OC | Oxnard College

PARTICIPATORY GOVERNANCE MANUAL

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through
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CONTENTS

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.

Roberto Gonzalez
Roberto Gonzalez (Jan 29, 2026 10:53:22 PST)   Jan 29, 2026

College President— Dr. Roberto Gonzalez   Date

Dolores Ortiz   Jan 29, 2026

Academic Senate President— Dolores Ortiz   Date

Berenice Rodriguez   Jan 29, 2026

Classified Senate President— Berenice Rodriguez   Date

Ariana Villalobos-Castillo
Ariana Villalobos-Castillo (Jan 29, 2026 09:12:28 PST)   Jan 29, 2026

Associated Student Government President – Ariana Villalobos-Castillo   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 4.3 of the ACCJC accreditation standards.[1]

The Brown Act (California Government Code § 54950 et seq.) guarantees the public's right to attend and participate in meetings of local legislative bodies, promoting transparency and accountability in decision-making. Participatory governance committees are committed to fostering transparency by making meeting agendas publicly available at least 72 hours in advance and adhering to other best practices aligned with the Brown Act. However, not all governance committees are legally required to comply with the Brown Act.

In late 2021, district leadership received a legal opinion from Liebert Cassidy Whitmore clarifying which governance groups must follow Brown Act provisions. According to this opinion, only governance groups that provide formal advice to the Board of Trustees — or subcommittees formed by those groups — are subject to the Brown Act. The Academic Senate and Classified Senate serve in advisory roles during the Senate Consultation portion of VCCCD Board of Trustees meetings. Therefore, the Academic Senate, Curriculum Committee, Classified Senate, Sabbatical Committee and any workgroups or subcommittees established by these governance groups are required to comply with Brown Act provisions. (*All college participatory governance committees will follow Brown Act provision guidelines but are not required to meet in person.*) If a new or updated legal opinion is issued during the term of this Participatory

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[1] *4.3 The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and prioritizes equitable student outcomes.*

Governance Manual, it shall be incorporated into the manual as an appendix to ensure accurate guidance and official reference.
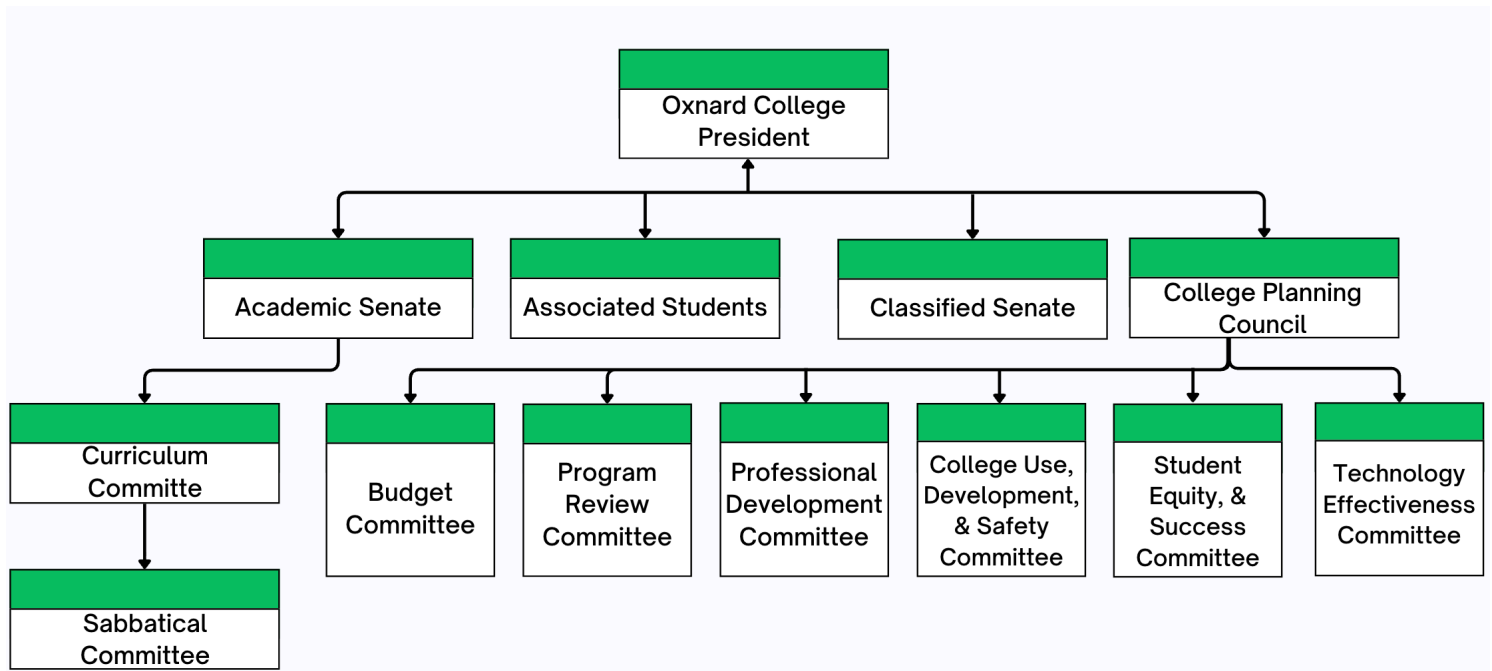
The College Planning Council (CPC), in collaboration with the Academic Senate, Classified Senate, and Associated Student Government (ASG), will conduct a comprehensive review of this document and related processes in late fall 2027 and early spring 2028. A designated workgroup, composed of the Academic Senate President, Classified Senate President, ASG President, CPC Chair, and an additional CPC-appointed member, will be tasked with leading the review and revision process.

