

IRVINE VALLEY COLLEGE

**PLANNING AND DECISION-MAKING
MANUAL**

March 2017 Update

Irvine Valley College Vision

Irvine Valley College is a premier educational institution that provides students avenues for success through exceptional services and dynamic partnerships.¹

Irvine Valley College Mission

Irvine Valley College is committed to student success. The college is devoted to student learning and success through exemplary and integrated teaching and support services, effective stewardship, and continued accessibility in a diverse community.¹

Fulfilling this mission and achieving our vision depends on strategic planning and effective decision-making. The strategic planning process has resulted in the development of institutional goals, objectives, and action steps. The collective purpose of the college committee structure is to implement these institutional goals. The Planning and Decision-Making Manual (PDM) was developed to promote and sustain planning, participation, and effective decision-making at Irvine Valley College. The PDM describes how all members of the college and district community are involved in the strategic planning and decision-making processes by clearly delineating the roles and responsibilities of all constituent groups as defined by law, regulation, and district and college policies and procedures. The PDM includes college policies/procedures, committee charge charts, and organizational charts designed to promote widespread participation in strategic planning and decision-making. The PDM clearly describes how the college functions and identifies its relationship with district planning and decision-making. The manual is intended to serve as a living document that is regularly updated to reflect continuous improvements in the strategic planning and decision-making at Irvine Valley College.

¹ <http://www.ivc.edu/resources/about/pages/mission.aspx>

TABLE OF CONTENTS

I.	Introduction and Philosophy	4
	A. Decision-Making Philosophy	4
	B. Decision-Making Model	6
	C. The Role and Responsibilities of the Governing Board, Chancellor, and the College President	7
II.	Structure of Effective Participation	11
	A. The Right to Participate Effectively vs. “Shared Governance”	11
	1. The Academic Senate	12
	2. The Classified Senate	17
	3. The Associated Students of Irvine Valley College	18
III.	Irvine Valley College Strategic Planning and Committee Structure	19
	A. The College Strategic Planning Goals for 2014-2020	19
	B. College Committee Structure	20
	C. Strategic Planning Groups	
	1. Strategic Planning and Accreditation Council	22
	2. The Four College Strategic Planning Committees	23
	D. College Task Forces	27
IV.	College Administrative Councils	39
	A. President’s Executive Council & President’s Cabinet	42
	B. Vice President for Instruction Council	43
	C. Instructional Council	44
	D. Student Services Council	45
	E. Classified Managers	46
V.	Irvine Valley College Policies and Procedures	47
VI.	District Administrative Structure	48
	A. The Roles of the Academic Senate, Classified Senate, ASIVC, and the District	48
	B. The Role of the Exclusive Bargaining Representatives and the District	49
	C. The Relationship Between District Decision-Making and College Decision-Making	49

PLANNING AND DECISION-MAKING AT IVC

I. Introduction and Philosophy

The purpose of the Irvine Valley College (IVC) Planning and Decision-Making Manual (PDM) is two-fold. First, the PDM describes the decision-making philosophy/model and strategic planning procedures at Irvine Valley College (IVC). This PDM also describes, where appropriate, the relationships among the South Orange County Community College District (SOCCCD) strategic plan and decision-making processes, the district-wide administrative councils and committees, the chancellor, and the board of trustees as they relate to IVC. Second, this manual provides clarification of the roles, responsibilities, and scopes of authority of the college constituent groups and committees as required by ACCJC Accreditation Standards; California Education Code; Title 5 of the California Code of Regulations; and district and college policies.

A. Decision-Making Philosophy

In order to create an environment for empowerment, innovation, and institutional excellence, college and district leaders encourage faculty, staff, managers, administrators, and students to participate fully in decision-making and strategic planning processes. To this end, the college and district typically rely on numerous committees and task forces with representation from all constituent groups, creating a structure for widespread participation. Because of the variety and scope of the participating entities, the organizational structure and opportunities for participation must be clearly delineated, communicated, and understood by all members of the college and district community. For simplicity, the term “committee” will be used in this document to mean any working body, including councils, committees, task forces, and work groups, unless the specific distinction is necessary.

College councils and committees were created to oversee strategic planning, budget development, institutional effectiveness, student success, and communication for the College. A college council or committee is defined as a standing body that meets on a regular basis throughout the year, has more than two assigned charges, and an agreed-upon membership. There are four strategic planning committees (SPCs), and several other committees that typically report to them. In addition, the Academic Senate has standing committees that report directly to the Academic Senate.

The distinction between committees and councils is that committees have charge- or function-focused purviews. Committees determine the details and specifics of processes, procedures, or other types of decisions, and make recommendations to councils. Councils are groups that are convened for consultation, deliberation, and discussion of policies and matters of broad concern, and implementation of procedures. It is anticipated that should a council choose to not accept the recommendation of a committee, the council would send the matter, with comments and an explanation of why the recommendation had been rejected, back to the committee for reconsideration. The matter might trickle down through the

recommending path as far as deemed necessary for collegial and open discussion, resulting ultimately in either forwarding a revised recommendation or, at least, further discussion at all levels.

Task forces are established to address focused tasks/charges, have a defined membership and often a defined timeline, and report to a council or committee. Work groups may be established informally by a council, a committee, a task force, a manager, the Academic Senate, or the Classified Senate, usually have a short-term, single-focus charge, and do not have a college-specified membership.

Establishing a council, committee, or task force requires affirmation of charge and membership by the participatory governance entities, ordinarily Academic Senate and the Strategic Planning and Accreditation Council (SPAC), and ultimately approval by the President. Work groups do not require any formal approval.

The college has adopted a decision-making philosophy that includes the establishment of a safe-harbor that promotes intentional dialogue and consensus. It is the responsibility of institutional leaders to establish a safe-harbor wherein members of the college community can engage in honest and open dialogue. A safe-harbor provides a venue for the expression of views and opinions without fear of retaliation or retribution. Dialogue occurs when individuals see themselves as colleagues and suspend their own views to listen to one another in order to understand differing viewpoints. Intentional dialogue involves active listening, seeking to understand, and giving everyone the opportunity to discuss the issue without interruption. Dialogue allows controversial topics that may have been sources of disagreement and division to be discussed in a useful context. Dialogue differs from debate in which individuals attempt to score points and persuade. Whether or not dialogue leads to resolution of a conflict, it can lead to mutual understanding, respect, and institutional growth. Dialogue, in a safe environment, has the potential to improve an institution's ability to deal with the inevitable disagreements that arise in the life of an institution (after ACCJC's Guide to Evaluating and Improving Institutions, July 2015, pg. 8).

Councils, committees, task forces, and work groups that operate on the principle of consensus generally follow these guidelines.

- Clarification of the Issue: At the outset of the discussion, the issue(s) are clearly presented.
- Discussion/Dialogue: A range of alternatives may be presented to the committee or developed by the committee for discussion. When possible, the committee modifies alternatives to accommodate the interests of committee members and the groups they represent.
- Participation: Committee members accept responsibility for attending meetings and contributing to the discussion. Silence is not consensus. Absence is not participation.

- **Consensus Does Not Mean Unanimity:** The committee reaches consensus once all representatives have had an opportunity to contribute to the discussion. Consensus does not require unanimous approval. Consensus requires discussion until no member strongly opposes the decision at hand. Any member can and should require continued discussion until all members are satisfied.
- **Committee Recommendations/Decisions:** Once consensus is achieved, all committee representatives support the decision of the committee. Committees work according to the assumption that silence during the discussion followed by speaking against the committee decision undermines the process. Any discussion against the committee decision must take place during the course of the deliberations (see (4) above). Silence implies consent, or at a minimum, no objections sufficient to block consensus. Once the discussion is complete with no further objections, it is incumbent upon all parties to support the decision.

B. Decision-Making Model

The College and District communities support the following decision-making principles:

- Effective participation does not always imply total agreement;
- Effective participation requires different levels of involvement by participants;
- The ultimate responsibility for decisions rests with the college president, the chancellor, and the board of trustees.

The decision-making model implemented at Irvine Valley College is a participatory governance model. Committees are the vehicle of a collaborative process in which faculty, staff, and student involvement in decision-making is valued. Committee members are selected by their constituency groups and have a responsibility to solicit information and agreement on issues from that group, as well as to communicate back on decisions that have been made.

Consultation early in the decision-making process is key to successful buy-in and ultimate consensus. Thorough dialogue among committee members is also central to effective decision-making. While inevitably a proposal is designed and composed by its champion or initiator, it is important to bring proposals forward to the appropriate committee(s) as early as possible to ensure that all interested parties have an opportunity to collaborate in the evolution of the final content of the proposal. Some decisions must be made expeditiously and/or are operational and do not require extensive discussions or prior consultation. However, in most cases every effort should be made to encourage broad conversation and

collaborative revision before a proposal is sufficiently mature to be recommended for approval.

As major planning and decision-making needs of the college are identified, responsibilities outside the specific purview of the Academic Senate are logically assigned to defined strategic planning committees. The strategic planning committees compile, analyze, reconcile, and integrate recommendations from other campus bodies, task forces, and workgroups. Academic Planning and Technology (APTC) Committee, Student Success, Access, Matriculation, Marketing, and Outreach (SSAMMO) Committee, Budget Development and Resource Planning Committee (BDRPC), and Institutional Effectiveness Committee (IEC) make recommendations to the Strategic Planning and Accreditation Council (SPAC), which compiles and analyzes input from the strategic planning committees. The four strategic planning committees develop integrated, coherent, and cohesive recommendations, including prioritization for resource allocation, and forward these recommendations to SPAC, which in turn makes recommendations to the president who makes the final decisions. In the event that SPAC does not accept a recommendation, it would be expected that the council would send the matter back to the recommending body for revision, with notes of its concerns. This results in integrated and collaborative planning and decision-making based on data available to the committees, acknowledgement of, respect for, and reliance upon committee efforts, and effective implementation once a decision has been made.

C. The Role and Responsibilities of the Governing Board, Chancellor, and the College President

- The Role of the Governing Board

Education Code Section 70902 and Board Policy 112 (Duties and Responsibilities of the Board of Trustees) define the role of the SOCCCD Governing Board.

(a) (1) Every community college district shall be under the control of a board of trustees, which is referred to herein as the "governing board." The governing board of each community college district shall establish, maintain, operate, and govern one or more community colleges in accordance with law. In so doing, the governing board may initiate and carry on any program, activity, or may otherwise act in any manner that is not in conflict with or inconsistent with, or preempted by, any law and that is not in conflict with the purposes for which community college districts are established.

(2) The governing board of each community college district shall establish rules and regulations not inconsistent with the regulations of the board of governors and the laws of this state for the government and operation of one or more community colleges in the district.

(b) In furtherance of subdivision (a), the governing board of each community college district shall do all of the following:

(1) Establish policies for, and approve, current and long-range academic and facilities plans and programs and promote orderly growth and development of the community colleges within the district. In so doing, the governing board shall, as required by law, establish policies for, develop, and approve, comprehensive plans. The governing board shall submit the comprehensive plans to the board of governors for review and approval.

