



District Consultation Council Meeting

March 27, 2023

2:00 p.m.

Anaheim Campus Room 105

Videoconferencing of the meeting will be available in the Cypress College President's Conference Room and the Fullerton College President's Conference Room B

AGENDA

MEETING SUMMARY

- | | |
|------------------------------|---------------|
| 1. February 27, 2023 Summary | Action |
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STRATEGIC GOALS & PLANNING

- | | |
|---|-------------------|
| 1. NOCCCD Flexible (Hybrid) Work Guidelines | Discussion |
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OPERATIONAL REVIEW

- | | |
|--|--------------------|
| 1. PACE Climate Survey for Community Colleges | Information |
| 2. NOCCCD Decision Making Resource Manual 2022 Updates | Action |

POLICY

- | | |
|--|---------------|
| 1. Revised AP 6250, Budget Management and Revised BP 6340, Bids and Contracts | Action |
| 2. Revised BP 7240, Management Employees and Revised AP 7120-4, Management Employee Hiring | Action |
| 3. Revised BP/AP 4020, Program and Curriculum Development | Action |
| 4. Revised AP 5070, Attendance | Action |

OTHER ITEMS

- | | |
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| 1. | |
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DISTRICT CONSULTATION COUNCIL
February 27, 2023

SUMMARY

MEMBERS PRESENT: Jim Bunker, Jennifer Combs, Damon De La Cruz, Carlos Diaz, Jean Foster, Raine Hambly, Geoff Hurst, Fola Odebunmi, Cynthia Olivo, Jennifer Oo, Jeremy Peters, Valentina Purtell, Irma Ramos, Jeanette Rodriguez, JoAnna Schilling, Melissa Serrato, Kai Stearns, and Fred Williams.

VISITORS: Danielle Davy, Leslie Tsubaki, and Kashu Vyas.

Vice Chancellor Fred Williams called the Zoom teleconference meeting to order at 2:02 p.m.

TELECONFERENCE RESOLUTION & SUMMARY

Teleconference Resolution: There was consensus to approve Resolution No. 22/23-05 to authorize remote teleconference DCC meetings for 30 days. It was also shared that this would be the last remote meeting due to the sunseting of AB 361, and that in-person meetings would resume beginning with the March 27 meeting.

Summary: The summary of the January 23, 2023 meeting was approved.

STRATEGIC GOALS & PLANNING

2023-24 Resource Allocation Model Preliminary Budget: Kashu Vyas, District Director of Fiscal Affairs, provided an overview of the RAM which highlighted the following:

- Calculations based on actual amounts expected to be earned based on FTES generated: \$219.7 million.
- FTES is based on 22-23 (P1) numbers; spring increases in enrollment are not currently reflected and will be incorporated as future FTES reports are submitted to the State.
- Increases from settled negotiations and known changes in benefit rates have been incorporated. Anticipated 4.5% increase to health and welfare costs has been built into the model.
- Other revenues include \$19.1 million of other funds from the state outside of the SCFF as well as local revenues the budget centers may realize from nonresident tuition and other local fees.
- There is a structural deficit of \$29.3 million, meaning that with the FTES that we are reporting, we are spending more than is being earned. The structural deficit doesn't include the hold harmless funds or the emergency conditions funding.
- Other sources of revenues that have been added to the budget include Emergency Conditions funds of \$18 million and 23-24 stability funding of \$27.8 million. Even after pulling out the increased reserves that we took to the Board it bring us out of the deficit to a surplus of \$5.6 million.
- The \$18 million of Emergency Conditions is the line that has been added back into the model following the Council on Budget and Facilities presentation on February 13, having been omitted in error in the summary spreadsheet.
- Personnel costs outside of position control will be updated at the campuses.

Vice Chancellor Williams added that this is information based on the Governor's January Budget Proposal and is a preliminary look at where the District currently stands. He shared that the next milestone for the Budget Officers is to await the May Review and check for any major adjustments and to get a better idea of where the District stands on FTES overall.

During the discussion, members inquired about how the Emergency Conditions Funding is calculated.

One-Time Funding Allocations: Vice Chancellor Williams shared that in addition to the \$5.5 million approved by DCC in January, the Chancellor agreed to cover \$400,000 of additional funds for part time faculty office hours that had not been anticipated by the budget centers. He shared that half of those dollars might be reimbursed by the State after the District submits a claim for funds.

Remote Hybrid Workgroup Update: Vice Chancellor Williams shared the District Flexible (Hybrid) Work Guidelines document with the group and requested that the information be shared amongst all constituent groups for feedback. He stated that this will be discussed in more detail at a future meeting.

During the discussion, members requested that the standalone document be shared with the group, inquired about whether the group had the most current guidelines, shared that there is support for the guidelines amongst constituents and now it's about sharing it with the bargaining units, provided context of the origin on the document, and inquired about whether the document is intended to apply to counseling and library faculty. JoAnna Schilling, Cypress College President, shared that the document was specifically designed with full-time Classified and Management employees in mind with some best practices that could apply to all groups.

POLICY

Revised BP 6320, Investments: DCC received a first reading of the proposed revisions to BP 6320, Investments which was reviewed by a Board Ad Hoc committee that was formed to address issues related to sustainable investments and fossil fuel divestment. The group reviewed the Ad Hoc committee's recommended revisions to add new language in sections 1.0 and 6.4.7 to align with BP 3580, Sustainability Plan and to outline prohibited direct and indirect investments in the stock market.

There was consensus to approve BP 6320 and forward it to the Board for their consideration.

Revised Chapter 6 Board Policies & Administrative Procedures – Continuous Review Cycle: DCC reviewed the following BPs and APs which were revised to reflect changes per the Community College League of California (CCLC) Policy and Procedure Legal Updates and revisions recommended by Jane Wright, CCLC Consultant.

BP 6100, Delegation of Authority, Business, and Fiscal Affairs: Revised to update the "Reference" section, make grammar corrections, and update the corresponding BP/APs.

BP 6150, Designation of Authorized Signers: Revised to update the "Reference" section, make grammar corrections, and update the corresponding AP.

BP 6200, Budget Preparation: Revised to update the “Reference” section, grammar corrections, and cite the corresponding BP/APs.

AP 6250, Budget Management: Revised to update the “Reference” section, add legally required language, and cite the corresponding BP/APs.

BP 6300, Fiscal Management: Revised to update the “Reference” section, grammar corrections, update job title, and update the corresponding AP.

AP 6300, Fiscal Management: Revised to update the “Reference” section, grammar corrections, and cite the corresponding BP.

BP 6310, Personal Use of District Property, Facilities, and Equipment: Revised to add NOCE to listing and change references from “College” to “District.”

BP 6330, Purchasing/Warehouse: Revised to update the title, make grammar corrections, and add the NOCE budget officer to the listing in section 5.0.

BP 6340, Bids and Contracts: Revised to update the “Reference” section, add legally required language regarding the ability to obtain a contract through the State Chancellor’s Office CollegeBuys Program, grammar corrections, and cite the corresponding AP.

BP 6350, Hospitality: Revised to make grammar corrections and remove references to “Provost” and “Executive Vice President.”

AP 6364, Coordination and Direction of Legal Services: Not revised.

AP 6365 Accessibility of Information Technology: Revised to update the “Reference” section, grammar corrections, and cite the corresponding BP/APs.

BP 6380 District Activities Involving Sale or Catering of Food: Revised to make a grammar correction.

BP 6400, Financial Audits: Revised to make grammar corrections.

AP 6400, Financial Audits: Revised to update the “Reference” section, grammar corrections, and cite the corresponding BP.

BP 6450 Wireless or Cellular Telephone Use: Revised to make a grammar correction.

BP 6500, Property Management: Revised to update the “Reference” section, grammar corrections, and cite the corresponding BP/APs.

BP 6520, Security for District Property: Revised to update the “Reference” section, remove “Provost” reference, grammar corrections, and update the corresponding BP/APs.

AP 6520, Security for District Property: Revised to cite the corresponding BP/APs.

BP 6540, Insurance: Revised to update the “Reference” section, grammar corrections, remove section 1.3 worker’s compensation language to reflect Ed Code, add legal reference to section 3.0, and update the corresponding BP/APs.

AP 6540, Insurance: Revised to update the “Reference” section and cite the corresponding BP/APs.

BP 6550, Disposal of District Property: Revised to update the “Reference” section, grammar corrections, and cite corresponding AP.

AP 6550, Disposal of District Property: Revised to make grammar corrections and cite corresponding BP.

BP 6600, Capital Construction: Revised to update the “Reference” section and add legally required language to section 2.0.

BP 6620, Naming of Facilities & Properties: Revised to make grammar corrections and update the corresponding AP.

BP 6740, Citizens’ Oversight Committee: Revised to update the “Reference” section and cite corresponding AP.

AP 6740, Citizens’ Oversight Committee: Revised to update the “Reference” section, grammar corrections, and cite corresponding BP.

BP 6800, Safety: Revised to update the “Reference” section, add legally required language to new section 1.5, grammar corrections, and cite corresponding BP/APs.

BP 6900, Bookstore(s): Revised to update the title and grammar corrections.

As part of the policy discussion about AP 6250, Budget Management, members inquired about the definition of excess funds (anything that hasn’t already been expended), the total amount of two months of operating expenses (approximately \$48 million), and whether carryover funds go into reserves automatically (the campuses can put them into contingencies, but at the District they are placed into a prior year account).

Vice Chancellor Williams also requested that BP 6340, Bids and Contracts, be pulled and brought back to a future meeting once additional language is added and after consulting legal counsel.

Subsequent to discussion, **there was consensus that AP 6250 and BP 6340 would be pulled and return to the group for a second reading at a future meeting. There was also consensus to approve the remaining administrative procedures and post them to the District website, and to approve the remaining board policies and forward them to the Board of Trustees for their consideration.**

ADJOURNMENT: The meeting adjourned at 2:52 p.m.

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: March 21, 2023

From: Cherry Li-Bugg, Vice Chancellor, EST

Re: Agenda Item for District Consultation Council Meeting of March 27, 2023

1. AGENDA ITEM NAME

NOCCCD Flexible (Hybrid) Work Guidelines

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only		Second Reading	X
Review/Discussion	X	Action	
First Reading		Consent Agenda Item	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **15 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

With the goal of building a flexible, future ready organization, the Chancellor convened a Districtwide Workgroup made up of stakeholder representatives to discuss the principles and guidelines of flexible i.e. hybrid work for the District last fall. The Workgroup met three times over the course of four months, reviewed data (student success data by modality; the Education Engagement Index survey data in which students and employees expressed their preferences for different modes of work, learning and support), held robust discussions around the principles of serving students and building a flexible, responsive organization and have concluded their work with their work product being the NOCCCD Flexible(Hybrid) Work Guidelines in the attachment. This work product is being brought to DCC again for review and discussion so that implementation of flexible work can occur within these guidelines.

5. RECOMMENDATION:

It is recommended that DCC further review and discuss the NOCCCD Flexible (Hybrid) Work Guidelines.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

Remote/Hybrid Workgroup; Chancellor's Staff

NOCCCD Flexible(Hybrid) Work Guidelines

Introduction

Enabling flexible(hybrid) work at NOCCCD that combines in-person, on-campus and remote work is a strategic practice to achieve institutional goals, enable employees to serve students in an equitable manner, foster individual and collective wellbeing, support a diverse and inclusive work environment, and increase flexibility to provide services that best meet student needs. Students today need/want options, classes in different modalities (online, in-person, hybrid) and services offered online and in-person. It is imperative that NOCCCD take student need into consideration in scheduling classes and crafting employee work schedules, both for institutional health and for student success.

These guidelines provide principles and effective practices for implementing a flexible(hybrid) work schedule effectively and equitably, a framework for structuring flexible(hybrid) work, shared definitions of common flexible(hybrid) work terms, the application process, flexible(hybrid) work basics for employees, key communication requirements, and how success will be measured. The guidelines are not intended to be prescriptive or permanent, and individual departments and units will need to adapt them to their local circumstances. These guidelines do not currently apply to full-time remote work.

Six Principles of Flexible(hybrid) Work at NOCCCD

Flexible(hybrid) Work is guided by these 6 principles:

- Student needs come first – online college is a reality these days and NOCCCD needs to adapt quickly and effectively to be flexible(hybrid) into the future.
- The process is equitable, but not the same, for all employees
- Decisions about applicability for flexible(hybrid) work is without bias or favoritism
- Flexible(hybrid) work needs to be job appropriate
- Flexible(hybrid) work can be changed based on the needs of the department/unit
- Flexible(hybrid) work does not change the regularly scheduled work assignment/responsibilities whether on campus or remote

These principles are intended to provide the foundation for best practices and decisions. Any consideration of flexible(hybrid) arrangements must first be aligned with NOCCCD's mission and closely coordinated with the departments' and units' specific needs and goals. The nature of the work should be the primary guide for when and where work is carried out, but other factors will have to be considered, including having enough coverage to keep all offices open during normal business hours.

Core activities will be fairly distributed; blackout periods will apply, when employees will be on campus based on student need, irrespective of any flexible(hybrid) agreement; and student and employee wellbeing will be recognized as a critical factor for success.

Student needs come first: The flexibility to serve students is paramount. All offices will be open on campus Monday-Friday, and if a colleague in the same department is unable to be on campus, employees may be asked to come to campus in order to serve students. Blackout periods may also apply at the beginning and end of each semester, as well as during registration periods in student services, as student need dictates. All employees may be called to work on campus on their “remote” days, based on the needs of the students, institution, and department. NOCCCD has to offer quality online classes and programs to serve students more effectively and to serve more students. With the flexibility in employee schedules, both classes and services can be offered remotely in the evening hours and on the weekends.

The process is equitable, but not the same for every employee: All employees may request a flexible(hybrid) work arrangement, based on whether the job duties can be accomplished remotely. The decision to approve or deny a Flexible(hybrid) arrangement is the immediate manager’s/supervisor’s (IMS) and it is paramount that the process for making decisions — about when, where, and how work gets done — should also be fair and equitable.

Final approvals for the flexible(hybrid) work schedule by the vice president, vice chancellor, and college president are required. As the District adapts to flexible(hybrid) work, there will be situations in which employees or managers/supervisors want to adjust their on-campus/remote status. The manager’s/supervisor’s role is to set parameters, evaluate the team’s work, and prioritize what must be completed and by whom; however, it is essential that managers/supervisors work with individual employees and with their whole teams objectively when evaluating flexible(hybrid) arrangements. This means that although personal circumstances may factor into scheduling considerations, organizational planning will be the main driver. **Some positions will have little to no room for flexible(hybrid) work.** But the key to equity is having a fair process and using objective criteria by which requests/applications are submitted, assessed, approved, and changed, and this process must be consistent and transparent.

Decisions about applicability for flexible(hybrid) work is without bias or favoritism: It is critical that personal bias or favoritism is removed from flexible(hybrid) work discussions, decisions, and implementation. To achieve this, it is best if managers/supervisors do not ask about an individual’s personal circumstances or base their approval or denial of a flexible(hybrid) arrangement on the employee’s reason for the request. The principle of respecting an employee’s privacy and evaluating a request on its business merits is an ideal practice. Using a student needs/team-first approach can help integrate the employee’s autonomy and need into decision making without compromising collective effectiveness. Once approved and implemented it is important that managers/supervisors treat remote and in-person work as equal and valid.

Flexible(hybrid) Work is job appropriate: Any consideration of flexible(hybrid) work arrangements must first be aligned with the college's mission and student needs, and closely coordinated with departmental needs and goals. Flexible(hybrid) work arrangements are neither appropriate, or even possible, for every position nor are they a guaranteed employee benefit. Successful flexible(hybrid) work situations are available to positions that do not require a consistent physical presence or proximity to a campus location or unit. Other factors to consider include: whether campus and operational continuity can be maintained by working remotely, whether the student experience and access to services is hindered in any way, whether the employee can work productively with minimal supervision, whether the team dynamic is compromised with flexible(hybrid) work arrangements, and whether there are clearly defined measurables that can be successfully accomplished with a remote arrangement.

Flexible(hybrid) work can be changed based on the needs of the department/unit: Under optimal conditions, once approved and implemented, Flexible(hybrid) Work should have no impact on the ability to serve students or the work environment. Temporary blackout periods, when it is determined that employees must be on campus for the purpose of serving students, will be communicated in advance so all employees know and can adapt. Flexible(hybrid) arrangements are intended to be responsive to the changing needs of the college/district and should not be considered permanent. They should be reviewed regularly and updated as drivers of change for achieving excellence and greater student success.

Employees' regularly scheduled work assignment/responsibilities, whether on campus or remote, will not change: All employees understand their regular work assignment/responsibilities do(es) not change whether on campus or in a remote work space. This means all employees will log in to the accepted communications software when on campus or off campus, communicate break and lunch times, and be available to respond within an agreed-upon amount of time to all requests from managers and colleagues. Flexible(hybrid) work should not be confused with working off hours to make up for regularly scheduled hours, taking unscheduled breaks to attend to personal matters, or to be asked to respond to work requests after hours. In addition, if an employee cannot accomplish their tasks remotely, it will be necessary to explore alternative approaches to understand what other options are available (such as the use of vacation time, leave, or revoking remote work hours) should the arrangement become untenable.

Flexible(hybrid) Work Frameworks and Definitions

A shared understanding of key terms and definitions is critical since misunderstandings can lead to confusion, conflict, or missed opportunities.

- **Fully On-site:** Working on-campus for all working hours. Fully on-site can be further defined as:

- **Designated Workplace** – expected to be on-campus for all working hours
- **Flexible(hybrid) Work Schedule:** Working some number of days/hours in an remote environment.
 - **Regular** – an established schedule of remote work days per week or month
 - **Occasional** – staff occasionally works off site, but not on a regular basis
 - **Temporary** – a fixed time frame with a start date and an end date, to complete a project or specific scope of work

Whatever the approach, everyone should remember a flexible(hybrid) schedule can be changed to support individuals and teams when unanticipated circumstances impact business operations, student needs, personal obligations, and wellbeing. And as another reminder, these guidelines do not apply to full-time remote work.

Creating and Reviewing a Flexible(hybrid) Work Application

For Employees: Submitting an Application

Employees and managers/supervisors may follow these steps in ways that make the most sense for them and their departments/teams:

- **Review the definitions** and the [Six Principles of Flexible\(hybrid\) Work](#) at NOCCCD.
- **Refer to your bargaining unit agreement**, if applicable, to review any provisions if you are a collective bargaining unit member, or a manager/supervisor of a member. If there is a conflict between the language of the contracts and these guidelines, the contract prevails.
- **Download the NOCCCD Flexible(hybrid) Application** and use it as a template or guide for your thought process.
- **Address how and where work will get done.** Under optimal conditions, once approved and implemented, remote work should have no adverse impact on results/outcomes in serving students or the work environment. Your application must address the potential impact on teammates, students, and other stakeholders.

Note: When health may be at issue

If you are seeking a flexible(hybrid) arrangement to manage a health situation for yourself or a family member, you should consult with your manager/supervisor or HR to determine if your situation would be more appropriately considered under vacation or leave options, or explore a reasonable accommodation under the Americans with Disabilities Act (ADA).

