The South Orange County Community College District’s Mission Statement is “to provide a dynamic and innovative learning environment dedicated to student success and economic growth of the region.” Fulfilling this mission depends on strategic planning and effective decision making.

This manual is a “living document.” For the most current version, please check the District’s SharePoint website. This manual was developed to promote and sustain planning and effective decision making at the South Orange County Community College District. The manual describes how employees of the District are involved in the strategic planning and the decision making process by clearly delineating the roles and responsibilities of all constituent groups as defined by law and regulation. The manual includes college-specific and district-wide policies and procedures that promote widespread participation in the strategic planning and decision making process.

ACKNOWLEDGMENTS

The District-Wide Planning and Decision Making Manual was made possible through the collaborative efforts of the 2011 Accreditation Task Forces, including Nancy M. Padberg, President of the South Orange County Board of Trustees; Gary Poertner, Chancellor of the South Orange County Community College District; David Bugay, Vice Chancellor, Human Resources; Randy Peebles, Associate Vice Chancellor, Economic Development, Glenn Roquemore, President, Irvine Valley College; Tod Burnett, President, Saddleback College; Gwen Plano, Vice President for Student Services, Irvine Valley College; Don Busché, Acting Vice President for Instruction, Saddleback College; Lisa Davis Allen, Academic Senate President, Irvine Valley College; and Bob Cosgrove, Academic Senate President-Elect, Saddleback College.

Special recognition is given to Irvine Valley College, Grossmont-Cuyamaca Community College District, and College of Marin whose manuals provided guidance in the formulation of the Planning and Decision Making Manual for South Orange County Community College District.

Other significant contributions include:

- WASC/ACCJC recommendation #1 for the creation of district-wide planning structure and its communication to the district community (also recommendations #3 and #6) January 2011
- Recommended as an Objective and Action item by Task Force #1 as part of the District-wide Strategic Plan 2011-2014, fall/summer 2011
- Taskforce #3/#6 combined action item summer/fall 2011
- Taskforce #3/#6 work group developed draft #1 manual for committee review on Sept. 8, 2011
- Draft #2 manual presented at District-wide Planning Council on Sept. 9, 2011
- Draft #2 to college communities for review, comments and due Tuesday Sept. 20, 2011
- Draft #3 manual back to college communities for review, comments and due October 12, 2011
- Taskforce #3/#6 review of Draft #3 with district-wide input and approval of the manual, Friday, October 14, 2011
- Presentation to the Board of Trustees as an information item during the November 2011 board meeting
- Continued review and expansion of manual
- First update/revisions fall 2012.
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## Appendices
South Orange County Community College District’s District-wide Planning and Decision Making Manual is the culmination of many months of collaboration, research and planning by faculty, staff and administration representing all constituent groups district-wide.

Throughout the process, opportunities for review and input were provided through the District-wide Accreditation Committee, Strategic Planning Committee, college councils, Chancellor’s Opening Session during flex week, Board of Trustees meetings, the district’s SharePoint (intranet) site and district-wide emails. A high level of interaction was maintained in order to facilitate input and move quickly through the process of developing a short-term strategic plan that would meet accreditation standards.

Some of the research components for the short-term plan included a district services survey that was distributed to all employees and interviews with key faculty, staff, managers and administrators. The results of the survey provided a foundation for reviewing, planning and improving district services units. Additionally, administrative unit reviews will be conducted annually to ensure that resources are tied to planning. Two strategic planning retreats were also held with representation from all constituencies in the colleges and district services.

This document will serve as a short-term, three-year plan and will provide a framework for ongoing planning that integrates with the colleges’ planning cycles and links resource allocation to planning. This short-term plan will tie in with the district’s long-term plan which identifies education and facilities needs and planning priorities through the year 2031.

In a multi-college district, the process of planning and decision making is a shared one. Thank you to all of the staff from Saddleback College, Irvine Valley College, and District Services for their contributions and collaborative work ethic.

Yours truly,

Gary L. Poertner
Chancellor
Introduction and Philosophy
The purpose of the South Orange County Community College District Planning and Decision making Manual is three-fold. First, the manual describes the decision making philosophy and strategic planning procedures within the district. It shows connections to the administrative councils, the chancellor, and the board of trustees. Second, the manual provides clarification of the roles, responsibilities, and scopes of authority of the district constituent groups as required by ACCJC Accreditation Standards; the California Education Code; and Title 5, California Code of Regulations. Third, it is the intent of the South Orange County Community College District to be communicative with its employees. To this end, we have adopted six methodologies to be commutative and transparent:

- E-mail which includes district-wide communication and newsletters
- SharePoint websites
- District-wide committee members
- District-wide forums
- Standing reports
- Websites

Decision Making Philosophy
The District has adopted a decision making philosophy that includes dialogue and consensus. According to the Accrediting Commission for Community and Junior Colleges Guide to Evaluating Institutions, dialogue occurs when individuals see themselves as colleagues and suspend their own views to listen to one another in order to understand differing viewpoints. 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. While dialogue may not lead to resolution of a conflict, it can lead to mutual understanding, respect, and institutional growth. Dialogue, in a supportive environment, has the potential to improve an institution’s ability to deal with the inevitable disagreements that arise in the life of an institution. (ACCJC, Guide to Evaluating Institutions, pg. 6 July 2011)

Committees, councils, and task forces that operate on the principle of consensus generally follow these guidelines:

1. **Clarification of the Issue:** At the outset of the discussion, the issue[s] is/are clearly presented.
2. **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 representatives.
3. **Participation:** Committee representatives accept responsibility for attending meetings, contributing to the discussion and following up on action items. Silence is not consensus. Absence is not participation.
4. **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. Committees will receive training on an effective process to reach consensus.
5. **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 or speaking against the committee decision undermines the process.
6. **Committee Communication Process:** Using standardized templates, decisions and action items are clearly delineated in meeting minutes. The committee chair is responsible for the posting on a SharePoint website of all meeting agendas, minutes, handouts and related documents on SharePoint so that a clear chronology of decisions is available to all.
District Defined
In multi-college districts, “an institution” refers to each college plus the board of trustees, the chancellor and all other district services. Over time, we will all need to adapt to this terminology to avoid confusion. We are all district as defined by the Western Association of Schools and Colleges and the actions taken by the state legislature in establishing community college districts through education code and state law. This graphic illustrates how each college is incomplete without District Services and how District Services is incomplete without the colleges.

District-wide Decision Making: Function Map
During the fall, summer and spring of 2011, Accreditation Task Forces #3 and #6, with representation from all college and district services constituencies, worked to revise and expand the two separate college Function Maps. The district now operates under an approved SOCCCD District-wide Function Map where key decision areas are carefully aligned with the WASC/ACCJC standards along with comments and clarifications by each college and district services. In 2012, the District-wide Planning Council approved an additional focused function map to better clarify district-wide delineation of responsibilities for the Advanced Technology & Education Park site. Decisions are delineated as being: (1) primary, (2) secondary or (3) shared. Continued review, improvement and revisions will now be the responsibility of the District-wide Planning Council. The SOCCCD and ATEP Function Maps will be reviewed on the same three-year cycle as the District-wide Strategic Plan.


“2. Institutions have the responsibility to describe and display clearly the particular way functions are distributed in their unique multi-college organization. The distribution of these functions is to be evaluated. There must be evidence of ongoing communication between the institution and the district/system regarding the distribution of these functions. The Commission will use this evidence to identify the locus of responsibility for the institution’s ability to meet Accreditation Standards.”
The district is dedicated to meeting the WASC/ACCJC standards referenced below by utilizing and referencing the approved SOCCCD District-wide Function Map.

The district has developed a Function Map in conjunction and in coordination with the colleges which helps to clearly delineate and communicate:

a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

b. The district/system provides effective services that support the colleges in their missions and functions.

c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

d. The district/system effectively controls its expenditures.

e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

WASC /AACJC Accreditation Standards IV.B.3. a-f
General Principles
The following Principles of Governance provide guidance to strengthen the district’s governance structure and collegial consultation. While the district and each college must develop a structure and practices consistent with its history and culture, these principles provide a foundation participants agree upon, thus facilitating the further development of governance structures that enable our colleges to fulfill their missions and respond effectively to the needs of students.

The board of trustees has final responsibility and authority for district policies and procedures, and any individual may address the board regarding them.