(2) Establish policies for and approve courses of instruction and educational programs. The educational programs shall be submitted to the board of governors for approval. Courses of instruction that are not offered in approved educational programs shall be submitted to the board of governors for approval. The governing board shall establish policies for, and approve, individual courses that are offered in approved educational programs, without referral to the board of governors.

(3) Establish academic standards, probation and dismissal and readmission policies, and graduation requirements not inconsistent with the minimum standards adopted by the board of governors.

(4) Employ and assign all personnel not inconsistent with the minimum standards adopted by the board of governors and establish employment practices, salaries, and benefits for all employees not inconsistent with the laws of this state.

(5) To the extent authorized by law, determine and control the district's operational and capital outlay budgets. The district governing board shall determine the need for elections for override tax levies and bond measures and request that those elections be called.

(6) Manage and control district property. The governing board may contract for the procurement of goods and services as authorized by law.

(7) Establish procedures that are consistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

(8) Establish rules and regulations governing student conduct.

(9) Establish student fees as it is required to establish by law, and, in its discretion, fees as it is authorized to establish by law.

(10) In its discretion, receive and administer gifts, grants, and scholarships.

(11) Provide auxiliary services as deemed necessary to achieve the purposes of the community college.

(12) Within the framework provided by law, determine the district's academic calendar, including the holidays it will observe.

(13) Hold and convey property for the use and benefit of the district. The governing board may acquire by eminent domain any property necessary to carry out the powers or functions of the district.

(14) Participate in the consultation process established by the board of governors for the development and review of policy proposals.

(c) In carrying out the powers and duties specified in subdivision (b) or other provisions of statute, the governing board of each community college district shall have full authority to adopt rules and regulations, not inconsistent with the regulations of the board of governors and the laws of this state, that are necessary and proper to executing these prescribed functions.

(d) Wherever in this section or any other statute a power is vested in the governing board, the governing board of a community college district, by majority vote, may adopt a rule delegating the power to the district's chief executive officer or any other employee or committee as the governing board may designate. However, the governing board shall not delegate any power that is expressly made nondelegable by statute. Any rule delegating authority shall prescribe the limits of the delegation.

(e) This section shall become operative on January 1, 2014².

According to Board Policy 112 (The Duties and Responsibilities of The Board of Trustees), the Board governs on behalf of the citizens of the South Orange County Community College District in accordance with the authority granted and duties defined in Education Code Section 70902. The Board is committed to:

² <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=70001-71000&file=70900-70902>

- A. Establish the mission of the district
 - B. Assure the development and implementation of short-term and long-term educational and facilities plans
 - C. Assure fiscal health and stability
 - D. Monitor institutional effectiveness and educational quality
 - E. Delegate power and authority to the Chancellor/Chief Executive Officer to effectively lead the district
 - F. Work respectfully with the Chancellor and the district/College faculty and staff
 - G. Refer suggestions and concerns to the Chancellor
 - H. Work respectfully with other Board members
 - I. Hire and evaluate the Chancellor
 - J. Advocate for and protect the district
 - K. Establish policies that implement the district mission and goals, and set prudent, ethical and legal standards for college operations
 - L. Represent the public interest
- Delegation of Authority to the Chancellor

According to California Education Code §70902(d) and Board Policy 2100 (Delegation of Authority to the Chancellor):

The chancellor is the chief executive officer of the district and supervises the college presidents, vice chancellors, associate vice chancellor, and the staff and operation of district services. The chancellor is responsible for the implementation of the district strategic plan, master plans, board policies and regulations, and provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district and assures support for the effective operation of the colleges. The Chancellor acts as the liaison between the colleges and the governing board, and provides for the fair distribution of resources, control of expenditures, strategic institutional development, District-wide strategic planning, accreditation, and the long term financial stability of the District and the colleges.

The Board of Trustees has the ultimate responsibility for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Board of Trustees is responsible for selecting and evaluating the Chancellor. In compliance with the provisions of the Education Code, the Board delegates full responsibility and authority to the Chancellor to implement and administer board policies and conduct the business of the district and educational programs without interference, and holds the Chancellor accountable for the operation of the District. The Chancellor is responsible for hiring and evaluating the college presidents. The Chancellor delegates full responsibility and authority to the presidents to administer the colleges without interference and holds the presidents accountable for the operation of the colleges.

In accordance with the provisions of the California Education Code, the Board of Trustees specifically authorizes the Chancellor to perform, but is not limited to, the following functions:

1. To hire academic and classified employees for the district, subject to ratification by the Board.

2. To authorize and direct employees of the district to incur travel expenses, including but not limited to mileage to conduct district business, including conference travel, within the limits and budget requirements.
3. To sign applications for funds and contracts (under \$100,000) for the district, subject to ratification by the Board. In emergency situations, the Chancellor may sign contracts over \$100,000, subject to ratification.
4. The Board hereby delegates to the Chancellor or his or her designee the authority to accept employee resignations on its behalf at any time. Resignations shall be deemed accepted by the board when accepted in writing by the Chancellor or his or her designee. If the resignation does not specify an effective date, the Chancellor or his or her designee shall fix an effective date for the resignation which shall be within 60 days. When accepted by the Chancellor or his or her designee, the resignation is final and may not be rescinded. All such resignations shall be forwarded to the Board for ratification at the next regular meeting.
5. To establish and maintain the district's purchasing procedure.

Board Policy 2001 (Administrative Organization) further provides:

The Board of Trustees affirms its legal responsibility to adopt policies governing the District and its Colleges. In so doing, it directs the Chancellor to implement those policies within an approved organizational structure.

For the District and the Colleges to be governed and administered in an effective manner, it is necessary that lines of communication be established within the organization so they allow for the orderly transaction of business.

The Chancellor is authorized and responsible for organizing all District standing and ad hoc committees to assist in the operation of the District. Each College President is authorized and responsible for organizing College committees as needed to assist in College operations.

To support the Board of Trustees stated philosophy concerning internal administration, it is the policy of the Board of Trustees that all matters called to its attention by District personnel or by students shall be presented through the Chancellor. Conversely, the Board of Trustees shall direct appropriate matters through the Chancellor.

Organizational charts shall be prepared by the District and the Colleges and shall become part of the Administrative Regulation.

- Delegation of Authority to the College President

According to Board Policy 2101 (Delegation of Authority to the College President):

The President is the Chief Executive Officer of the college. The President reports to, assists, and supports the Chancellor in the performance of the duties delegated by the Board of Trustees in Board Policy 2100. The President is responsible for implementing the colleges' strategic plan and district policies. The President's administrative organization shall be the established authority on campus and the College President is the final authority at the college level. The Chancellor delegates authority to the College President for the following functions:

1. Provide leadership in the development and implementation of a sustainable master plan and integrated strategic plan. Based upon on-going institutional research, both plans should consider accreditation standards and student success issues, as well as drive the budget process and resource allocation.
2. Promote and support learning, teaching, and student success, including the maintenance and improvement of quality instructional and support services.
3. Provide leadership in the development and implementation of career technical education to meet the needs in the community.
4. Provide leadership in the development and implementation of a comprehensive enrollment management plan.
5. Develop and monitor the college budget and assume fiscal responsibility.
6. Provide college employees with the opportunity to successfully achieve high standards in their work by fostering a culture of teamwork and professional and leadership development.
7. Propose strategies for selecting and retaining a diverse high quality full-time faculty, staff and administrators.
8. Select and extend offers of employment for faculty, administrators and classified positions for the college.
9. Provide leadership and empower the administrative team.
10. Provide leadership focusing on accountability and professional conduct.
11. Assume a highly visible leadership role in the community and build strategic partnerships with corporate, educational and community-based organizations.
12. Develop and implement emergency preparedness plans.
13. Provide a participatory governance process.
14. Other related functions.

II. Structure of Effective Participation

A. The Right to Participate Effectively vs. “Shared Governance”

According to the guidelines developed by a joint task force of representatives of the California Community College Trustees, Chief Executive Officers of the California Community Colleges, and the Academic Senate of the California Community Colleges, the term “shared governance” can take on many meanings. The joint task force suggested that the use of the term “shared governance” be curtailed in favor of the more precise terms as defined by Education Code §70902(b)(7), which requires the Board of Governors to enact regulations to “ensure faculty, staff, and students...**the right to participate effectively** in district and college governance” (emphasis added). Education Code §70902(b)(7) further specifies “the right of

academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards”.

The Board of Governors adopted Title 5, California Code of Regulations, which defines the right of the Academic Senate, the Classified Senate, and ASIVC to participate effectively in District and College governance.

Title 5 procedures specify different levels of involvement for each body:

- The Academic Senate represents faculty for academic and professional matters as delineated as the “10 + 1” areas (listed below); the Faculty Association is the collective bargaining agent for faculty at SOCCCD;
- The Classified Senate represents classified staff; the CSEA is the collective bargaining agent for classified staff at SOCCCD; and
- The Associated Students of IVC (ASIVC) represents students.

The meetings of the Academic Senate, Classified Senate, and ASIVC are open meetings pursuant to Government Code §54950 et. seq. Agendas, minutes, meeting dates, and times are posted on the appropriate web pages.

Throughout this document, members of committees listed by their office or school may be represented by a designee without further explicit statement in each case. Exceptions are representatives selected by bodies that do not permit proxies or designees in their policies or by-laws.

Throughout this document, times, frequencies, and durations of committee meetings are estimates based on best practices. These may be adjusted by each committee as necessitated by workload.

To clarify the roles and scope of authority of the Academic Senate, the Classified Senate, and ASIVC, the right to participate effectively is defined below.

1. The Academic Senate

a) The Right to Participate Effectively

Board Policies 2100.1 (Delegation of Authority to the Academic Senates), 2100.2 (Role and Scope of the Academic Senates), and Title 5, California Code of Regulations, §53203 define the right to participate effectively for faculty. Board Policy 2100.1 requires the governing board to consult collegially with the Academic Senate on academic and professional matters.

b) Academic and Professional Matters

Title 5, §53200(c) and Board Policy 2100.1 (Delegation of Authority to the Academic Senates) define academic and professional matters as follows:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and college governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development and;

And other academic and professional matters as mutually agreed upon. (“plus one”)

c) Process of Collegial Consultation

Title 5, §53200(d) allows Districts to choose between two mechanisms to implement collegial consultation. The mechanisms are primary reliance or mutual agreement. In order to implement the process of collegial consultation, the Academic Senate(s) and the SOCCCD Board of Trustees have agreed upon the mechanism of primary reliance for most decisions. (Board Policy 2100.1)

d) Primary Reliance

Title 5, §53203(d)(1) means that the recommendations of the Academic Senate will **normally be accepted**, and only in **exceptional circumstances and for compelling reasons** will the recommendations not be accepted. If a recommendation is not accepted, the SOCCCD Board of Trustees or its designee...shall promptly communicate its reasons in writing to the Academic Senates. (Title 5, Article 2, sections 53203, (d), (1) Such explanation will convey the "exceptional circumstances and compelling reasons" that necessitated the action in question. (Title 5, §53203(d)(1)) (Board Policy 2100.1)

e) Mutual Agreement Between the Board of Trustees and the Academic Senate

Board Policy 2100.2 (Role and Scope of the Academic Senates) provides for mutual agreement between the Board of Trustees and the Academic Senate in three narrowly defined areas.