For Managers/Supervisors: Evaluating an Application

All employees may request a Flexible(hybrid) work arrangement, and each application should be evaluated on its merits. Immediate managers and supervisors (IMS) are responsible for considering applications objectively and fairly but are not obligated to grant approval (unless otherwise directed by the college or District). Employees requesting a Flexible(hybrid) work arrangement must submit a written request using the [NOCCCD Flexible\(hybrid\) Work Application](#). Managers/supervisors should have a conversation with any employee requesting this arrangement by setting expectations for the individual or team performance. It is the IMS' decision to approve or decline an application (with final approvals by the vice president, vice chancellor and president/chancellor). If an application is declined, however, managers/supervisors must provide a carefully considered reason for the decision, and the employee has the right to appeal within 30 days.

The IMS may refer to the following steps in ways that make the most sense for them and their departments/teams.

- **Setting expectations:** Managers/supervisors' ensure that all team members understand the criteria for determining a flexible(hybrid) schedule.
- **Consider each employee's application:** Does it address student needs and work priorities? Has the employee reviewed and affirmed that they meet information security requirements while working off campus? Has the employee considered how a flexible(hybrid) work arrangement might affect collaboration with others? Has the employee agreed to work the same schedule whether on campus or off campus and maintain communication with the team and their supervisor? Has the employee shown that job duties (including those that affect others) can be performed fully under the proposed arrangement? Does performance history show that this employee can manage the arrangement? Have you had candid conversations about anything that might make you hesitate to approve the proposal? Have the required trainings been completed? Are there any unaddressed issues complicating the decision?
- **Consider applications holistically based on department needs, if applicable:** If several employees have submitted applications, consider whether they work together. If they leave gaps, consider a group meeting to bring up concerns, make adjustments, and find innovative solutions among the group.
- **Approve or decline based on business reasons:** Applications are expected to explain in detail how the proposed arrangement will support a department's goals and objectives. Managers/supervisors will assess whether the proposed arrangement will have any impact on the individual or department. A small inconvenience in one area may be outweighed by a greater benefit to the department overall, even if only realized in the long run. Managers/supervisors should keep an open mind regarding flexible(hybrid) work, but not agree to changes that could undermine business goals, unreasonably burden other staff, or have an impact on service to students.

Note: If Health-Related Issues Emerge

If issues of health or disability are stated directly or appear to emerge during conversations about flexible(hybrid) work, managers/supervisors should determine if the employee's request/applications should now be considered under vacation or leave options, or be explored as a reasonable accommodation under the Americans with Disabilities Act (ADA).

Equity and Unconscious Bias

The manager/supervisor should not ask about an individual's personal circumstances or base their approval or denial of a Flexible(hybrid) work arrangement on the employee's reason for the proposal. The principle of respecting an employee's privacy and evaluating a proposal on its business merits should hold true regardless of the present circumstances.

To the extent that childcare, schools, and elder care services is altered or unavailable, some employees will have challenges balancing work and dependent care responsibilities. Employees are expected to be familiar with the range of wellbeing and family support programs and policies of NOCCCD and find ways to accomplish job responsibilities, whenever brief or lengthier disruptions occur.

Keep in mind that discussions of personal considerations inevitably call on our biases. While it may seem obvious to a manager/supervisor that one reason has more validity than another, fostering a diverse and inclusive environment makes it critical to avoid conflict.

When an Application is Not Approved

Managers/supervisors must give concrete feedback about why an application is modified or declined to demonstrate that the decision is a well-considered one. It may be because of a lack of sufficient detail about how, where, and when work will get done; broader considerations of the department/team as a whole; work history; or simply that the job itself is not suitable for the kind of arrangement proposed by the employee.

Employees have the opportunity to appeal the decision, by completing the [NOCCCD Flexible\(hybrid\) Work Appeal Form](#), but the manager is encouraged to discuss options and seek clarification prior to the final decision and that modifications to the initial request be made wherever possible to avoid full denial.

Remote Work Basics

Employees who plan to work remotely have many factors to consider as follows.

Technology and Equipment: Technology, accessibility, and responsiveness are critical to productivity when working remotely. Employees may be provided basic equipment by their departments to enable telework. Employees are required to stay connected with their manager/supervisor and team during the entire work shift, by utilizing the District supported communication method approved by their IMS. See the [Communication Tools section](#) of these guidelines and in the [NOCCCD Flexible\(hybrid\) Work Application](#) for more information.

Information Technology Security: Whether working from home or the office, protecting information is the responsibility of every employee. All employees must complete the NOCCCD's mandatory information security awareness training and follow the [NOCCCD Administrative Procedure 3720 Computer and Electronic Communication Systems](#). Employees are expected to ensure the protection of confidential and proprietary college/district information accessible from their remote work location. This includes but is not limited to information and data about students and employees.

The district has provided mandatory information security awareness training for all employees to help you understand your role in protecting the district's information resources and to acknowledge your agreement to comply with the [NOCCCD Administrative Procedure 3720, Computer and Electronic Communication Systems, and Administrative Procedure 3722](#) District Data Security Standards for End Users.

*To access the NOCCCD's mandatory information security awareness training, navigate to My Gateway click on "EdVantage".

Non-NOCCCD Work, Including Dependent Care, when Working Remotely: When conducting Flexible(hybrid) work, employees are expected to attend to their NOCCCD work only and should not anticipate handling non-NOCCCD projects. In general, employees are expected to replicate the working conditions of a NOCCCD-provided office/location. Therefore, the following conditions apply:

- Employees may not work on any non-NOCCCD project during paid work hours when working remotely
- Employees may not care for children and/or adults when working remotely
- Employees who must take time to care for others or attend to non-NOCCCD projects during the work day must take sick time, personal time, or comp time, after approval from their IMS
- Employees are not to take time away from their work day and "make up" this work time after hours unless approved in advance by their IMS

Major activities that wouldn't be a normal part of the on-campus workday (such as full-time care for an infant or intensive work on a personal project) are not appropriate while working remotely. Activities

that might normally be interspersed throughout the day at the office during lunch or scheduled breaks, such as brief check-ins from a caregiver or dependent, are acceptable if they do not interfere with expected routines and deliverables.

Supplies: NOCCCD will provide employees with appropriate office supplies (pen, paper, etc.) as deemed necessary. Employees should acquire supplies using the normal department protocols with manager/supervisor pre-approval.

Coming to Campus: Regardless of flexible(hybrid) work arrangements, employees may be required to work on campus at any time at the sole discretion of their manager/supervisor, vice president, vice chancellor or president/chancellor. Managers/supervisors should discuss such instances (e.g., hands-on training, peak demand for services, office coverage, etc.) with the staff member in advance whenever possible and any permanent change in work schedule must align with the CSEA Collective Bargaining Agreement requirements. Decisions regarding scheduling and attending meetings in person or virtually should be based on optimizing outcomes and not on personal preferences for remote work. The college is not responsible for any travel expenses the employee incurs to report to campus. Additionally, the travel time to and from the campus does not constitute hours worked. (29 C.F.R sec. 785.35).

Communication

A thorough communication plan ensures that employees have resources to stay connected with their team, students, stakeholders, and the college/district. Discussions about communication tools, protocols, and the ways in which employees use these to interact with one another are best done at the onset of a team approach to flexible(hybrid) work. Teams should develop a communication plan that clearly identifies which tools will be used, response time, and ability for all team members to contact one another easily.

Best Practices for Communication

- **Communication Tools:** Establish a contained number of agreed-upon tools that the team will use (emails, TEAMS messaging, personal cell phones, video-conferencing services, etc.). Employees are expected to use the required tools including, but not limited to, entering their schedule in Outlook, be signed into Teams, and utilize tools in Teams such as Planner/Tasks, etc. as assigned by the manager/supervisor. Managers should always seek to minimize the number of distinct tools/applications required of employees, where possible.
- **Staying Inclusive and in Sync:** Once you have agreed on the kinds of tools you will use, identify how and when to use them. It can be useful to operationalize and formalize expectations for scheduling and managing online meetings, calendaring and signaling availability, and participating effectively over video or conference calls. Remember all meetings must include options for remote attendance;

this supports effective collaboration and ensures inclusivity. All employees will be supplied with computers with working cameras and are required to participate in video/conference calls with the camera enabled.

- **Formal and Informal Communication Methods:** Define how team meetings, one-on-one meetings, staff meetings, and other forms of communication will be used during this period and establish if and when it is appropriate to use personal modes of communication such as personal cell phones. Look for ways to reproduce informal, in-person communication.
- **Expectations of Team Members:** The team should collaborate and agree on length of time for responsiveness. Teams may also need to adjust their practices around timelines, deadlines, and accountability. Expectations concerning the use of communication tools will vary according to circumstances.
- **Evaluating the Communication Plan:** Effective and honest communication is foundational to trust, so it's a good practice for the team to check in frequently to see how well the plan is working and how well everyone is following it. If something isn't working well, it's wise to acknowledge that and change it before the plan fails – and trust is eroded.
- **Equitable Process:** Managers/supervisors will ensure an equitable process for those proposing new or altered communication arrangements; staff will understand that an equitable process does not mean an identical or even similar outcome.
- **Post Schedule and Contact Information:** All members will be readily available and maintain a published schedule when they are working remotely.. Team members will also keep their online calendars up to date, noting periods of absence and using the “remote work” designation where appropriate.
- **Email Specificity:** To support email management and improve productivity, emails requesting action should include “Action Requested by (date)” in the subject line to support prioritization. Email best practices will be developed to help employees highlight email content and/or requests for action.
- **Blackout Periods:** All employees may be required to be available for seasonal and peak “all-hands-on-deck” periods, as applicable.
- **Accountability:** If a situation arises where a colleague is not honoring a remote work principle, direct, timely, and constructive conversations with that colleague should be discussed with the IMS to resolve the issue.
- **Email Protocols:** NOCCCD encourages email and communication occur during work hours. Emails at late hours or on weekends sends the message that employees should check emails regularly when they are not meant to be working. Teams should be clear about their expectations for response times. It is helpful to be familiar with email tools that schedule message delivery during standard business hours and use high/medium/low importance indicators so the team knows what is urgent, can wait, or can be responded to when convenient.

Managing Teams

Managing/supervising hybrid teams requires additional skills that managers will need in the context of a changing workplace. At its core, managing team performance is about setting expectations and measuring performance outcomes in relation to these expectations, but empowering and managing hybrid teams does require some extra insight. Employees should keep in mind that managers/supervisors and teams will likely utilize shared communication, document storage and tracking, and other tools to keep each other updated on expectations and outcomes.

Measuring Success

Flexible(hybrid) work is successful when teams manage productivity by setting goals and timetables, defining deliverables clearly, and following through on measuring the achievement of deliverables and resulting outcomes.

The evaluation of flexible(hybrid) work will be based on the individual agreement between employee and manager/supervisor. All work arrangements whether on or off campus should be evaluated on an ongoing and periodic basis. The arrangement should be assessed regularly to ensure that the individual's quality of work, efficiency, and productivity are not compromised by work location. In addition, the employee should continue to receive regular performance evaluations in accordance with business or work unit processes, and institutional policy, regardless of work location.

Best Practices for Assessment

When evaluating the success of flexible(hybrid) work, managers/supervisors and employees should generally consider whether:

- The quantity, quality, and timeliness of work has been maintained, enhanced, or diminished
- The Flexible(hybrid) work arrangement has met the expectations laid out in the original documentation of the arrangement
- The Flexible(hybrid) work arrangement has affected, either positively or adversely, relations with the employee's colleagues and/or stakeholders, students and/or customers
- The Flexible(hybrid) work arrangement has had a neutral impact, or has created a need for additional resources, or caused a department's/unit's other employees to assume more work, or it has had a positive impact (e.g., by streamlining processes, making the team more effective)
- The established goals, timetables, and flexible(hybrid) work arrangements are in full alignment with

each other

- The Flexible(hybrid) work arrangements have led to new opportunities (e.g., extended coverage) and helped meet the college's overarching goals (e.g., empowerment; flexibility; diversity, inclusion and belonging; wellbeing; student-centeredness; and student success)

Flexible(hybrid) Work Arrangement Termination

Employees may discontinue participation in the program at any time, for any reason, upon written or verbal notice to their supervisor. Management may also terminate an individual employee's participation after discussion with and a clear explanation to the employee.

Institutional Review

The institutional review is an opportunity for the District to reimagine our college's future and gain insights as to how flexible(hybrid) work schedules can contribute to our collective ability to deliver more accessible, flexible(hybrid), engaging, and high-valued experiences both online/digitally and in person. As such, these guidelines will likely undergo revisions as the colleges and District gain data and experience from implementing flexible(hybrid) work.

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: March 7, 2023

From: Gabrielle Stanco, District Director, Research, Planning and Data Management and
Cherry Li-Bugg, Vice Chancellor, Educational Services and Technology

Re: Agenda Item for District Consultation Council Meeting of March 27, 2023

1. AGENDA ITEM NAME

PACE Climate Survey for Community Colleges

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only	X	Second Reading	
Review/Discussion		Action	
First Reading		Consent Agenda Item	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **10 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

Presenters will discuss the PACE survey including its purpose, content, distribution, and ideas for using results. The survey is designed by the National Initiative for Leadership and Institutional Effectiveness (NILIE) and will help our District gather employee feedback on the District's mission, leadership, decision-making, and communication as well as the racial climate of our campuses. NOCCCD administered the survey in spring 2021. With a spring 2023 administration, the results will allow for trend comparisons to review areas of growth or decline over time.

5. RECOMMENDATION:

None

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

Institutional Effectiveness Coordinating Committee Members

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: March 7, 2023

From: Cherry Li-Bugg, Vice Chancellor, EST

Re: Agenda Item for District Consultation Council Meeting of March 27, 2023

1. AGENDA ITEM NAME

NOCCCD Decision Making Resource Manual 2022 Updates

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only		Second Reading	X
Review/Discussion		Action	X
First Reading		Consent Agenda Item	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **15 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

In fall 2022, I submitted updates to the NOCCCD Decision Making Resource Manual for review and discussion by DCC; it is time for DCC for approve the updates to this manual so that we could be in compliance with accreditation requirements.

Some of the major updates in this iteration of the Manual include:

1. Updated District-wide IT governance structure is reflected in this manual including replacing Technology Coordinating Council (TCC) with District Technology Committee (DTC). Details regarding the new IT governance structure are included in the appendix.
2. Deleted several organizational groups that are no longer needed as a result of the updated IT governance structure.
3. Deleted organizational groups that are no longer active including the District-wide Enrollment Management Advisory Committee (DEMAC).
4. Updated rules regarding membership for DCC (substitutes are now permitted) and voting (voting procedure is now clearly delineated)
5. Updated all links, dates, names and titles where needed.

For consideration: Enrollment management is top of the agenda for all of us in the District, shall we think about not deleting DEMAC, but perhaps restructuring it to meet the needs of the District?

5. RECOMMENDATION:

It is recommended that DCC approve the fall 2022 updates to the NOCCCD Decision Making Resource Manual.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

IECC, Chancellor’s Staff, District Services Committee

NOTE: Please forward this form by required dates with all backup material to the Chancellor's Office.



**NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT**

Greatness. Achieved.

**2012 Decision Making Resource Manual:
Structure, Function and Alignment**

Update Date: Fall 2022

District Offices
1830 West Romney Drive
Anaheim, CA 92801-1819
<http://www.nocccd.edu>

Cypress College
9200 Valley View Street
Cypress, CA 90630
<http://www.cypresscollege.edu>

Fullerton College
321 East Chapman Avenue
Fullerton, CA 92832
<http://www.fullcoll.edu>

North Orange Continuing Education
1830 West Romney Drive
Anaheim, CA 92801-1819
<http://www.NOCE.edu>

**North Orange County Community College District
2012 Decision Making Resource Manual:
Structure, Function and Alignment**

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Student Team	

myGateway Steering Committee

~~Financial Aid Workgroup~~

Vice Presidents Council

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California Code of Regulations for Collegial Consultation

Academic Senate (Title 5, Sections 53200—53206)

Faculty (Title 5, Section 51023)

Staff (Title 5, Section 51023.5)

Students (Title 5, Section 51023.7)

NOCCCD Board Policy 2510 Participation in Local Decision-making

NOCCCD Administrative Procedure 2510 Participation in Local Decision-making

Board Policies are available online at:

<https://www.nocccd.edu/policies-and-procedures>

[NOCCCD IT Governance Structure and Framework \(2021\)](#)

**North Orange County Community College District
2012 Decision Making Resource Manual:
Structure, Function and Alignment**

Prologue

The collegial culture in the North Orange County Community College District (NOCCCD) rests on a partnership in which Board members, faculty, staff, administration, and students participate in making decisions. The members of this District are united by a collective, shared vision that student success is the most important endeavor.

Making progress toward this important collective vision is possible only in an atmosphere of collegiality and mutual respect. Toward that goal, in July 2011, 40 NOCCCD faculty, staff, administrators, and Trustees were interviewed to ascertain their current concerns and their visions for the future of the campuses and district. The following nine themes describe the group's collective vision of NOCCCD's potential in the next decade:

1. NOCCCD will be student-centered.
2. Each NOCCCD campus will have a distinctive identity.
3. NOCCCD will be innovative.
4. NOCCCD will be courageous.
5. NOCCCD will communicate effectively within the district.
6. NOCCCD will be characterized by mutual respect for all sites within the district.
7. NOCCCD will be proactively compliant.
8. NOCCCD will have strong educational partnerships.
9. NOCCCD will reflect the community.

The fifth theme is of particular relevance to this document. The following suggestions were offered as strategies for strengthening trust in NOCCCD leadership:

- Clearly define roles for employees at all levels of NOCCCD;
- Clearly articulate decision-making processes;
- Develop goals and priorities through collaboration;
- Develop systems of accountability to ensure consistent adherence to those goals and priorities;
- Rely on data to make decisions and set priorities; and
- Create venues for representatives of the sites to collaborate with each other for the benefit of students District-wide.

The purpose of this resource manual is to describe how decisions are made in the North Orange County Community College District and has been developed with the goal of improving

communication and trust across NOCCCD. These decision-making processes reflect the mechanisms by which NOCCCD ensures that there are opportunities for meaningful collaboration and that the voices of the constituent groups are heard in making decisions.

This document delineates the processes by which recommendations to the Chancellor are developed by describing:

- The structure and function of each group that contributes to the development of those recommendations and
- The alignment of the groups to one another.