- The board charges the chancellor with the responsibility for governance of the district; in turn, the chancellor creates a structure and a systematic process for decision making that allows for the effective participation of faculty, staff, and students.
- The district-wide governance structure is charged with making recommendations through councils and committees to the chancellor.
- The district recognizes the academic senates’ primary responsibility in making recommendations in specified areas related to academic and professional matters. The board of trustees has chosen to primarily rely upon recommendations from the academic senates. In the case of disagreement with the administration on any issue, the senates have the right to take their position directly to the board.
- The knowledge and experience of committee members and the interrelationship of all committees gives the governance structure preeminence in the decision making process.
- Broad participation from all segments of the district is encouraged and expected in the governance structure.
- Each council and committee should annually review and evaluate the continuing need for its operation and make recommendations for any necessary changes in the governance structure.
- Each constituency represented on a council, committee or task force appoints its own representatives, taking into account not only the needs of the constituency but also the broader needs of the institution.
- The responsibility of the participants in collegial consultation and decision making includes articulating the concerns of their constituents and, in turn, reporting to them on the progress of the issues. In addition, all participants should make a sincere attempt to understand issues from a broad, district-wide perspective.
- The district as a whole should understand the governance process and how to participate in it through constituency representation.
- Governance is facilitated by extensive communication, timely and appropriate information, sharing and notice of meetings, public deliberation, full campus participation, and published records.

Acknowledgment to Grossmont Cuyamaca Community College District
District Governance Structure -2008-09 – page iii.
The Governing Board
The board of trustees 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. Per SOCCCD Board Policy 112, the board’s commitment is to do the following:

- Establish the mission of the district
- Assure the development and implementation of short-term and long-term educational and facilities plans
- Assure fiscal health and stability
- Monitor institutional effectiveness and educational quality
- Delegate power and authority to the chancellor/chief executive officer to effectively lead the district
- Work respectfully with the chancellor and the district/college faculty and staff
- Refer suggestions and concerns to the chancellor
- Work respectfully with other board members
- Hire and evaluate the chancellor
- Advocate for and protect the district
- Establish policies that implement the district mission and goals, and set prudent, ethical and legal standards for college operations
- Represent the public interest

The Chancellor
California Education Code Section 70902(d) and Board Policy 2100 (Delegation of Authority to the Chancellor) defines the delegation of authority to the chancellor.

The board of trustees shall employ a qualified person as chancellor and chief administrative officer of the district.

The chancellor has full authority and responsibility for the proper conduct of the business and educational programs of the district.

The board of trustees specifically authorizes the chancellor to perform the following functions:

- To hire academic and classified employees for the district, subject to ratification by the board.
- 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 (Calif. Ed. Code, Section 87032).
- To sign applications for funds and contracts for the district, subject to ratification by the board (Calif. Ed. Code, Section 81655).
- 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 (Calif. Ed. Code, Sections 87730 and 88201).
- To establish and maintain the district’s purchasing procedure (Calif. Public Contract Code, Sections 20650, et seq, and Calif. Ed. Code, Sections 81641 et seq; Board Policy 3200).
- To perform additional duties as deemed appropriate by the board of trustees.

Board Policy 2001 (Administrative Organization) further provides for the following:

- 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 (Calif. Ed. Code, Section 70902).
• 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 or trustees that all matters called to its attention by district personnel or by students shall be presented through the chancellor. Conversely, the board shall direct appropriate matters through the chancellor.

The Academic Senate
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 for faculty to participate effectively.

California Education Code §87743.2 requires that each community college establish faculty service areas no later than July 1, 1990. The exclusive bargaining representative for the faculty shall consult with the academic senate(s) in developing proposals regarding faculty service areas.

The Classified Representation
Classified staff are integral to the decision making processes of the district. They participate in district governance through representation on committees, task forces, and councils. If only one representative is selected, the representative is from the respective bargaining unit. When additional classified representatives are added, the appointment may be made in consultation with the appropriate classified senate(s). (Board Policy 4056, Title 5 Section 51023.5, and California Education Code Section 70902).

Student Participation in Governance
Board Policy 5627 (Student Participation in Governance) and Title 5, 51023.7 define the right to participate in governance in community colleges. Further, Board Policy 104 provides for a student member of the board of trustees.

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 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.

There shall be one nonvoting (advisory) student member of the board of trustees (California Education Code, Section 72023.5).

Additional Representation
Some district-wide committees may have additional representation. Additional representation may consist of specific bargaining group representatives or work groups. These may include representatives from the SOCCCD Faculty Association, California School Employee Association, Police Officer Association, classified senates, classified managers, academic administrators and others.
District-wide Strategic Plan: 2011–2014

South Orange County Community College District’s District-wide Strategic Plan 2011-2014 is the culmination of collaboration, research and planning by faculty, staff and administration representing all constituent groups district-wide. The District-wide Strategic Plan 2011-2014 is the district’s short-range plan. It has a three-year cycle for review and revision and is updated annually including the District Services Administrative Unit Reviews. The short-range plan allows and supports district-wide planning driving resource allocations.

Throughout the planning and review process, opportunities are provided to all employees for review and input through the District-wide Planning Council, other district-wide councils and committees, college councils, faculty senates, and other district and college constituent groups. A high level of interaction is maintained in order to facilitate input that is open, transparent and collegial.

The District-wide Strategic Plan 2011-2014 will serve as a short-term, three-year plan and will provide a framework for ongoing planning that integrates with the colleges’ planning cycles and links resource allocation to planning. The short-term plan will tie in with the district’s long-term plan, the District-wide Education and Facilities Master Plan 2011-2031, which identifies education and facilities needs and planning priorities through the year 2031.

In the spring 2011, the chancellor created six district-wide task forces that were charged with responding to WASC /ACCJC recommendations numbers one through six. The collaborative and collegial work of these task forces was coordinated by the District-wide Accreditation Planning Committee.

While the initial development and work of the task forces was focused on responding to the Commission’s recommendations, the task forces also recognized that an ongoing district-wide planning structure was needed to maintain, review, and improve district-level planning. As a result, the District-wide Strategic Planning Task Force was combined with the District-wide Accreditation Planning Committee and renamed the District-wide Planning Council.
District-wide Integrated Budget Planning Resource Guide
The South Orange County Community College District (SOCCCD) District-wide Integrated Budget Planning Resource Guide was developed in 2011-12 in response to the colleges’ accreditation report recommendations and the requirement that district-wide planning drive budget allocations. The resource guide details how resource allocation is tied to planning and provides links to documentation associated with the integrated processes and is continually updated.

The SOCCCD Board of Trustee approves the Budget Development Guidelines twice a year for the Tentative and Final Budget, in the months of June and August. These Budget Development Guidelines, which are comprised of the Board of Trustee’s Budget Philosophy, Statement regarding Participatory Governance, and Guiding Principles, are used in the district-wide budget development process. They are fiscally conservative in nature and are useful in communication of the overarching assumptions that the district wide budgets are based. The DRAC Model, Basic Aid Board Policy (BP 3110), and Basic Aid Administrative Regulation (AR 3110) guide the budget development for district-wide allocation of unrestricted general funds and basic aid funds. The philosophy of planning driving budget decisions is being institutionalized at the colleges, district services, and on a district-wide basis. It is anticipated that as the planning and budget development cycle is implemented over several years that the integrated planning and budget model will get more sophisticated and part of everyday decision-making.

Board Philosophy
The board of trustees shall support and follow fiscal policies that:
1. Ensure wise and prudent use of public resources.
2. Promote financial strength and stability.
3. Maximize educational opportunities for students.

Participatory Governance
An opportunity for review and input will be provided to the appropriate participatory governance groups prior to adoption of the final budget.

Guiding Principles:
The following guiding principles are provided to District Resources Allocation Council (DRAC) and the college budget committees for use when recommendations are made about the budget.

1. Reserve for Economic Uncertainties
The general fund reserve for economic uncertainties shall be no less than 7.5% of the projected unrestricted revenue. A monthly update will be provided to the board of trustees that reviews current revenue, expenditure, and ending balance projections. Any action proposed by a staff member, a board member, or the board of trustees as a governing body, which could potentially reduce the reserve, will be reported to the board in the monthly update. A reported reduction in the reserve below 7.5% shall be accompanied by a plan that indicates how the reserve shall be restored.

2. Future Long-Term Debt Issues
No additional COP, or other long-term debt, will be issued until:
   a. An ongoing revenue stream has been identified that covers the full payment for the existing issues.
   b. A dedicated revenue stream has been identified for the payments for the new issue.
The board has identified this principle as having a very high priority.

3. Retirement Incentives
No retirement incentives will be provided unless one-time funds have been identified that will cover the full cost or the plan savings are sufficient to pay the cost of the incentive.
4. Area/College Allocations
The expenditure budgets for each area/college shall not exceed the projected resource allocations. Any college or district balances existing at the end of each fiscal year, either positive or negative, will result in an equivalent adjustment in the allocation in the subsequent year. In addition, the vice chancellor of business services shall monitor the college budgets to ensure there are no negative balances.

5. Deficit Financing
Deficit financing is defined as a budget in which projected expenditures exceed projected revenue for the year. Deficit financing should not occur for ongoing expenses, such as salary increases. The amount of deficit financing should always be clearly presented in the budget document. Deficit financing shall not result in a reserve balance that is less than 7.5%.

