trustees approves position control. VCCCD participatory governance groups prepare Administrative Procedures for faculty selection processes. New positions are vetted at Chancellor's Cabinet.	Submits requests to fill new and vacant positions. Organizes hiring according to Administrative Procedures. Administrators, faculty, staff, and students play their roles as established by Administrative Procedure or Personnel Commission in the hiring process. College presidents bring new positions to Chancellor's Cabinet.
Professional Development	Reviews policies and procedures in coordination with Board committees and participatory governance groups. 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. Promotes and allows reasonable release time for employees to participate in professional development opportunities.
Risk Management	Coordinates with Business Services in the administration of claims filed against the VCCCD by employees and job applicants. Functions as liaison between employees and	Reports unsafe conditions. Promotes employee safety in the workplace. Ensures employees are provided opportunities about workplace health and safety applicable to specific job classifications.

	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.	Ensures access to campus facilities in compliance with ADA requirements. Coordinates with HR employee ergonomic needs, and requests for reasonable workplace accommodations.
Business Services		
Function	District	Colleges
Budget	Participatory governance groups, Board committees, Vice Chancellor, and Board of Trustees establish allocation models and approve budget. Manages payroll, purchasing, and receivables.	Administers budgets, and submits payroll, purchasing, and accounts receivable to District.
Facilities	Coordinates construction of new facilities. Approves Facility Master Plans.	Maintains and operates facilities. Develops Facility Master Plan. Develops maintenance and sustainability plans.
Professional Development	Reviews policies and procedures in coordination with Board committees and participatory governance groups. Reviews employee professional development proposals and plans to ensure compliance with collective bargaining agreements and District policies and procedures. Reviews faculty sabbatical leave requests for travel abroad requiring Board approval.	Provides professional development opportunities through participatory governance. Develops professional development plan. Employees coordinate their travel and professional development with Business Services.
Risk Management	Oversees the administration of claims filed against the VCCCD by employees, job applicants, and third parties. Coordinates coverage and legal representation for	Provides a safe physical environment that is accessible to all in compliance with ADA requirements. Ensures that employees and volunteers follow policies regarding workers' compensation and any other procedure in the Administrative Procedures

	workers' compensation claims and settlements.	regarding volunteers. Maintains compliance for field trips and student travel, including travel of student-athletes. Investigates and reports Title IX student complaints, and coordinates with HR regarding any complaints against DAC employees.
Function	District	Colleges
Technology		
Information Security	Plans, implements, and maintains information security systems, software, processes, and training, to protect the network, applications, data, and infrastructure from unauthorized access, use, disclosure, disruption, modification, or destruction to provide confidentiality, integrity and availability.	Provides information security planning and support for specific college systems and data. Information security is included in the college information technology plan and aligned with districtwide information security goals.
Instructional Technology	Works in collaboration with college faculty and staff to implement and support the instructional technology needs at the colleges. Sets instructional technology standards for the district. Assists in the standardization and procurement of instructional technology.	Plans, implements, and maintains instructional technology for the college. Actively seeks input on remote and classroom instructional technology from faculty.
Administrative Systems	Develops long-term strategic technology plans for the district; provides direction and input relative to campus technology plans, operations, and application needs. Plans, organizes, controls, and integrates Districtwide information technology activities and operations, including the analysis, design, programming, and maintenance of applications systems.	Provides input on strategic plans, project implementation, and standards. Works in collaboration with the district on technology initiatives.

Network Infrastructure	Oversees, plans, and coordinates data and telecommunication network systems design and the installation, implementation and conversion to innovative programs and hardware; consults with manufacturer’s representatives to define equipment needs; performs analyses and presents proposals for major purchases of hardware and software.	Plans, implements, and maintains college network infrastructure in collaboration with the district. Provides input on strategic plans, project implementation, and standards. Works in collaboration with the district on districtwide technology initiatives.
Function	District	Colleges
<i>Public Affairs and Marketing</i>		
Policies	Oversees a series of processes to create policy, including timely review of policies by participatory governance groups, Board committees, and eventual approval of policies by Board of Trustees. Board Committees, as well as shared governance groups, can initiate review of Board Policies; Board receives Administrative Procedures, created through the participatory governance process, as information.	Academic and Classified Senates review relevant policies and give input to the Board. Implements Administrative Procedures created through the participatory governance processes. Ensures compliance with Board policies.
Student Elections	Oversees and organizes the Associated Student Elections and Election of the Student Trustee.	Facilitates the Associated Student Elections.
Communications and Outreach	Oversees communication, marketing, and outreach and works closely with colleges to promote the colleges and educational opportunities for students. Maintains Districtwide marketing and communication software and tools.	Creates college communication and outreach plans and appoints administrative staff members to share in decision-making.