This *North Orange County Community College District 2012 Decision Making Manual: Structure, Function, and Alignment* is reviewed and updated ~~annually on a regular basis~~ to maintain credibility as a valuable resource. The ~~regular annual updates prepared by the District Director of Public and Governmental Affairs reflects~~ will reflect minor changes, such as in descriptions, timelines, or processes as well as substantive updates in content and processes. The regular update and review should occur no less than every three years. ~~In addition to this annual review of content, the processes described in this document are evaluated every three years.~~ This assessment of the NOCCCD's decision making process occurs as part of the District ~~NOCCCD's~~ assessment of its overall planning processes. This timeline and assessment process is further described in the "Assessment of Planning and Decision-Making Processes" section of the *North Orange County Community College District 2012 Integrated Planning Manual*. As an overview, the assessment includes gathering input district-wide and then using those results to prepare an assessment report that is submitted to the District Consultation Council. The District Consultation Council reviews the assessment report and recommends revisions to decision-making processes as warranted based on that assessment. The *North Orange County Community College District 2012 Decision Making Manual: Structure, Function, and Alignment* is then updated to reflect any agreed-upon changes. Through these ~~two~~ review processes, ~~one completed on an annual basis and one completed every three years,~~ this document is maintained to reflect the inevitable changes in decision-making processes that are to be expected as part of NOCCCD's cycle of continuous ~~quality~~ improvement.

Roles of Constituents in District-level Decision Making

The constituents in NOCCCD participate in making decisions at the district level appropriate in scope to their roles within the district. The role in making decisions for each constituency described below is derived from the California Code of Regulations, NOCCCD Board Policies, and NOCCCD practices, procedures and job descriptions. The relevant sections of the California Code of Regulations are included in the appendix of this document.

Board of Trustees

The role of the Board of Trustees in making decisions is to determine policy and to serve as NOCCCD's legal and fiduciary body.

The Board of Trustees maintains, operates, and governs NOCCCD in accordance with all applicable laws and regulations. As an independent policy-making body responsible for policies as well as legal and fiscal issues, the Board's ultimate responsibility is to ensure that the NOCCCD mission is fulfilled and that NOCCCD's financial resources are dedicated to providing sound educational programs.

The Board of Trustees consists of seven locally elected Trustees who represent and must reside in the trustee area they represent. One trustee is elected by the qualified voters from each of the seven trustee areas to serve four-year terms. The Board annually elects a president, vice president, and secretary of the Board. The Chancellor serves as the Board's Executive Secretary.

Two student trustees are elected annually, each representing the students at one of the two colleges. The Student Trustees have the same responsibilities as all trustees to represent the interest of the entire community. In addition, they provide a student perspective on the issues facing the Board. The Student Trustees receive all materials sent to other members of the Board, except those pertaining to closed session matters; attend all open session board meetings; ask questions; participate in discussions; and cast an advisory, nonbinding vote on the matters that come before the Board.

California State Education Code Section 70902 identifies the Board of Trustees as the NOCCCD's legal and fiduciary body and outlines associated responsibilities. The Board affirms its role and responsibilities in *Board Policy 2200: Board Duties and Responsibilities* which includes this list of specific duties:

- Adopt policies that define the institutional mission and set prudent, ethical, and legal standards for campus operations.
- Hire a Chancellor and delegate to the Chancellor the authority to implement Board policies and decisions and other duties the Board of Trustees may prescribe.

- Establish policies for and approve comprehensive academic and facilities plans.
- Establish policies for and approve courses of instruction and educational programs, academic standards and graduation requirements, and rules governing student conduct.
- Monitor institutional performance, educational quality, and compliance with accreditation standards.
- Assure fiscal health and stability including adopting operational and capital outlay budgets and determining the need for tax or bond elections.
- Hold and convey property for the use and benefit of the District and manage and control District property.
- Employ and assign all personnel and establish employment practices, salaries, and benefits for all employees.
- Establish procedures for effective involvement of faculty, staff, and students in local governance. ~~Represent the public interest.~~
- ~~Establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations.~~
- ~~Hire and evaluate the Chancellor.~~
- ~~Delegate power and authority to the Chancellor to effectively lead the District.~~
- ~~Assure fiscal health and stability.~~
- ~~Monitor institutional performance and educational quality.~~
- ~~Advocate for and protect the District.~~

Chancellor

The role of the NOCCCD Chancellor in making decisions is determined by the authority delegated to this position by the Board of Trustees.

The Chancellor is the chief representative of the Board and is responsible directly to the Board. The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. (See *Board Policy 2430: Delegation of Authority to Chancellor.*)

NOCCCD governance and organizational groups forward their recommendations to the District Consultation Council which in turn makes a recommendation regarding the issue to the Chancellor. The Chancellor reviews the recommendation and does one of the following:

- Approves the recommendation and directs implementation; or
- Makes minor modifications, directs implementation, and notifies the District Consultation Council about the minor modification; or

- Returns the recommendation to the group that developed the recommendation for further consideration.

College and NOCE Presidents and Provost

The role of the ~~College Presidents and the Provost of the North Orange Continuing Education~~ in making decisions at the district level is to articulate recommendations directly to the Chancellor in matters assigned in their job descriptions. In addition to making decisions at the campus level, these matters include serving as the primary advocate for their college/school at the district level and with the Board of Trustees for financial needs, policy issues, special projects and the promotion of campus goals.

Faculty

The role of full- and part-time faculty members in making decisions at the district level is to participate in:

- The development of recommendations to the Chancellor on academic and professional matters as outlined in state regulations and
- The processes for developing recommendations that have or will have a significant effect on them.

Faculty are represented in academic and professional matters by Academic/Faculty Senates at each campus. As provided in *Board Policy 2510: Participation in Local Decision-Making*, the Board of Trustees recognizes the authority of the Academic /Faculty Senates with respect to academic and professional matters in accord with provisions of Title 5 of the California Code of Regulations. The academic and professional matters on which the Board will rely primarily on the Academic/Faculty Senates are:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Standards or policies regarding student preparation and success;
5. Faculty roles and involvement in accreditation processes, including self-studies and annual reports; and
6. Policies for faculty professional development activities.

The academic and professional matters on which the Board will seek mutual agreement with the Academic/Faculty Senates are:

1. Educational program development and educational program discontinuance;
2. District and college governance structures as related to faculty roles;

3. Processes for program review;
4. Processes for institutional planning and budget development; and
5. Other academic and professional matters as mutually agreed by the Board of Trustees and the senate(s).

Refer to sections 2.1.2., 2.2.2., and 2.2.3. of Board Policy 2510 in the appendix of this document for processes that the Board follows when an Academic/Faculty Senates' recommendation is not accepted.

The following resources related to the role of the Academic/Faculty Senates in making decisions at the district level are included in the appendix of this document:

- (1) *Board Policy and Administrative Procedure 2510 Participation in Local Decision-Making* and
- (2) California Code of Regulations Title 5, Section 53200.

For matters related to working conditions within the scope of collective bargaining, full time-time faculty are represented by United Faculty (NOCCCD, CCA/CTA/NEA) and part-time faculty are represented by Adjunct Faculty United (Local 6106, AFT/CFT).

Staff

The role of staff members in making decisions at the district level is to participate in:

- The development of recommendations to the Chancellor on issues that have or will have a significant effect on them and
- The processes for developing those recommendations.

The specific matters identified as having a significant effect on classified are identified in the California Code of Regulations excerpt included in the appendix of this document.

Board Policy 2510 Participation in Local Decision-Making affirms that recommendations and positions developed by staff will be given every reasonable consideration prior to action on a matter having a significant effect on them.

There are two categories of staff members: classified staff and confidential employees. Classified staff members are represented by Classified School Employees Association Chapter 167 (CSEA) in matters related to working conditions within the scope of collective bargaining. Confidential employees do not bargain collectively, but are represented in their working

relationship with NOCCCD by the Confidential Employees Group. As the exclusive representative of NOCCCD classified employees, CSEA is responsible for appointing representatives from the classified employees to specified committees. The Confidential Employees Group is responsible for appointing representatives from the confidential employees to specified committees.

The following resources related to the role of staff in making decisions at the district level are included in the appendix of this document:

- (1) *Board Policy and Administrative Procedure 2510 Participation in Local Decision-Making and*
- (2) California Code of Regulations Title 5, Section 53200.

Students

The role of students in making decisions at the district level is to participate in:

- The development of recommendations to the Chancellor on issues that have or will have a significant effect on them and
- The processes for developing those recommendations.

The following specific matters are identified in the California Code of Regulations as having a significant effect on students:

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; and
10. Any other district and college policy, procedure or related matter that the district governing board determines will have significant effect on students.

The Board recognizes the Fullerton College Associated Students and the Cypress College Associated Students as the official voices for students in NOCCCD (*Board Policy 5400: Associated Students Organization*). In accordance with *Board Policy 2510 Participation in Local*

Decision-Making, the Associated Students are given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on them, and the recommendations and positions of the Associated Students are given reasonable consideration.

The following resources related to students' role in making decisions at the district level are included in the appendix of this document:

- (1) *Board Policy and Administrative Procedure 2510 Participation in Local Decision-Making* and
- (2) California Code of Regulations Title 5, Section 53200.

Administrators

The role of administrators in making decisions at the district level is determined by the scope of responsibility and authority delegated in job descriptions for administrative positions.

Drawn from various job descriptions for administrative positions, NOCCCD administrators are responsible to:

- Provide effective leadership and support in planning and accreditation;
- Implement and evaluate district objectives related to their area;
- Adhere to the legal and ethical standards as well as policies established by the Board of Trustees;
- Oversee the effective use of institutional resources;
- Make recommendations concerning the hiring of personnel;
- Make contributions to the development and improvement of all NOCCCD functions;
- Perform duties as outlined in their job descriptions and agreed upon by managers and their supervisors;
- Implement best practices and courses of action;
- Make appropriate decisions within their respective areas of responsibility;
- Assume responsibility for ensuring implementation of activities based on applicable recommendations and college goals;
- Evaluate the effectiveness of activities in order to support and facilitate the educational process and ensure the institution's effectiveness;
- Initiate new ideas, improvements and promote quality and responsiveness in District operations; and
- Lead the units for which they are responsible.

The Chancellor, vice chancellors, college and NOCE presidents, ~~and Provost of the North Orange Continuing Education~~ are designated by the Board of Trustees as the Executive Officers of the district. Other than these Executive Officers, administrators are represented by the District Management Association, which is responsible for appointing administrators to specified committees.

Types of Groups that Develop Recommendations

All NOCCCD professionals are mission-driven, meaning that they are committed to making decisions with students' ~~academic~~ success and well-being as their primary consideration.

Within the context of a primary focus on students, decision-making in NOCCCD is grounded in respect for each constituency's roles and scope of authority. Key committees have representation from the various constituent groups and members understand that they are responsible to their particular constituency in two ways: to share input from the constituent group to the committee and to share information and dialogue from the committee with their constituent group. Committee members also understand that their collective work product is a recommendation that is subsequently forwarded to the next individual or group in the decision-making process.

The NOCCCD groups that provide recommendations in the decision-making process are organized into three categories based on the group's responsibilities and its source of authority. The groups in all three categories are essential to the involvement of the NOCCCD community in both being informed about issues of district-wide importance, making decisions, and serving as conduits of information to and from the constituents. The membership in each type of group is determined by the source of authority on which the group is based.

1. Governance Groups

Governance groups are those whose authority is derived from law and regulation, either as written expressly in the law/regulation or as delegated by another group that possesses said authority. Examples of district-level governance groups are District Consultation Council and Council on Budget & Facilities. Examples of campus governance groups are Academic/Faculty Senates and Associated Student Government. Members of district-level governance groups represent specific constituencies and as such, serve as a liaison to bring information from the constituent group into the district-level dialogue and from the district-level governance group back to their constituents. The membership and charge of these groups are described in this document. Recommendations developed by district and campus governance groups flow through a sequence of well-defined steps before the recommendations are forwarded to the Chancellor.

2. Organizational Groups

Organizational groups assist the Chancellor in implementing the Board's plans and policies by coordinating operational, procedural and policy implementation. The

authority for the members of organizational groups is derived from the Board of Trustees or the Chancellor through the assignment of responsibilities on job descriptions and appointment to positions within NOCCCD. Examples of district-level organizational groups are Chancellor's Staff and the [Banner Steering Technology Implementation](#) Committee. Membership in NOCCCD organizational groups is determined by the position held within the district. The membership and purpose of these groups are described in this document.

3. Ad Hoc Workgroups

Ad hoc workgroups are formed to create a venue for conversations on topics deemed by NOCCCD to require timely and concentrated district-wide energy. Instead of being required by law or regulation, these groups are charged by the Chancellor or one of the Coordinating Councils to perform specific functions that benefit the entire district. Ad hoc workgroups function for a specific purpose for a limited period of time.

Membership in an ad hoc workgroup is either voluntary or by appointment. Since these groups are formed as needed and discontinued when the project is completed, there is no description of the membership and purpose in these workgroups in this document.

[A 2022 example of an Ad Hoc Workgroup is the Security and Compliance Workgroup, stood up to specifically address the topics and concerns as a result of the cyber security incident in January 2022.](#)

NOCCCD Governance Groups

Governance groups are those whose authority is derived from law and regulation, either as written expressly in the law/regulation or as delegated by another group that possesses said authority. Members of NOCCCD governance groups represent specific constituencies and as such, serve as the liaison to bring information from the constituent group into the district-level dialogue and from the NOCCCD governance group back to their constituents. The NOCCCD governance structure consists of a District Consultation Council with four sub-committees.

District Consultation Council

Charge

The District Consultation Council meets monthly to:

- Make recommendations to the Chancellor on policy matters, instruction and student services, budget, the integration of planning and resource allocation, and other matters of the district;
- Promote communication and foster an awareness of district-wide perspectives among the students, faculty, classified staff and administration concerning the welfare, growth, and sustainable quality improvement within NOCCCD;
- Identify common areas of concern that require further study and forward these to the appropriate coordinating council or operational group;
- Annually review reports of progress on District Strategic Directions and District Objectives;
- Oversee the development, evaluation and integration of the Comprehensive Master Plan; and
- Monitor compliance with accreditation standards related to district functions.

Membership

Chancellor, Chair

[Administrative Support Manager, Chancellor's Office \(Recording Secretary\)](#)

President, Cypress College

President, Fullerton College

[Provost, North Orange Continuing Education](#)

Vice Chancellor, Educational Services and Technology

Vice Chancellor, Finance and Facilities

Vice Chancellor, Human Resources

~~[Provost, North Orange Continuing Education](#)~~

District Director, Public and Governmental Affairs

~~Administrative Support Manager, Chancellor's Office~~

District Director, ~~Information Services~~Enterprise IT Applications Support and Development

District Director, ~~Equity and Compliance~~Diversity, Culture and Inclusion

President plus 1 designee, Cypress College Academic Senate

President plus 1 designee, Fullerton College Faculty Senate

President plus 1 designee, North Orange Continuing Education Academic Senate

President plus 1 designee, United Faculty Association

President, Adjunct Faculty United

President plus 1 designee, Classified School Employees Association

President, Confidential Employees Group

President, District Management Association

Student Body President or designee, Cypress College

Student Body President or designee, Fullerton College

Student Leader, NOCE

Subcommittees

Recommendations from the following subcommittees are forwarded to the District Consultation Council:

- Council on Budget & Facilities
- District Curriculum Coordinating Committee
- Institutional Effectiveness Coordinating Council
- District Technology ~~Coordinating Council~~Committee

Membership in the subcommittees is identified in April for the next academic year.

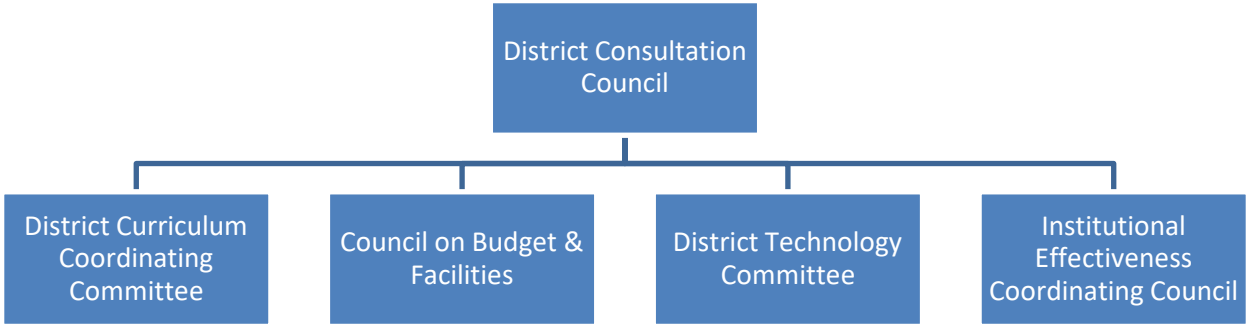
Consultation Council Subcommittees	Purpose	Membership
Council on Budget & Facilities	<ul style="list-style-type: none"> • Make recommendations to District Consultation Council on policies, planning and other matters related to fiscal resources and facilities • Ensure that NOCCCD resources are tied to the District Strategic Plan and the Comprehensive Master Plan • Monitor the NOCCCD’s fiscal solvency • Review budget assumptions • Review NOCCCD 5-year Construction Plan, NOCCCD Space Inventory Report, and NOCCCD scheduled maintenance priorities • Review and discuss implementation of policies related to fiscal resources and facilities • Coordinate practices as needed related to administrative services • Serve as a forum for dialogue on ongoing fiscal and facilities activities and reporting • Review and share information on the state budget including capital outlay funds • Review the draft budget in its developmental stages 	<ul style="list-style-type: none"> • Vice Chancellor, Human Resources (Chair) • Vice Chancellor, Finance and Facilities • Vice Chancellor, Educational Services and Technology • District Director, Fiscal Affairs • VP of Administrative Services – CC and FC • Director <u>Manager</u>, Administrative Services - NOCE • One faculty from each site appointed by the Academic/Faculty Senate– CC, FC, and NOCE • Two representatives appointed by CSEA • United Faculty Representative • Adjunct Faculty United Representative • District Management Association Representative • Confidential Employees Group Representative • One student from each site appointed by Associated Students <u>or other appropriate body for NOCE – CC, and FC, and NOCE</u>
District Curriculum Coordinating Committee	<ul style="list-style-type: none"> • Reviews curriculum prior to being submitted to the Chancellor • Serve as NOCCCD’s highest authority for interpreting Title 5 curricular requirements • Serve as a resource to District Consultation Council on curricular issues 	<ul style="list-style-type: none"> • Vice Chancellor, Educational Services and Technology (<u>non-voting chair</u>) • Two faculty from each site appointed by the Academic/Faculty Senate – CC, FC, and NOCE • Administrative representative of the curriculum committee at each site – CC, FC, and NOCE • Non-voting members: CC, and FC, and NOCE <u>Presidents and NOCE Provost</u>