6. Retiree Medical, Dental, Vision, and Medicare Coordination of Benefits (COB) Plans
To be compliant with GASB 43 and 45, an irrevocable trust was formed in FY 2007-2008 to fund medical, dental, vision, and Medicare plans for SOCCCD retirees. This trust was established and the Keenan Futuris Public Entity Investment Trust Program was selected to organize the structure and operations of the trust. Benefit Trust Company was selected to manage the funds in the trust. An actuarial study is conducted every two years to update the district’s OPEB (other post-employment benefits) liability.

7. Basic Aid
While the district is a basic aid district:
   a. The expenditure budgets for ongoing purposes shall be the resources that would have been available from state apportionment.
   b. Excess revenue above apportionment shall be allocated at the college or district level for one-time purposes, such as to cover some of the unfunded obligation for the retiree benefit plans.
   c. Excess revenue above apportionment shall not be used for regular ongoing expenditures, such as salaries.
   d. Excess revenue above apportionment shall not be used for any other purposes that will jeopardize the district’s future financial stability.

8. One-time Cost Savings
One-time cost savings shall be allocated to purposes such as the unfunded obligation for the retiree benefit plans, or to one-time expenditures.

9. Full Time Equivalent Student Targets
When developing the target FTES, consideration will be given to the following:
   a. The needs of students and the community.
   b. The percentage of growth allocation in the state apportionment formula.
   c. The FTES generated in the most recent academic year.
   d. The number of FTES the college administration realistically believes can be generated.

10. Funding for Growth
The district resource allocation model shall limit funding for growth FTES to a maximum of the SOCCCD individual adjusted growth rate published by California Community College System Office, adjusted by subsequent System Office revisions. District growth funding shall also be constrained by FTES growth achieved by the district up to the maximum amount funded through the SB 361 allocation formula.
Click [here](#) for SOCCCD District-Wide Integrated Budget Planning Resource Guide definitions of terms used in this chart.
Basic Aid Allocation Recommendation Committee (BAARC) Flow Chart*

This is an interactive process with participatory governance involvement. BAARC will provide information to and gather widespread input from the college presidents and other campus and district services leadership groups before recommendations are made to the Chancellor. Recommendations and draft work from the committee will be posted on SharePoint for transparency.

*For more details, refer to AR 3110.
Overview of Model Development Process

During the spring, summer and early fall 2011, the District-wide Planning Model was developed by the special Accreditation Joint Task Force #3/#6 with input from all staff and constituent groups district-wide. Now and in the future, the model will support planning, ongoing processes and documentation at the district-wide level.

The District-wide Planning Model is comprised of three major components. The model demonstrates how institutional priorities and planning are linked to resource allocations. The model also establishes how planning and related processes are assessed and evaluated for continued improvement through analysis and action plans. The three planning model components are:

1. District-wide Planning and Resource Allocation Model Key Elements Chart
2. District-wide Planning and Resource Allocation Process Flow Chart
3. District-wide Planning and Resource Allocation Development Timelines

The District-wide Planning and Resource Allocation Model is a component of the District-wide Planning and Decision Making Manual. Listed below are the model development steps taken:

- Joint Task Force #3/#6 establishes a sub-committee to draft a planning model. (summer 2011)
- The sub-committee develops the first draft for full Joint Task Force review. (fall 2011)
- Review of a draft of the District-wide Integrated Planning and Budget Model by Joint Task Force #3/#6 at their September 22, 2011 meeting. Draft copies posted for information and input by committee members. (fall 2011)
- Following committee input, the draft document of the model becomes available for review and input to all district staff and constituent groups. (fall 2011)
- Recommendation made that final draft of the planning manual and model is reviewed by the District-wide Planning Council.
- Joint Task Force #3/#6 recommends that the SOCCCD Board of Trustees review the planning model and planning manual documents as an information item at their November 2011 meeting.
- Planning documents, upon approval, posted on the district SharePoint website and a small number of printed copies made available.
- Upon adoption, the Joint Task Force #3/#6 recommends that the model and manual be reviewed and updated annually.

District-wide Planning and Resource Allocation Model Key Elements Chart

This first chart focuses on all of the district-wide planning elements (center of chart) while also capturing the key college-level planning elements (left and right columns of chart) to put the overall district-wide planning processes in perspective. District services planning elements are at the bottom of the chart. A comprehensive list of college-level planning and processes can be found at the Irvine Valley College and Saddleback College planning websites. Each of the different types of planning elements in the model is described.
Planning and Budget Groups
Each of the planning and budgeting model groups are listed. The three district-wide councils report directly to the chancellor with the chancellor acting as the chair for each. The chancellor sets the agendas for the councils often using items and or recommendations from the district-wide committees. Each of the district-wide committees reports to and makes recommendations directly to the chancellor. Committees may make recommendations to the chancellor to consider placing items on the agendas of one or more of the district-wide councils. The district-wide councils and committees document their description, charge, membership, agendas, minutes, documents and planning group information on their district SharePoint site.

<table>
<thead>
<tr>
<th>Committee Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellor’s Executive Council</td>
<td>Discussion of hot topics of district-wide scope and of informational items. Provision for decision making based on input and discussion.</td>
</tr>
<tr>
<td>Chancellor’s Council</td>
<td>Information exchange, input on issues and decisions. Monthly agenda includes review and discussion of Board of Trustee agenda items (docket).</td>
</tr>
<tr>
<td>District-wide Planning Council</td>
<td>To coordinate all district-wide planning, the council addresses district-wide planning, reviews progress on current plans and updates plans as appropriate.</td>
</tr>
<tr>
<td>District-wide Technology Committee (DTC) &amp; Technology Plan Task Force</td>
<td>To coordinate technology issues and implementation of new systems, hardware, and software district-wide; review potential district and college IT projects and funding sources; and explore new software and hardware.</td>
</tr>
<tr>
<td>Capital Improvement Committee (CIC)</td>
<td>Coordinate a prioritized District-wide 20-year Facility, Renovation, and Scheduled Maintenance Plan that utilizes uniform, data driven criteria. This includes developing common facilities definitions and recommendation of software. Each year the committee will review the plan and develop recommendations.</td>
</tr>
<tr>
<td>District Resources Allocation Council (DRAC)</td>
<td>DRAC is the SOCCCD’s District Resource Allocation Council, which is a district-wide participatory governance council, approved by the Board of Trustees charged with recommendations for the income allocation model on which the budget is based. It is charged with development and oversight of the allocation process for Unrestricted General Funds and it makes recommendations to the Chancellor.</td>
</tr>
<tr>
<td>Basic Aid Allocation Recommendation Committee (BAARC)</td>
<td>This participatory governance committee is charged with implementing the BP-3110 and AR-3110-Basic Aid Allocation Process and utilizes plans developed by other District-wide committees and councils. The Basic Aid Allocation recommendations follow the Annual Basic Aid Allocation Cycle which parallels the SOCCCD annual budget development process.</td>
</tr>
</tbody>
</table>
Planning Documents
The key district-wide planning documents that drive and facilitate district-wide planning are listed here. For each plan or document, the assigned planning group or administrative unit is identified. For up-to-date information regarding the respective council/committee, please visit the appropriate SharePoint site.

- Education and Facilities Master Plan 2011-2031 (EFMP) (long-range plan)
  College and district services planning groups support new plan development
- District-wide Strategic Plan 2011-2014 (short-range plan)
  District-wide Planning Council supports updates and new plans
- District-wide Planning and Decision Making Manual
  District-wide Planning Council supports updates and makes changes
- District-wide Planning and Resource Allocation Model
  District-wide Planning Council supports updates and changes
- District-wide Function Map
  District-wide Planning Council supports updates and makes changes
- District-wide Tentative Budget Development
  District Business Services and all planning groups
- District-wide Tentative Budget Approval
  Board of Trustees review and approval
- District-wide Final Budget Approval
  Board of Trustees review and approval
- District-wide Integrated Budget Planning Resource Guide
  District Business Services
- Budget Development Guidelines and Budget Manual
  District Business Services
- District-wide Five Year Construction Plan
  College planning groups and District Facilities Planning Staff
- 20 Year Facility, Renovation, and Scheduled Maintenance Plan
  Capital Improvement Committee
- District-wide Technology Plan
  District-wide Technology Committee appointed task force

Assessment Tools
District-wide assessment and evaluative tools are administered routinely on set schedules to determine the progress and success of planning and related activities. These tools provide important input and data that can be analyzed and used for ongoing institutional improvement. Each college has additional assessment and evaluative tools, which are included on the planning elements chart. These college-level efforts feed into the district-wide planning processes and add additional data and information for making decisions and insuring improvement district-wide.
Key Elements Chart

SADDLEBACK COLLEGE

Planning & Budget Groups
- President
- Consultation Council
- Planning and Budget Steering Committee
- Strategic Planning Groups (4)
  - Educational Development
  - Student Affairs
  - Operational Support
  - College Advancement

Planning Documents
- College Strategic Plan 2010-2013
- College Education and Facilities Master Plan 2011-2031
- College Governance and Organizational Manual
- Technology, equipment, and classified staffing plan

