

# REEDLEY COLLEGE

## PARTICIPATORY GOVERNANCE HANDBOOK

### **Section 1. Introduction**

The Reedley College governance process is collaborative and inclusive. It provides opportunity for involvement of faculty, staff, administration, and students in the planning and operation of the College. The governance process embraces the Reedley College mission, philosophy, and core values which includes (1) supporting individual and constituent viewpoints in collaborative decision making; (2) promoting mutual respect and trust through open communication and actions; (3) and fostering integrity as the foundation for all we do. The Board of Trustees is the final authority for governance at Reedley College and delegates authority to the Chancellor and the College President who in turn solicit and receives input through the shared governance decision-making process.

#### **1.1 Purpose**

The purpose of this manual is to explain and maintain the principles, organizational structure, reporting relationships, operating procedures, mission, duties, and membership composition of the Reedley College constituency groups. This living document undergoes periodic review and revision by the College Council

#### **1.2 College Mission**

Reedley College provides an accessible, student-centered education environment featuring high-quality learning opportunities. We offer basic skills enhancement, associate degree programs, career technical education, and transfer-level courses as an integral component for life-long learning within a diverse local and global community.

#### **1.3 Philosophy and Core Values**

At Reedley College, we believe that people's lives are enriched in an atmosphere of intellectual curiosity, personal integrity, and individual accomplishment. The college furnishes experiences designed to promote critical thinking, enhance cultural literacy, and foster an awareness of the interdependence of all persons and their environment.

Reedley College is dedicated to the following core values:

- An atmosphere of intellectual curiosity
- Personal integrity, accountability and individual accomplishment
- Experiences designed to promote critical thinking
- Cultural literacy
- A highly qualified staff of educators and support personnel who support and promote the diversity of our unique community
- A flexible attitude towards change and encourage innovation
- To develop each student's full potential

- Respect for self and others
- Comprehensive curriculum offerings and lifelong learning opportunities
- Quality services for students to support and enhance their success

#### 1.4 Organization and Structure

To fully implement the participatory governance regulations in a spirit of collegiality, Reedley College has developed a structure which includes a College Council, standing committees, subcommittees, ad hoc committees, and/or task forces. The constituent groups are the Academic Senate, California School Employees Association (CSEA), Classified Senate, Associated Student Government (ASG), and the President's Executive Cabinet.

They are intended to ensure that decisions are well-informed, support the effective and efficient functioning of the college, are made by those who are accountable for the results with the participation of those who can best contribute to their implementation.

1.41 There are four complementary processes which function within the college:

- The general participatory governance process which reviews, develops, and recommends policies, procedures, and priorities for the college to the President and the Board of Trustees.
- The academic participatory governance process which provides faculty recommendations to the President with respect to academic and professional matters (known as the 10+1).
- The planning, budgeting and assessment process which defines how the college gains input into the development of its strategic direction and the allocation of resources.
- The administrative/operational processes which deal with the day-to-day functioning of the college within established policies and procedures.

In addition to these processes there are also collective bargaining processes which deal with contractual matters and working conditions as defined by the collective bargaining law. These processes are outside of governance and are not addressed in this publication.

1.42 The College Council, as the principal shared governance body of the college, creates the processes, with appropriate consultation from constituent groups for recommending College policies and governance committee structures. The College Council reviews actions, recommendations, and requests of committees and task forces. The College Council has overall responsibility, in conjunction with the Strategic Planning Committee and the Budget Committee, for guiding and implementing the planning processes, resource allocation, and recommending policies and procedures to respond to the changing needs of the student population and the internal and external environments. The College Council develops, implements, evaluates continuously and reviews, if necessary, the College's plans and initiatives, both long-term and short-term.

Annual implementation plans are developed by all College committees, and annual progress reports are submitted by all committees to the College Council which enable the Council to assess progress toward achieving the strategic goals of the College.

The College President serves as the non-voting chair of the College Council.

The Curriculum, Equivalency, Professional Development, and Academic Standards committees are committees of the Academic Senate and bring forward informational items that do not require College Council approval.

The structure is designed to ensure the constituent groups the right to participate, appropriately and effectively in the State Center Community College District and Reedley College governance, the opportunity to express their opinions at the college level and assurance that these opinions are given every reasonable consideration.

Colleges in the State Center Community College District are accredited by the Association of Community and Junior Colleges, the two-year higher education division of the Western Association of Schools and Colleges. Governance, as defined in these accreditation standards, supports institutional effectiveness by requiring processes in which ethical and broad-based leadership:

- Guide the accomplishment of the mission, and
- Promote ongoing dialogue focused on continuous improvement.