<p>Institutional Effectiveness Coordinating Council</p>	<ul style="list-style-type: none"> • Make recommendations to District Consultation Council on policies, planning and other matters related to accreditation and mandated reporting • Review and discuss implementation of policies related to research, accreditation and MIS reporting • Coordinate practices as needed related to research, accreditation and MIS reporting • Collaborate on the analysis and interpretation of data • Prepare <u>an annual progress reports</u> to describe progress in achieving the objectives in the District-wide Strategic Plan • <u>IECC meets four times a year (October, November, April, May); additional meetings can be called on an as-needed basis</u> 	<ul style="list-style-type: none"> • Vice Chancellor, Educational Services and Technology (<u>non voting</u> Chair) • Director, Institutional Research & Planning – CC, FC and NOCE • <u>District Director, Research, Planning, and Data Management</u> • District Director, <u>Information ServicesEnterprise IT Applications Support and Development</u> • Two faculty from each site appointed by the Academic/Faculty Senate; at least one of these faculty also serves on the District Consultation Council – CC, FC, and NOCE • Accreditation Liaison Officers from each college - CC and FC • One student from each college appointed by Associated Students <u>or other appropriate body for NOCE – CC, FC, and NOCE–CC and FC</u>
<p><u>District Technology Coordinating CouncilCommittee</u></p>	<p><u>The purpose of the NOCCCD District Technology Committee is to serve in an advisory capacity to faculty, staff and administrators on matters pertaining to instructional, administrative and student services computing, telecommunications, and other technologies. The committee will develop and support the strategic technology plan, policies, procedures and standards for the District and colleges. The committee is responsible for researching, planning, and providing technology solutions to meet the needs of the North Orange County Community College District.</u></p> <p><u>Specifically, DTC serves the following purposes:</u></p> <ol style="list-style-type: none"> <u>1. Develop and recommend District policies, procedures, and standards that:</u> <ol style="list-style-type: none"> <u>a. Address the acquisition and use of technology.</u> <u>b. Ensure the security and business continuity of the District’s business critical systems.</u> 	<ul style="list-style-type: none"> • <u>Vice Chancellor of Educational Services and Technology (non-voting chair)</u> • <u>One faculty from each site – appointed by the Academic/Faculty Senates (3 total)</u> • <u>One representative from each budget center – appointed by the Presidents and by the Chancellor for District Services (4 total)</u> • <u>IT managers from all sites – 5 total</u> • <u>Faculty DE coordinator from each site – 3 total</u> • <u>Campus budget officers and District Fiscal Rep– 4 total</u> • <u>One student from each site – appointed by AS or other</u>

	<p><u>c. Ensure compliance with state and federal laws.</u></p> <p><u>2. Develop and regularly review the District Strategic Technology Plan to ensure that it</u></p> <p><u>a. incorporates leading practices in the District’s use of technology;</u></p> <p><u>b. supports the success of all students through the development and/or acquisition of instructional and student support technologies, including the delivery of instructional media and online instruction and support;</u></p> <p><u>c. aligns with state recommendations and state’s allocation of resources;</u></p> <p><u>d. aligns with the District’s Educational and Facilities Master Plan (EFMP) and the strategic directions and goals contained therein;</u></p> <p><u>e. aligns with the work of the colleges’ planning/budget committees and/or technology committees;</u></p> <p><u>f. addresses licensing responsibility, system and data security, training and education, and project/initiative completion.</u></p> <p><u>3. Promote the use of technology to increase efficiency of District operations, to support teaching, and to enhance student learning.</u></p> <p><u>4. Review technology-related recommendations from the colleges for cost effectiveness and District-wide compatibility.</u></p> <p><u>5. Identify, prioritize, and recommend areas for expansion of technology utilization for the enhancement of instructional programs, student services and the management of the District and colleges.</u></p> <p><u>6. Assess how effectively current technology is being utilized throughout the district and make recommendations for improvement.</u></p> <p><u>7. Advocate for technology resources sufficient to maintain uninterrupted business-critical operations.</u></p> <p><u>8. Advocate for making the use of technology a priority throughout the district for students, faculty and staff where it will improve student success.</u></p> <p><u>9. Provide a structure and process for identifying and evaluating emerging</u></p>	<p><u>appropriate body for NOCE (3 total)</u></p> <ul style="list-style-type: none"> • <u>1 each from Adjunct Faculty United, Confidentials, DMA, and United Faculty - appointed by the named bodies (4 total)</u> • <u>Site based IT technical leads – appointed by CSEA (4 total)</u> • <u>1 VPI rep (rotating) and 1 VPSS rep (rotating) – 2 total</u> • District Director, Information Services (Co-Chair) • Vice Chancellor, Educational Services and Technology (Co-Chair) • Three faculty/staff from each site appointed by the Academic/Faculty Senate – CC, FC, and NOCE • Three representatives appointed by CSEA • Representative appointed by each of the following: <ul style="list-style-type: none"> – United Faculty – Adjunct Faculty United – District Management Association – Confidential Employees Group • One student from each college appointed by Associated Students – CC and FC • One representative from each site appointed by College President and NOCE Provost – CC, FC, and NOCE
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	<p><u>technologies for possible benefit to the District and the colleges.</u></p> <p><u>10. Assure bi-directional communication between end users and IT with regard to technology.</u></p> <p><u>11. 11. Establish and oversee technology focus workgroups as needed.</u></p> <p><u>DTC meets 8 times a year during the primary terms while school is session; additional meetings can be called on an as-needed basis.</u></p> <ul style="list-style-type: none"> • Make recommendations to District Consultation Council on policies, planning and other matters related to technology • Distance Education Vision & Planning • Develop and monitor implementation of the Technology Plan • Prepare an annual progress report on the Technology Plan • Develop instructional technology standards • Review and discuss implementation of policies related to technology • Coordinate practices as needed related to technology • Serve as a forum for dialogue on ongoing technology projects 	
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Coordinating Council Structure



Operating Agreements for District Consultation Council

Protocol

District Consultation Council meetings are open meetings and may be attended by any interested person from the district or the community.

Duties of Members

Members of the District Consultation Council serve as representatives of their constituencies and as such, voice the perspectives of those they represent as well as provide feedback to their colleagues.

Any member may place an item on the agenda, bearing in mind that it should address the stated purpose and activities of the District Consultation Council.

Attendance is mandatory for members of the Council and substitutes are permitted in cases where a regular member is sick or otherwise unavailable. Substitutes have full voting responsibility just like regular members. The Chancellor may appoint an interim member when a position is vacant. Members are expected to be conversant with issues and are expected to engage in discussion and to express the perspectives of the represented constituents. Members are also responsible for keeping constituents informed on matters of the Council and for soliciting input to inform the decision making process.

Resource Personnel

The Council may enlist the assistance of persons with specialized knowledge or expertise to address specific agenda items. Such persons will be identified as "Resource Personnel" on the agenda and may not address any item on the agenda other than their own unless asked to do so by the Council.

Procedures for District Consultation Council

Quorum - A quorum of at least two-thirds of seated members is required for a vote on a recommendation. A simple majority (51%) vote carries. Council members can request super majority (60%) vote on any agenda item, but the request has to be approved by the Council before ~~adoption. Recommendations adoption. -of the District Consultation Council to the Chancellor are developed by consensus.~~

If a recommendation from District Consultation Council requires action by the Board of Trustees, the Chancellor reviews the recommendation and if he/she approves it, forwards it to the Board for their review and approval.

If the Chancellor does not concur with the recommendation, then it is either returned to the Council that developed the recommendation with the Chancellor's feedback for further consideration or it is forwarded to the Board with rationale for disapproval from the Chancellor. In reporting to the Board, the Chancellor will provide a full accounting of the varying points of view and the rationale for the recommendation being presented without prejudice.

If the recommendation from the District Consultation Council is related to an operational issue or other area of responsibility delegated to the Chancellor by the Board, the Chancellor reviews the recommendations and does one of the following:

- Approves the recommendation and directs implementation; or
- Makes minor modifications, directs implementation, and notifies the Council about the minor modification; or
- Returns the recommendation to the Council that developed the recommendation for further consideration.

Minutes

Minutes of District Consultation Council meetings in the form of meeting summaries shall be recorded by a designated recorder and are subject to review and approval by the Council.

These approved summaries are posted online ~~(see the employee tab in myGateway)~~ immediately after the meeting in which these are approved.

NOCCCD Organizational Groups

NOCCCD organizational groups coordinate operational, procedural and policy implementation. The authority for the members of organizational groups is through the assignment of responsibilities on job descriptions and appointment to positions within NOCCCD. Individuals other than those identified on this list are invited to attend meetings to share information or expertise as needed.

Title	Purpose	Membership
Chancellor's Staff	<ul style="list-style-type: none"> • Advise the Chancellor on matters of policy; instruction and student services; budget; the integration of planning and resource allocation; and other matters of the district • Implement and administer policies, procedures and day-to-day operations of the district • Review and discuss implementation of policy decisions made by the Board regarding the operations of the district 	Chancellor (Chair) <ul style="list-style-type: none"> • College/NOCE -Presidents – CC₂ and FC and NOCE • Provost – NOCE • Vice Chancellor, Educational Services and Technology • Vice Chancellor, Finance & Facilities • Vice Chancellor, Human Resources • District Director, Information Services • District Director, Public & Governmental Affairs • Administrative Support Manager, Chancellor's Office
Budget Officers	<ul style="list-style-type: none"> • Review and discuss implementation of policies related to fiscal resources • Develop budget assumptions • Coordinate practices as needed related to fiscal services • Review and share information on NOCCCD and state budgets 	District Director, Fiscal Affairs (Chair) <ul style="list-style-type: none"> • District Manager, Fiscal Affairs • VP, Administrative Services – CC and FC • Director, Administrative Services - NOCE • Bursar – CC and FC
DegreeWorks Management Team	<ul style="list-style-type: none"> • Set policy with regards to the operation and usage of the DegreeWorks application • Review planned usage of DegreeWorks at all campuses • Determine global practices, settings and features for the DegreeWorks application • Request necessary modifications to DegreeWorks application to accommodate the required changes in MIS reporting or other similar needs 	District Director, Information Services (Chair) <ul style="list-style-type: none"> • Vice Chancellor, Educational Services and Technology • Executive V.P. – CC • Vice President, Student Services – FC • Vice President, Instruction – FC • Dean, Admissions and Records – FC and CC

	<ul style="list-style-type: none"> • Ensure that DegreeWorks system configuration and applications usage complies with regulations and Board policies 	<ul style="list-style-type: none"> • Dean, Instruction and Student Services—NOCE • Registrar—FC, CC and NOCE • Manager, SSSP—FC and CC • Counselor, Program Coordinator—FC • Dean, Counseling and Student Development—CC and FC • Manager, IT Applications Support—District • I.T. Project Leader—District • Educational Services and Technology Coordinator—District • Catalog Coordinator—CC and FC • Curriculum Specialist—CC, FC and NOCE
<p><u>District Agenda Committee</u> District Enrollment Management Advisory Committee (DEMAC)</p>	<p><u>Share information about and coordinate agenda items prior to Board of Trustees' meetings</u> Purpose</p> <hr/> <p>The purpose of DEMAC is to improve overall institutional effectiveness in student achievement and fiscal stability. DEMAC operates at a strategic level to focus on the effective and efficient execution of Districtwide enrollment management. DEMAC will inform the development of enrollment strategies to support student success and retention as well as the achievement of the District's annual enrollment goals. DEMAC works in the mode of evidence-based decision-making and helps to cultivate and promote a culture of evidence Districtwide.</p> <p><u>DAC meets twice a month on the Wednesday prior to Board meeting week</u></p> <p>Responsibilities</p> <hr/> <p>Through mutually beneficial collaboration, sharing of information and constructive dialog, the Districtwide Enrollment Management Advisory Committee makes recommendation for improved efficiency, consistency and coordination in enrollment management understanding and practices across the District. The Committee will:</p>	<ul style="list-style-type: none"> • <u>Chancellor (Chair)</u> • <u>College President – CC, FC and NOCE</u> • <u>Vice Chancellor, Educational Services and Technology</u> • <u>Vice Chancellor, Finance & Facilities</u> • <u>Vice Chancellor, Human Resources</u> • <u>District Director, Public & Governmental Affairs</u> • <u>Administrative Support Manager, Chancellor's Office & Recording Secretary to the Board</u> • <u>VP, Instruction – CC, FC & NOCE</u> • <u>VP, Student Services – CC, FC & NOCE</u> • <u>VP, Administrative Services – CC & FC</u> • <u>Director, Administrative Services - NOCE</u> • <u>District Director, Purchasing</u> • <u>District Director, Facilities Planning & Construction</u> • <u>District Director, Grants</u>

	<ul style="list-style-type: none"> • recommend a District definition of enrollment management; • establish and maintain ongoing dialogue regarding Districtwide enrollment management to increase understanding of enrollment funding issues in a systematic, comprehensive manner; • develop and/or promote Districtwide strategic enrollment management best practices; • facilitate the coordination of Districtwide and college/NOCE enrollment management planning; • recommend annual Districtwide initiatives that support the enrollment management plans of the colleges/NOCE; • monitor Districtwide enrollment issues and develop recommendations for addressing issues; • assess and recommend Districtwide policies and procedures as they affect enrollment management, student success, persistence, and retention; • recommend Districtwide initiatives and enrollment management strategies to increase student success, persistence and retention; • recommend Districtwide target marketing, outreach, recruitment, enrollment, financial aid and other strategies to stabilize or increase enrollment; • assess Districtwide progress toward achievement of annual enrollment goals. 	<p><u>Presidents of: Academic/Faculty Senates; United Faculty; Adjunct Faculty United; CSEA; Associated Students (CC and FC); District Management Association; Confidential Employees Group</u></p> <p>The Chancellor co-chairs the Committee with an appointed faculty member; the membership from the sites and constituency groups are as follows:</p> <ul style="list-style-type: none"> • Executive Vice President, Cypress College • Vice President of Instruction, Fullerton College <u>CC, FC, NOCE</u> • Vice President of Student Services <u>CC, FC, NOCE</u>, Fullerton College • Dean of Instruction and Student Services and/or Program Director, NOCE (3) • Dean/Director representative, two each from <u>CC</u> and <u>FC and NOCE</u> • Faculty representatives, <u>CC, FC, NOCE</u> (3 each to be appointed by the Senates) • United Faculty representative (1) • Adjunct Faculty United representative (1) • Classified representatives, <u>CC, FC, NOCE</u> (1 each) • District Management Association representative (1) • District Director, Information Services <u>Enterprise IT Applications Support and Development</u> • District Director, <u>Research, Planning and Data Management</u> • Vice Chancellor, Educational Services and Technology
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		<ul style="list-style-type: none"> • Vice Chancellor, Finance and Facilities • District Director, Research and Planning • Student Representatives, CC, FC, NOCE (1 each)
District Equal Employment Opportunity Advisory Committee	<ul style="list-style-type: none"> • Assist the Vice Chancellor of Human Resources in the development and implementation of NOCCCD’s Equal Employment Opportunity Plan • Formulate and recommend activities to promote diversity, inclusion and multiculturalism throughout NOCCCD • Promote community relations in the area of diversity. 	<p><u>District Director, Equity & Diversity <u>EODiversity and Compliance</u></u> (Chair)</p> <ul style="list-style-type: none"> • Faculty member from the campus diversity committee appointed by the respective Academic/Faculty senates -- CC, FC, and NOCE • Classified employee from the campus diversity committee appointed by CSEA – CC, FC, and NOCE • Administrator from the campus diversity committee appointed by the District Management Association -- CC, FC, and NOCE • Confidential employee appointed by the Confidential Employees Group • District Services employee, appointed by the Chancellor • Student representative appointed by the Associated Students – CC and FC • Student representative appointed by <u>appointed by the Academic Senate</u> - NOCE • Two community representatives appointed by the Chancellor
District Facilities Committee	<ul style="list-style-type: none"> • Review and coordinate implementation of policies related to facilities • Prepare the NOCCCD 5-year Construction Plan, NOCCCD Space Inventory Report, and NOCCCD scheduled maintenance priorities • Prepare and submit IPPs and FPPs for state capital outlay funding 	<p>District Director of Facilities Planning & Construction (chair)</p> <ul style="list-style-type: none"> • VP of Administrative Services - CC and FC • Director of Administrative Services - NOCE • Manager, Maintenance & Operations – CC and FC

<p>District Grants and Resource Development Committee</p>	<ul style="list-style-type: none"> • Discuss grant writing opportunities and determine best practices • Ensure that grants align with the District Strategic Directions and/or the District-wide PerCampus Strategic Plans • Coordinate grant writing activities across the district • <u>Develop data and verbiage for use in grants</u> • <u>Provide grant management program to ensure fiscal compliance</u> • <u>meets quarterly</u> 	<p>District Director, Workforce and Economic Development<u>Grants</u> (Chair)</p> <ul style="list-style-type: none"> • District Director, Fiscal Affairs • Directors, Institutional Research & Planning – CC, FC and NOCE • District Manager, Fiscal Affairs • Dean responsible for Perkins – CC, FC, and NOCE • <u>Foundation Directors or designee representative</u> – CC, FC, and NOCE • <u>CTE Grants Office, CC</u> • <u>Campus Accounting Manager, CCF</u> • <u>Business Office Specialist, CC</u> • <u>Business Office Specialist, FC</u> • <u>Grants and Special Projects Assistant, NOCE</u>
<p>District Services Committee</p>	<ul style="list-style-type: none"> • Coordinate and communicate operational issues and initiatives related to District Services • Develop, implement and monitor a process of administrative unit review for District Services 	<p>Chancellor (Chair)</p> <ul style="list-style-type: none"> • Vice Chancellor, Educational Services and Technology • Vice Chancellor, Finance & Facilities • Vice Chancellor, Human Resources • District Director, Information Services • District Director, Public and Governmental Affairs • Administrative Support Manager, Chancellor’s Office
<p>District Staff Development Committee</p>	<ul style="list-style-type: none"> • Coordinate district-wide staff development initiatives • Identifies priorities for district-wide staff development programs and processes • Implement tools to support staff development • Make recommendations to the Chancellor on allocation of staff development resources 	<p>District Director, Equity and Compliance<u>Professional Development</u> (Chair)</p> <ul style="list-style-type: none"> • Staff Development Committee Chair – CC, FC, and NOCE • Representative from District Management Association, CSEA and Confidential Employees Group • Management Support Representatives –CC, FC, NOCE and District Services

District Technology Roundtable	<ul style="list-style-type: none"> • Coordinate and communicate implementation of technology plans, initiatives, upgrades and operations across NOCCCD • Provide feedback to District Information Services on performance, reliability and training needs with regard to district-wide networking and computing infrastructure • Develop and ensure compliance with district-wide standards for best practices with regard to technology • Recommend processes for systems users • Ensure technology decisions and practices are consistent with board policy and regulations • Coordinate computer hardware and software purchasing to leverage economies of scale and ensure efficiencies across the district 	District Director, Information Services Enterprise IT Applications Support and Development (Chair) <ul style="list-style-type: none"> • Manager, IT Applications Support • Manager, IT Technical Support • Manager/Director, Academic Computing Technologies – CC, FC • Manager, Systems Technology Services – CC, FC and NOCE • Vice Chancellor, Educational Services and Technology – resource member
Educational Technology Steering Team (ETST)	<ul style="list-style-type: none"> • Reviews and assesses the educational technology landscape and reaches a collective vision for the use of educational technology District wide • Reviews and recommends a plan to achieve the educational technology vision District wide that will include a component of District wide training and support in educational technology • Works collaboratively with District IS and campus academic computing departments to collectively resolve technical issues surrounding educational technology use by faculty and students • Provides communication with the TCC regarding: <ul style="list-style-type: none"> ○ District wide educational technology vision ○ District wide educational technology plan ○ Major technical issues and challenges surrounding the use of educational technology by faculty and students 	Vice-Chancellor, Educational Services and Technology (Chair) <ul style="list-style-type: none"> • District Director, Information Services • Distance Education Coordinators – CC, FC, and NOCE • Two (2) Faculty representative – CC, FC, and NOCE • Manager, Systems Technology Services – CC, FC, and NOCE • Instructional and/or Student Services Dean – CC, FC, and NOCE • Student representative – CC, FC, and NOCE
Information Services Steering Committee (formerly Banner Steering	<u>Purpose: Aggregate progress, identify challenges, and coordinate solutions for active and pending DTC approved projects</u>	<u>District Director, Enterprise IT Applications Support and Development (Chair)</u>