Assessment Tools
- College surveys
- College Program Review
- College Administrative Unit Review
- College Annual Strategic Plan progress report

DISTRICT-WIDE

Planning & Budget Groups *
- Chancellor’s Executive Council
- Chancellor’s Council
- District-wide Planning Council
- District-wide Technology Committee
- Capital Improvement Committee
- District Resources Allocation Council
- Basic Aid Allocation Recommendation Committee

Planning Documents
- Education and Facilities Master Plan 2011-2031 (long range plan)
- District-wide Strategic Plan 2011-2014 (short range plan)
- District-wide Planning and Decision Making Manual
- District-wide Planning Model
- District-wide Function Map
- District-wide Tentative and Final Budget
- Budget Development Guidelines and Budget Manual
- District-wide Integrated Budget Resource Guide
- District-wide Five Year Construction Plan
- 20 Year Facility, Renovation, and Scheduled Maintenance Plan
- District-wide Technology Plan
- District-wide Human Resources and Staffing Plan

Assessment Tools
- District-wide Climate Surveys
- Annual District-wide Strategic Plan 2011-2014 update and progress report
- Board Self Evaluation Report

IRVINE VALLEY COLLEGE

Planning & Budget Groups
- President
- College Council
- Strategic Planning Groups (5)
  - Strategic Oversight & Budget Development Committee
  - Academic, Facilities and Technology Planning Committee
  - Institutional Effectiveness Committee
  - Student Success /Access and Matriculation Committee
  - Marketing and Outreach Committee

Planning Documents
- College Strategic Plan 2006-2012
- College Education and Facilities Master Plan 2011-2031
- College Planning and Decision Making Manual
- Technology, equipment, and classified staffing plan

Assessment Tools
- College surveys
- College Program Review
- College Administrative Unit Review
- College Annual Strategic Plan progress report

DISTRICT SERVICES

- District Services Planning Committee
- District Services Annual Surveys
- District Services Administrative Unit Reviews
- District Services Survey Results, Evaluation & Action Plans

*Note: See the “District-wide Planning and Resource Allocation Process Flow Chart” and SharePoint site for a complete listing of all District-wide Planning groups.

Chart is for reference and illustrative purposes only
District-wide Planning and Resource Allocation Process Flow Chart

This chart indicates the association of the district-wide committees with the appropriate vice chancellors. The district-wide councils report to the chancellor. Recommendations made by the committees are directed to the chancellor. The chancellor then places committee items onto the council agendas as needed and appropriate. As the planning model undergoes the first year review, this chart will be updated to show the alignment of specific recurring committee recommendations which are routinely referred to one of the three specific councils. The chart will then be aligned to better demonstrate planning process flow.

Each of the key district-wide councils and committees, described earlier, and are well documented and described at the district SharePoint site.

District-wide Planning and Resource Allocation Development Timelines

Planning timelines and ongoing cycles of review and improvement are essential for successful district-wide planning. This chart captures the planning cycles and timeline of review for updates, plus the cycles/timeline for a complete renewal of a plan or document. The timing of the survey administration is also noted.
Planning and Resource Allocation Process Flow Chart

Board of Trustees

Chancellor

Chancellor's Council

Chancellor's Executive Council

District-wide Planning Council

Vice Chancellor of Technology & Learning Services

Board Policy & Administrative Regulation Advisory Council

Basic Aid Allocation Recommendation Committee

Capital Improvement Committee

District Resources Allocation Council

Health and Wellness Committee

Vice Chancellor of Technology & Learning Services

Academic Calendar Committee

Business Continuity Planning Committee

Learning Services Coordinating Committee

District Institutional Research and Technology

District-wide Technology Committee

District Online Education Committee

Vice Chancellor of Business Services

Vice Chancellor of Human Resources

Records Management Committee

Sabbatical Committee

Note:
Committees and councils make recommendations to the councils or directly to the chancellor.
The chancellor sets council agendas often using district-wide committee items.
## District-wide Planning and Resource Allocation Development Timelines

### District-wide updates, revision and timelines for 2011-2014 Strategic Plan cycle

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*Note: See the District-wide Planning Process flow chart or SharePoint site for a complete listing of all district-wide planning groups.*

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**Planning Documents**

**Assessment**

Reviewed: November 2, 2012 - DWPC
Approved: November 2, 2012 - DWPC

**Tools**

- Evaluate = annual committee evaluation and improvement plan
- Recreate = complete rewriting of a planning document
- Review = read and distributed
- Update = a review and refresh of key planning data in a planning document
- Administer = distribution, collection, data and analysis of a survey
**District-wide Committee Roles and Structure**

The colleges and district rely on numerous councils, committees, and task forces that provide for representation from all constituent groups in order to create a structure for widespread participation.

The district administration and college constituent groups participate in district-wide decision making through a representative model. College administrators are included on all district-level councils. Representatives of the academic senate(s), classified staff, and representatives of the exclusive bargaining representatives are included on appropriate district councils.

**COMMITTEE MEMBER ROLES**

**Chair**
The Chair of district-wide committees (this term includes all councils, committees, and task forces) has the responsibility for setting agendas that conform to each committee’s purpose (charge); to chair the meeting; to work with the recorder in posting agendas, minutes, handouts on the district-wide committee SharePoint site; to clearly identify committee recommendations/decisions and identify action items for the committee; and to work in the spirit of collegiality through consensus and unanimity while ensuring the process is clear and transparent. The Chair is to carry forward the actions and recommendations/decision of the committee. When the committee cannot come to consensus, it is the Chair’s responsibility to follow the process identified in resolving an issue.

**Members**

Committee members (this term includes all councils, committees, and task forces) will be active, participants who represent their constituencies, vote on their behalf, and communicate committee activities to their constituent groups. Each committee member is an active communicator on behalf of the committee and should communicate the committee activities through standing committees at their site and other methods formal and informal so that the district-wide committee activities are clear, transparent, and widely known.

**Recorder**
The Recorder of a district-wide committee (this term includes all councils, committees, and task forces) has the responsibility to assist the chair to set agendas that conform to the committee’s purpose (charge); to work with the chair in posting agendas, minutes, handouts on the district-wide committee SharePoint site; clearly identify committee recommendations/decisions in the minutes; to clearly identify the action items in the minutes, and to post all appropriate items on the committee’s SharePoint site in timely manner according to the District’s Communication Guidelines.
COMMITTEE STRUCTURES

Council
Composed of administrators and/or executive representatives of faculty, staff, or student organizations. A council often directs the work of numerous committees or task forces. A council meets regularly and its charge is broad in scope. Council documents, minutes, agendas and calendars are posted and available on a SharePoint site.

Committees
Composed of a variety of individuals whose scope of work is narrower than that of a council. A committee reports its recommendations to senior administrators or to a council. A committee can be long-term in nature and may meet on a regular basis. Committee documents, minutes, agendas and calendars are posted and available on SharePoint websites.

Task Force
Composed of a variety of individuals, who may include administrators, managers, and representatives of student, faculty, and staff. Task forces are created to address a specific district-wide issue and meet until its charge has been completed. A task force is characterized by focusing on a single issue. A task force is usually short-term in nature and upon conclusion of the task, the group becomes inactive.
Establishing a New District Council, Committee, or Task Force
Any District-wide Planning Council (DWPC) member may request consideration by DWPC of a new district council, committee or task force. The request should include the following:

- Concise description of the subject to be addressed
- Proposed purpose
- Entity that has jurisdiction over the subject
- Any existing council, committee or task force that would be impacted by the formation of a new entity, plus the anticipated impact of the creation of new entity
- Proposed location in the governance structure for reporting
- Proposed composition

The proposal may then be considered by DWPC.

Modifying an Existing Council, Committee, or Task Force
Each entity is responsible for annually reviewing its charge and performance, and recommending modifications. Recommendations for modifications, such as the committee charge or composition, are reviewed by the existing entity and/or the committee members and constituencies. The recommendations are then forwarded to the chancellor for review and action.

Annual Review of an Existing Council, Committee, or Task Force
The Joint Task Force #3/#6 recommended that annual review process and template be submitted to the District-wide Planning Council for review during the next cycle for the District-wide Planning and Decision Making Manual. The committee recommended that the evaluation cover topics:

1. Review/amendment of committee charge
2. Summary of decisions and recommendations made during the year, compared against committee charge
3. Review of committee membership
4. Review of committee accomplishments
5. Review/amendment of committee schedule and deliverables

The annual committee evaluation and review will be completed during the spring of each year, or as appropriate for the committee meeting schedule. Evaluation reports will be forwarded to the District-wide Planning Council and other appropriate oversight committees or councils. A template to assist committees with the annual evaluation process is under development.

District-wide Communication Guidelines
Decisions and action items are clearly delineated in meeting minutes, using standardized templates and guidelines. The committee chair is responsible for the posting of all meeting agendas, minutes, handouts and related documents on a defined SharePoint site so that a clear chronology of decisions is available to all. For a listing of communication guidelines and templates please visit the appropriate SharePoint intranet site.
## Communication Guidelines for District-wide Committees

### Agenda

Post on SharePoint at least two business days prior to each meeting.