First, Education Code §87360, requires that hiring criteria, policies, and procedures for new faculty members shall be developed and agreed upon jointly by representatives of the Board of Trustees and the Academic Senates, and approved by the Board.³

Second, Education Code §87458, requires that the process by which the Board of Trustees determines whether an administrator whose administrative assignment has expired or has been terminated possesses the minimum qualifications for assignment as a first year probationary faculty member, shall be developed and agreed upon jointly by representatives of the Board of Trustees and the Academic Senate, and approved by the Board.⁴

Third, Education Code §87359, requires that the process, as well as the criteria and standards by which the Board of Trustees determines whether a potential faculty member possesses qualifications at least equivalent to the minimum qualifications specified in the regulations of the Board of Governors, shall be developed and agreed upon jointly by representatives of the Board of Trustees and the Academic Senate, and approved by the Board.⁵

In order to assist the Academic Senate in its responsibilities, the Senate has two standing committees, the Curriculum Committee and the Academic Affairs Committee. The scope of their authority, charge, and reporting responsibilities are described below. Note, however, that these standing committees of the Academic Senate are actually defined in the Academic Senate By-Laws, and in certain instances Board Policies, Administrative Regulations, Education Code and other legislation, and the *California Community College's Chancellor's Office (CCCCO)* which, in the case of any discrepancy, supersede the descriptions in this manual.

³ Board Policy 4011.1 and 4011.2

⁴ Board Policy 4091

⁵ See Board Policy 4011.1

CURRICULUM COMMITTEE

The Curriculum Committee oversees the IVC curriculum in all its aspects, including approving the content of new and revised Course Outlines of Record, programs, and the General Education requirements. The Curriculum Committee generally relies on the recommendations of its on-going work groups, in particular the Technical Review Committee (selected representatives) for specific revisions to the course outlines of record as well as other work groups that may be useful from time to time.

As a committee of the Academic Senate, all Curriculum Committee recommendations are forwarded to the Academic Senate for approval.

Charge:	Review, oversee, recommend (approval of), evaluate, and communicate: <ul style="list-style-type: none"> • Course Outlines of Record for all college curriculum • New Curriculum • Associate degree and certificate requirements • Courses to meet CSU Certification/ and IGETC general education requirements for transfer • College general education patterns • Prerequisites, co-requisites, and advisory preparation for courses • Distance learning modes of instruction applications • New career technical education programs and new academic programs • Policies relating to curriculum, program, and distance learning approval processes • Other charges as determined by the Academic Senate
Chairs:	Faculty (appointed by the Representative Council of the Academic Senate)
Members:	Academic Senate: 1 representative per academic school (10) (recommended by the academic school) Vice President for Instruction Ex-Officio (voting) member: faculty articulation officer Ex-Officio (non-voting) members: Curriculum Specialist Dean, Enrollment Services
Primary Reporting/Recommending Responsibilities:	Academic Senate [ultimately to the Board of Trustees (Board Policy 6100)]

ACADEMIC AFFAIRS COMMITTEE

As a subcommittee of the Academic Senate, all Academic Affairs Committee recommendations are forwarded to the Academic Senate for approval.

Charge:	Review, oversee, recommend (approval of), evaluate, and communicate: <ul style="list-style-type: none"> • Program realignment proposals • Program discontinuance proposals • Faculty professional development credit hours and funding requests • Coordinate faculty professional development workshops • Develop faculty policies and other documents as charged by the Academic Senate or the academic senate cabinet • Other charges as determined by the Academic Senate
Chairs:	Faculty (appointed by the representative council of the academic senate)
Members:	Academic Senate: 1 representative per academic school (10) (recommended by the academic school)
Primary Reporting/Recommending Responsibilities:	Academic Senate

f) The Relationship Between the Academic Senate and the Exclusive Bargaining Agent

The exclusive bargaining representative for the Faculty of the SOCCCD is the SOCCCD Faculty Association. Education Code §87610.1(a), §87663(f), and §87743.2 define the relationship between the Academic Senate and the Faculty Association.

First, Education Code §87610.1(a) provides that in districts where tenure evaluation procedures are collectively bargained pursuant to Government [CA] Code §3543, the exclusive bargaining agent for the Faculty shall consult with the Academic Senate prior to engaging in collective bargaining regarding tenure evaluation procedures.

Second, Education Code §87663(f) provides that in districts where faculty evaluation procedures are collectively bargained, the exclusive bargaining representative for the faculty shall consult with the Academic Senate prior to engaging in collective bargaining regarding faculty evaluation procedures.

Third, Education Code §87743.2 required each community college to establish Faculty Service Areas no later than July 1, 1990. The exclusive bargaining representative for the faculty shall consult with the Academic Senate in developing proposals regarding faculty service areas.

2. The Classified Senate

a) The Right to Participate Effectively

Board Policy 4056 (Classified Employees Participation in Decision-Making) and Title 5, §51023.5, define the right to participate effectively for the Classified Senate as follows:

The South Orange County Community College District classified staff shall be provided with opportunities to participate effectively in District and college governance, and in the joint formulation and development of District policies and procedures, that the Board reasonably determines, in consultation with the Classified Senates, have or will have a significant effect on staff. The opinions and recommendation of the Classified Senates of the District will be given every reasonable consideration.⁶

The associated AR 4056 states:

1. For purposes of this policy the term “staff” is defined to include all management and non-management classified employees of the District. The term “staff” is further defined to include all employees in classified management, confidential and bargaining unit positions.

2. Except in unforeseeable, emergency situations, the Board of Trustees shall not take action on matters significantly affecting staff until it has provided staff an opportunity to participate in the formulation and development of those matters through appropriate structures and procedures, as determined by the Board, in accordance with the provisions of this policy.

3. When a college or District task force, committee or other governance group, is used to consult with staff regarding implementation of this Policy or to deal with other issues which have been determined by the Board of trustees to significantly affect staff, the appointment of staff representative shall be made as follows:

A. The exclusive representative shall appoint the first classified staff representative for the respective bargaining unit. When the District task force, committee, or other governance group will deal with issues outside the scope of collective bargaining, the appropriate classified senate(s) may designate an additional representative(s).

B. Where a group of employees is not represented by an exclusive representative, the appointment of a representative of such employees shall be made in consultation with the affected group of employees or their representatives.

C. In all cases, representatives shall be selected from the category that they represent.

⁶ Board Policy 4056

<http://doctrinary.socccd.edu:2656/Documents/Business%20Services/Office%20of%20the%20Deputy%20Chancellor/BP-4056-Classified%20Employees%20Participation%20in%20Decision%20Making.pdf>

4. In developing and carrying out policies and regulations set forth above, the Board of Trustees shall ensure that its actions do not dominate or interfere with the formation or administration of any employee organization, or contribute financial or other support to it, or in any way encourage employees to join any organization in preference to another. In addition, in order to comply with Government Code Sections, such regulations for staff participation shall not intrude on matters within the scope of representation as set forth in the Government Code. The Board of Trustees shall not interfere with the exercise of employee rights to form, join and participate in the activities of employee organization of their own choosing for the purpose of representation on all matters of employer-employee relations. Nothing in this Policy shall be construed to impinge upon or detract from any negotiations or negotiated agreements between exclusive representatives and the Board of Trustees.⁷

3. The Associated Students of Irvine Valley College

a) The Right to Participate Effectively

Board Policy 5627 (Student Participation in Governance) and Title 5, 51023.7 define the right to participate effectively for the Associated Students of Irvine Valley College (ASIVC) as follows:

The Associated Students of the colleges of the South Orange County Community College District shall be given an opportunity to participate in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law (Title 5, Calif. Code of Regulations, Section 51023.7 and Calif. Ed. Code, Section 70902[b][7]).

The selection of student representatives to serve on SOCCCD or College committees or task forces shall be made after consultation with the Associated Student Governments of the respective colleges. The opinions and recommendations of the students will be given every reasonable consideration.

Except for emergency situations, the Board of Trustees shall not take any action on matters subject to this policy until the designated student groups have been provided the opportunity to participate.

⁷ AR 4056

<http://doclibrary.socccd.edu:2656/Documents/Business%20Services/Office%20of%20the%20Deputy%20Chancellor/AR-4056-Classified%20Employees%20Participation%20in%20Decision%20Making.pdf>

III. Irvine Valley College Strategic Planning Committee Structure

In 2005, Irvine Valley College adopted a strategic planning process based on the principles described in Section I. The strategic planning process is based upon the college mission and vision statement, and the college goals that are reviewed by the college community. The college mission and vision statements, and the college goals are posted on the college website and are included in all major college publications. The college strategic planning goals are based upon ACCJC Accreditation Standards, the California Community Colleges Strategic Plan and Recommendations, and documents and data relevant to South Orange County.

A. The College Strategic Planning Goals for 2014-2020:

The Irvine Valley College Strategic Planning Goals for 2014-2020 are:

1. IVC will foster an environment characterized by creativity, innovation, respectful interactions and collaboration.
2. IVC will promote students' success by enhancing the teaching and learning environment.
3. IVC will advance economic and workforce development through regional partnerships with educational institutions and industry and by strengthening career technical education.
4. IVC will strengthen long-term financial health and institutional effectiveness through integrated planning and resource allocation.

College Goals form the basis for Strategic Planning Objectives (statements based on internal and external data scans). Strategic planning action steps are the actions taken to implement and achieve the objectives. Measurable outcomes are stated for each strategic planning objective. Outcomes are continuously evaluated in order to make institutional improvements. To ensure widespread and effective College participation in the strategic planning process, the college committee structure fully integrates strategic planning within the fabric of the decision-making structure and the budget development process. The membership of each strategic planning committee includes senior administrators, deans, classified managers, and representatives from the Academic Senate, the classified staff, and ASIVC.

Recent Changes to College Strategic Planning Committees: At its July 2012 retreat, the Strategic Planning Oversight and Budget Development Committee (SPOBDC) recommended the merger of two of the original strategic planning committees (Student Success and Matriculation, and Marketing and Outreach) into SSAMMO. This recommendation was approved by all the governance groups, and instituted during AY 2012-13. At its July 2013 retreat, SPOBDC recommended revisions to the memberships and charges of the other three strategic planning committees and to College Council, which evolved into the Strategic Planning and

Accreditation Council (SPAC). These recommendations were approved by all governance groups, and were implemented November 1, 2013.