The workgroup will gather feedback and recommendations from participatory governance groups throughout fall 2027. This input will inform the first draft of revisions, which will be presented through the participatory governance review and approval process in mid-spring 2028.

All governance committees will conduct annual self-appraisals. If committees identify necessary changes during these self-assessments in years outside of the formal review cycle, a similar process will be followed to develop an addendum to the document.
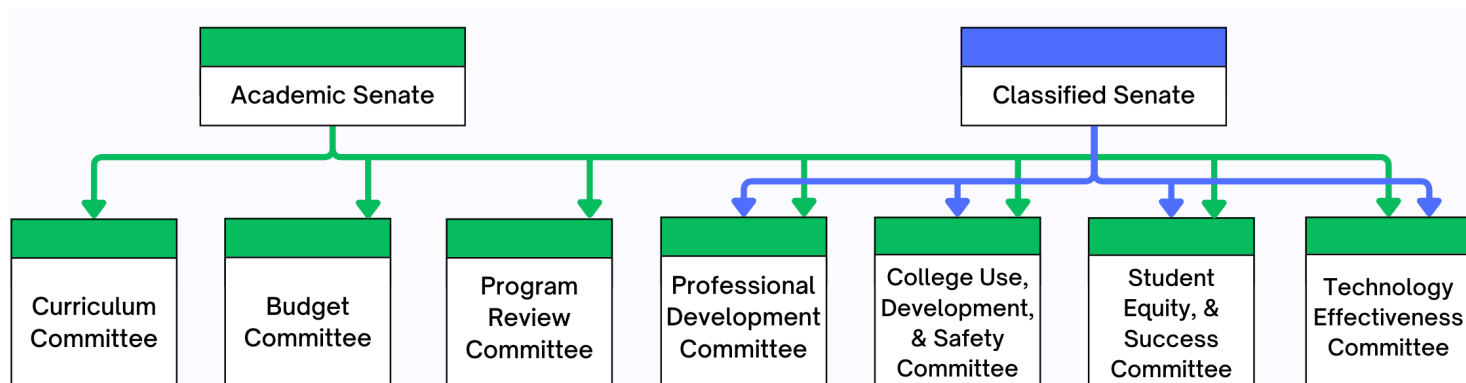
The participatory governance structure is designed to ensure that recommendations are developed collaboratively, communicated clearly, and forwarded through the appropriate channels. All committees serve in an advisory capacity, with their recommendations ultimately directed to the College Planning Council (CPC) and, in turn, to the College President. The President considers all recommendations and makes the final decision on behalf of the college. The image below illustrates this communication flow. Notations of **10+1** and **9+1** on the image refer to the respective areas of primary reliance of the Academic Senate (10+1) and the Associated Student Government (9+1) as established in Title 5 and board policy.