Include:
- District Logo in top left hand corner
- Committee name
- Meeting date; location; start and end time
- Committee Charge/Purpose
- Standing Agenda Items:
  - Review/approval of previous meeting minutes
  - Review status of previous action items (incorporate the previous list into the current agenda)

### Minutes

It is recommended draft minutes be reviewed by the chair and posted on the committee SharePoint site for review and approval by the committee members within five business days following the meeting.

Include:
- District Logo in top left hand corner
- Committee name
- Meeting date; location; start and end time
- Members Present
- Members Absent
- Committee Charge/Purpose
- Recommendations/decisions made by the committee are to be specifically listed in a separate section at the end of the minutes (see sample minutes)
- Action Items: are listed in a separate section at the end of the minutes to include a description of the action, who it is assigned to, deadline for completion, and status (see sample)

### Sign-In Sheets:

Attendees are to sign in for meetings

Include completed sign-in sheets as a separate page with the posted meeting minutes.

### Handouts:

Post handouts provided prior to and during the meeting in the “handouts” section in SharePoint. Indicate the meeting date in the file name for easy reference.

Post handouts provided prior to and during the meeting in the “handouts” section in SharePoint. Indicate the meeting date in the file name for easy reference.

Approved minutes: Post approved minutes (pdf version) on SharePoint. (Delete draft version).

Note: Minutes are not meant to be a transcript of conversation, but rather a summary of critical points. No need to describe all of the “he said, she said” details unless those details are very important. Record topics discussed, decisions made, and action items.

Generally, names need not be reflected in minutes except in the action items.

See SharePoint Chancellor home page/Libraries section for agenda, sign-in sheet and minutes samples.
### NAME OF THE COMMITTEE

#### Purpose of the Committee:
Describe the purpose of the committee and member responsibilities.

#### Meets:
Describe frequency of meetings, weekly, monthly, etc.

#### Chair:
List Position of Committee Chair, i.e. Vice Chancellor, Business Services (1)

#### Members:
List Committee Members by position title/representation group, location, number of reps total.
Examples:
- Vice Chancellor, Technology & Learning Services (1)
- College Presidents, one from each college (2)
- Vice Presidents of/for Instruction, one from each college (2)
- Vice Presidents of/for Student Services, one from each college (2)
- Dean, Counseling Services & Special Programs, Saddleback College (1)
- Academic Deans, one from each college (2)
- Academic Senate Presidents, one from each college (2)
- Faculty Association President or representative, district-wide representative (1)
- Police Officer Association President, district-wide representative (1)
- Classified Management Representative, one from each college (1)
- CSEA President or representative district-wide representative (1)
- Classified Staff Representatives, one from each college (2)

#### Reporting/Recommending Responsibilities:
Describe individuals or groups to whom the committee makes recommendations.

#### SharePoint Site:
https://sharepoint.socccd.edu/sites/dwc//default.aspx

#### Decision-Making Process:
Provide outline of decision-making process, including steps to reach consensus or agreement and how to resolve impasse situations.

#### Communication Process:
Describe all means of communications including SharePoint feedback to constituent groups, and others.
COMMITTEE NAME

Meeting Date

00:00 – 00:00 am/pm

Meeting Location

Committee Charge
Develop, modify, plan, communicate, etc.

AGENDA

1. Review/approve Minutes from [date] Meeting
2. Status Action Items from Previous Meeting

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</table>

3. Agenda Items
4. Agenda Items
5. Agenda Items
6. Agenda Items
7. Review Today’s Meeting Recommendations/Decisions and Action Items
8. Next Meeting
9. Adjourn
COMMITTEE NAME

MINUTES

Meeting Date
00:00 – 00:00 am/pm • Location

Members Present: Name, Name, Name, Name, Name, Name, Name, Name,
Not Attending: Name, Name, Name

Committee Charge
Develop, modify, plan, communicate, etc.

1. Review/approve Minutes from [date] Meeting
Minutes were reviewed and approved.

2. Status Action Items from Previous Meeting

<table>
<thead>
<tr>
<th>Action</th>
<th>Assigned to:</th>
<th>Deadline:</th>
<th>Status/Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Name</td>
<td>Date</td>
<td>Completed on [date]</td>
</tr>
<tr>
<td>2.</td>
<td>Name</td>
<td>Date</td>
<td>Pending Approval</td>
</tr>
<tr>
<td>3.</td>
<td>Name</td>
<td>Date</td>
<td>In Progress</td>
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<tr>
<td>4.</td>
<td>Name</td>
<td>Date</td>
<td>Recommendation made to xxx on [date]</td>
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<tr>
<td>5.</td>
<td>Name</td>
<td>Date</td>
<td>Additional information required/awaiting response from xxx</td>
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<tr>
<td>6.</td>
<td>Name</td>
<td>Date</td>
<td>Completed on [date]</td>
</tr>
</tbody>
</table>

3. Agenda Item
Summary of discussion/decisions/notes, etc.

4. Agenda Item
Summary of discussion/decisions/notes, etc

5. Agenda Item
Summary of discussion/decision/notes, etc

6. Review Today’s Meeting Recommendations/Decisions and Action Items
The committee identified recommendations and/or decisions made in today’s meeting and reviewed the actions items needing follow-up. See Summary of Recommendations/Decisions and Action Items listed at the end of today’s minutes.

7. Next Meeting
Next meeting will be [date, time, location]. Items for discussion will include: xxx, xxx

8. Adjourn
The meeting adjourned at 00:00am/pm.
Summary of Recommendations/Decisions Made Today:

- The council/task force/committee will make a recommendation to xxxx to increase the xxx to xxx and so on and so forth.
- The allotment for xxxx will be assigned to xxx.
- Further discussion is needed before a final recommendation on xxx can be made completed.
- The council/task force/committee reached consensus on the xxx and will forward to xxx for approval.

Action Items

<table>
<thead>
<tr>
<th>Action:</th>
<th>Assigned to:</th>
<th>Deadline:</th>
<th>Status/Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop draft of xxx</td>
<td>Name</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>2. Update Sharepoint with Committee Information</td>
<td>Name</td>
<td>Date</td>
<td></td>
</tr>
<tr>
<td>3. Task to be completed</td>
<td>Name</td>
<td>Date</td>
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<tr>
<td>4. Task to be completed</td>
<td>Name</td>
<td>Date</td>
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<tr>
<td>5. Task to be completed</td>
<td>Name</td>
<td>Date</td>
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</tbody>
</table>
COMMITTEE NAME
Meeting Date
00:00am – 00:00pm
Location

Sign-in Sheet

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Representing:</th>
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<tbody>
<tr>
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</tbody>
</table>
### ACADEMIC CALENDAR COMMITTEE

**Purpose of the Committee:**
To develop a recommended academic calendar, incorporating the mandated state holidays and the minimum 175 days of instruction, for an annual review and study by the board of trustees at the November meeting and for approval at the December meeting.

**Meets:**
Typically up to four meetings per academic year, as necessary, after proposals are developed per Board Policy and Administrative Regulation 4306

**Chair:**
Vice Chancellor, Technology & Learning Services (non-voting except in event of a tie) (1)

**Members:**
Vice Presidents for Instruction, one from each college (2)
Director, IT – Administrative Services ,
District Services (non-voting) (1)
Deans, Enrollment Services, one from each college (non-voting) (2)
Academic Senate President or designee, one from each college (2)
Faculty representatives, two from each college (4)
Faculty Association President or designee, one total (1)
CSEA President or or designee, one from each college (2)
Classified Senate representative, one from each college (2)
Associated student government representative, one from each college (2)

*The committee membership is also listed in SOCCCD Administrative Regulation (AR) 4306*

**Reporting/Recommending Responsibilities:**
- Learning Services Coordinating Committee
- Chancellor’s Executive Council
- Chancellor’s Council

**SharePoint Site:**
https://sharepoint.socccd.edu/chancellor/dwc/acc/default.aspx

**Decision-Making Process:**
The committee uses consensus as the primary tool for making decisions and recommendations. In the rare event that consensus cannot be reached, the committee may utilize majority vote as a final determination in establishing recommendations to Chancellor’s Executive Council and Chancellor’s Council.

**Communication Process:**
Chancellor’s Council, VPIs to Academic Senate, SharePoint, two-way communication/feedback by committee representatives to constituent group.
BASIC AID ALLOCATION
RECOMMENDATION COMMITTEE

Purpose of the Committee:
This governance committee is charged with implementing the BP-3110 and AR-3110 Basic Aid Allocation Process and utilizes plans developed by other district-wide committees and councils. The Basic Aid Allocation recommendations follow the Annual Basic Aid Allocation Cycle which parallels the SOCCCD annual budget development process.

Meets:
Generally, once a month on the fall, twice a month in the spring.