The four College Strategic Planning Committees are:

- The Budget Development and Resource Planning Committee (BDRPC)
- The Academic Planning and Technology Committee (APTC)
- The Institutional Effectiveness Committee (IEC)
- The Student Success, Access, Matriculation, Marketing, and Outreach (SSAMMO)

Each strategic planning committee meets regularly throughout the academic year, has specific charges, agreed-upon membership, and reporting responsibilities. All meetings are open and interested parties are encouraged to attend and participate. Committee agendas, minutes, and meeting dates/times are posted on the appropriate committee web page.

B. College Committee Structure:

A college council or committee is defined as a committee that meets on a regular basis throughout the year, has more than two assigned charges and an agreed-upon membership. Task forces are established to address focused tasks/charges, have a defined membership, and report to a council or committee. Work groups may be established informally by a council, a committee, a task force, or a manager, and generally have a short-term, single-focus charge, and do not have a specified membership.

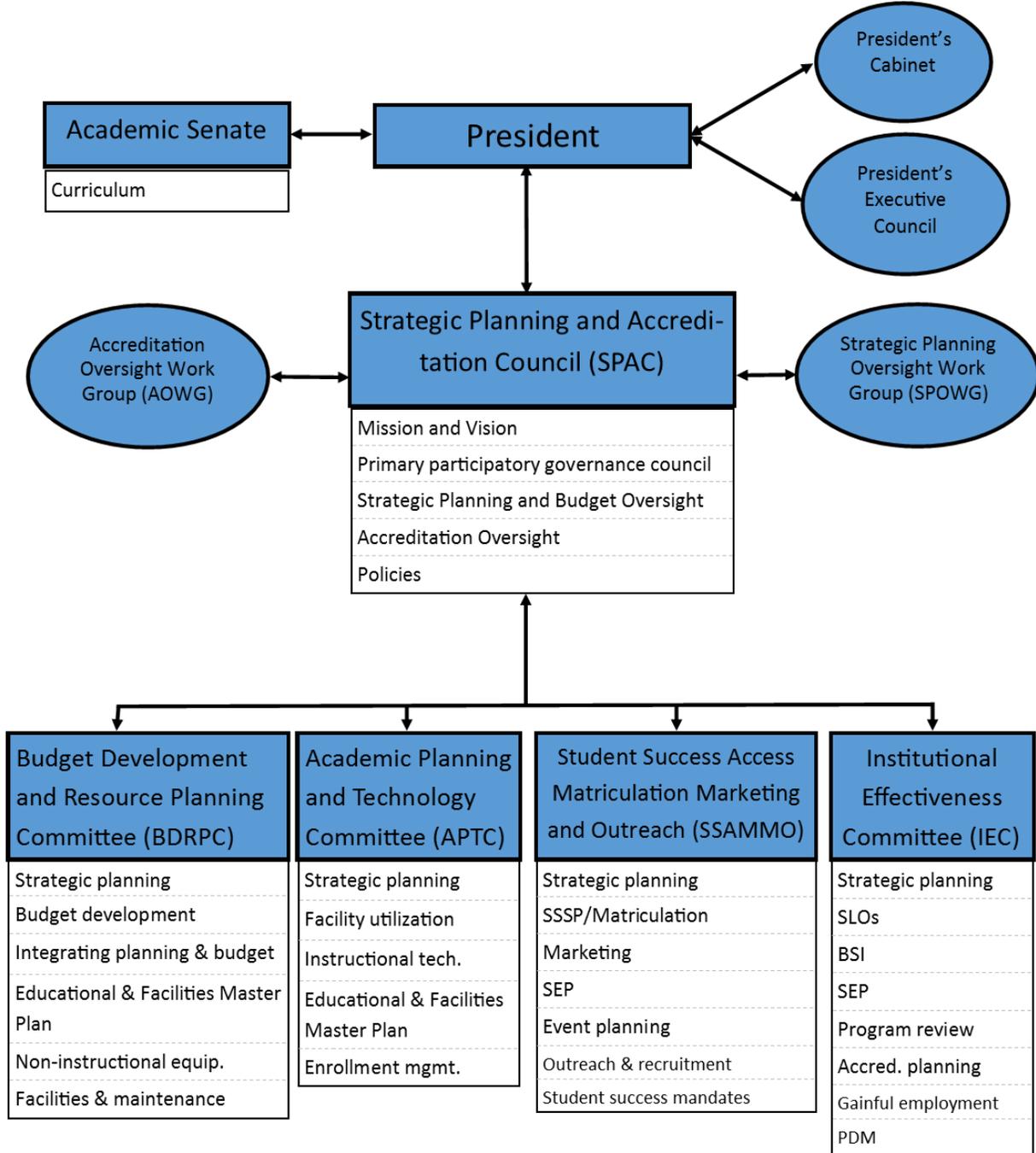
- a. NOTE: For all committees described in this manual, "or designee" is assumed for any *ex officio* position, and "or alternate" for any appointed individual, but will not be repeated in each instance. Times of meeting are anticipated approximate frequency and duration of meetings, intended to be used for planning purposes, but each committee may adjust its meeting schedule as necessary to fulfill its charge.
- b. In addition, the "reporting/recommending responsibilities" listed in each charge "chart" will be the body to which the committee usually reports, or reports primarily. Nested or sequential reporting relationships will not be repeated in these descriptions, to minimize confusion. Furthermore, it may occur on occasion that a committee is assigned a specific responsibility not listed herein that includes some other reporting relationship for that assignment only.

According to Board Policy 2101, the development of college committees is the responsibility of the college president. According to Title 5, §53200(c) and Board Policy 2100.1, college governance structures, as related to faculty roles, are defined as academic and professional matters requiring collegial consultation between the college president and the Academic Senate. Therefore, proposals for new committees or revisions to the pre-existing committees are submitted to the college president and to the Academic Senate for deliberation. The college president makes the final

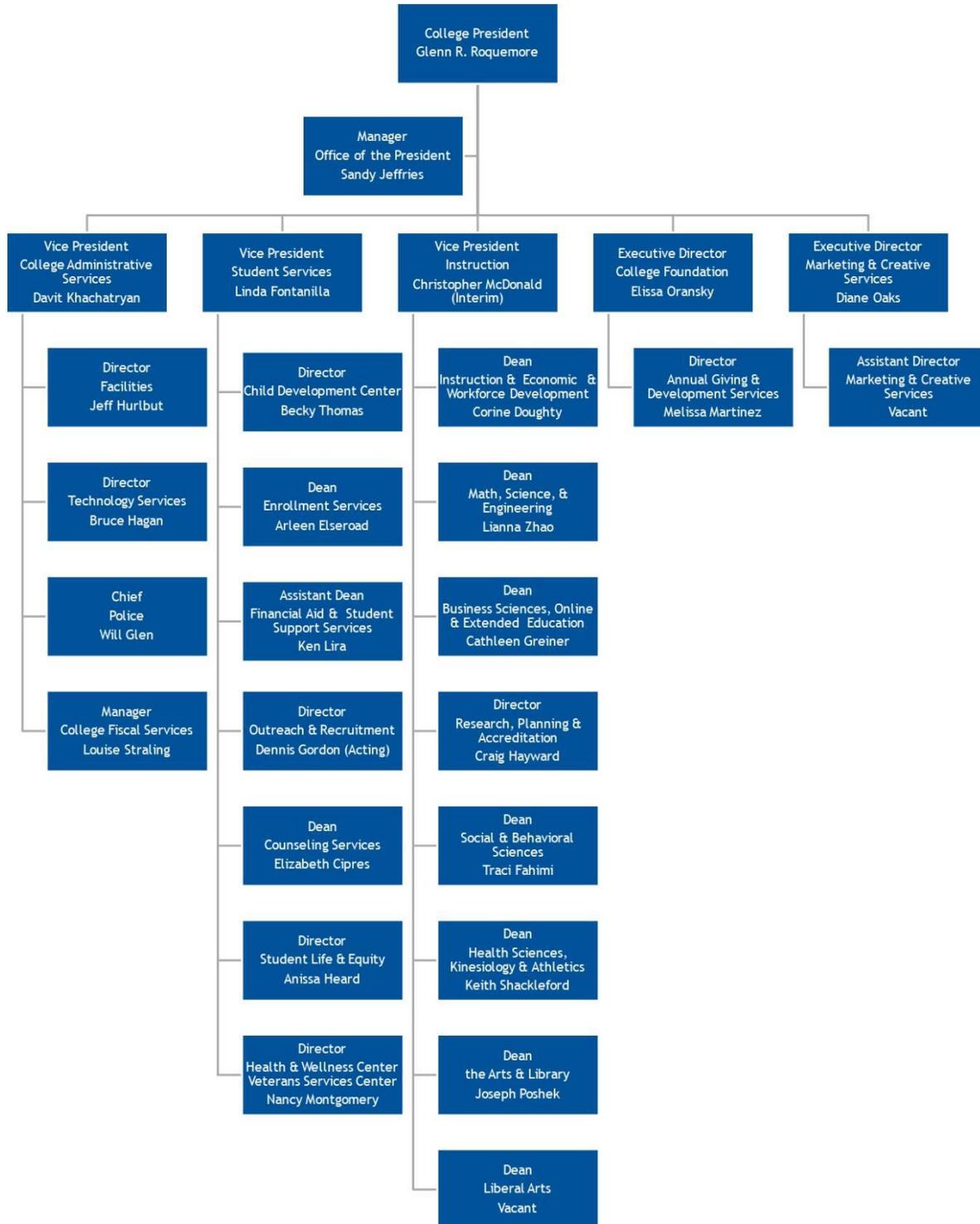
decision regarding the charge, membership, and reporting responsibilities of all college committees.

The College President, SPAC, and the Academic Senate have agreed upon the four college strategic planning committees, councils and committees and task forces described below.

Participatory Governance Decision-Making Process Flowchart



Irvine Valley College Management Organizational Chart



C. Strategic Planning Groups

1. Strategic Planning and Accreditation Council (SPAC)

The SPAC makes recommendations to the president pertaining to strategic planning, budget development and allocation of college resources including those requested through strategic planning processes, such as staffing, academic planning, facilities, technology, enrollment management, marketing, outreach, institutional effectiveness, student success, access and matriculation, and any other PEC or PC-generated requests. The SPAC reviews all college budgets for consistency within the college strategic plan. All SPAC actions will follow established college processes. In the absence of an action by the SPAC, a committee's co-chairs may make a recommendation directly to the president and report back to SPAC in a timely manner. The president makes final disposition on the recommendations.

Should the president reject or alter a recommendation, it is expected that an explanation to the recommending committee will be made promptly. Best practice is that the matter would be returned, but it is understood that sometimes time requirements preclude further discussion. However, it should be noted that since the president chairs and participates in SPAC, and the members of the president's advisory groups (PEC and President's Cabinet) co-chair the four strategic planning committees, and have participated in the development of their recommendations, such a change to a recommendation should be extremely rare and reflect a sudden, unexpected change in college circumstances that also requires an immediate response.