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PARTICIPATORY GOVERNANCE SENATE CHAIRS LEADERSHIP MODEL

The Senate Chairs Leadership Model designates certain committees to be chaired or co-chaired by the Academic Senate or Classified Senate, ensuring faculty and classified professionals hold a direct role in governance. Academic Senate leadership reflects its "10+1" authority, while Classified Senate leadership highlights the role of classified professionals in planning and operations; some committees are co-chaired to reinforce collaboration with administration. This model ensures that decision-making processes incorporate broad representation, balance, and shared responsibility between the senates and college administration. The image below illustrates this 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.

Typical areas under the Academic Senate's purview, as defined by the "10+1" provisions of Title 5 § 53200, include but are not limited to: curriculum and program development, review, and discontinuance; academic standards and policies; degree and certificate requirements; grading policies; institutional planning and budgeting processes; governance and committee structures; professional development and Flex activities; and student support services.

Oxnard College recognizes that the advice and judgment of the Academic Senate will typically be accepted in matters related to these areas. When the Academic Senate's recommendations are not followed, the Senate may request and shall receive a written explanation.

For matters explicitly within the 10+1 purview that require collegial consultation, a quorum is defined as 51% or more of the faculty and management voting members on a committee. In these cases, classified and student members cast advisory votes, while faculty and management reach decisions by mutual agreement. The faculty member chair, co-chair, or tri-chair will help identify agenda items in the agenda setting meetings, which items are 10+1 and identify as such on the agenda. The administrative assistant will record all votes through roll call votes.

If a matter is not clearly defined within the first ten areas of the 10+1 but may fall under collegial consultation, the determination will be made by mutual agreement. Additional details are provided in the Consensus Seeking and Decision-Making section of this document.

Advisory Vote Defined:

An **advisory vote** is the formal input of students or classified professionals within a participatory governance body. Advisory votes are recorded and must be seriously considered in decision-making, but they do not override the Academic Senate's statutory primacy on the 10+1. Instead, they serve as an essential element of collegial consultation, ensuring inclusive participation while maintaining compliance with Title 5 (§53200–53204; §51023.5; and §51023.7) and Education Code §70902(b)(7), which requires governing boards to "ensure faculty, staff, and students… the opportunity to participate effectively in district and college governance."

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.

In accordance with the Ventura County Community College District (VCCCD) Participatory Governance Handbook, the Classified Senate consults collegially through the participatory governance process in the following specific academic and professional matters, as outlined in the (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 process, including self-study and annual reports
4. Policies for classified professional development activities
5. Processes for program review, including area and unit reviews
6. Processes for institutional planning and budget development
7. Curriculum systems integrations and implementation
8. Processes related to awarding degrees and certificates
9. Institutional program development and implementation, as related to classified roles
10. Plus, any other district and college policy, procedure, or related matters that will have a significant effect on classified professionals but which exist outside the collective bargaining arena.

Pursuant to Title 5 § 51023.5, the governing board of a community college district must adopt policies and procedures that ensure classified staff have the opportunity to participate effectively in district and college governance. In alignment with this requirement, VCCCD Board Policy 2510 affirms that Classified Professionals shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the classified representatives and other recognized employee organizations will be given every reasonable consideration, as outlined.

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 (VCCCD) Participatory Governance Handbook](#) and in [Title 5 §51023.7](#) (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.

Pursuant to Title 5, § 51023.7, and VCCCD [Board Policy 2510](#), the Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration.

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.

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:

- Participating in committee chair training.
- Ensuring committee members receive proper training and orientation on their roles, responsibilities, and expectations within the committee. This includes familiarizing members with the committee's charge, decision-making processes, and the principles of participatory governance.
- Collaborating with one another to complete the business of the committee and ensure an equal balance of work.
- Holding annual and monthly preparation meetings. Chairs will provide a supportive setting to student representatives to ask questions and gain insight into upcoming discussions.
- 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.
- Serve as the default assigned mentor(s) for student representatives.