Committee)Technology Implementation Committee (TIC)

- ~~Guide the implementation and use of Banner and related systems (Argos, myGateway, Banner Self Service, etc.)~~
- ~~Recommend processes for systems users~~
- ~~Provide advice to District Information Services on maintenance, planned downtime, enhancements, project prioritization, information security and regulatory compliance with regard to these systems~~
- ~~Provide feedback to District Information Services on performance, reliability and training needs~~
- ~~Serve as a clearinghouse for constituent concerns and needs~~
- Discuss and review impact of federal and state reporting requirements

- One faculty from each site – appointed by the Academic/Faculty Senates (3 total)
- Site based IT technical leads – appointed by CSEA (4 total)
- Director, Academic Computing Technologies – CC, FC
- Manager, Systems Technology Services – NOCE
- Director of Enrollment Services – FC, CC, and NOCE
- Director, Financial Aid – FC and CC
- Academic dean – CC and FC (appointed by Presidents)

- Manager, IT Applications Support (Chair)
- ~~Manager, Technical Support~~
 - ~~Dean, A&R – CC and FC~~
 - ~~Dean, Instruction and Student Services – NOCE~~
 - ~~Directors, Financial Aid – CC and FC~~
 - ~~Manager, SSSP – CC, FC and NOCE~~
 - ~~District Manager, Payroll~~
 - ~~District Manager, Human Resources~~
 - ~~District Manager, Fiscal Affairs~~
 - ~~Manager, Systems Technology Services – CC, FC or NOCE (Rotating basis)~~
 - ~~Dean Student Support Services – FC~~
 - ~~Dean, Counseling & Student Development – CC and FC~~
 - ~~Academic Dean – CC and FC appointed by the College Presidents~~
 - ~~Systems Analyst, Applications~~

<p>Information Services Steering Subcommittee: Student Team</p>	<ul style="list-style-type: none"> ● Make recommendations to the Banner Steering Committee regarding the use, upgrades and effectiveness of the Banner Student module ● Guide data entry standards and enforce consistent practices among system users ● Ensure that system configuration and use complies with regulations and board policies ● Communicate technology and process changes 	<ul style="list-style-type: none"> ● Registrar, CC, FC and NOCE Dean, A&R—CC and FC (Chair responsibilities rotate) ● Registrar—FC, CC, and NOCE ● Director, Financial Aid—FC and CC ● Catalog and Schedule Coordinator—FC, CC, and NOCE ● Bursar—CC, FC ● Manager, SSSP—CC, FC and NOCE ● Manager, IT Applications Support ● Academic dean—CC and FC (appointed by Presidents) ● Student Records Coordinator—NOCE ● IT Project Lead—District IS
<p>Information Services Steering Subcommittee: myGateway Steering Committee</p>	<ul style="list-style-type: none"> ● Make recommendations to the Banner Steering Committee regarding the content, use, upgrades and effectiveness of the myGateway portal and mobile applications 	<ul style="list-style-type: none"> Director District, Information Services or designee (Chair) ● Dean, A&R—CC and FC ● Registrar—CC, FC, and NOCE ● Manager, Instructional Technology Services—NOCE ● Staff Development Coordinator—CC ● Manager, Systems Technology Services—FC ● District Director, Human Resources ● Administrative Support Manager, Human Resources ● Distance Education Coordinator—FC ● Campus Directors of Communication—CC, FC and NOCE ● District Director, Public & Governmental Affairs ● Director, Financial Aid—FC ● Librarian—CC or FC ● Manager, IT Applications Support ● Academic Dean appointed by the College President—CC and FC

<p>Information Services Steering Subcommittee: Financial Aid Workgroup</p>	<ul style="list-style-type: none"> • Review changes to state and federal Financial Aid regulations • Determine their impact on district processes and services • Request necessary modifications to Banner system to accommodate the required changes in legislation and regulation • Ensure that system configuration and financial aid practices complies with regulations and Board policies 	<p>Director, Financial Aid—FC (Chair)</p> <ul style="list-style-type: none"> • Director, Financial Aid—CC (Facilitator) • Financial Aid Support Staff—FC • Financial Aid Support Staff—CC • District Manager, Fiscal Affairs—District • Accounting Specialist—District • Manager, IT Applications Support—District • Systems Analyst, Applications—District • IT Specialist, Applications—District
<p>Vice Presidents Council</p>	<ul style="list-style-type: none"> • Reviews issues and concerns that are related to instruction and student support and makes recommendations to resolve these items • Recommends new policies and procedures to the Vice Chancellor, Educational Services and Technology regarding instruction and student support • Provides input regarding: <ul style="list-style-type: none"> ○ District-wide Curriculum Development and Enrollment management ○ District-wide FTES generation ○ District-wide Distance Education plan and goals ○ District-wide Student success initiatives ○ District-wide Career technical education and economic development initiatives ○ District-wide grants and resources development efforts 	<p>Vice Chancellor, Educational Services and Technology (Chair)</p> <ul style="list-style-type: none"> • Executive Vice President, Cypress College • Vice President of Instruction; Fullerton College <u>CC, FC and NOCE</u> • Vice President of Student Services – <u>CC, FC and NOCE, Fullerton College</u> • Dean of Instruction and Student Services, Anaheim Campus, NOCE • Dean of Instruction and Student Services, Cypress Campus, NOCE • Dean of Instruction and Student Services, Wilshire Campus, NOCE • <u>District Director, Research, Planning and Data Management</u>

~~The Research departments across the District work collaboratively to coordinate the research activities. For many years, there has been a Research/IS Team composed of the research staff from the campuses and District Information Services to do the collaboration, training, and improve the decision support environment across the District. The growth in the need to coordinate the activities, to eliminate duplicative work and to share a Data Warehouse technology environment District wide, has created the need for an expanded governance~~

structure. As a result, the Research Team/IS needs to be re-configured into two committees. One, titled the Knowledge Management Team to handle issues of policy, priority, and strategic direction (organizational group) and a second, the Decision Support Implementation Team to manage operational and implementation issues.:

Title	Purpose	Membership
Knowledge Management Team	<ul style="list-style-type: none"> ● Establish overall direction and development activities for the Data Warehouse data-sharing environment in light of strategic objectives and operational needs ● Map out business processes ● Identify gaps in information ● Profile decision makers and identify their needs for information ● Determine policy regarding the use of the Data Warehouse and research tools including security ● Obtain resources ● Collaborate on research activities/projects to avoid duplication of effort across the District, improve capacity for research, and promote evidence-based decision-making culture 	<ul style="list-style-type: none"> ● District Director, Research and Planning (Chair) ● Director, Research and Planning – CC, FC, NOCE ● District Director, Information Services ● District Manager, IT Applications Support ● District Manager, IT Technical Support ● Dean, Admissions & Records ● Other members as needed ● Monthly meetings
Decision Support Implementation Team	<ul style="list-style-type: none"> ● Function as the Scrum Development Team for the Data Warehouse and decision support products ● Coordinate the development/enhancement of the District Data Warehouse environment ● Ensure smooth operation of the District Data Warehouse ● Identify datasets and tools to be included in the District Data Warehouse ● Implement changes to the District Data Warehouse ● Implement security measures needed to ensure data is protected 	<ul style="list-style-type: none"> ● District Director, Research and Planning (Co-Chair) ● District Manager, IT Applications Support (Co-Chair) ● Data Quality Analyst ● Project Lead Information Services ● Research department staff – CC, FC, NOCE ● MIS Analyst – CC, FC NOCE ● Others, as needed, depending on project ● Weekly meetings

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NOCCCD Meeting Calendar for Governance and Organizational Groups

NOCCCD Governance Groups are identified in [blue](#).

This Organizational Group meets as needed: District Equal Employment Opportunity Advisory Committee.

Monday	Tuesday	Wednesday	Thursday	Friday
First week of the month				
<ul style="list-style-type: none"> - District Technology Roundtable <i>telephone-Online meeting</i> - Financial Aid Workgroup - Districtwide Enrollment Management Advisory Committee 	<ul style="list-style-type: none"> - District Facilities Committee 	<ul style="list-style-type: none"> - Chancellor's Staff/District Agenda Committee - Student Team 	<ul style="list-style-type: none"> - District Grants & Resource Development 	
Second week of the month				
<ul style="list-style-type: none"> - District Technology Roundtable <i>telephone-online meeting</i> - Council on Budget & Facilities - Vice Presidents Council 	<ul style="list-style-type: none"> - Budget Officers - District Staff Development - Knowledge Management Team 	<ul style="list-style-type: none"> - Chancellor's Staff - Information Services Steering Committee - Vice Presidents Council 	<ul style="list-style-type: none"> - District Services Committee - Vice Presidents Council 	<ul style="list-style-type: none"> - District Curriculum Coordinating Committee
Third week of the month				
<ul style="list-style-type: none"> - District Technology Roundtable - online meeting 	<ul style="list-style-type: none"> - District Facilities Committee - District Technology Roundtable 	<ul style="list-style-type: none"> - Student Team - Chancellor's Staff 		

- Institutional Effectiveness Coordinating Council	- District Technology Coordinating Council Committee				
Fourth week of the month					
- District Technology Roundtable telephone-online meeting - District Consultation Council	- Budget Officers - District Staff Development	- Chancellor's Staff myGateway Steering Committee -	- Educational Technology Steering Team		

Appendices

California Code of Regulation for Collegial Consultation

Academic Senate: Title 5, Section 53203

[https://govt.westlaw.com/calregs/Document/I6FD671F0D48411DEBC02831C6D6C108E?contextData=\(sc.Search\)&rank=1&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad70f70000015020907f474fe96af8%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d\(sc.Default\)&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_T1=5&t_T2=53203&t_S1=CA+ADC+s](https://govt.westlaw.com/calregs/Document/I6FD671F0D48411DEBC02831C6D6C108E?contextData=(sc.Search)&rank=1&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad70f70000015020907f474fe96af8%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d(sc.Default)&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_T1=5&t_T2=53203&t_S1=CA+ADC+s)

[https://govt.westlaw.com/calregs/Document/I6050FC434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I6050FC434C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

Academic Senate: Title 5, Section 53206

[https://govt.westlaw.com/calregs/Document/I751B6470B6CB11DFB199EEE3FF08959C?contextData=\(sc.Search\)&rank=1&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad70f700000150209276df4fe96be0%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d\(sc.Default\)&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_T1=5&t_T2=53206&t_S1=CA+ADC+s](https://govt.westlaw.com/calregs/Document/I751B6470B6CB11DFB199EEE3FF08959C?contextData=(sc.Search)&rank=1&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad70f700000150209276df4fe96be0%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d(sc.Default)&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_T1=5&t_T2=53206&t_S1=CA+ADC+s)

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Faculty: Title 5, Section 51023

[https://govt.westlaw.com/calregs/Document/I6A03BB50B6CB11DFB199EEE3FF08959C?contextData=\(sc.Search\)&rank=1&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad70f700000150208e87c64fe96a44%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d\(sc.Default\)&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_T1=5&t_T2=51023&t_S1=CA+ADC+s](https://govt.westlaw.com/calregs/Document/I6A03BB50B6CB11DFB199EEE3FF08959C?contextData=(sc.Search)&rank=1&originationContext=Search+Result&navigationPath=Search%2fv3%2fsearch%2fresults%2fnavigation%2fi0ad70f700000150208e87c64fe96a44%3fstartIndex%3d1%26Nav%3dREGULATION_PUBLICVIEW%26contextData%3d(sc.Default)&list=REGULATION_PUBLICVIEW&transitionType=SearchItem&listSource=Search&viewType=FullText&t_T1=5&t_T2=51023&t_S1=CA+ADC+s)

[https://govt.westlaw.com/calregs/Document/I5F3700C34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5F3700C34C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

Staff: Title 5, Section 51023.5

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[https://govt.westlaw.com/calregs/Document/I5F3CA6134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5F3CA6134C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

Students: Title 5, Section 51023.7

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[https://govt.westlaw.com/calregs/Document/I5F4531934C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/calregs/Document/I5F4531934C6911EC93A8000D3A7C4BC3?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

NOCCCD Board Policies

Board Policy 2510 Participation in Local Decision-making

http://www.nocccd.edu/files/2510bpfinalrevisedc-staff11-26-14referenceonly_20571.pdf

Board Policy 2200 Board Duties and Responsibilities

http://www.nocccd.edu/files/2200bpfinalrevisedc-staff11-26-14referenceonly_60598.pdf

Board Policy 2430 Delegation of Authority to Chancellor

http://www.nocccd.edu/files/2430bpfinalrevisedc-staff11-26-14referenceonly_20278.pdf

Board Policy 5400 Associated Students

http://www.nocccd.edu/files/5400bp_062005_87474.pdf

NOCCCD Administrative Procedures

Administrative Procedure 2510 Participation in Local Decision-making

http://www.nocccd.edu/files/2610ap_20654.pdf

https://nocccd.edu/files/2510bpfinalrevisedbot-2019-05-14_47265.pdf

Board Policies are available online at:

<http://www.nocccd.edu/policies-and-procedures>

NOCCCD IT Governance Framework, Policy and Proposed Revisions

Cherry Li-Bugg

Spring 2021

Background

NOCCCD's IT Governance comprises of the leadership, organizational structures, and decision-making processes to ensure that NOCCCD's IT capabilities continue to sustain and extend the District's strategic directions and goals. The NOCCCD IT Governance structure specifies decision rights and an accountability framework that supports the District's mission, including:

- Appropriate accountability for IT initiatives
- Transparency - IT plans and investments are made visible beyond their origination points
- Adoption of a broad District-wide view
- A willingness to share and use IT leading practices across the District
- Entrepreneurial spirit and creativity in applying IT
- Participants understanding the value of the governance process and actively participating in it

Framework of NOCCCD IT Governance

One framework to organize ideas and thoughts related to the IT governance structure is with the use of the three questions of Why, What, How.

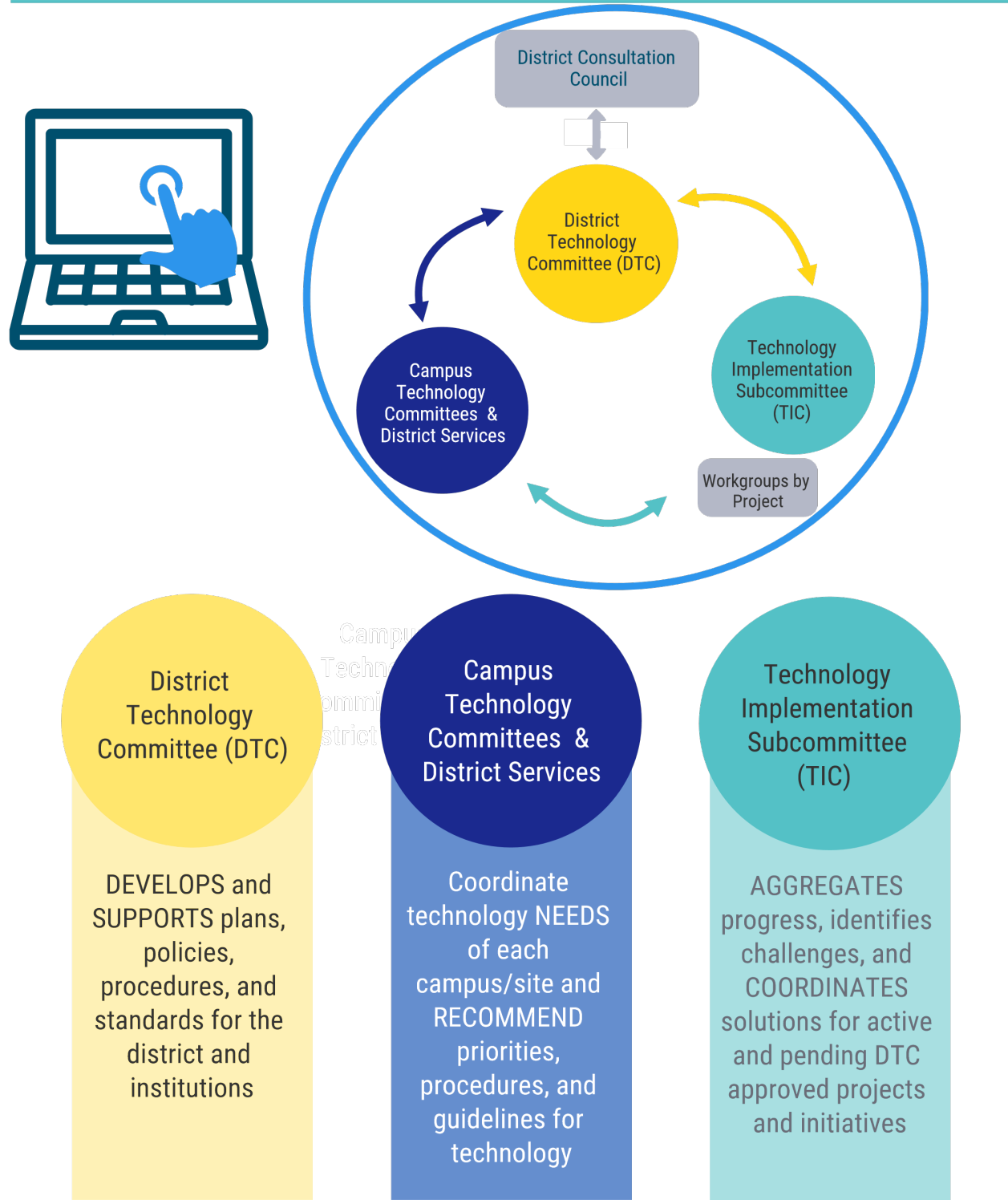
Why: The why of IT governance has to do with the big picture in terms of IT strategic planning, IT policies and IT standards. We propose slotting the District Technology Committee (DTC) in this role. The major charge for DTC is to develop and support plans, policies, procedures, and standards for the District and its institutions.

What: The what of IT governance has to do major initiatives/projects as they are outlined in the IT strategic plan. We recommend DTC for this role as well. DTC is the ultimate venue in adjudicating the IT priorities for the whole District and reports to the District Consultation Council for its actions and planning.

How: The how of IT governance has to do with action details in the implementation of the IT strategic plan. We propose the use of the Subcommittee, Campus Teams and working groups to accomplish action outcomes.

The infographic below is a visual representation of the why, what and how process flow for NOCCCD IT governance.