SPAC works in concord with two on-going workgroups, both chaired or co-chaired by the Director of Research, Planning and Accreditation: the Strategic Plan Oversight Work Group (SPOWG) whose members are, generally, the chairs of the four strategic planning committees, and the Accreditation Oversight Work Group (AOWG), whose membership will be determined from time to time. These WGs are responsible for integration and reconciliation of the planning recommendations forwarded from the strategic planning committees.

STRATEGIC PLANNING AND ACCREDITATION COUNCIL (SPAC)

Meeting Schedule: 2nd and 4th Wednesday, 2:00 – 4:00p.m.

The Strategic Planning and Accreditation Council facilitates communication and understanding among all administrators, classified managers, the Academic Senate, the Classified Senate, and Associated Students of IVC. SPAC reviews and recommends approval of all policies and procedures affecting the operations of the college, provides oversight and integration of the strategic plan and resource allocations, and oversees all accreditation activities.

Charge:	<p>Review, oversee, recommend, evaluate, and communicate :</p> <ul style="list-style-type: none"> • College Vision and Mission Statements • Strategic planning goals, objectives & strategies • Strategic plan, and the correspondence of strategic planning to budget development and decision making processes • College strategic planning process • College accreditation process • College policy and procedure recommendations from the Academic Senate (except those exempted by law), Classified Senate, ASIVC, and college committees and college task forces (when appropriate) and recommend approval to the President • Information and communication with college leadership • Serves as the primary participatory governance council
Chairs:	College President, Academic Senate President
Members:	<p>Vice President for Instruction Vice President for Student Services Academic Senate Vice President All Deans Academic Senate Representatives (2) Classified Senate President Chief of Police Director of Facilities & Maintenance Vice President for College Administrative Services Executive Director of IVC Foundation Director of Marketing, Communications & Broadcast Services Director of Research, Planning, and Accreditation Director of Technology Services CSEA Representative (1) ASIVC President</p>
Primary Reporting/Recommending Responsibilities:	College President

2. Strategic Planning Committees

ACADEMIC PLANNING AND TECHNOLOGY COMMITTEE (APTC)	
Meeting Schedule: Alternate weeks, 2 hour meeting	
Charge:	Review, oversee, recommend, evaluate, and communicate: <ul style="list-style-type: none"> • Strategic planning objectives & strategies • Academic program concepts • Facility utilization recommendations as pertain to academic needs • Technology support recommendations as related to academic needs • Educational & Facilities Enrollment Management (Instruction) Master Plan
Chairs:	Vice President for Instruction, Academic Senate President
Members:	Vice President for Student Services Academic Senate Vice-President Deans (all) Curriculum Chair Academic Affairs Chair Academic Senate Representative (1) Director of Technology Services CSEA Representative (1) Classified Senate Representative (1) ASIVC Representative (1)
Primary Reporting/Recommending Responsibilities:	SPAC

The Budget Development and Resource Planning Committee (BDRPC) makes recommendations to the other strategic planning committees for their planning purposes, and to SPAC pertaining to budget development and resource allocation of College resources from all sources, and including monetary, facilities, and human resources, and related strategic planning matters. BDRPC has and continues to oversee the resource request process and the development of the associated on-line program. The BDRPC reviews all College budgets for consistency within the College strategic plan. All BDRPC actions will follow established College processes. BDRPC communicates and interacts with the other three SPCs to inform them of the budgetary considerations necessary for their internal resource allocation evaluations and recommendations.

BDRPC serves as the discretionary allocation recommendation strategic planning committee for non-instructional equipment and technology, facilities, and non-faculty hiring.

BUDGET DEVELOPMENT AND RESOURCES PLANNING COMMITTEE (BDRPC)

The Budget Development and Resource Planning Committee develops processes for budget development and resource allocation integrated with the strategic plan.

Meeting Schedule: Alternate weeks, 2 hour meeting

Charge:	Review, oversee, recommend, evaluate, and communicate: <ul style="list-style-type: none">• Budget development, processes• Integration of program review planning objectives with the budget development process• Strategies for scheduled maintenance and capital outlay• Year-end action summary report• Resource and budget allocations• College process for budget development• College process for resource allocation recommendations• Non-instructional equipment and technology• Facility utilization recommendations• Institutional disaster management plan & campus safety (in compliance with CSEA contractual requirement, article 16, section, 16.1) with safety committee• Educational & Facilities Master Plans
Chairs:	Vice President for College Administrative Services, Academic Senate Vice President
Members:	College President Vice President for Instruction Vice President for Student Services Academic Senate President School Dean (1) Student Services Dean (1) Dean of Instruction, Economic and Workforce Development Academic Senate Representative (1) Director of Facilities Director of Research, Planning, and Accreditation Director of Technology Services CSEA Representative (1) Classified Senate Representative (1) ASIVC Representative (1)
Primary Reporting/Recommending Responsibilities:	SPAC

INSTITUTIONAL EFFECTIVENESS COMMITTEE (IEC)

Meeting Schedule: Alternate weeks, 2 hour meeting

Charge:	Review, oversee, recommend, evaluate, and communicate : <ul style="list-style-type: none">• Strategic planning objectives & strategies• Student Success Scorecard (AB 1417, ARCC)• Basic Skills Initiative programs and funding• Research advisory for college institutional effectiveness• Student Equity Plan• Collect governance input and perform regular update of the “Irvine Valley College Planning and Decision-Making Manual”• Instructional and student services program reviews (comprehensive and updates)• Annual review of instructional SLOs , student services SSOs, and AUO results and reports• Gainful Employment regulations and policies• Program Review oversight• Professional Development oversight (Professional Development Advisory Committee responsibilities)• Accreditation planning agendas
Chairs:	Academic Senate President; Director of Research, Planning and Accreditation
Members:	Vice President for Instruction Vice President for Student Services Instructional Deans (2) Academic Senate Representative (4) Curriculum Chair SLO Coordinator Classified Manager (1) Research Analyst CSEA Representative (1) Classified Senate Representative (1) ASIVC Representative (1)
Primary Reporting/Recommending Responsibilities:	SPAC

**STUDENT SUCCESS, ACCESS, MATRICULATION, MARKETING, AND OUTREACH COMMITTEE
(SSAMMO)**

Meeting Schedule: Once per month 2.5 hour meeting

Charge:	<p>Review, oversee, recommend, develop, implement, evaluate, and communicate:</p> <ul style="list-style-type: none"> • Strategic planning objectives & strategies • Matriculation processes • Identify and purpose solutions for student access concerns • Student success mandates and other efforts • Marketing materials such as publications and media tools that assist students in understanding campus culture, academic programs, and student services. • Relationships with media, high school counselors, K-12 partners, other colleges and universities, and community organizations. • Planning and promotion of key events for the purposes of outreach • Student recruitment, and completion • Provide logistical support for high-profile college events
Chairs:	Vice President for Student Services, Director of Marketing, Communications & Broadcast Services, Academic Senate Representative
Members:	<p>Vice President for Instruction Deans (2) Academic Senate Representatives (5) Director of Research, Planning, and Accreditation Classified Manager (1) SEP Representative SSSP Representative Outreach Director (1) CSEA Representative (1) Classified Senate Representative (1) ASIVC Representative (2)</p>
Primary Reporting/Recommending Responsibilities:	SPAC

D. College Task Forces

Other college committees are called Task Forces because they report to Committees.

According to the SOCCCD Job Description for the College President, the President is responsible for the implementation of a “college governance program that is participative, accountable and effective.” According to Title 5, §53200(c) and Board Policy 2100.1, “District and College governance structures, as related to faculty roles” is defined as an academic and professional matter requiring collegial consultation between the Academic Senate and the college president. Therefore, proposals for task forces or revisions to existing task forces are submitted to the college president and the Academic Senate for deliberation. The college president makes the final decision regarding the charge, membership, and reporting responsibilities of all college task forces.

A task force addresses specific college-wide issues, meets on an as needed basis, and membership is determined as needed. Task force agendas, minutes, associated files and documents, meeting dates/times are posted on InsideIVC on either a page dedicated to that task force or on the page of the committee to which that task force reports, depending on the nature and charge, and the projected duration of the task force.

The College President, SPAC, and the Academic Senate have agreed upon the college task forces that address specific college functions. The charge, membership, and reporting structure of these task forces follow.

BOOKSTORE TASK FORCE	
Meeting Schedule: Once per month, and as needed for contract negotiations	
Charge:	<ul style="list-style-type: none"> Review and address suggestions, concerns, and complaints related to bookstore services Review and assess faculty, staff, and student needs to improve services, in partnership with bookstore management and staff Bookstore contract negotiations
Chair:	Director of Student Life
Members:	Vice President for Student Services Academic Senate (2) Classified Manager (1) CSEA Representative (1) Classified Senate Representative (1) ASIVC Representative (2)
Primary Reporting/ Recommending Responsibilities:	SSAMMO

CAFETERIA TASK FORCE	
Meeting Schedule: Once per month, and as needed for contract negotiations)	
Charge:	<ul style="list-style-type: none"> Review and address suggestions, concerns, and complaints related to cafeteria services Review and assess faculty, staff, and student needs to improve services, in partnership with cafeteria management and staff Cafeteria contract negotiations
Chair:	Director of Student Life
Members:	Vice President for Student Services Academic Senate (2) Classified Manager (1) CSEA Representative (1) Classified Senate Representative (1) ASIVC Representative (2)
Primary Reporting/ Recommending Responsibilities:	SSAMMO

CAMPUS SAFETY TASK FORCE

Meeting Schedule: Quarterly and as needed

The Irvine Valley College Campus Safety Task Force (CSTF) is responsible for providing an environmental health and safety program to support a safe and secure learning and work environment for students, faculty and staff. This task force ensures compliance with CSEA contractual requirement, Article 16, Section, 16.1

Charge:

Review, oversee, recommend, evaluate, and communicate :

- Campus safety plans annually, including chemical and biological materials
- District Hazard Communication Plan and provide input annually
- Audit safety related Incident Reports for patterns; propose and follow up on corrective measures
- Institutional Disaster Management Plan & Campus Safety
- Perform campus-wide safety inspections
 - Slip, trip and fall hazards
 - Fire/electrical hazards
 - Bio-safety
 - Chemical Hygiene
 - Ergonomics
 - Hazardous waste
 - Personal Protection (PPE)
 - Respiratory protection
 - Universal waste
- Organize public information lectures
- Plan public safety educational events

Chair:

Chief of Police

Members:

Academic Senate Representative (>1, as needed)

Representation from the following areas is particularly important:

- A. Chemistry
- B. Performing Arts Center
- C. Physical Education
- D. Biology
- E. DSP&S

Classified Manager (1)

CSEA Representative (1)

Director IVC Health and Wellness Center (1)

IVC Facilities Representative (1)

Primary Reporting/ Recommending Responsibilities:

BDRPC

CAREER TECHNICAL EDUCATION TASK FORCE

Meeting Schedule: Alternate weeks, 2 hour meeting

The Irvine Valley College Career Technical Education Task Force (CTETF) functions within the IVC governance model, reporting to the APTC, and is charged with providing support to IVC's Career Technical Education and Workforce Development initiatives.