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[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.

ROLE OF THE MENTOR TO THE STUDENT REPRESENTATIVE

Student representatives will be supported by mentors to foster meaningful participation in participatory governance committees. The committee chairs will serve as the default mentors, guiding student representatives in preparing for meetings, accessing materials and technology, and understanding meeting procedures. Mentors will also provide relevant historical context to help students engage in informed discussions and decision-making.

Student representatives will be invited to agenda planning meetings, offering a smaller, more supportive setting to ask questions and gain insight into upcoming discussions. Committees are encouraged to include a standing agenda item for regular check-ins on the mentor-mentee relationship to ensure student representatives feel supported.

If desired, student representatives may request an alternate mentor by notifying the committee chairs.

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, or chair who represents a constituency is absent (unable to attend the meeting), or needs to leave the meeting early, the member may appoint a proxy from the same constituency. However, as outlined under the Role of the Chairs section, the chair or proxy chair will not have the authority to vote like the other committee members. 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. The committee chairs will need to be informed in writing of the proxy representation either via email or within the virtual meeting platform (i.e., Zoom) chat while meeting for documentation purposes. 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 Boardable (or other meeting management software) 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 Boardable (or other meeting management software)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.
- Invite student representatives to the preparation meetings to provide a more supportive setting to ask questions to the committee chairs and gain insight into upcoming discussions.

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.

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 for all committees. 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 Boardable (or other meeting management software) 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.

MEETING MODALITY FOR NON–BROWN ACT COMMITTEES

Committees that are not subject to the Ralph M. Brown Act retain the authority to determine their meeting modality (in-person, hybrid, or fully online) in a manner that best supports broad participation and effective governance.

- Each committee may establish its meeting modality through consensus or a majority vote of its membership.

- Committees are encouraged to consider factors such as access, equity, workload, impact to student participation and engagement, and the effective conduct of business when making modality decisions.

- Once established, the chosen modality will remain in effect for the term set by the committee (e.g., semester or academic year), unless a majority of the membership votes to change it.

- All decisions regarding modality must be clearly documented in the committee's minutes.

- While committees have this discretion, they are expected to align with district policies on technology use and any applicable contractual provisions.

This provision recognizes the distinct role of participatory governance committees, ensures flexibility for members, and supports inclusive engagement in decision-making processes while remaining compliant with applicable state and district regulations.

MEETING MODALITY FOR BROWN ACT REQUIRED COMMITTEES

Committees that Committees subject to the Ralph M. Brown Act (California Government Code §§ 54950–54963) must comply with all open-meeting requirements established under state law.

- Meeting modality (in-person, hybrid, or remote) is governed by the provisions of the Brown Act, as amended by Assembly Bill 2449 (2022)[3] and related legislation.

- Fully remote participation by members is restricted to specific circumstances (e.g., emergency situations or just cause as defined in AB 2449), and members are required to disclose such circumstances in accordance with the law.

- Hybrid meetings may be conducted provided that quorum requirements are met and members of the public are given meaningful access to participate as required by the Brown Act.

- Unlike non–Brown Act committees, Brown Act committees do not have discretionary authority to set their own meeting modality. Their practices must remain consistent with current law and district policy.

This provision ensures that Brown Act–required committees uphold state transparency and accountability standards, while also clarifying the distinction between their legal obligations and the discretion granted to other participatory governance committees.

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.

In faculty 10+1 matters (which fall within collegial consultation), a quorum is defined as 51% or more of the faculty and management voting members on a committee. In these cases, classified and student members will cast an advisory vote, and then faculty and management may reach a decision by mutual agreement.

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[3] *Assembly Bill 2449 (2022) amended California's Ralph M. Brown Act to provide temporary rules for local agency teleconferenced meetings, allowing members to participate remotely under "just cause" or "emergency circumstances" without the standard requirements for noticing and providing public access to their teleconference locations. The bill also required public participation to remain in real time via two-way audiovisual or telephonic methods and included limits on the number of meetings a member could participate remotely. AB 2449 was signed in September 2022, became effective January 1, 2023, and was set to expire on January 1, 2026, at which point AB 361 and the standard Brown Act rules would again be in effect.*

In matters which may fall within collegial consultation, but are not defined within the first ten items of the 10+1, determination of whether or not the matter in question will be accepted to fall within collegial consultation will be determined by mutual agreement.