Proposed IT Governance Structure



Prepared by NOCCCD Educational Services and Technology May 2021

As illustrated by the infographic, we propose three categories of Subcommittees:

1. Campus Technology Committees and District Services – these four groups are to coordinate technology NEEDS of each campus/site and RECOMMEND priorities, procedures, and guidelines for technology implementation
2. Technology Implementation Subcommittee (TIC) AGGREGATES progress, identifies challenges, and COORDINATES solutions for active and pending DTC approved projects and initiatives.
3. Ad Hoc Workgroups: these working groups can be formed and dissolved as needed based on topic/project.

The Subcommittee (TIC), just like DTC, works the entire spectrum of information technology from academic computing to online/distance education to enterprise systems and solutions such as Banner to infrastructure and support. As such, it has the ability to form working groups on an as-needed basis. Our vision of the working groups is that these groups are formed to deal with specific action items arising from planning and implementation of IT plans, projects and initiatives. The working groups have no set meeting schedule and can be formed and dissolved with the action items. In this proposed structure, the current District Technology Roundtable (DTR), for example, can be structured as a working group instead of a regularly constituted committee. To further illustrate, the DTR group is currently involved in planning and conducting Implementation analysis for the M365 consolidation project. Under this framework, the group would meet to address this topic. Otherwise, the group would be dormant.

The information below provides more details on the purpose, membership and decision-making processes of the District Technology Committee and the Technology Implementation Subcommittee.

District Technology Committee (DTC)

Purpose:

The purpose of the NOCCCD District Technology Committee is to serve in an advisory capacity to faculty, staff and administrators on matters pertaining to instructional, administrative and student services computing, telecommunications, and other technologies. The committee will develop and support the strategic technology plan, policies, procedures and standards for the District and colleges. The committee is responsible for researching, planning, and providing technology solutions to meet the needs of the North Orange County Community College District.

Specifically, DTC serves the following purposes:

1. Develop and recommend District policies, procedures, and standards that:
 - a. Address the acquisition and use of technology.
 - b. Ensure the security and business continuity of the District's business critical systems.
 - c. Ensure compliance with state and federal laws.

2. Develop and regularly review the District Strategic Technology Plan to ensure that it
 - a. incorporates leading practices in the District's use of technology;
 - b. supports the success of all students through the development and/or acquisition of instructional and student support technologies, including the delivery of instructional media and online instruction and support;
 - c. aligns with state recommendations and state's allocation of resources;
 - d. aligns with the District's Educational and Facilities Master Plan (EFMP) and the strategic directions and goals contained therein;
 - e. aligns with the work of the colleges' planning/budget committees and/or technology committees;
 - f. addresses licensing responsibility, system and data security, training and education, and project/initiative completion.
3. Promote the use of technology to increase efficiency of District operations, to support teaching, and to enhance student learning.
4. Review technology-related recommendations from the colleges for cost effectiveness and District-wide compatibility.
5. Identify, prioritize, and recommend areas for expansion of technology utilization for the enhancement of instructional programs, student services and the management of the District and colleges.
6. Assess how effectively current technology is being utilized throughout the district and make recommendations for improvement.
7. Advocate for technology resources sufficient to maintain uninterrupted business-critical operations.
8. Advocate for making the use of technology a priority throughout the district for students, faculty and staff where it will improve student success.
9. Provide a structure and process for identifying and evaluating emerging technologies for possible benefit to the District and the colleges.
10. Assure bi-directional communication between end users and IT with regard to technology.
11. Establish and oversee technology focus workgroups as needed.

Membership:

- One faculty from each site – appointed by the Academic/Faculty Senates (3 total)
- One representative from each budget center – appointed by the Presidents and by the Chancellor for District Services (4 total)
- IT managers from all sites – 5 total
- Faculty DE coordinator from each site – 3 total
- Campus budget officers and District Fiscal Rep– 4 total
- One student from each site – appointed by AS or other appropriate body for NOCE (3 total)

- 1 each from Adjunct Faculty United, Confidentials, DMA, and United Faculty - appointed by the named bodies (4 total)
- Site based IT technical leads – appointed by CSEA (4 total)
- 1 VPI rep (rotating) and 1 VPSS rep (rotating) – 2 total
- Vice Chancellor of Educational Services and Technology serves the non-voting chair

Special Guidelines, Parameters, and/or Resources:

1. The committee will invite resource members as needed to provide subject matter expertise and input on specific agenda items.
2. Decision Making:
 - a. Quorum - A quorum of at least two-thirds of seated members and at least two (2) individuals from each college is required for a vote on a recommendation.
 - b. The District Technology Committee will obtain agreement of all three academic senates for issues that touch on academic senate purview* as outlined in Board Policy 2510, Participation in Local Decision Making.
 - c. DTC will work closely with CBF and DCC on technology funding recommendations.
3. Meeting Schedule: Once a month while school is session; 8 meetings per year

Communication:

The Technology Plan, policies, standards, and procedures will be posted to the District website for sharing with all District staff.

Subcommittees of DTC

Technology Implementation Committee (TIC)

Purpose: Aggregate progress, identify challenges, and coordinate solutions for active and pending DTC approved projects

Membership:

- One faculty from each site – appointed by the Academic/Faculty Senates (3 total)
- Site based IT technical leads – appointed by CSEA (4 total)
- District Director, IT Infrastructure & Operations
- District Director, Enterprise Applications Support and Development
- Manager, Systems Technology Services – CC, FC and NOCE
- Director of Enrollment Services – FC, CC, and NOCE
- Director, Financial Aid – FC and CC
- Academic dean – CC and FC (appointed by Presidents)
- Program Director – NOCE (appointed by the President)

- District Director, Research, Planning and Data Management - District Services
We recommend the Chair of TIC be elected by members and that it rotates.

Meeting Frequency: Once a month while school is session; 8 meetings per year

Campus Technology Committees and District Services

An example of a campus technology committee is from Cypress College:

The Cypress College Campus Technology Committee (CTC) is a campus committee following a shared governance committee model guided by input from ad hoc committees representing focused technological interests. CTC Recommendations reflect the campus as a whole and support the Cypress College Strategic Plan.

Coordinate the campus's technology needs with the goals of Cypress College planning documents, including, but not limited to, the Educational Master Plan, the Strategic Plan, the Student Services Master Plan, the Distance Education Plan, and the Campus Technology Plan.

- Coordinate a shared vision of the utilization of technology to facilitate learning.
- Gather information, needs, and concerns from special interest groups.
- Promote the effective and efficient use of technology.
- Develop technological partnerships among campus programs and departments.
- Seek to avoid unnecessary duplications to technology.
- Recommend procedures and guidelines for the use of campus technology. Recommend priorities for using technological resources (funding, staff, hardware, software, etc.) submitted to PBC and PAC.

Campus specific technology recommendations and implementations will come to DTC as information via the campus technology committees. DTC will review the information as needed for District-wide compatibility and compliance. If issues surface on compatibility and compliance topics, DTC will refer the projects back to the campus technology committee for resolution. DTC is not slotted to approve campus specific project unless and until it becomes a District-wide project. The following two examples can provide further illustration of the process:

- Civitas Illume – In 2017, Cypress College was interested in adopting this solution for predictive analytics and student success. Conversations were held with the other two campuses and neither Fullerton nor NOCE were interested in adopting the same solution. Cypress College proceeded with implementation of Civitas Illume with no participation by the other two campuses. This became a Cypress-only project and was successful.

- StarFish by Hobson – All three campuses had been assessing the efficacy and feasibility of this solution for a couple of years prior to Fullerton College making a firm commitment in the fall of 2020. Cypress and NOCE were interested but not ready at that time. It was Board approved as a Fullerton-only project. However, both Cypress and NOCE conducted further demos and assessment and will be ready to sign on in the fall of 2021 or spring 2022 at the latest. This has the potential to become a District-wide project in 2022-23 if DTC approves it as such.

Workgroups by Topic

Purpose: Ad hoc workgroups are formed to create a venue for discussions on topics deemed by NOCCCD to require timely and concentrated district-wide energy. These groups perform specific functions that benefit the entire district. Ad hoc workgroups function for a specific purpose for a limited period of time. Membership in an ad hoc workgroup is either voluntary or by appointment. Since these groups are formed as needed and discontinued when the project is completed, there is no description of the membership and purpose in these workgroups in this document. Examples of recent workgroups include the following:

- Financial Aid (Regulations and IT Configurations)
- Network Refresh Implementation Advisory Committee

We recommend reconstituting the current student team as an ad hoc workgroup as well. Current members of the student team can be called upon to serve on a workgroup based on topic. For instance, for ongoing work on digital transcripts or attendance accounting coding in the schedule, current student team members and others can serve on these workgroups to provide input and contribute to issue resolution.

District-wide IT Projects and Costs

Currently, TCC is working with CBF and DCC to approve a permanent funding source for District-wide IT Projects. One of the contentions is the perceived lack of a transparent decision-making process to prioritize and fund District-wide IT projects. Under this structure, DTC will be tasked to prioritize and make funding recommendations of District-wide IT projects. In the StarFish example provided above, it will be up to DTC to decide if the District needs to turn it into a District-wide project, funded by the District-wide funding source, i.e. all four budget centers contributing to the funding source. TCC has reviewed the draft IT Service Delivery Evaluation Form (Appendix A). Once this updated IT governance structure is approved, DTC can conduct further review of the evaluation form and approve a final version for use in the prioritization of District-wide IT Projects.

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: March 13, 2023

From: Byron D. Clift Breland, Chancellor

Re: Agenda Item for District Consultation Council Meeting of March 27, 2023

1. AGENDA ITEM NAME

Revised Board Policies & Administrative Procedures – Continuous Review Cycle

- **AP 6250, Budget Management**
- **BP 6340, Bids and Contracts**

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only		Second Reading	X
Review/Discussion		Action	X
First Reading		Consent Agenda Item	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **10 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

The BPs and APs were revised to reflect changes per the Community College League of California (CCLC) Policy and Procedure Legal Updates and revisions recommended by Jane Wright, CCLC Consultant. Both items were presented to DCC on February 27 and return for additional discussion.

5. RECOMMENDATION:

It is recommended that upon DCC consensus, revised AP 6250 be posted on the District website and revised BP 6340 be forwarded to the Board for their consideration.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

CCLC Legal Updates Service and CCLC Consultant

AP 6250 Budget Management

Reference

Title 5 Sections 58305, 58307, [and](#) 58308

1.0 Total amounts budgeted as the proposed expenditure for each major classification of expenditures shall be the maximum expended for that classification for the academic year, except as specifically authorized by the Board of Trustees.

~~Budget transfers that meet the following criteria will be taken for ratification at each Board Business Meeting:~~

- ~~• All transfers involving the Board Policy Contingency~~

2.0 Transfers may be made from the reserve for contingencies to any expenditure classification by written resolution of the Board of Trustees, and must be approved by a two-thirds vote of the members of the Board.

3.0 Transfers may be made between expenditure classifications by written resolution of the Board of Trustees, and may be approved by a majority of the members of the Board.

4.0 Excess funds must be added to the general reserve of the District, and are not available for appropriation except by resolution of the Board of Trustees setting forth the need according to major classification.

See Board Policy 6200, Budget Preparation; Administrative Procedure 6200, Budget Preparation; Board Policy 6250, Budget Management; Board Policy 6300, Fiscal Management; and Administrative Procedure 6300 Fiscal Management.

Date of Adoption: February 12, 2002

BP 6340 Bids and Contracts

Reference:

Education Code Sections 81641 et seq.;
Public Contracts Code Sections 20103.7, 20112, 20650 et seq., and 22000 et seq.;
Government Code Section 53060;
ACCJC Accreditation Standard III.D.16;
WASC/ACS Criterion 8, Indicators 8.2 and 8.3;
2 Code of Federal Regulations Part 200.318;
Title 5 Sections 59130 et seq.

- 1.0 The Board of Trustees delegates to the Vice Chancellor, Finance & Facilities, or District Director, Purchasing the authority to enter into contracts on behalf of the District and to establish administrative procedures for contract awards and management, subject to the following:
 - 1.1 Contracts are not enforceable obligations until they are ratified by the Board of Trustees.
 - 1.2 Contracts for work to be done, services to be performed, or for goods, equipment, or supplies to be furnished or sold to the District that exceed the amounts specified in Public Contracts Code Section 20651 shall require prior approval by the Board.
 - 1.3 When bids are required according to Public Contracts Code Section 20651, the Board of Trustees shall award each such contract to the lowest responsive, responsible bidder who meets the specifications published by the District and who shall give such security as the Board of Trustees requires, or reject all bids.
 - 1.4 When the District determines that, according to Public Contract Code Section 20651.7, it can expect long-term savings through the use of life-cycle cost methodology, the use of more sustainable goods and materials, and reduced administrative costs, the District may select and award the contract based on best value. The bidder shall give such security as the Board of Trustees requires and may reject all bids.
 - 1.5 When the Chancellor, in consultation with the Vice Chancellor, Finance & Facilities or District Director, Purchasing, determines that, the District can obtain a contract for goods or services through the California Community Colleges Chancellor's Office CollegeBuys Program for the Procurement of Goods and Services for Community College Districts at a lower price upon the same terms, conditions and specifications, the Vice Chancellor, Finance & Facilities or District Director, Purchasing may proceed with the contract without conducting a formal bidding process.
- 2.0 In addition, positions included under ~~Board Policy~~ Administrative Procedure 6150, Designation of Authorized Signatures, have been authorized to enter into agreements with certain restrictions.
- 3.0 If the Vice Chancellor, Finance & Facilities, or District Director, Purchasing, concludes that the best interests of the District will be served by pre-qualification of bidders in accordance with Public Contracts Code Section 20651.5, pre-qualification may be conducted in

BP 6340 Bids and Contracts

accordance with procedures that provide for a uniform system of rating on the basis of a questionnaire and financial statements.

- 4.0 If the best interests of the District will be served by a contract, lease, requisition, or purchase order through any other public corporation or agency in accordance with Public Contracts Code Section 20652, the Vice Chancellor, Finance & Facilities, is authorized to proceed with a contract.

[See Administrative Procedure 6150, Designation of Authorized Signers.](#)

Date of Adoption: February 12, 2002

Date of Last Revision: August 9, 2017 Chancellor's Staff (Reference only)
September 14, 2016 Chancellor's Staff
June 23, 2015
May 14, 2014, Chancellor's Staff

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: March 15, 2023

From: Byron D. Clift Breland, Chancellor

Re: Agenda Item for District Consultation Council Meeting of March 27, 2023

1. AGENDA ITEM NAME

Revised BP 7240 Management Employees and Revised AP 7120-4, Management Employee Hiring

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only		Second Reading	
Review/Discussion		Action	X
First Reading	X	Consent Agenda Item	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **10 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

At the March 14 Board meeting, trustees reviewed BP 7240 and noted that section 4.2 should be revised to ensure consistency between the Board Policy, AP 7120-4, and current practice. The Board suggested that the language in section 4.2 be revised to read, "The Vice Chancellors and Presidents shall be appointed by the Chancellor with the advice and final approval of the Board of Trustees" and suggested that language in AP 7120-4, section 9.5 would also need to be revised.

5. RECOMMENDATION:

It is recommended that upon DCC consensus, the revised AP 7120-4 be posted on the District website and revised BP 7240 be forwarded to the Board for their consideration.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

Board of Trustees

BP 7240 Management Employees

Reference:

**Education Code Sections 72411 et seq., 87002(b), 87457- 87460;
Government Code Section 3540.1(g) and (m)**

- 1.0 Management employees are those employees of the District who are designated as "Management" by the Board of Trustees in accordance with the Educational Employees Relations Act of the State of California and are exempt under the Fair Labor Standards Act. The management positions designated by the Board of Trustees are the Executive Officers of the District and those positions set forth on the Management Salary Schedule and the Temporary Special Project Administrator Daily Rate Schedule.
- 2.0 Academic management employees (educational administrators) are those management employees who are employed in an academic position designated by the Board of Trustees as having direct responsibility for supervising the operation of or formulating policy regarding the instructional or student services programs of the colleges or District.
- 3.0 Classified management employees are those management employees who are not employed as academic management employees (educational administrators). The probationary period for classified management employees shall be one year.
- 4.0 **Executive Officers of the District**
 - 4.1 The following management employees are designated by the Board of Trustees as the Executive Officers of the District:
 - 4.1.1 The Chancellor, who shall serve as the Executive Secretary to the Board of Trustees.
 - 4.1.2 Vice Chancellors.
 - 4.1.3 ~~College~~ Presidents.
 - 4.1.4 ~~Provost of North Orange Continuing Education.~~
 - 4.2 The Chancellor shall be appointed by the Board of Trustees consistent with California State statutes. The Vice Chancellors, College and Presidents, ~~and Provost of North Orange Continuing Education~~ shall be appointed by the Board upon recommendation from the Chancellor, **with the advice and final approval of the Board of Trustees.**
 - 4.3 The Executive Officers shall be employed by contract for specified lengths of services, as determined by the Board of Trustees, not to exceed four (4) years.
 - 4.3.1 The terms of the employment contracts shall include, but not be limited to, the duration of the contract, work year, salary, fringe benefits, transportation allowance, vacation, and holidays.
 - 4.3.2 The Chancellor's contract may be extended annually upon approval of the Board of Trustees. The contracts with the Vice Chancellors, College and

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~~Presidents, and Provost of North Orange Continuing Education~~ may be extended annually upon recommendation of the Chancellor, submission of their performance reviews, and approval of the Board [of Trustees](#).

- 4.3.3 The initial employment contract for any Executive Officer and any amendments thereto must be signed by the President of the Board of Trustees and the Executive Officer employed by the contract.
- 4.3.4 Unless provided otherwise by the terms and conditions of an employment contract or specifically excluded, the policies and administrative procedures of the Board of Trustees that are generally applicable to regular management employees of the District shall apply to the Executive Officers.

5.0 District Reorganization and Reassignment Rights

- 5.1 The Board of Trustees reserves the right to determine the management structure of the District and to reorganize and reassign management positions within the District.
- 5.2 Reassignment of Academic Management Employee to Faculty Position: The Board of Trustees may reassign an academic management employee to a faculty position for reasons satisfactory to the Board.
 - 5.2.1 The management employee shall be given written notice of the reassignment by the Board [of Trustees](#). Where the management employee is serving under a contract of employment, the term of which is longer than one year, notice shall be given at least six months in advance of the expiration of the contract unless the terms of the contract provide otherwise. For every other management employee, notice of the reassignment shall be given on or before March 15.
 - 5.2.2 A management employee receiving notice of reassignment to a faculty position shall be entitled to receive, upon request, a written statement of the reasons for the reassignment.
 - 5.2.3 The decision of the Board [of Trustees](#) to reassign shall be final.