*Chair:
Vice Chancellor, Business Services

*Members:
Vice Presidents of/for Instruction, or representative, one from each college (2)
Directors, Facilities, one from each college (2)
Executive District Director, Fiscal Services/Comptroller (1)
Executive District Director, Facilities Planning/Purchasing/Materials Management (1)
Director, Fiscal Services or representative, IVC (1)
Vice President, College Administrative Services, Saddleback College (1)
Academic Senate Presidents and/or representatives, two from each college (4)
Assistant District Director of Facilities Planning (1)
District-wide Instructional Technology Committee Chairperson, or representative (1)
Classified Senate President or representative, one from each college (2)
Vice President, Technology & Learning Services, Saddleback College (1)
CSEA representative, one district-wide (1)
College IT Directors (2)
Resource: District Director, Research, Planning and Data Management

*The committee membership is also listed in SOCCCD Administrative Regulation (AR) 3110

Reporting/Recommending Responsibilities:
Recommendations made to chancellor. Recommendations are finalized and incorporated into the SOCCCD annual budget development process, which receives board of trustee approval prior to implementation.

SharePoint Site:
http://sharepoint.socccd.edu/sites/dwc/baarc

Decision-Making Process:
Consensus: It is expected that throughout the process that the committee members interactively provide information and gather input from their presidents and leadership.

Communication Process:
For transparency, the Basic Aid Allocation Recommendation Committee (BAARC) utilizes the SharePoint site for all agendas, minutes, and handouts. The committee interacts with various district-wide committees as part of its work.
<table>
<thead>
<tr>
<th>Purpose of the Committee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To coordinate the writing and revising of SOCCCD board policies and administrative regulations with the assistance of administrative and shared governance representatives.</td>
</tr>
<tr>
<td>Meets:</td>
</tr>
<tr>
<td>Mostly twice a month on Fridays.</td>
</tr>
<tr>
<td>Chair:</td>
</tr>
<tr>
<td>Vice Chancellor, Business Services (1)</td>
</tr>
<tr>
<td>Members:</td>
</tr>
<tr>
<td>Vice Chancellor, Technology &amp; Learning Services (1)</td>
</tr>
<tr>
<td>Vice Chancellor, Human Resources &amp; Employer/Employee Relations (1)</td>
</tr>
<tr>
<td>Vice Presidents of/for Student Services, or representatives, one from each college (2)</td>
</tr>
<tr>
<td>Vice Presidents of/for Instruction, or representatives, one from each college (2)</td>
</tr>
<tr>
<td>Academic Deans,, one from each college (2)</td>
</tr>
<tr>
<td>Academic Senate Presidents or representatives, one from each college (2)</td>
</tr>
<tr>
<td>Faculty Association President or representative, district-wide representative (1)</td>
</tr>
<tr>
<td>Classified Management representative, district-wide representative (1)</td>
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<tr>
<td>CSEA President or representative, district-wide representative (1)</td>
</tr>
<tr>
<td>Classified Senate President or representative, one from each college (2)</td>
</tr>
<tr>
<td>Associated Student Government representatives, one from each college (2)</td>
</tr>
<tr>
<td>Resources: Acting Educational Program Director/consultant (1)</td>
</tr>
<tr>
<td>Reporting/Recommending Responsibilities:</td>
</tr>
<tr>
<td>Recommendations to the Chancellor’s Council prior to the policies going to the board of trustees for their study, review, and approval.</td>
</tr>
<tr>
<td>SharePoint Site:</td>
</tr>
<tr>
<td><a href="http://sharepoint.socccd.edu/sites/dwc/bparac">http://sharepoint.socccd.edu/sites/dwc/bparac</a></td>
</tr>
<tr>
<td>Decision-Making Process:</td>
</tr>
<tr>
<td>Consensus</td>
</tr>
<tr>
<td>Communication Process:</td>
</tr>
<tr>
<td>All agendas, minutes, handouts are posted on SharePoint. Please see flow chart on SharePoint that outlines the Board Policy &amp; Administrative Regulation Review Process. Final board approved policies are posted on public web page: <a href="http://www.socccd.edu/about/about_boardpolicynew.html">http://www.socccd.edu/about/about_boardpolicynew.html</a>.</td>
</tr>
</tbody>
</table>
# BUSINESS CONTINUITY PLANNING COMMITTEE

**Purpose of the Committee:**

To integrate the district and college plans into a comprehensive, integrated business continuity plan and coordinate business continuity needs district-wide.

**Meets:**

Quarterly. Location rotates between Saddleback College and Irvine Valley College.

**Chair:**

Vice Chancellor of Technology & Learning Services (1)

**Members:**

- Vice Chancellor of Business Services (1)
- Vice Chancellor of Human Resources and Employee/Employer Relations (1)
- Vice Presidents of/for Instruction, one per committee (alternate college as VPSS rep) (1)
- Vice Presidents of/for Student Services, one per committee, (alternating college as VPI rep) (1)
- Director, Technology Services/Broadcast Systems, Saddleback College (1)
- Director, Technology Services, Irvine Valley College (1)
- Director, IT- Infrastructure & Security, District Services (1)
- Directors, Safety and Security/ Chief of Police, one from each college (2)
- Directors, Facilities, one from each college (2)
- Directors, Marketing and Communications, one from each college (2)
- District Director, Public Affairs and Government Relations (1)
- District Risk Manager (1)

**Reporting/Recommending Responsibilities:**

Chancellor’s Executive Council
Chancellor’s Council
College strategic planning committees

**SharePoint Site:**

[https://sharepoint.socccd.edu/chancellor/dwc/bcpc/](https://sharepoint.socccd.edu/chancellor/dwc/bcpc/)

**Decision-Making Process:**

The committee uses consensus as the primary tool for making decisions and recommendations. In the rare event that consensus cannot be reached, the committee may utilize majority vote as a final determination in establishing recommendations to Chancellor’s Executive Council, Chancellor’s Council, and college strategic planning committees.

**Communication Process:**

SharePoint, two-way communication/feedback by committee representatives to constituent groups.
**CAPITAL IMPROVEMENT COMMITTEE**

**Purpose of the Committee:**
Coordinate a prioritized District-wide 20-year Facility, Renovation, and Scheduled Maintenance Plan that utilizes uniform, data driven criteria. This includes developing common facilities definitions and recommendation of software. Each year the committee will review the plan and develop recommendations.

**Meets:**
Approximately 3 or 4 times each semester, or as needed. It is expected that the development of the initial 20-year facility, renovation, and scheduled maintenance plan and process will require more meetings.

**Chair:**
Vice Chancellor, Business Services  
(1)

**Members:**
- Vice Presidents of/for Instruction or representatives, one from each college  
  (2)
- Executive District Director, Facilities, Planning /Purchasing/Materials Management  
  (1)
- Directors, Facilities or representatives, one from each college  
  (2)
- Executive District Director, Fiscal Services/Comptroller  
  (1)
- Director, Fiscal Services or representative  
  (1)
- Vice President, College Administrative Services, Saddleback College  
  (1)
- Academic Senate Presidents or representatives, one from each college  
  (2)
- District Director, Facilities Planning  
  (1)

**Reporting/Recommending Responsibilities:**
Recommendations from this group are made to the Basic Aid Allocation Recommendation Committee, College Presidents, Chancellor’s Executive Council, and/or Chancellor, depending on item.

**SharePoint Site:**
http://sharepoint.soccccd.edu/sites/dwc/cic

**Decision-Making Process:**
Consensus

**Communication Process:**
All agendas, minutes, handouts, and presentations are available on SharePoint. This group will gather wide-spread input and communicate out to other district-wide committees and the colleges, as appropriate.
**CHANCELLOR’S COUNCIL**

**Purpose of the Committee:**

Information exchange, input on issues and decisions; Monthly agenda includes review and discussion of board of trustee agenda items (docket).

**Meets:**

Monthly

**Chair:**

Chancellor (1)

**Members:**

- Vice Chancellor, Technology & Learning Services (1)
- Vice Chancellor, Human Resources (1)
- Vice Chancellor, Business Services (1)
- College Presidents, one from each college (2)
- Associate Vice Chancellor, Economic Development (2)
- District Director, Public Affairs and Government Relations (1)
- Academic Senate Presidents, one from each college (2)
- Faculty Association President, district-wide representative (1)
- Police Officer Association President, district-wide representative (1)
- Classified Management representatives, one from each college (1)
- CSEA President, district-wide representative (1)
- Classified Staff representatives, one from each college (2)
- Associated Student Government representatives, one from each college (2)
- District Director, Research, Planning and Data Management (1)

**Reporting/Recommending Responsibilities:**

Reports and recommends to the chancellor.

**SharePoint Site:**

https://sharepoint.socccd.edu/sites/dwc/cc/default.aspx

**Decision-Making Process:**

The council uses consensus as the primary tool for making decisions and recommendations. In the rare event that consensus cannot be reached, the council may utilize majority vote as a final determination in establishing recommendations to the chancellor.