Charge:

- Review, oversee, recommend, evaluate, and communicate :
- Assist faculty with research, labor market information, curriculum development and grant seeking activities
 - Establish systems and processes for allocating grant funds
 - Provide fiscal oversight for grant expenditures and activities
 - Ensure consistency, and regulatory compliance of all state and federal grants
 - Provide opportunities to participate and attend professional development and training for interested CTE faculty, administrators and staff
 - Coordinate with college programs, departments, business, industry, K-16 and community partners in planning and new program development
 - Support cooperative work experience per Title 5 regulations
 - Provide advisory support to faculty in all CTE discipline areas
 - Assist faculty in developing new CTE programs as well as revising existing programs

Chairs:

Dean of Instruction, Economic and Workforce Development, CTE Director, 2 Academic Senate representatives (ordinarily at least one full-time CTE faculty member)

Members:

Vice President for Instruction
 All Academic Deans
 CTE Faculty (All Interested Faculty)
 CTE Career Counselor
 Career Center Staff Member(S)
 CTE & EWD Grant Projects Staff
 CTE Student Member(S)
 Research, Planning, and Accreditation Staff

Primary Reporting/Recommending Responsibilities:

APTC

CLASSIFIED HIRING PRIORITY LIST DEVELOPMENT TASK FORCE

Meeting Schedule: as needed

Charge:	<ul style="list-style-type: none"> • Review college classified hiring priority needs • Recommend Classified Hiring Priority List to college president
Chair:	Elected from membership, (convening chair appointed by college president)
Members:	<p>Vice President for Instruction Vice President for Student Services Vice President for College Administrative Services Dean (1) Classified Manager (1) Academic Senate (2) CSEA Representative (1) Classified Senate Representative (1)</p>
Primary Reporting/Recommending Responsibilities:	SPAC

COMMENCEMENT (SPEAKER SELECTION) TASK FORCE

Meeting Schedule: as needed; usually Spring Semester

Charge:	<ul style="list-style-type: none"> • Solicit commencement speaker applications • If possible, recommend at least 3 candidates for commencement speaker to the college president • The recommendation in spring of one academic year is for the speaker for the following academic year, with the possibility of recommending speakers for the following two years for better planning
Chair:	Director of Student Life
Members:	<p>Vice President for Student Services Vice President for Instruction Academic Senate Representatives (4) CSEA Representative (1) Classified Senate Representatives (3) ASIVC Representatives (4) Deans/Managers (2)</p>
Primary Reporting/Recommending Responsibilities:	Vice President for Student Services

DUAL ENROLLMENT ADVISORY TASK FORCE

Meeting Schedule: Twice each semester

The Dual Enrollment Advisory Task Force is an advisory group for the Office of Instruction regarding planning, coordination, and operational functions of the Early College Program, College and Career Pathways (CCAP) partnerships, and other dual enrollment course offerings that involve cooperation between the college and high schools.

Charge:	<p>Review, oversee, recommend, evaluate, and communicate :</p> <ul style="list-style-type: none"> • Best practices in developing and implementing dual enrollment pathways and courses • Dual enrollment partnerships and pathways • The legal framework and regulations surrounding dual enrollment pathways and courses (e.g. AB 288) • Recommendations regarding specific courses offered for dual enrollment • Recommendations regarding the development and implementation of the schedule of dual enrollment class offerings • Recommendations about student admissions to dual enrollment pathways and courses • The quality and performance measures predictive of student success in dual enrollment pathways and courses
Chairs:	Assigned Dean, Academic Senate Representative
Members:	<p>Vice President for Instruction OOI Scheduling and Enrollment Planning Analyst Dean of Enrollment Services Deans of Schools with dual enrollment offerings Dean of Counseling Services College Research Office (1) Academic Senate Representative (2: preferably one full-time and one part-time faculty member involved with dual enrollment) IVC Counselor (1 or more involved with dual enrollment) Any faculty member involved with, or planning to be involved with dual enrollment</p>
Primary Reporting/Recommending Responsibilities:	IEC, APTC, Academic Senate

ENVIRONMENTAL LEADERSHIP TASK FORCE

Meeting Schedule: Monthly or as needed

The charge of this task force is to facilitate the implementation of practices that enhance the overall campus environment at Irvine Valley College. These enhancements are in the areas of sustainability, ecological functionality, and social, cultural, and aesthetic values. The task force will primarily serve as a means by which members of the campus community can realize their goals of contributing to the enhancement of the college's overall natural and human environments. The task force will provide specific guidance for all proponents seeking to develop their ideas related to the campus environment and serve as the portal to move those ideas through the college's strategic planning processes.

Charge:

- Install, protect, and enhance campus outdoor spaces that possess intrinsic natural resource value
- Enhance the cultural, social and aesthetic values of the campus and to increase the psychological benefits of the campus environment to staff and the community
- Enhance the educational value of those campus spaces outside the formal classroom
- Use of environmentally preferable materials, reduce the use of toxic substances, responsible handling of wastes, and reduce the production of waste products
- Implement technologies and best practices to reduce grid energy consumption
- Conserve natural resources through sustainable use of alternative materials in existing and future facilities
- Control and repurpose water runoff
- Reduce the production of greenhouse gases
- Explore and employ innovative sustainable technologies and practices in College operations, including transportation, environmental control, maintenance, and recycling/repurposing
- Facilitate the incorporation of the campus's environment-enhancing practices and campus resources into course curriculum
- Increase awareness of students, staff and the community regarding these practices and the overarching concepts of sustainability, ecological functionality and social/aesthetic values

Steering Committee: (recommended configuration)

Academic Senate (1) (co-chair)
 Administrator (1) (co-chair)
 CSEA Representative (1)
 ASIVC Representative (1)
 Maintenance & facilities (1)
 Local community representative (1)

Members:
 (recommended open membership)

Academic Senate
 Administrators and Managers
 Classified Staff
 Students
 Members of the Community-at-Large

Primary Reporting/Recommending Responsibilities:

APTC; BDRPC as appropriate

FACILITIES USE TASK FORCE

Meeting Schedule: Bi-Monthly

Charge:	<ul style="list-style-type: none">• Coordinate the administration of BP 1311 and A 1311• Oversee all campus events• Review and address submitted applications for campus events• Meet with vendors and employees to solidify the scope, review requests and determine costs for all campus events• Increase efficiencies of campus resources
Chair:	Elected from Membership
Members:	Director, Marketing, Communications and Broadcast Services Manager, Office of the President Night Facilities Operations Supervisor Operations Specialist PAC, Director of Arts Production Management Parking Coordinator Sr. MultiMedia Technician
Primary Reporting/Recommending Responsibilities:	Vice President for College Administrative Services

GRADE GRIEVANCE TASK FORCE - PER BOARD POLICY 5505

Meeting Schedule: as needed

Charge:	<ul style="list-style-type: none">• Review student grade grievances per Board Policy 5505
Chair:	Appropriate Dean
Members:	Academic Senate (1) ASIVC Representative (1)
Primary Reporting/Recommending Responsibilities:	appropriate VP

HONORS ADVISORY TASK FORCE

Meeting Schedule: Alternate weeks, 2 hour meeting

The Honors Advisory Task Force is the organizational group for policy development and other decisions that directly affect the operation of the IVC Honors Program. The task force provides support, advice and assistance to the Honors Program Director.

Charge:

- Solicit proposals for honors courses
- Select the honors courses to be offered
- Provide outreach, recruitment, program admission, scholarship selection, advising, program enrichment, and community service projects
- Develop, maintain, and regularly update the student survey instrument used for assessing and improving the Honors Program
- Facilitate the distribution of the student survey instrument to the faculty teaching honors in representative schools
- Facilitate the mentoring of Honors Program students participating in student research conferences such as the annual Honors Transfer Council of California conference at UC Irvine
- Facilitate the development and maintenance of transfer agreements with the various universities and colleges such as the UCLA TAP agreement, the UCI priority admissions agreement, the CSUF Honors School of Business agreement, and others

Chair:

Honors Director

Members:

Vice President for Instruction/Assigned Dean
Academic Senate: 1 Representative per Academic School (10)
(Recommended by the Academic School)
Honors Counselor (School of Guidance & Counseling)
Honors Administrative Assistant (1)
Honors Program Members
ASIVC Representative (1)

Primary Reporting/Recommending Responsibilities:

APTC

ONLINE EDUCATION TASK FORCE

Meeting Schedule: Alternate weeks, 2 hour meeting

The Online Education Task Force (OETF) provides advice to the Dean, Business Sciences, Online and Extended Education and the Director of Technology Services related to student success in online education, which includes online and hybrid courses, and web-enhanced courses. The task force reviews and recommends for approval all policies and procedures affecting online education.

Charge:	Develop, review, oversee, recommend, evaluate, and communicate : <ul style="list-style-type: none"> • Distance/Online Education Faculty Handbook • Online Education Strategic Plan • Online Education Administrative Unit Review • Accreditation documentation related to online education • Online education professional development opportunities • Online education faculty and student resources (in conjunction with Technology Services)
Chairs:	Two faculty Online Education Co-Chairs; Director of Technology Services; and Dean, Business Sciences, Online and Extended Education
Members:	Faculty Co-chair, Technology Advisory TF Academic Senate: 1(or more) representative per Academic School (10) (Recommended by the Academic School) Dean (1) CSEA Representative (1) Classified Manager (1) ASIVC Representative (1)
Primary Reporting/Recommending Responsibilities:	APTC

SCHOLARSHIP TASK FORCE

Meeting Schedule: alternate weeks [Fall 1-2 meetings per month]

The Scholarship Taskforce provides primary support in promoting the IVC Foundation Scholarship Program and coordinating the annual donor scholarship ceremony in the Spring semester.

Charge:	<ul style="list-style-type: none"> • Maintain IVC Scholarship policies and procedures • Review and revise scholarship application process • Assess and maintain scholarship software • Assign implementation to operational units • Review student scholarship applications employing a work groups of readers as specified in the handbook • Recommend student scholarship recipients • Review and revise scholarship ceremony •
Chairs:	Assistant Dean of Financial Aid and Student Support Services; Director of Student Life; Executive Director of Foundation

Members:	Vice President for Student Services Academic Senate (2) CSEA Representative (1) Classified Senate Representative (1) ASIVC Representatives (2)
Primary Reporting/Recommending Responsibilities:	President

STUDENT EQUITY TASK FORCE

Meeting Schedule: Monthly, as needed

The Student Equity Task Force (SETF) provides advice to the Vice President for Student Services and Student Equity Coordinator to ensure all students at Irvine Valley College have a fair and equitable opportunity to successfully reach their academic goals.