See Administrative Procedures:

- AP 7240-1 Management Employees - Workweek; Teaching by Managers
- AP 7240-2 Management Employees - Holidays
- AP 7240-3 Management Employees - Vacation Plan
- AP 7240-4 Management Employees - Leaves
- AP 7240-5 Management Employees - Personnel Files
- AP 7240-6 Management Employees - Professional Growth and Development Program
- AP 7240-7 Management Employees - Evaluation ~~[Under Construction]~~
- AP 7240-8 Management Employees - Academic Management Employee Retreat Rights; Classified Management Employee

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- AP 7240-9 Management Employees - Layoff and Bumping Rights
Disciplinary Action
- AP 7240-10 Management Employees - Salary Provisions
- AP 7240-11 Management Employees - Complaint Process
- AP 7240-12 Management Employees - Proposals by District Management Association
Regarding Employee-Related Issues
- [AP 7240-13 Management Employees Classification Review](#)

Date of Adoption: May 27, 2008

Date of Last Revision: November 28, 2017

AP 7120-4 Management Employee Hiring

Reference:

Education Code Sections 87100, et seq., 87400 and 88003;
Title 5 California Code of Regulations Section 53024
ACCJC Accreditation Standard III.A.1;
WASC/ACS Criterion 2, Indicator 2.4; Criterion 3, Indicators 3.1 and 3.2

- 1.0 **Application:** This procedure shall apply to the selection of administrators for regular management positions within the North Orange County Community College District. This procedure shall not apply to the selection of temporary special project administrators.
- 2.0 **Allocation of Administrative Positions:** The need for administrator hiring and administrative staff allocations shall be determined by the Chancellor, in consultation with the executive officers of the District, taking into consideration local College and District staffing recommendations and procedures developed in accordance with established planning processes, District-wide planning needs and budgetary considerations.
- 3.0 The Office of Diversity shall review the composition of the search committee and may require the committee to select alternate committee members to ensure a diverse committee composition to allow a variety of perspectives in the assessment of applicants. If it is determined that alternate committee members are required, the search committee chair and Executive Officer will be notified, and the appropriate constituency group(s) will be consulted to provide alternate committee member(s) that will satisfy 5 CCR § 53024. If the committee disagrees with the determination, the Chancellor will be consulted to provide the final determination and approval of the search committee composition.
 - 3.1 Diversity: For the purpose of this procedure, diversity is defined as outlined in the District's EEO Plan.
- 4.0 **Search Committee Composition**
 - 4.1 Chancellor: The search committee (committee) for the position of Chancellor shall be determined by the Board of Trustees and shall include representation broadly reflective of the District's constituencies and will include an Equal Employment Opportunity/Diversity representative. (See AP 2431, Chancellor Selection.)
 - 4.2 President/Vice Chancellor (Executive Officers): The committee for the position of President or Vice Chancellor shall be comprised of the following:
 - 4.2.1 The Vice Chancellor of Human Resources or designee.
 - 4.2.2 Two (2) management representatives selected by the District Management Association.
 - 4.2.3 Four (4) management representatives selected by the Chancellor, broadly reflective of the Campus or District community, as appropriate.
 - 4.2.4 One (1) faculty representative selected by the United Faculty.
 - 4.2.5 One (1) faculty representative selected by the Adjunct Faculty United.

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- 4.2.6 Five (5) faculty representatives selected by the campus Academic/Faculty Senate or one (1) from each Senate, for a total of three (3), for the Vice Chancellor recruitment.
- 4.2.7 Two (2) classified representatives selected by California School Employees Association (CSEA).
- 4.2.8 One (1) confidential representative selected by the Confidential Employees Group.
- 4.2.9 One (1) student representative selected by the respective Associated Student Body/Student Leadership Program (NOCE) for the President recruitment or one from each Associated Body/Student Leadership Program (NOCE), for a total of three (3), for the Vice Chancellor recruitment.
- 4.2.10 One (1) community representative selected by the Chancellor (optional).
- 4.2.11 A non-voting Equal Employment Opportunity/Diversity representative selected by the Chancellor.
- 4.3 Vice President/Dean: The committee for the position of Vice President or Dean shall be comprised of the following:
 - 4.3.1 Two (2) management representatives selected by the District Management Association.
 - 4.3.2 Three (3) management representatives selected by the President broadly reflective of the campus community.
 - 4.3.3 One (1) faculty representative selected by the Adjunct Faculty United.
 - 4.3.4 One (1) faculty representative selected by the United Faculty.
 - 4.3.5 Three (3) faculty representatives selected by the campus Academic/Faculty Senate for the Vice President recruitment or four (4) faculty representatives selected by the campus Academic/Faculty Senate for the Dean recruitment.
 - 4.3.6 Two (2) classified representatives selected by CSEA.
 - 4.3.7 One (1) student representative selected by the Associated Student Body/Student Leadership Program (NOCE).
 - 4.3.8 One (1) community representative selected by the President (optional).
 - 4.3.9 A non-voting Equal Employment Opportunity/Diversity representative selected by the President.

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4.4 Other Administrator Positions

- 4.4.1 The committees for other administrator positions shall be determined by the appropriate Executive Officer and supervising administrator using the appropriate consultation process. The committee shall include representatives of applicable constituencies related to the nature of the position.
- 4.4.2 The committees for other administrator positions shall include a non-voting Equal Employment Opportunity/Diversity representative selected by the Executive Officer.

5.0 **Responsibilities of Search Committee Members**

5.1 Responsibilities of All Committee Members

- 5.1.1 Committee members shall be active participants in all aspects of the search process, with certain exceptions for a student representative (per 5.1.4 and 8.3) and replacement committee member (per 8.3). This includes, but is not limited to the following:
 - 5.1.1.1 Completion of training identified by Human Resources to meet the employment objectives of the District, which includes equal employment opportunity; diversity, equity, inclusion, and anti-racism in the search process; and standard search committee procedures.
 - 5.1.1.2 Development of evaluative criteria and interview questions.
 - 5.1.1.3 Development of protocol for performance tests, if conducted.
 - 5.1.1.4 Evaluation and rating of applicants.
 - 5.1.1.5 Interviewing of candidates.
 - 5.1.1.6 Recommendation of finalists.
- 5.1.2 Committee members and administrative support staff assigned to assist the committee shall sign a confidentiality agreement and maintain strict confidentiality throughout the entire search process and after the process is completed.
- 5.1.3 A committee member who fails to participate in applicant material evaluation and all interviews shall be removed from the committee with the exception of the student representative.
- 5.1.4 A student representative serving on the committee may participate in one or more of the activities below after completion of required search committee training (per 5.1.1.1):

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- 5.1.4.1 Development of evaluative criteria, interview questions and protocol for performance tests, if conducted.
- 5.1.4.2 Evaluation, rating, and selection of candidates to be interviewed.
- 5.1.4.3 Interviewing of candidates and recommendation of finalists.
- 5.1.4.4 Final interviews of candidates with campus Executive Officers.

5.2 Responsibilities of Committee Chair

- 5.2.1 The committee chair shall be responsible for the following:
 - 5.2.1.1 Ensuring compliance with District policies and procedures in conjunction with the search process.
 - 5.2.1.2 Convening and conducting committee meetings, with reasonable consideration to the schedules of committee members.
 - 5.2.1.3 Reviewing applicant demographic data in relation to availability data; consult with the Office of Human Resources, if needed.
 - 5.2.1.4 Coordination of candidate interviews.
 - 5.2.1.5 Communicating with applicants, as required.
 - 5.2.1.6 Maintaining committee records (includes the collection and submission of all committee materials to the Office of Human Resources).
 - 5.2.1.7 Maintaining communication with the Office of Human Resources during all phases of the search process to update applicant workflows in the applicant tracking system.
 - 5.2.1.8 Ensuring the equity, diversity, and inclusion qualifications and criteria are meaningfully applied.
 - 5.2.1.9 Performing other duties determined by agreement with the committee.
- 5.2.2 The hiring site will be responsible for providing clerical assistance to the chair.
- 5.2.3 The chair may be removed for nonperformance of duties specified in this section, by mutual agreement of the Executive Officer and a majority of the members of the search committee.

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5.3 Responsibilities of the Equal Employment Opportunity/Diversity Representative

- 5.3.1 The Equal Employment Opportunity (EEO)/Diversity Representative shall ensure that no candidate is discriminated against on the basis of race, color, gender, gender identity, sexual orientation, religion, national origin, age, disability, veteran, or marital status (for the most current categories review the unlawful discrimination policy) and shall serve as the committee liaison to the Executive Officer, with responsibility for reporting noncompliance.
- 5.3.2 The EEO/Diversity Representative shall ensure that all equity, diversity, and inclusion qualifications and criteria are meaningfully applied throughout the evaluation process.
- 5.3.3 Any allegation of noncompliance shall be investigated by the District Director, EEO and Compliance, Office of Human Resources and reported to the Executive Officer, who shall take appropriate corrective action, if warranted.
- 5.3.4 At the first committee meeting, the EEO/Diversity Representative shall review and discuss with the committee the EEO/Diversity Representative Checklist related to implicit bias in the search process.
- 5.3.5 The EEO/Diversity Representative will be a non-voting member of the committee. The EEO/Diversity Representative shall not be a direct report of the hiring manager conducting the search.

6.0 Development and Distribution of Job Announcement

6.1 Development of Job Announcement

- 6.1.1 The job announcement for the position shall be developed by the Office of Human Resources in collaboration with the hiring manager and the search committee, and shall include the following information:
 - 6.1.1.1 The position title.
 - 6.1.1.2 The major duties of the position as specified in the approved District job description, which shall also include the following statement: "Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff."
 - 6.1.1.3 The qualifications for the position, which shall include the minimum qualifications for service as required by law, and/or such other qualifications as established by the District.
 - 6.1.1.4 The desirable qualifications for the position, which would clearly render the applicant better able to perform the job, but which

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are not required for satisfactory performance. Desirable qualifications must be bona fide occupational qualifications, which are specific and directly reflective of the evaluative criteria to be utilized in the selection process.

6.1.1.5 The required diversity minimum qualification; the required diversity desirable qualification; and a minimum of one (1) additional diversity desirable qualification, as approved by the Office of Human Resources.

6.1.2 The job announcement shall be reviewed by the committee chair for final approval.

6.1.3 The Office of Human Resources shall review the job announcement for accuracy, clarity, and consistency with legal requirements and District policy, and shall prepare and publish a final job announcement, which shall include complete information regarding the application procedure and requirements.

6.2 Distribution of Job Announcement

6.2.1 The Office of Human Resources, in consultation with the committee chair, shall determine the closing date for the position such that the job announcement will be distributed at least three weeks prior to the closing date.

6.2.2 The Office of Human Resources will advertise and distribute position announcements, as practicable and appropriate, to include diverse advertising sources and networks.

7.0 Application Requirements

7.1 Applications shall be submitted electronically through the District's applicant tracking system.

7.2 A complete online application must include the following:

7.2.1 Completed application, certified by the applicant.

7.2.2 Cover letter which demonstrates how the candidate's knowledge and expertise apply to the position.

7.2.3 Resume of education and professional experience.

7.2.4 Academic transcripts, when applicable (unofficial transcripts may be submitted with application or at the finalist phase, per the job announcement; candidates selected for employment will be required to provide official transcripts prior to the first day of service).

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- 7.2.5 Documentation of required licenses/certificates (unofficial documentation may be submitted with application or at the finalist phase, per the job announcement; candidates selected for employment will be required to provide official documentation prior to the first day of service).
- 7.2.6 Additional requirements may be requested by the committee, including, but not limited to, the following:
 - 7.2.6.1 Current letters of recommendation.
- 7.3 Except for letters of recommendation, required application materials must be submitted through the District's applicant tracking system to be considered complete. Applicants shall bear the sole responsibility for ensuring that applications are complete when submitted. Application materials submitted outside of the applicant tracking system or after the closing date of the job announcement (with the exception of letters of reference) will not be accepted. Examination of application materials for completeness will be the responsibility of the Office of Human Resources.
- 7.4 Applicants who are interested in more than one position must submit a separate and complete online application for each position.

8.0 Search Committee Operating Procedures

- 8.1 The initial meeting of the committee shall be convened by the Executive Officer or designee. The committee shall establish the decision-making process and the level of agreement required to act, particularly with respect to the selection of final candidates.
- 8.2 The committee members, in consultation with the Executive Officer or designee, shall select a chair from among the committee membership.
- 8.3 With the exception of the student representative, no additions or replacements to the committee membership shall be made subsequent to the first scheduled candidate interview. If a replacement is made prior to the first candidate interview, the replacement committee member must participate in all aspects of the search process, except for 5.1.1.2 and 5.1.1.3 (optional for replacement committee members). Student representatives may participate in any phase of the search process (per 5.1.4).
- 8.4 The committee shall develop the following for use in evaluating applicants which shall be approved by the Office of Human Resources prior to consideration of applicant materials by the committee:
 - 8.4.1 Evaluative criteria, interview questions, and diversity, equity, and inclusion competencies, to be evaluated throughout the search process.
 - 8.4.2 Protocol for an administrative demonstration, writing sample, and/or other performance indicators appropriate for the position.

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8.4.3 Parameters for conducting interviews and if conducted, administration of performance tests.

8.5 Initial Evaluation of Applications

8.5.1 After the job announcement has closed, the Office of Human Resources shall examine each applicant's materials for completeness and analyze the demographics of the initial applicant pool compared to the availability data. If approved by Human Resources, the applicant pool will be released to the chair. Incomplete applications will not be considered.

8.5.2 If the applicant pool is not approved by Human Resources, the Vice Chancellor of Human Resources or designee will make recommendations that may include extending the application deadline (repost), increasing recruitment efforts, or cancelling the recruitment. If the recruitment efforts have offered an opportunity for participation of a wide diversity of potential applicants or further recruitment efforts would be futile, Human Resources will notify the Chair to move forward in the search process.

8.5.3 Once the applicant pool is released to the chair, those remaining in the applicant pool shall be independently assessed by each member of the committee using their established evaluative criteria.

8.5.4 Committee members shall avoid any discussion of ratings, rankings, or recommendations of the applicants until independent evaluations of all applicants have been completed and entered into the District's applicant tracking system by each committee member.

8.5.5 The committee will then discuss the ratings and evaluate the merits of the applicants to determine if there is an adequate and qualified pool with which to continue the selection process.

8.5.5.1 If the pool is deemed adequate by the committee, the committee shall proceed with the selection of candidates for interview.

8.5.5.2 If the pool is not deemed adequate by the committee or the Office of Human Resources, the committee shall discuss the matter with the Executive Officer or designee, who shall determine the action to be taken after consultation with the committee.

8.5.6 If adverse impact is found at any phase in the applicant review process, Human Resources may remove any nonessential qualifications that may have caused the adverse impact; extend the recruitment; or close the recruitment (per Title 5, sections 53023 and 53024).

8.5.7 The Office of Human Resources shall analyze (on an annual basis) the applicant pool demographics of those who initially applied compared to the demographics of those who are minimally qualified, selected for interview, and hired to determine if adverse impact exists.

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8.6 Selection of Candidates for Interview

8.6.1 The committee shall determine an initial pool of potential candidates for interview. Prior to scheduling of interviews, the committee chair or committee designee shall notify the Vice Chancellor of Human Resources or designee of the recommended interview candidates so that Human Resources can ensure they all possess the required experience and qualifications for the position.

8.6.2 After determination of the candidates cleared for interview pursuant to section 8.6.1, the committee chair shall:

8.6.2.1 Notify the committee regarding the candidates cleared for interview.

8.6.2.2 Establish an interview schedule and notify the candidates to be interviewed.

8.6.2.3 Notify each interview candidate with information detailing the interview appointment time and place, a map and parking permit, and other appropriate materials.

8.6.3 The Office of Human Resources will notify the candidates not selected for interview.

8.7 Interview and Performance Tests

8.7.1 The circumstances of each interview and performance test, if conducted, shall be as similar as is practicable and provided to all interview candidates.

8.7.2 Each committee member shall independently assess each candidate using the criteria developed by the committee.

8.7.3 Committee members shall avoid any discussion of ratings, rankings, or recommendations of the candidates until all interviews and performance tests, if conducted, have been completed and independent evaluations have concluded.

8.8 Selection of Finalists

8.8.1 The committee chair shall lead the discussion, which shall focus on the strengths and weaknesses of the candidates to determine those to be recommended as finalists to the supervising administrator. The committee chair or committee designee shall provide a list of the finalists to the Office of Human Resources.

8.8.2 Through the District's applicant tracking system, the Office of Human Resources will conduct reference checks, verify educational minimum qualifications, and any additional required qualifications for the selected finalist(s) and provide the results to the committee chair and/or designee.

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- 8.8.3 The committee chair and/or designee conduct a verbal reference check of the finalist(s) with a Supervisor, which shall include investigation of professional experience and personal qualities relevant to performance in the position.
- 8.8.4 The supervising administrator, committee chair, and/or the appropriate Executive Officer may conduct independent reference checks and interviews of the finalist(s).
- 8.8.5 The supervising administrator will recommend to the appropriate Executive Officer the finalist to be offered the position. Where the position is at the salary level of Dean or above, final recommendation of the finalist to be offered the position will be determined by the Executive Officer in consultation with the Chancellor. If approved, the supervising administrator shall notify the successful finalist (offer contingent upon the successful completion of a background check and any District employment requirements) and confirm the finalist's acceptance. Upon notification by the supervising administrator that a finalist has accepted the position, the committee chair or Executive Officer shall notify the Office of Human Resources. The employment of the finalist will not be authorized until approved by the Board of Trustees (BP 7110, section 2.0). The Office of Human Resources will notify the remaining candidates.
- 8.8.6 In the event the successful finalist does not accept the offer of employment the supervising administrator, in consultation with Human Resources, shall determine the next action to be taken.
- 8.8.7 In the event the new hire does not continue employment within six (6) months of their hire date, the supervising administrator in consultation with Human Resources may select a finalist from the original recruitment.

9.0 Executive Officer Positions

- 9.1 The Board of Trustees may employ a search consultant to administer the search process for executive officer positions. The provisions of section 8.1 notwithstanding, where the Board elects to retain a search consultant, the Board may designate the consultant as chair of the committee. Consultants must have the ability to recruit diverse applicants and support an equity-minded search process.
- 9.2 Campus forums and/or site visits may be conducted as part of the search process for executive officer positions.
 - 9.2.1 If a site visit is conducted as part of the search process for the Chancellor position, the Board of Trustees shall determine the composition of the visiting team, which shall include one or more members of the committee.
 - 9.2.2 If a site visit is conducted as part of the search process for an executive officer position other than the Chancellor, the composition of the visiting team shall be determined by the Chancellor. The visiting team shall include

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at least two members of the committee who shall be from different constituencies.

- 9.3 The Chancellor's Staff will interview finalists for executive officer positions and provide feedback to the Board of Trustees for the Chancellor position, and to the Chancellor for other executive officer positions.
- 9.4 The Board of Trustees will interview finalists for the Chancellor position and make a final decision regarding the candidate to be offered the position.
- 9.5 The Board of Trustees will interview finalists for all other executive officer positions, ~~and, in consultation with the Chancellor, make a final decision regarding the candidate to be offered the position.~~ **The Vice Chancellors and Presidents shall be selected by the Chancellor with the advice and final approval of the Board of Trustees.**

See Board Policy 7110, Authority to Hire.