**Communication Process:**

SharePoint, two-way communication/ feedback by council representatives to their constituent groups.
# CHANCELLOR’S EXECUTIVE COUNCIL

## Purpose of the Committee:

Discussion of district-wide topics for informational, advising and decision making purposes.

## Meets:

Every 2 weeks and additionally as needed.

## Chair:

Chancellor

## Members:

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice Chancellor , Business Services</td>
<td>1</td>
</tr>
<tr>
<td>Vice Chancellor , Human Resources &amp; Employer/Employee Relations</td>
<td>1</td>
</tr>
<tr>
<td>Vice Chancellor , Technology &amp; Learning Services</td>
<td>1</td>
</tr>
<tr>
<td>College Presidents, one from each college</td>
<td>2</td>
</tr>
<tr>
<td>Associate Vice Chancellor, Economic Development</td>
<td>1</td>
</tr>
</tbody>
</table>

## Reporting/Recommending Responsibilities:

Reports and recommends to the chancellor.

## SharePoint Site:

- [Insert SharePoint Site URL]

## Decision-Making Process:

The council uses consensus as the primary tool for making decisions and recommendations.

## Communication Process:

Feedback by council representatives to their constituent groups as needed. Agendas and appropriate information may be posted on the SharePoint Site.
# District Institutional Research and Technology Committee

## Purpose of the Committee:
The purpose of DIRT is to coordinate state, federal and local reporting needs and research projects at the district and colleges. The committee addresses data issues in the use of district technology systems including the inFORM Data Warehouse.

## Meets:
Monthly. Location rotates between Saddleback College and Irvine Valley College.

## Chair:
District Director of Research, Planning & Data Management (1)

## Members:
- Directors, Planning, Research and Accreditation, one from each college (2)
- Research Analysts, one from IVC, two from Saddleback (3)
- Research Specialist, one from IVC (1)
- Director, IT - Administrative Systems, District Services (1)
- District Programmer Analyst, District Services (1)
- Application Specialist, District Services (1)
- Database Administrator, District Services (1)
- Coordinated Scheduling Analyst, one from IVC (1)

## Reporting/Recommending Responsibilities:
Reports and Recommends to Learning Services Coordinating Committee.

## SharePoint Site:
https://sharepoint.soccccd.edu/chancellor/dwc/dirt

## Decision-Making Process:
This committee is primarily for discussion and coordination. In the event a decision is needed the item is taken to Learning Services Coordinating Committee to review and decide on.

## Communication Process:
DIRT utilizes SharePoint, email and continual communication to coordinate issues. The college research representatives take back relevant items to their coordinating committees at each campus.
## DISTRICT ONLINE EDUCATION COMMITTEE

### Purpose of the Committee:
To support online student success and coordinate the technology needs of online education throughout the district, including reviewing and exploring new services, software, and hardware.

### Meets:
Every other month. Location rotates between Saddleback College and Irvine Valley College.

### Chair:
Vice Chancellor, Technology & Learning Services  

### Members:
- Vice Presidents of/for Instruction, one from each college  
- Director, IT-Academic Systems, District Services  
- Deans, Online Education & Learning Resources, one from each college  
- Directors, Technology Services, one from each college  
- Faculty representatives, two from each college to include Distance Education Committee chairs  
- Distance education trainers/coordinators, one from each college

### Reporting/Recommending Responsibilities:
- Chancellor’s Executive Council
- Chancellor’s Council
- District-wide Technology Committee
- College strategic planning committees
- College distance education committees
- College technology committees

### SharePoint Site:
https://sharepoint.socccd.edu/chancellor/dwc/oec/default.aspx

### Decision-Making Process:
The committee uses consensus as the primary tool for making decisions and recommendations. In the rare event that consensus cannot be reached, the committee may utilize majority vote as a final determination in establishing recommendations to Chancellor’s Executive Council, Chancellor’s Council, District-wide Technology Committee, college strategic planning committees, and college distance education and technology committees.

### Communication Process:
SharePoint, two-way communication/feedback by committee representatives to college distance education and technology committees and constituent groups.
# DISTRICT-WIDE PLANNING COUNCIL

**Purpose of the Committee:**

The purpose of the District-wide Planning Council is to coordinate all district-wide planning. The council addresses district-wide planning, reviews progress on current plans and updates the plans as appropriate.

**Meets:**

District-wide Planning Council meets bi-annually (fall/spring)

**Chair:**

Chancellor

(1)

**Co-chair:**

District Director, Research, Planning and Data Management

(1)

**Members:**

- Vice Chancellor, Business Services
  (1)
- Vice Chancellor, Human Resources and Employer/Employer Relations
  (1)
- Vice Chancellor, Technology & Learning Services
  (1)
- College Presidents, one from each college
  (2)
- Vice Presidents for Instruction, one from each college
  (2)
- Vice Presidents for Student Services, one from each college
  (2)
- Associate Vice Chancellor, Economic Development
  (1)
- Executive District Director, Fiscal Services/Comptroller
  (1)
- Executive District Director, Facilities Planning, Purchasing/Materials Management
  (1)
- Executive District Director Human Resources and Employer/Employer Relations
  (1)
- District Director, Public Affairs and Government Relations
  (1)
- Directors, Fiscal Services, IVC
  (1)
- Vice President, College Administrative Services, Saddleback College
  (1)
- Deans, one from each college
  (2)
- Academic Senate Presidents, one from each college
  (2)
- Faculty representatives, one from each college as appointed by Academic Senate
  (2)
- Classified staff representatives, one from each college
  (2)
- Director, Research, Planning, Research and Grants, Saddleback College
  (1)
- Research & Planning Analyst, Irvine Valley College
  (1)

**Reporting/Recommending Responsibilities:**

Reports and recommends to the chancellor

**SharePoint Site:**

https://sharepoint.soccccd.edu/chancellor/dp/dwpc/default.aspx

**Decision-Making Process:**

The council uses consensus as the primary tool for making decisions and recommendations. In the rare event that consensus cannot be reached, the council may utilize majority vote as a final determination in establishing recommendations to the chancellor.

**Communication Process:**

SharePoint, two-way communication/feedback by council representatives to their constituent groups.
### DISTRICT-WIDE TECHNOLOGY COMMITTEE

**Purpose of the Committee:**
To coordinate technology issues, **development of and updates to the district-wide technology plan**, and implementation of new systems, hardware, and software district-wide; review potential district and college IT projects and funding sources; and explore new software and hardware.

**Meets:**
Every other month, alternating with the District Online Education Committee. Location rotates between Saddleback College and Irvine Valley College.

<table>
<thead>
<tr>
<th>Chair:</th>
<th>Vice Chancellor, Technology &amp; Learning Services (1)</th>
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<tbody>
<tr>
<td><strong>Members:</strong></td>
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<tr>
<td>Vice Presidents of/for Instruction, one from each college (2)</td>
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<tr>
<td>Vice Presidents of/for Student Services, one from each college (2)</td>
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<tr>
<td>District Director, Research, Planning &amp; Data Management (1)</td>
<td></td>
</tr>
<tr>
<td>Director, IT-Administrative Systems, District Services (1)</td>
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<tr>
<td>Director, IT-Academic Systems, District Services (1)</td>
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<tr>
<td>Security Manager, Telecommunications &amp; Network, District Services (1)</td>
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<tr>
<td>Systems Manager, Computer &amp; Network Operating Systems, District Services (1)</td>
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</tr>
<tr>
<td>Deans, Online Education &amp; Learning Resources, one from each college (2)</td>
<td></td>
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<tr>
<td>Dean, Enrollment Services, one per committee (1)</td>
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<tr>
<td>Directors, Technology, one from each college (2)</td>
<td></td>
</tr>
<tr>
<td>Faculty representatives, two from each college to include Distance Education chairs (4)</td>
<td></td>
</tr>
<tr>
<td>Classified technology/DE representative, IVC, one total (1)</td>
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</tr>
<tr>
<td>Classified technology/DE representative, Saddleback, one total (1)</td>
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<tr>
<td>District Services Representative, one total (1)</td>
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</tbody>
</table>

**Reporting/Recommending Responsibilities:**
- Chancellor’s Executive Council
- Chancellor’s Council
- College strategic planning committees
- College technology committees

**SharePoint Site:**
[https://sharepoint.socccd.edu/chancellor/dwc/dwtc/default.aspx](https://sharepoint.socccd.edu/chancellor/dwc/dwtc/default.aspx)

**Decision-Making Process:**
The committee uses consensus as the primary tool for making decisions and recommendations. In the rare event that consensus cannot be reached, the committee may utilize majority vote as a final determination in establishing recommendations to Chancellor’s Executive Council, Chancellor’s Council, college and District Services strategic planning committees, and college technology committees.