Charge:	<p>Review, oversee, recommend, evaluate, and communicate :</p> <ul style="list-style-type: none"> • IVC’s Student Equity Plan • Resource requests for relevancy to the Student Equity Plan and recommend requests for funding in the campus-wide resource allocation process • Discuss students who are adversely impacted based on campus-based research • Formulate objectives and suggest activities to address disproportionate impact • Conduct and review results of evaluations to recommend continued funding for current campus-wide initiatives and activities • Make recommendations to the Vice President for Student Services in areas where collaboration with other categorical programs and initiatives may be appropriate • Discuss student equity at an institutional level to integrate into all campus strategic plans and initiatives including but not limited to: Educational and Facilities Master Plans, Strategic Plan, Technology Plan, AB86 Regional Comprehensive Plan, Student Success and Support Plan, Basic Skills Initiative, and Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) Program
Chairs:	Vice President for Student Services, Student Equity Manager , Senior Research and Planning Analyst
Members:	<p>Vice President for Student Services Research and Planning Analyst (1) Director, Student Success and Support Program Academic Senate Representative (1) Dean/Classified Manager (1) Director of Outreach and Community Relations CSEA Representative (1) Classified Senate Representative (1) ASIVC Representative (2)</p> <p>Resources: DSPS Representative (1) EOPS Representative (1) Basic Skills ESL Faculty (1) Basic Skills English Faculty (1) Basic Skills Math Faculty (1) Counselor (1) Transfer Center Representative (1)</p>

Primary Reporting/ Recommending Responsibilities:	Foster Youth Liaison Financial Aid Representative (1) Veterans Center Director Student Success Center Coordinator Marketing Representative (1) SSAMMO, IEC
--	---

STUDENT LEARNING OUTCOMES TASK FORCE Meeting Schedule: Alternate weeks, 1.5 hour meeting	
Charge:	The Student Learning Outcomes Committee is responsible for resource development, monitoring progress, establishing timelines, and reporting of Student Learning Outcome activity on campus <ul style="list-style-type: none"> • Communicate and coordinate with software management personnel, faculty, staff, administrative bodies, and student organizations • Develop for senate approval an annual SLO activity timeline. • Prepare reports and present results to governing bodies • Assist faculty, administration, and institutional staff in developing, implementing, and completing assessments during the assessment cycle • Assist faculty, student services, and institutional staff throughout the SLO assessment cycle to develop and improve SLOs • Facilitate college attainment of SLO Sustainable Continuous Quality Improvement to meet or exceed ACCJC standards • Monitor adherence to SLO policy and prepare reports as requested. • Provide a venue for college-wide dialogue about SLO assessments
Chairs:	One Instructional faculty member, One Student Services faculty member (one of whom is the SLO Coordinator)
Members:	Academic Senate Officer Dean (1) Academic Senate: 1 representative per Academic School (10) (Recommended by the Academic School) Curriculum Committee Representative Representatives from Student Services CSEA representative (1) ASIVC Representative (1) Ex-Officio: Director of Research, Planning and Accreditation
Primary Reporting/Recommending Responsibilities:	Academic Senate and IEC

TEACHER OF THE YEAR TASK FORCE

Meeting Schedule: Twice in Spring Semester

Charge:

- Review applications for Teacher of the Year (full-time faculty; adjunct faculty; and emeritus faculty)
- Recommend Teacher of the Year (full-time faculty; adjunct faculty; and emeritus faculty)

Chair:

Director of Student Life

Members:

Vice President for Student Services
Dean (1)
Academic Senate (2)
CSEA Representative (1)
Classified Senate Representative (1)
ASIVC Representatives (4)

Primary Reporting/Recommending Responsibilities:

President

TECHNOLOGY ADVISORY TASK FORCE

Meeting Schedule: Alternate weeks, 2 hour meeting

The Technology Advisory Task Force (TATF) advises the Director of Technology Services about priorities in deployment and assignment of technology. The task force education technologies with a focus on faculty and student success. The TATF will provide guidance on faculty and staff professional development, Technology Master Plan, and strategic planning for technology.

Charge:	<p>Review, oversee, recommend, evaluate, and communicate :</p> <ul style="list-style-type: none"> • Priorities concerning technology-related IVC Resource Requests and District Technology Project Requests • Current IVC technology projects, issues, and solutions. • New technologies and how they can be used at IVC, including designing, training (professional development), evaluating vendor products, etc. • Prioritization of the IVC Technology Refresh list • Technology security issues and develop means for enforcement of current security requirements • IVC Technology Plan • Accessibility compliance • Staff and faculty professional development • With District Technology Committee (DTC), district technology matters including the District Technology Master Plan
Chairs:	Director of Technology Services, Academic Senate Representative, Dean, Business Sciences, Online and Extended Education
Members:	<p>Faculty Co-Chair Online Education Task Force co-chair(s) Dean, Business Sciences, Online and Extended Education Academic Senate: 1(or more) Representative per Academic School (10) (Recommended by the Academic School) Classified Manager (1) Student Services Representative Alt. Media Specialist Application Specialist(s) Media Specialist(s) Network Administrator Instructional Technologist CSEA Representative (1) ASIVC Representative (1)</p>
Primary Reporting/Recommending Responsibilities:	APTC and/or BDRPC, as appropriate

UNDERGRADUATE RESEARCH TASK FORCE

To facilitate opportunities for IVC students to participate in discipline-specific and cross-discipline research.

Meeting Schedule: Alternate weeks, 1.5 hour meeting, as needed

Charge:	<p>Initial strategies for promoting student research opportunities shall include:</p> <ul style="list-style-type: none"> • Establish student research linkages with local universities • Network with internal groups (e.g., C.O.N.N.E.C.T., the Honors Program, Psi Beta, Phi Theta Kappa) and external organizations (e.g., Council on Undergraduate Research) • Arrange and oversee the annual IVC-Saddleback Research Conferences • Implement a student research peer-mentoring network • Partner with the Research and Planning Group (RP Group), the statewide Academic Senate, and the college IR office to develop applied research projects in which undergraduates and graduate students can participate • Maintain an Institutional Review Board (IRB) at Irvine Valley College. • Establish and maintain a student-level IRB for student research at IVC • Encourage cross-discipline research opportunities • Establish metrics to evaluate the contribution of research to student success and faculty development • Communicate research opportunities and achievements • Use undergraduate research projects to attract more students into STEM disciplines • Seek funding needed to support student research. Expenses include supplies to maintain the poster printer, travel, the IVC-Saddleback conference, conference registration, etc.
Chairs:	Academic Senate Representative – Instructional Faculty Member
Members:	<p>Academic Senate Officer Academic Senate: 1 (or more) representative per Academic School (10) (Recommended by the Academic School) C.O.N.N.E.C.T. (1) Dean (1) Honors Program Representative (1) Student Services Representative (1) CSEA Representative (1) ASIVC Representative (1) Director of Research, Planning and Accreditation University Research Representatives (2 or more)</p>
Primary Reporting/Recommending Responsibilities:	APTC

IV. College Administrative Councils

The college administrative structure consists of the SPAC, the President's Executive Council, the Vice President for Instruction's Council, Administrative Services Council, and the Student Services Council. The charge, membership, and reporting responsibilities of each Council follow. (Also See "Effective Participation/Planning Process Flow Chart - Irvine Valley College").

A. President's Executive Council (PEC) and President's Cabinet

The President's Executive Council consists of the college President, the Vice President for Instruction, the Vice President for Student Services, the Vice President for College Administrative Services, and the President's Executive Assistant. All recommendations from the Academic Senate (except those exempted by law), Classified Senate, ASIVC, Strategic Planning Committees, and task force recommendations are forwarded to the president, who then usually confers with the President's Executive Council (PEC) before making a final decision. Final decision-making authority rests with the college president. All college recommendations requiring board approval are submitted to the chancellor by the college president.⁸ Monthly board item review meetings are held to prepare college items requiring board approval.

The President's Cabinet consists of the college President, the Vice President for Instruction, the Vice President for Student Services, the Vice President for College Administrative Services, and the Presidents of the Academic Senate, Classified Senate, and ASIVC. This Cabinet assists the president with constructing the agenda for SPAC. Together, PEC and the President's Cabinet provide sounding boards for innovative ideas, and also promote better communication among all the college leadership. In these smaller groups, information can be shared in all directions, coordination among groups is supported and encouraged, and issues and concerns not yet ready for general broadcast can be discussed.

Davit recommends replacing the above paragraphs with:

PEC makes final recommendation to President of all college recommendations except those exempted by law. Final decision-making authority rests with the college president. All college recommendations requiring board approval are submitted to the chancellor by the college president.⁹ Monthly college board item review meetings are held to prepare college items requiring board approval.

PEC and PC provide sounding boards for innovative ideas, and also promote better communication among all the college leadership. In these smaller groups, information

⁸ Education Code §72121.5 requires Community College Districts to adopt reasonable regulations which allow members of the public to place an item directly related to Community College business on the board agenda and that members of the public be allowed to address the board regarding items on the agenda.

⁹ Education Code §72121.5 requires Community College Districts to adopt reasonable regulations which allow members of the public to place an item directly related to Community College business on the board agenda and that members of the public be allowed to address the board regarding items on the agenda.

can be shared in all directions, coordination among groups is supported and encouraged, and issues and concerns not yet ready for general broadcast can be discussed.

PRESIDENT'S EXECUTIVE COUNCIL (PEC) Meeting Schedule: Weekly	
Charge:	<ul style="list-style-type: none"> Final recommendation to president of all college recommendations from the Academic Senate (except those exempted by law), Classified Senate, ASIVC, Strategic Planning Committees, and task forces. Assist president in submission to the chancellor of all college recommendations requiring board approval Assist president in preparation of the final college budget and its submission to the chancellor Implementation of policies and procedures adopted by the board of trustees Implementation of policies and procedures adopted by the college [this is SPAC] Implementation and funding of the college strategic planning goals, objectives, and strategies Compliance oversight of the Education Code, California Code of Regulations, board policies/administrative regulations, personnel laws, college policies/regulations
Chair:	College President
Members:	Vice President for Instruction Vice President for Student Services Vice President for College Administrative Services Executive Dir. of Marketing and Creative Services Manager, Office of the President

Primary Reporting/Recommending Responsibilities:	College President
---	-------------------

PRESIDENT’S CABINET (PC)	
Meeting Schedule: Alternate weeks, 1 hour meeting	
Charge:	<ul style="list-style-type: none"> • Assist President in development of SPAC agenda • Campus communication • Other duties as assigned
Chair:	College President
Members:	Vice President for Instruction Vice President for Student Services President, Academic Senate President, Classified Senate President, ASIVC
Primary Reporting/Recommending Responsibilities:	College President

A. Vice President for Instruction’s Council

The Vice President for Instruction’s Council is chaired by the Vice President for Instruction and consists of all of the deans and the Director of Technology Services.