Date of Adoption: May 27, 2003

Date of Last Revision: January 23, 2023 District Consultation Council
September 25, 2017 District Consultation Council
September 14, 2016 Chancellor's Staff
February 23, 2015 District Consultation Council
July 28, 2008 (correction to section 5.1.1)
February 12, 2008

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: March 13, 2023

From: Byron D. Clift Breland, Chancellor

Re: Agenda Item for District Consultation Council Meeting of March 27, 2023

1. AGENDA ITEM NAME

Revised BP/AP 4020, Program and Curriculum Development

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only		Second Reading	
Review/Discussion		Action	X
First Reading	X	Consent Agenda Item	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **10 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

In October 2021, as part of the continuous review cycle revisions, DCC requested that the District Curriculum Coordinating Committee review and provide input regarding BP/AP 4020, Program and Curriculum Development. The campus curriculum committees and the academic/faculty senates went through a detailed review and vetting process and brought their recommendations to the District Curriculum Coordinating Committee (DCCC) for review and approval last fall. DCCC, having approved the version reviewed and approved by the campuses and as a subcommittee of DCC, is bringing the BP/AP for DCC review and approval.

5. RECOMMENDATION:

It is recommended that upon DCC consensus, the revised AP 4020 be posted on the District website and revised BP 4020 be forwarded to the Board for their consideration.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

Campus Curriculum Committees, Academic and Faculty Senates, and District Curriculum Coordinating Committee

BP 4020 Program and Curriculum Development

Reference:

Education Code Sections 70901(b), 70902(b), and 78016;
Title 5 Sections 51000, 51022, [55002.5](#), 55100, 55130, and 55150;
U.S. Department of Education regulations on the Integrity of Federal Student Financial Aid Programs under Title IV of the Higher Education Act of 1965, as amended;
34 Code of Federal Regulations Sections 600.2, 602.24, 603.24, and 668.8;
ACCJC Accreditation Standards II.A and II.A.9
WASC/ACS Criterion 1, Indicator 1.6 and Criterion 4, Indicator 4.2

- 1.0 The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency.
- 2.0 Although curriculum proposals may originate at any point within the District, it is recognized that curriculum changes and new course proposals generally flow from the departmental level through the division to other points within the approval process.
- 3.0 Each college and the North Orange Continuing Education shall be responsible for adherence to its own intra-curricular process.
- 4.0 On completion of the campus process, curricular items will be presented to the District Curriculum Coordinating Committee by the appropriate curriculum committee chair or designee.
- 5.0 The Vice Chancellor, Educational Services & Technology, shall, in consultation with the faculty, establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance. Furthermore, these procedures shall include:
 - 5.1 Appropriate involvement of the faculty and Academic Senate in all processes.
 - 5.2 Regular review [and justification](#) of programs and courses ~~and~~ [descriptions](#).
 - 5.3 Opportunities for training for persons involved in aspects of curriculum development.
 - 5.4 Consideration of job market and other related information for [career and technical education](#) ~~vocational and occupational~~ programs.
- [6.0 The Board of Trustees encourages the District to develop and offer programs and curricula in ethnic studies, programs and curricula that infuse a global perspective into the curricular offerings, and programs and curricula that include instruction on the perspectives of persons with low socioeconomic status in the topic.](#)**
- [7.0](#) Definition of a Unit of Credit: Courses shall grant units of credit based upon a relationship specified by the Board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. Each course requires a minimum of three hours of student work per week, per**

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unit, including class time and/or demonstrated competency, for each unit of credit, prorated for short-term, laboratory, and activity courses.

~~87.0~~ All new courses, programs, and program discontinuances shall be approved by the Board of Trustees unless this authority is delegated to the Chancellor.

~~98.0~~ After Board approval, all new courses that are not part of an existing approved program and all new programs shall be submitted to the Office of the Chancellor for the California Community Colleges for approval as required.

9.1 Individual degree-applicable credit courses offered as part of a permitted educational program shall be approved by the Board of Trustees.

9.2 Non-degree-applicable credit and degree-applicable courses that are not part of an existing approved program must satisfy the conditions authorized by Title 5 regulations and shall be approved by the Board of Trustees.

~~109.0~~ Credit Hour: Consistent with federal regulations applicable to federal financial aid eligibility, the District shall assess and designate each of its programs as either a “credit hour” program or a “clock hour” program.

~~109.1~~ The Vice Chancellor, Educational Services & Technology, will establish procedures, which prescribe the definition of “credit hour” consistent with applicable Title 5 and federal regulations, as they apply to community college districts.

~~109.2~~ The Vice Chancellor, Educational Services & Technology, shall establish procedures to assure that curricula in the District comply with the definition of “credit hour” or “clock hour,” where applicable. The Vice Chancellor, Educational Services & Technology, shall also establish procedures for using a clock-to-credit hour conversion formula to determine whether a credit hour program is eligible for federal financial aid. The conversion formula is used to determine whether such a credit-hour operation has an appropriate minimum number of clock hours of instruction for each credit hour it claims.

See Administrative Procedure ~~AP~~ 4020, Program and Curriculum Development.

Date of Adoption: June 22, 2004

Date of Last Revision: November 28, 2017
October 25, 2016
November 25, 2014
August 7, 2012 Chancellor’s Staff
November 22, 2011
June 14, 2005

AP 4020 Program and Curriculum Development

Reference:

**Education Code Section 70902(a);
Title 5 Sections 51021, 51022, [55000](#) et seq. [and 55100 et seq](#);
[34 Code of Federal Regulations Part 600.2](#);
[ACCJC Accreditation Standards II.A](#);
[U.S. Department of Education regulations on the Integrity of Federal Student
Financial Aid Programs under Title IV of the Higher Education Act of 1965, as
amended](#);
WASC/ACS Criterion 1, Indicator 1.6 and Criterion 4, Indicator 4.2**

1.0 Curriculum Review

1.1 The curriculum review process at each college and North Orange Continuing Education (hereafter referred to as “NOCE”) shall at a minimum be in accordance with all of the following:

1.1.1 Each college and NOCE will establish a Curriculum Committee. Membership structure of the Curriculum Committee will be mutually agreed upon by the college administration and the Academic Senate at each college and NOCE .

1.1.2 The Academic Senates at each college and NOCE delegates to the Curriculum Committee, without forfeiting its rights or responsibilities under Title 5 Section 53200-53204, the responsibility to establish prerequisites, corequisites, [and](#) advisories on recommended preparation, and certain limitations on enrollment using the curriculum review process.

1.1.3 Each college’s and NOCE’s Curriculum Committee also reviews the course and prerequisites in a manner that meets each of the requirements under Title 5 Section 55002, and those specified in each institution’s curriculum review process.

2.0 **Program Review:** As a regular part of the program review process or at least every six years, each college and NOCE shall review prerequisites, corequisites, or advisories to establish that each is still supported by the faculty in the discipline or department and by the Curriculum Committee and is still in compliance with all other provisions of this administrative procedure and with the law. Any prerequisite or corequisite that is successfully challenged under Title 5, Section 55003, subsections (p) and (q) shall be reviewed promptly thereafter to assure that it is in compliance with all other provisions of this administrative procedure and the law.

3.0 **Instructor’s Formal Agreement to Teach the Course as Described:** Instructors will be provided with a copy of the approved course outline of record for all courses to which they are assigned. By accepting employment with the District, faculty agree to teach in accordance with the course outline, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite.

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4.0 Review of Individual Courses

- 4.1 Once a prerequisite or corequisite has been established according to each college's and NOCE's procedures, students will be prevented from enrolling in courses unless they have met the prerequisite or corequisite.
- 4.2 Levels of Scrutiny: Prerequisites and corequisites must meet the requirements of Administrative Procedure 4260, [Prerequisites, Corequisites, and Advisories](#).

5.0 **Advisories on Recommended Preparation:** Each college and NOCE may recommend that a student meet a standard of readiness at entry only if recommended by the faculty in the discipline or department and by the Curriculum Committee. Such recommended standards of readiness are called advisories.

6.0 District Curriculum Approval Process

6.1 General Policy: Although curriculum proposals may originate at any point within the District, it is recognized that curriculum changes and new course proposals generally flow from [faculty at](#) the departmental level through the division to other points within the approval process.

6.2 Campus Curriculum Committee: Each campus and North Orange Continuing Education shall be responsible for the development and adherence to its own intra-curricular process. On completion of that process, curricular items will be presented to the District Curriculum Coordinating Committee (DCCC) by the appropriate curriculum committee chair or designee.

6.3 District Curriculum Coordinating Committee (DCCC)

6.3.1 Voting Membership

6.3.1.2 Two faculty each from Fullerton College, Cypress College, and North Orange Continuing Education, the selection process to be determined by the academic senates. One of these representatives shall be designated as the lead faculty member of the delegation, as determined by the academic senates, for the purpose of efficient communication.

6.3.1.3 A management representative of the curriculum committee from each institution.

6.3.2 Non-Voting Membership: ~~The college president~~ [Presidents](#) from Fullerton College, Cypress College, and ~~the Provost of the~~ North Orange Continuing Education all serve ex officio.

6.3.3 Chairperson

6.3.3.1 The Vice Chancellor, Educational Services & Technology, shall be a non-voting chair of the DCCC. It shall be the responsibility of the chair to:

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- 6.3.3.1.1 Prepare the agenda, and to schedule meetings in consultation with and review by the lead faculty member from Fullerton College, Cypress College, and North Orange Continuing Education.
 - 6.3.3.1.2 Assemble and distribute data relative to agenda.
 - 6.3.3.1.3 Prepare and distribute minutes of the DCCC meetings.
 - 6.3.3.1.4 Prepare and distribute curriculum materials for Board of Trustees approval.
- 6.3.4 Mission and Purpose
- 6.3.4.1 The mission and purpose of the District Curriculum Coordinating Committee (DCCC) is to:
 - 6.3.4.1.1 Ensure that Cypress College, Fullerton College, and NOCE curriculum complies with all relevant legal requirements (Title 5 California Education Code, etc.).
 - 6.3.4.1.2 Coordinate Cypress College, Fullerton College, and NOCE curricula to facilitate student access and success.
 - 6.3.4.1.3 Support and facilitate consistency and compatibility of Cypress College, Fullerton College, and NOCE curriculum while respecting institutional uniqueness [and identity](#).
 - 6.3.4.1.4 Facilitate efficient processing of curriculum at the District level.
 - 6.3.4.1.5 Address other matters of curriculum as determined appropriate by the voting membership of the DCCC, in consultation with the academic senates.
- 6.3.5 Procedures
- 6.3.5.1 The DCCC shall meet once a month during the regular semesters of the colleges and NOCE.
 - 6.3.5.1.1 Additional meetings may be called by the Vice Chancellor, Educational Services & Technology, at the request of the campus academic senates or campus administration.

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- 6.3.5.2 Staff members are welcome to attend DCCC meetings as resources.
- 6.3.5.3 Prior to submittal to the Board of Trustees for approval, summaries of curricula must be submitted for review and recommendation by the DCCC. This includes all new curricula, deletions and major revisions.
 - 6.3.5.3.1 The DCCC shall review curriculum to ensure the following:
 - 6.3.5.3.1.1 Compliance with all relevant legal requirements, including, but not limited to, fees, course repeatability, distance education provisions and course numbering provisions;
 - 6.3.5.3.1.2 Utilization of the approved Fullerton/ Cypress Class Size Planning and Resource Document in consideration of class size, with additional discipline and/or course specific justification, and in recognition that not every course will fit the categories on the document;
 - 6.3.5.3.1.3 Appropriateness of lecture/lab and unit designations, tied to pedagogical methodology and other curricular considerations determined by the campus curriculum approval process;
 - 6.3.5.3.1.4 Compliance with established safety guidelines;
 - 6.3.5.3.1.5 Support [for](#) course articulation with four-year colleges and universities.
 - 6.3.5.3.2 Minor curriculum revisions, including textbook updates, minor revisions to course content that do not change the overall scope of the course, changes in schedule description and mandated course reviews that do not have significant changes, will be approved by the colleges and NOCE and implemented according to campus curriculum approval process.
- 6.3.6 Curriculum Recommendations
 - 6.3.6.1 Prior to submittal to the DCCC, all curricula shall be reviewed in accordance with local campus procedures.

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- 6.3.6.2 Upon DCCC review of proposals for curriculum revision, and approval by majority vote for new curriculum and deletion proposals, curriculum shall be forwarded by the campuses to the Board of Trustees for approval through the Office of the Vice Chancellor, Educational Services and Technology.
- 6.3.6.2.1 If submitted new curriculum or deletion proposals are not recommended by a majority vote of the DCCC, the Vice Chancellor, Educational Services & Technology, shall inform representatives of the appropriate campus of the rationale in writing and request that faculty address the concerns.
- 6.3.6.2.2 Curriculum advanced by the campuses for DCCC review and recommendation shall first be approved by the local curriculum committee.

7.0 Commitment to Diversity, Equity, and Inclusion: The District shall support and encourage faculty development of programs and curricula that infuse an inclusive and anti-racist perspective into the curricular offerings, and programs and curricula that include instruction from the perspective of racially minoritized, historically marginalized, and underrepresented people.

See Board Policy 4020, Program and Curriculum Development.

Date of Adoption: June 22, 2004

Date of Last Revision: September 25, 2017 District Consultation Council
September 14, 2016 Chancellor's Staff
March 23, 2015 District Consultation Council

DISTRICT CONSULTATION COUNCIL

Agenda Item Submittal Form

Date: March 13, 2023

From: Byron D. Clift Breland, Chancellor

Re: Agenda Item for District Consultation Council Meeting of March 27, 2023

1. AGENDA ITEM NAME

Revised AP 5070, Attendance

2. AGENDA ITEM ACTION (Please check all that apply.)

Information Only		Second Reading	
Review/Discussion		Action	X
First Reading	X	Consent Agenda Item	

3. ESTIMATED TIME REQUIRED FOR PRESENTATION/DISCUSSION: **10 minutes**

4. BRIEF NARRATIVE SUMMARY OF AGENDA ITEM:

Over the past couple of years, Title 5 regulations on student attendance accounting have changed. In response, the 320 Workgroup reviewed NOCCCD’s administrative procedure on attendance. The previous version of AP 5070 included details on the computation of FTES for specific attendance accounting methods. Rather than having to update AP 5070 with each change to attendance accounting computations, the 320 Workgroup recommended updating the language of the AP to reflect general compliance with the CCCC and Title 5 regulations instead. The revised AP 5070 reflects this broader compliance language and clarifies the positions within the District responsible for preparing, reporting, and certifying the CCFS 320 apportionment reports.

5. RECOMMENDATION:

It is recommended that upon DCC consensus, revised AP 5070 be posted on the District website.

6. OTHER PEOPLE CONSULTED, INFORMED OR ATTENDING MEETING ABOUT THIS ITEM:

320 Workgroup

AP 5070 Attendance

Reference:

Title 5 Sections 58000 et seq.

[California Community Colleges Chancellor's Office Student Attendance Accounting Manual \(SAAM\)](#)

1.0 Attendance Accounting Procedures

~~1.0~~**1.1** The term length of each **primary** college semester shall be 16 weeks [for the credit colleges and 18 weeks for the noncredit institution.](#)

~~2.0~~**1.2** The number of **instructional** days in each academic year shall be [no fewer than](#) 175 days.

~~3.0~~**1.3** The ~~computation of~~ total full-time equivalent students (FTES) attendance shall be computed as defined in Title 5 ~~Section 58003.4~~ according to [the type of course, the way the course is scheduled, the length of the course, and appropriate applicable](#) census dates, [or positive-attendance methodology for applicable courses.](#)

~~3.1~~ The units of FTES for credit courses scheduled coterminously with the term, exclusive of independent study and work experience education courses, shall be computed by multiplying the student contact hours of active enrollment as of Monday of the weeks nearest to one fifth of the length of the term by the term length multiplier (16) and divided by 525.

~~3.2~~ For credit courses scheduled to meet for five or more days and scheduled regularly with respect to the number of hours during each scheduled day, but not scheduled coterminously with the college's primary term established pursuant to section 1.0, or scheduled during the summer or other intersession, the units of FTES, exclusive of independent study and work experience education courses, shall be computed by multiplying the daily student contact hours of active enrollment as of the census days nearest to one fifth of the length of the course by the number of days the course is scheduled to meet and divided by 525.

~~3.3~~ For credit courses scheduled to meet for fewer than five days, and all credit courses scheduled irregularly with respect to the number of days of the week and the number of hours the course meets on the scheduled days, the units of FTES exclusive of independent study and work experience education courses, shall be computed by dividing actual student contact hours of attendance by 525.

~~3.4~~ For all open entry/open exit courses and for all noncredit courses otherwise eligible for state aid, the units of full time equivalent student shall be computed by dividing actual student contact hours of attendance by 525.

~~3.5~~ For independent study and work experience education courses:

~~3.5.1~~ For credit courses, for purposes of computing FTES only, one weekly student contact hour shall be counted for each unit of credit for which a student is enrolled in one of those courses. The FTES of those courses

AP 5070 Attendance

~~shall be computed by multiplying the units of credit for which students are enrolled as of the census day prescribed in subsection 3.1, as appropriate for the primary term or intersession and duration for which the course is scheduled by the term length multiplier (16) and divided by 525.~~

~~3.6 Notwithstanding previous subsections of this section, the units of FTES for any credit course other than independent study and work experience education courses shall be computed by dividing the actual student contact hours of attendance by 525.~~

~~4.0~~2.0 The Dean of Admissions and Records, and the Director of Institutional Research from each college the [The Directors of Institutional Research in collaboration with the Offices of Admissions and Records and Enrollment Services](#) shall verify compliance with prescribed State [California Community Colleges](#) Chancellor's Office procedures for reporting attendance according to valid census dates, [or positive attendance](#), and FTES calculations for all credit [and noncredit](#) classes.

~~4.1 FTES will be reported for periods July 1 to December 31 and between July 1 and April 15 for the current academic year.~~

~~4.2 Annual FTES will be reported by July 1 for the previous academic year.~~

2.1 [In compliance with deadlines from the California Community Colleges Chancellor's Office, the campus Directors of Institutional Research will be responsible for reporting of FTES for their respective college in the state online portal. The District Director of Fiscal Affairs will enter districtwide data and will certify the CCFS 320 apportionment reports for the District in compliance with the published deadlines.](#)

~~4.3~~2.2 [The Offices of Admissions and Records and Enrollment Services in collaboration with the Directors of Institutional Research will provide](#) support documentation and attendance data ~~will be available~~ for verification and audit purposes.

~~4.4~~2.3 Reported FTES will include attendance of student contact hours while students are actively enrolled and engaged in educational activities required of students and while the students are under the immediate supervision and control of an academic employee of the District authorized to render service in the capacity and during the period in which ~~he or she~~ [they](#) served.

~~5.0~~3.0 Regular attendance is expected of every student. Attendance at the first class meeting is strongly recommended and any student not attending the first class meeting may be dropped by the instructor.

~~5.3~~1 Specific procedures regarding student attendance and absences [in compliance with Title 5](#) are published in the college catalog.

Date of Adoption: June 14, 2005
Date of Last Revision February 24, 2014 District Consultation Council