Collegial consultation recommendations will be forwarded to Academic Senate and the College Planning Council (on which the Academic Senate President serves), and from the College Planning Council to the College President.

For matters which do not fall within the faculty 10+1, a quorum is reached when 51% or more of the voting members are present. Committees make recommendations when at least a simple majority (51%) of the voting members present reach an agreement on a decision. If the majority of a constituency vote against an action or recommendation, then that action or recommendation is delayed by one meeting, to allow for further research and discussion. After the one-meeting delay, the vote will be taken again and may not be delayed further by any constituency objection.

For matters which do not fall within the faculty 10+1, 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 their reasoning regarding that decision, especially if the decision departs from the recommendation.

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, area experts 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 & Adminstrative Services
- American Federation of Teachers (AFT) representative
- Service Employees International Union (SEIU) representative

RESPONSIBILITIES

Members have the following responsibilities:

- Convene the chairs of all Participatory Governance (PG) committees during Fall Flex Week to foster collaboration in advancing the college's strategic goals and objectives. This convening will serve as an opportunity to review the Participatory Governance Manual, discuss governance processes, and strengthen alignment across committees in support of institutional priorities.
- 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
- Educational Assistance Center Coordinator
- One AFT representative

AREA EXPERTS

- Learning Resources Supervisor
- College Police Lieutenant
- Director of Maintenance and Operations
- Health Center Coordinator
- Public Safety Department Chair
- College Services Supervisor

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(s)
- Vice President of Academic Affairs (voting Dean may step in to facilitate without losing voting rights when VPAA is absent)

COMMITTEE MEMBERS

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

Departments with 7 or more separate disciplines may have 2 representatives such as natural sciences or social sciences

AREA EXPERTS

- Curriculum Technician
- Academic Data Specialist
- University Transfer Center Counselor
- Career Center Counselor
- Registrar
- SLO Faculty Lead
- All 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 Council on Curriculum and Instruction (DCCI), transmitting proposals as appropriate for review as determined by the VCCCD Decision Making Handbook and receiving DCCI recommendations.
- Review district academic policies and procedures referred by DCCI and make recommendations for revisions to the Academic Senate and DCCI.
- 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, CCCCO 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.
- Nominate faculty co-chair(s) and provide nominations to the Academic Senate President if a designee is needed.

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
- Teaching and Learning Center (TLC) Faculty Lead

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.
- Collaborate with TLC faculty lead on potential PD opportunities or resources to provide through the TLC

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
- Dean of Institutional Effectiveness
- 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

- Three Academic Senate instructional representatives
- Three Academic Senate non-instructional representatives
- Two Classified Senate representatives
- Two Associated Student Government representatives
- Dean of Student Success
- Student Activities Specialist

AREA EXPERTS

- Admissions and Records representative
- Financial Aid representative
- Grant Directors
- Dean of Institutional Effectiveness

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
- One Management representatives
- Assistive Computer Technology/Media Access Specialist

AREA EXPERTS

- Director of Information Technology
- Instructional Technologist/Designer
- Institutional Effectiveness Representative
- Distance Education Committee Representative (faculty)
- LLRC 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

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.

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.

11.05.25-OC-PG-Manual-2025-2028

Final Audit Report   2026-01-29

Created:	2026-01-28
By:	Samantha Agreda Chavarry (sagredachavarry@vcccd.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAjts9renNTlzDmJk_O9m-NTmoOQVpFzGN

"11.05.25-OC-PG-Manual-2025-2028" History

Document created by Samantha Agreda Chavarry (sagredachavarry@vcccd.edu)
2026-01-28 - 6:54:39 PM GMT- IP address: 207.233.106.110

Document emailed to ocasgpresident@vcccd.edu for signature
2026-01-28 - 6:56:26 PM GMT

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2026-01-29 - 5:12:02 PM GMT- IP address: 104.47.51.126

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