Function	District	Colleges
Governance		
District Governance	Creates Participatory Governance Handbook and integrated planning documents through a Districtwide participatory governance process.	Academic and Classified Senates provide input into the Districtwide Participatory Governance policies.
Faculty and Classified Participation in Participatory Governance	Receives input for Board Agendas from Academic and Classified Senates at Consultation Council. The Chancellor and the Board consult collegially on all matters 10 +1 with the three Academic Senates and 9+1 with Classified Senates.	<p>Academic and Classified senates create local participatory governance groups and participate in creating local participatory governance documents. Budget, Program Review, Curriculum, and other matters pertaining to 10 + 1 (Academic Senate) and 9+1 (Classified Senates) have local participatory governance groups. Academic and Classified Senates and their groups consult collegially with the Board and the Chancellor. Curriculum committees recommend curriculum to the Board. Academic and Classified Senates collaborate with the Accreditation Liaison Officer to ensure requirements of Accreditation are met.</p> <p>Academic and Classified Senates appoint faculty to districtwide hiring and other groups as specified in Administrative Procedures and Participatory Governance Handbook. The American Federation of Teachers appoints faculty to districtwide participatory governance and hiring groups as outlined in the Contract or Districtwide Participatory Governance Handbook.</p>

Appendix I: Committee Attendance Chart

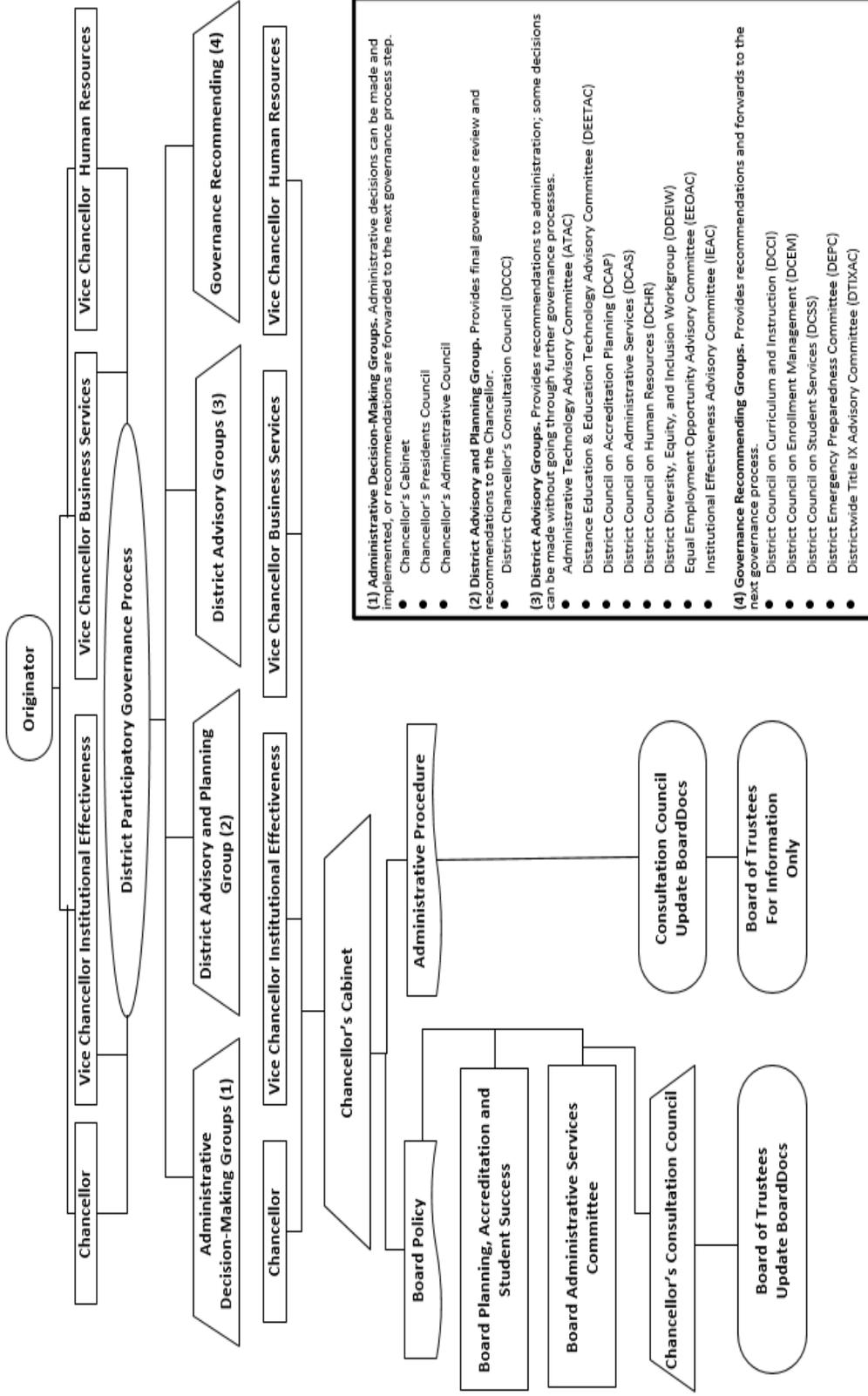
Group Name		
Constituency/Membership	District/College	Representative