VICE PRESIDENT FOR INSTRUCTION’S COUNCIL (“DEAN’S COUNCIL”)	
Meeting Schedule: Alternate weeks	
The Vice President for Instruction’s Council is the principal advisory group for the Vice President for Instruction regarding planning, SLOs and AUOs, coordination, and operational functions for the instructional units of the college.	
Charge:	<ul style="list-style-type: none"> • Promote the principles of effective participation in decision-making • Promote efficient, fair, and effective implementation of management rights • Develop and implement the schedule of classes • Review of instructional budgets and advise as to budget changes • Establish academic school OSH allocations • Establish WSCH per FTE targets per academic school and disciplines • Allocate state funded growth monies per adopted process • Room and facilities utilization, allocations and re-allocations • Review guidelines for evaluation of faculty per Academic Employee Master Agreement faculty evaluation instrument • Facilitate departmental program review, AUOs, SLOs, and PLOs • Promote effective participation in academic school meetings • Implement college and district policies and procedures • Provide recommendations for classified and faculty hiring priorities
Chair:	Vice President for Instruction
Members:	Vice President for Student Services All Deans

Primary Reporting/Recommending Responsibilities:	Director of Technology Services
	Vice President for Instruction

B. Instructional Council

INSTRUCTIONAL COUNCIL	
Meeting Schedule: Monthly, 2.5 hour meeting	
The Instructional Council is an advisory body that makes recommendations to the Vice President for Instruction regarding scheduling, room utilization, weekly student contact hours/full-time equivalent faculty (WSCH/FTEF) targets, and other operational aspects of instruction.	
Charge:	Review, oversee, recommend, evaluate, and communicate : <ul style="list-style-type: none"> • Schedule of classes • SLOs, AUOs, PLOs and assessment practices • Instructional budgets and advise as to budget changes • Academic school instructional OSH allocations • WSCH per FTEF targets per academic school and disciplines • State funded growth monies per adopted process • Room and facilities utilization, allocations and re-allocations • Facilitate departmental program review • Provide training: to use Data Warehouse, CSIS, TracDat, and other instructional software
Chair:	Vice President for Instruction
Members:	Vice President Student Services Chair, Curriculum Committee All Deans Academic Chairs Director, Honors Director, Research, Planning and Accreditation

Primary Reporting/Recommending Responsibilities:	Executive Assistant: Office of Instruction Curriculum Specialist Senior Administrative Assistants with CSIS Responsibilities Administrative Assistant: Facilities and Maintenance Registrar: Admissions and Records Vice President for Instruction; APTC, Academic Senate
---	--

C. Student Services Council

ADMINISTRATIVE SERVICES COUNCIL Meeting Schedule: Bi-Monthly The Administrative Services Council is the principal administrative operational Council that has oversight of all aspects of Administrative Services.	
Charge:	Coordination of the following activities within Administrative Services: <ul style="list-style-type: none"> Developing administrative services goals and objectives Establishing short-term and long-range staffing, financial and other resource needs Maintaining and enhancing effective communication with the campus on issues related to administrative services Large campus-wide facilities, technology and safety projects Communication with district-services and Saddleback College on issues related to administrative services Staff professional development within the administrative services departments.
Chair:	Vice President for College Administrative Services

Members:	Vice President for College Administrative Services Director of Facilities Director of Technology Services Director of Safety and Security Manager of College Fiscal Services
Primary Reporting/Recommending Responsibilities:	Vice President for College Administrative Services

D. Administrative Services Council

ADMINISTRATIVE SERVICES COUNCIL	
Meeting Schedule: Alternate weeks	
The Administrative Services Council is the principal administrative operational Council that has oversight of all aspects of Administrative Services.	
Charge:	<ul style="list-style-type: none"> • Oversight and management of college-wide events including: • Commencement, Scholarship Ceremony, Senior Day, Supportive Services Recognition Luncheon, Veterans Day, Adopt-A-Family, Transfer Celebration, Teacher of the Year, Job Fairs, ASIVC Activities (i.e. Multicultural, Club Days), Student Trustee Elections, Homecoming • Oversight of the articulation and implementation of student learning outcomes (SLOs) within student services • Participate in the development of district-wide and college-wide goals • Oversight of departmental program review within student services • Organize and plan for systematic enrollment growth (outreach) • Organize and sponsor outreach activities on and off campus • Analyze student success data and identify/implement effective interventions to increase student success • Review and implement district and college policies and procedures • Review and provide oversight of student services budgets • Develop and review student satisfaction surveys

Chair:	Vice President for Administrative Services
Members:	Vice President for Instruction Dean of Counseling Services Director of Admissions and Records Director of Child Development Center Vice President for College Administrative Services Director of Health and Wellness Director of Student Development Director of Supportive Services Registrar
Primary Reporting/Recommending Responsibilities:	Vice President for Administrative Services

E. Classified Managers

The classified managers provide assistance to the college administration in the operational functions of the college. The classified managers, depending on their area of expertise, participate in college decision-making through membership on each of the college Strategic Planning Committees and administrative councils.

V. Irvine Valley College Policies and Procedures

In accordance with Title 5 regulations, the college has adopted policies and procedures to assist in further defining the roles and scope of authority of all college constituent groups and college administrative councils.

The college has adopted the following policies and procedures:

- The Irvine Valley College Mission Statement & college Goals Annual Revision Process
- The Irvine Valley College Strategic Planning Process
- The Irvine Valley College Budget Development Process
- The Irvine Valley College Program Review Process
- The Irvine Valley College Academic Unit Review Process
- The Irvine Valley College Student Services Program Review Process
- The Irvine Valley College Process for Discipline/Course Realignment
- The Irvine Valley College Policy and Process for Program Discontinuance
- The Irvine Valley College New Program Approval Policy
- The Irvine Valley College New Program Development Procedures
- The Irvine Valley College Faculty Hiring Priority List Development Process (Full-Time Faculty)
- The Classified Hiring Priority List Development Process for New Positions

- The Irvine Valley College Institutional Learning Outcomes
- Distance Education Policy
- Curriculum Approval Procedures

VI. District Administrative Structure

The District administrative structure consists of the Chancellor, Chancellor’s Executive Council, District-Wide Planning Council, Learning Services Coordinating Council, District Technology Council, Chancellor’s Cabinet, Board Policy/Administrative Regulation Advisory Council, District Resource Allocation Council, and a host of other committees and councils determined, described, and overseen by the District-Wide Planning Council. The relationship between the District Administrative Councils and the Board of Trustees is demonstrated in the District Level Decision Making/Organization Chart. DWPC, Planning Manual, Function Map can be found at <https://sharepoint.socccd.edu/chancellor/dp/dwpc/default.aspx>

A. The Role of the Academic Senate, the Classified Senate, ASIVC and the District

According to the District-Level Decision Making/Organization Chart, the Academic Senate(s), the Classified Senate(s), and the Associated Student Government(s), advise the Chancellor and the Chancellor’s Executive Committee. For the most part, these governance constituencies are represented on district-wide committees, councils, and task forces. In addition, the Academic Senate(s) makes recommendations to the Board of Trustees regarding academic and professional matters as specified in Title 5, §53200 and, must jointly develop with the board of trustees (or designees) and mutually agree upon:

- Full-time faculty hiring policies, criteria, and procedures (Education Code § 87360), and
- Policies and procedures by which the board of trustees determine whether an administrator whose administrative assignment has expired or has been terminated possesses the minimum qualifications for assignment as a first year probationary faculty member (Education Code §87458); and
- Policies and procedures as well as the criteria and standards by which the board of trustees determine whether a potential faculty member possesses qualifications at least equivalent to the minimum qualifications specified in the regulations of the board of governors (Education Code §87359).

B. The Role of the Exclusive Bargaining Representatives and the District

The exclusive bargaining representative for the faculty (the SOCCCD Faculty Association), the California School Employees Association (CSEA), and the Police Officers Association (POA) negotiate salaries, benefits, and working conditions for their members with the Board of Trustees through the district negotiating team. In addition, the exclusive bargaining representatives for the respective employee units

work with the District and college administration to implement the negotiated collective bargaining contracts.

C. The Relationship Between District Decision-Making and College Decision-Making

The college administration and college constituent groups participate in District decision-making through a representative model. College administrators are included on all district level councils. Representatives of the Academic Senate(s), classified staff, students, and representatives of the exclusive bargaining representatives are included on appropriate district councils, committees, and task forces. The district councils, committees, and task forces, and their charges, membership, and reporting responsibilities are listed on the district services SharePoint site at: <https://sharepoint.socccd.edu/chancellor/dwc/default.aspx>.

The Irvine Valley College Planning and Decision-Making Manual represents a collaborative effort between the South Orange County Community College District Board of Trustees, the South Orange County Community College District, the Irvine Valley College administration, the Irvine Valley College Academic Senate, the Irvine Valley College Classified Senate and the Associated Students of Irvine Valley College. This manual describes the decision-making philosophy/model and strategic planning procedures at Irvine Valley College and (where appropriate), shows connections to the South Orange County Community College District committees, the Chancellor, and the Board of Trustees providing clarification of the roles, responsibilities, and scopes of authority of the College and SOCCCD constituent groups as required by ACCJC Accreditation Standards, the California Education Code, and Title 5, California Code of Regulations.

Reviewed: Accreditation Focus Group 4-11-08
Reviewed & Revised: Accreditation Focus Group 4-25-08
Reviewed: College-wide Meeting 4-30-08
Reviewed: Academic Senate 5-1-08
Reviewed & Revised: Accreditation Focus Group 5-2-08
Reviewed & Revised: Academic, Facilities, & Technology Committee 5-6-08
Reviewed & Revised: College President and Vice President Student Services 5-17-08
Reviewed & Revised: College President and Accreditation Focus Group Co-chairs 5-30-08
Reviewed & Revised: Accreditation Focus Group 6-6-08; 6-13-08; 7-9-08
Reviewed Classified Senate 6-12-08
Reviewed College-wide 8-1-08 through 8-22-08
Adopted: Academic Senate 8-28-08
Adopted: College Council 9-10-08
Reviewed: Strategic Planning Committees 2-10
Reviewed: Academic Senate 3-10
Reviewed: Classified Senate 3-10
Reviewed: College Council 3-10
Reviewed: Strategic Planning Committees
Adopted: Academic Senate 11-21-13
Reviewed: Classified Senate
Adopted: Academic Senate 09-19-13
Adopted: College Council 09-25-13

Reviewed: Strategic Planning and Accreditation Council 05-14-14
Reviewed: Academic Senate 05-15-14
Reviewed: Strategic Planning and Accreditation Council 11-09-16
Adopted: Academic Senate 03-02-17 [except PEC membership change]
Reviewed: Strategic Planning and Accreditation Council 03-29-17