**Communication Process:**
SharePoint, two-way communication/feedback by committee representatives to college technology committees and constituent groups.
# DISTRICT RESOURCES ALLOCATION COUNCIL

## Purpose of the Committee:

DRAC is the SOCCCD’s District Resource Allocation Council, which is a district-wide participatory governance council, approved by the Board of Trustees charged with recommendations for the income allocation model on which the budget is based. It is charged with development and oversight of the allocation process for unrestricted general funds and it makes recommendations to the chancellor. The DRAC Model is an allocation model for the district. It distributes available general fund unrestricted resources (according to the state funding formula) and other funding such as enrollment fees, non-resident fees, local income, miscellaneous income, and ending balances. It is distributed to five areas: Saddleback College, Irvine Valley College, Contingency Reserve, General Expenditures, and District Services.

The intention of the model is to guarantee the colleges a predictable, fair, and equitable distribution of revenues.

## Meets:

The council typically meets once a month on Fridays, rotating between the two colleges.

## Chair:

Vice Chancellor, Business Services (non-voting)

## Members:

- District representative, as appointed by the chancellor (1)
- Vice Presidents of/for Instruction, one from each college (2)
- Faculty representatives, one from each college as appointed by Academic Senate (2)
- Academic Senate Presidents or representatives, one for each college (2)
- College Fiscal Office representatives, one from each college as appointed by college president (2)

Resources: Executive Director, Fiscal Services/Comptroller, Financial Analyst, Audit Supervisor, District Director, Research, Planning and Data Management

## Reporting/Recommending Responsibilities:

Recommends to the Chancellor

## SharePoint Site:

http://sharepoint.soccccd.edu/sites/dwc/drac

## Decision-Making Process:

Consensus

## Communication Process:

SharePoint site for DRAC is used for all agendas, minutes, and handouts beginning the FY 2011-2012. During the year, SharePoint will be populated with previous year’s information.
HEALTH AND WELLNESS COMMITTEE

Purpose of the Committee:

The mission of the Health and Wellness Committee is to coordinate the selection of benefits coverage and providers for recommendation to the district and representative groups.

Meets:

Quarterly meetings, usually the second Thursday of the month.

Chair:

District Risk Manager (1)

Members:

Faculty Association President or representative, district-wide representative (1)
Faculty Association representative, district-wide representative (1)
Faculty Retirees representative, district-wide representative (1)
CSEA representative, district-wide representative (1)
Classified staff representatives, one from each college (2)
District Academic Administration representative, district-wide representative (1)
Police Officers Association representative, district-wide representative (1)
Executive District Director, Human Resources (1)
Executive District Director, Fiscal Services/Comptroller (1)
Benefits Specialist, District Services (1)
Alliant Insurance representative, Health Benefits Consultant (1)

Reporting/Recommending Responsibilities:

Recommendations to the vice chancellor of business services in matters relating to health insurance costs, changes in policies, and benefits. The vice chancellor of business services will review and make further recommendations.

SharePoint Site:

https://sharepoint.socccd.edu/sites/dwc/hwc/default.aspx

Decision-Making Process:

Recommendations made by the committee are based on empirical data provided by Alliant Insurance. The data and information is shared by the union representatives with their members. The committee makes recommendations to the vice chancellor of business services who confers with the chancellor and vice chancellor of human resources. The vice chancellor of human resources communicates and/or confers with collective bargaining units, as appropriate.

Communication Process:

The Benefits group notifies all benefit eligible employees via email blitz, newsletters and/or workshops of any changes to benefits prior to implementation.
# LEARNING SERVICES COORDINATING COMMITTEE

## Purpose of the Committee:
To foster improved communication and coordination among all entities—District Services, Saddleback College, Irvine Valley College, and the Advanced Technology & Education Park—and to review and discuss the current issues, problems, and needs regarding learning services district-wide.

## Meets:
First and third Thursdays of each month, except when the committee meeting conflicts with Chancellor’s Council or other major district-wide meetings. Location rotates between Saddleback College and Irvine Valley College.

## Chair:
Vice Chancellor, Technology & Learning Services (1)

## Members:
- Vice Presidents of/for Instruction, one from each college (2)
- Vice Presidents of/for Student Services, one from each college (2)
- District Director, Research, Planning & Data Management (1)
- Director, IT-Administrative Systems, District Services (1)
- Director, IT-Academic Systems, District Services (1)

## Reporting/Recommending Responsibilities:
- Chancellor’s Executive Council
- Chancellor’s Council
- College strategic planning committees

## SharePoint Site:
https://sharepoint.socccd.edu/chancellor/dwc/tlscce/

## Decision-Making Process:
The committee uses consensus as the primary tool for making decisions and recommendations. In the rare event that consensus cannot be reached, the committee may utilize majority vote as a final determination in establishing recommendations to Chancellor’s Executive Council, Chancellor’s Council, and college strategic planning committees.

## Communication Process:
SharePoint, two-way communication/feedback by committee representatives to constituent groups.
RECORDS MANAGEMENT COMMITTEE

Purpose of the Committee:
Develop and support uniform policies and procedures for records retention and destruction.

Meets:
At least semi-annually or as needed.

Chair:
Vice Chancellor, Human Resources & Employer/Employee Relations (1)

Members:
Vice Presidents of/for Student Services, one from each college (2)
Deans, Enrollment Services, one from each college (2)
Executive District Director, Human Resources & Employer/Employee Relations (1)
Assistant Director, Fiscal Services, Accounting and Budget (1)
Payroll and Benefits Processing Manager (1)
Director Fiscal Services, IVC (1)
Vice President, College Administrative Services, Saddleback College (1)
Director, Financial Aid, Irvine Valley College (1)
Director, IT – Infrastructure & Security (1)
Associate Director, Applications Delivery (1)
Executive Assistant, Office of Instruction, Saddleback College (1)
Curriculum Publications Specialist, Saddleback College (1)
Registrar, Irvine Valley College (1)
Executive Assistant, Advanced Technology & Education Park (1)

Reporting/Recommending Responsibilities:
Vice Chancellor Human Resources and Vice Chancellor Technology and Learning Services

SharePoint Site:
https://sharepoint.socccd.edu/sites/dwc/rrc/default.aspx

Decision-Making Process:
The committee uses consensus as the primary tool for making decisions and recommendations. In the rare event that consensus cannot be reached, the committee may utilize majority vote as a final determination in establishing recommendations to Chancellor’s Executive Council, Chancellor’s Council, and college strategic planning committees.

Communication Process:
SharePoint, two-way communication/feedback by committee representatives to constituent groups.
# SABBATICAL LEAVE COMMITTEE

## Purpose of the Committee:
Review and recommend faculty sabbatical leaves; review and approve sabbatical reports.

## Meets:
Once in September and once in November

## Co-Chairs:
- Vice Chancellor, Human Resources & Employer/Employee Relations (1)
- Faculty representative (1)

## Members:
- College Administrator, one from each college as appointed by college VPI (2)
- One Faculty member for each division/school identified by Academic Senate Presidents (TBD)

## Reporting/Recommended Responsibilities:
Reports and recommends to the board of trustees

## SharePoint Site:
https://sharepoint.socccd.edu/sites/dwc/slc/default.aspx

## Decision-Making Process:
The committee uses a consensus process for procedural decisions and majority vote for recommendations to approve sabbatical leave proposals and reports.

## Communication Process:
SharePoint, faculty co-chair and representatives provide feedback and advice to faculty. Office of Vice Chancellor of Human Resources communicates with eligible applicants, committee members and college administrators through email.
The South Orange County Community College District District-wide 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, the Associated Students of Irvine Valley College, the Saddleback College administration, the Saddleback College Academic Senate, the Saddleback College Classified Senate and the Associated Students of Saddleback College.

This manual describes the decision making philosophy/model and strategic planning procedures at South Orange County Community College District 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 Colleges and SOCCCD constituent groups as required by ACCJC Accreditation Standards, the California Education Code, and Title 5, California Code of Regulations.

The South Orange County Community College District Planning and Decision Making Manual was adopted in 2011 and is updated annually by the District-wide Planning Council.

Hyperlinks to these resources are available in PDF version only on the District Planning SharePoint site and District website.

APPENDICES:

- California Education Code: Sections 70902, 70902(b), 70902(d), 72023.5, 81641, 81655, 87032, 87730, 87743.2, 88201
  http://www.leginfo.ca.gov/calaw.html

- California Code of Regulations, Title 5: Sections 53200, 51023.5, 51023.7

- California Public Contract Code: Section 20650
  http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=pcc&codebody=&hlts=20

  http://www.socccd.org/about/about_boardpoliciesnew.html

- Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges (ACCJC) Standards
  http://www.accjc.org/core-documents

- ACCJC, Guide to Evaluating Institutions, August 2012 edition
  http://www.accjc.org/all-commission-publications-policies

  http://www.accjc.org/all-commission-publications-policies

- SOCCCD District-wide Function Map 2012 update


- SOCCCD District-wide Committees
  https://sharepoint.socccd.edu/chancellor/dwc/default.aspx