Guests:

Appendix II: Participatory Governance Decision-Making Administrative Assignments and Meeting Information

Ventura County Community College District Participatory Governance Decision Making Administrative Assignments FY22				
Decision Making Group	Chair or Administrative Co-Chair	Administrative Support	Meets	
Administrative Decision Making Groups- administrative decisions can be made and implemented, or recommendations are forwarded to the next governance process.				
Chancellor's Cabinet	Greg Gillespie	Michelle Castelo	Weekly	Every Monday 9:00 a.m.
President's Council	Greg Gillespie	Michelle Castelo	Monthly	As Needed
Administrative Council	Greg Gillespie	Michelle Castelo	Monthly	As Needed
District Advisory and Planning Groups- final governance review and recommendations to the Chancellor.				
Chancellor's Consultation Council	Greg Gillespie	Michelle Castelo	Monthly	Friday, 11 days before Board Mtg. 9:00 a.m.
District Advisory Groups- provides recommendations to the administration; some decisions can be made without going through further governance review.				
Administrative Technology Advisory Council (ATAC)	Dan Watkins	Maria Ward	Monthly	1st Thursday of Month: 8:00 a.m. - 9:00 a.m.
Distance Education & Educational Technology Advisory Committee (DEETAC)	Dan Watkins	Erin Askar	Monthly	3rd Wednesday of Month: 3:30 p.m. - 5:00 p.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	Mayra Campos	Monthly	2nd Thursday of Month: 10:00 a.m. - 12:00 p.m.
District Diversity, Equity, and Inclusion Workgroup (DDEIW)	Andrea Ingley	CeCe Chavez	Monthly	2nd Friday of Month: 10:30 a.m. - 12:00 p.m.
Districtwide Title IX Advisory Committee (DTIXAC)	Cynthia Herrera	Veronica Hardy	Monthly	4th Thursday of Month: 3:00 p.m. - 4:30 p.m.
Equal Employment Opportunity Committee (EEOAC)	Laura Barroso	CeCe Chavez	Quarterly	TBD in March meeting
Institutional Effectiveness Advisory Committee (IEAC)	Cynthia Herrera	Veronica Hardy	Monthly	2nd Thursday of Month: 9:00 a.m. - 11:00 a.m.
Governance Recommending Bodies- recommendations made and forwarded to the next governance process.				
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 Council on Curriculum and Instruction (DCCI)	Cynthia Herrera	Veronica Hardy	Monthly	2nd Thursday of Month: 1:00 p.m. - 3:00 p.m.
District Council on Enrollment Management (DCEM)	Cynthia Herrera	Veronica Hardy	Monthly	1st Friday of Month, 11:00 a.m. - 1:00 p.m.
District Council on Student Services (DCSS)	Cynthia Herrera	Veronica Hardy	Monthly	2nd Thursday of Month: 3:00 p.m. - 5:00 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.
Board of Trustees				
Administrative Services	David El Fattal/ Laura Barroso	Laura Galvan	Monthly	TBD
Planning, Accreditation and Student Success	Greg Gillespie	Michelle Castelo	Monthly	Third or Fourth Tuesday, 5:00 p.m.
Board of Trustees Meeting	Board Chair/Greg Gillespie	Michelle Castelo	Monthly	Second Tuesday, 5:00 p.m.
Personnel Commission				
Personnel Commission	Andrea Ingley	CeCe Chavez	Monthly	3rd Thursday of Month: 5:30 p.m.

Appendix III: VCCCD Participatory Governance Flow



Appendix IV: 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.