Governance is addressed in two components of the accreditation standards. Standard IV includes these statements most relevant to this Handbook:

- Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designed responsibilities of the governing board and chief administrator.
- The institution established and implements a written policy providing for faculty, staff, and administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

## 1.5 Definitions

**1.51 Constituent Representative Organization:** A permanent, representative-endorsed governing body selected by various constituencies, essential to the governance of the college, and chosen for a specific purpose with a defined scope of responsibility to define/investigate/carry out a pre-ordained task. As defined in California Education Code, California Code of Regulations, and/or SCCC Board Policy, these organizations include the following groups:

Academic Senate  
Associated Student Body  
California School Employees Association (CSEA)

Classified Senate  
President's Executive Cabinet

1.52 Committee: A select group of people appointed/chosen by various constituencies for a specific purpose with a defined scope of responsibility to define/investigate/carry out a pre-ordained task and report back to the ordaining authority. Committees may be either *of the college* or *of a* constituent representative organization. All committees that are not committees of a constituent representative organization are committees of the College Council.

### 1.53 Types of Committees

1.531 Council: This is defined as 1) a group that is called together for consultation, discussion, advice etc. or 2) a group of people chosen as an administrative, advisory, or legislative assembly. At the college, councils normally have an ongoing purpose, a formal structure, and an area of college-wide coordinating function (e.g. College Council).

1.532 Standing Committee: A permanent, repeating committee that has been appointed or selected to review specific topics, areas, or issues and report back to the originating entity(s). It may consist of cyclical membership, which is established according to the rules adopted by the committee itself in conjunction with the originating entity.

1.533 Sub Committee: a subset of committee members organized for a specific purpose.

1.534 Ad Hoc/Event Driven Committee: A select group of persons, usually appointed by a larger group or governing body, to define and/or carry out a specific purpose related to a particular project, area, or event.

1.535 Advisory Committee: A select group of persons—usually representing a profession/workforce, governing body, and/or the broader community—to advise on a predetermined program.

## 1.6 Operational Guidelines of College and Campus Councils/Committees

The standing councils / committees will gather information, deliberate, report, and formulate recommendations regarding policies and procedures which will be forwarded to the College Council, the President of Reedley College, and/or the Board of Trustees.

1.61 None of the decisions of the groups shall be construed to impinge upon the statutory rights granted by Title V sections governing the participation rights of any group, including collective bargaining, faculty, staff, students, community members, or trustees.

1. All members of the college constituency groups are allowed equal and ample opportunity to participate fully in governance activities.
2. The number and size of the councils / committees are to be kept as

small as possible.

3. It is essential that the schedule of meeting times accommodate the schedules of faculty, staff, and student members as much as possible.
4. Standing councils / committees will review their goal(s) annually in the Spring in relation to the College mission, goals, and strategic objectives.
5. Each council / committee will issue an annual progress report to the College Council.
6. Each appointing body will choose its representative(s) and a named alternate to the College Council and standing committees. The named alternate shall receive all agendas and minutes and shall be kept informed about council actions and discussions.
7. Councils / committees may form subcommittees, ad hoc committees, and/or task forces for specific purposes and timeframe as needed.
8. All meetings are to be open and allow for “public” comments.
9. The formation and/or modification of any standing councils / committees within the governance structure are the responsibility of the College Council with recommendations to the President.
10. Standing councils / committees will conduct their business according to group-developed rules or quorum which is made up of a simple majority.
11. At the beginning of each academic year, newly elected standing council / committee chairs will coordinate a calendar of meeting dates.
12. Standing council / committees will publish agendas prior to each meeting and distribute minutes in a timely manner. To insure that information on standing council / committees be made public within two weeks, when necessary, minutes marked “DRAFT” will be distributed until the officially approved minutes can be made available.
13. Each council / committee will establish a Blackboard site and will be responsible for its maintenance. Past and current agendas and minutes, along with other documents, will be posted to this Blackboard site.

## 1.8 Scope and Authority of Committees

### 1.81 College Committees

A committee that coordinates, oversees, and reports on functions and programs common to all Reedley College locations (e.g., Accreditation mandates a single

program review process; the System Office mandates the submission of single ARCC, Basic Skills Initiative, Matriculation, and Student Equity data).

#### 1.82 Campus Committee

A committee that contributes to/oversees functions at the Reedley campus of Reedley College (e.g., Enrollment Management Committee).

#### 1.83 Process and Procedures for Creating/Revising College Standing Committees

Formation or revision of college standing committees must be recommended to, and approved by, the College Council. Recommendations may be presented to the Council by either a constituent representative organization or an existing committee.

#### 1.84 Process and Procedure for Creating/Revising Campus Committees

Formation or revision of college standing committees must be recommended to, and approved by, the College Council. Recommendations may be presented to the Council by either a constituent representative organization or an existing committee.

#### 1.85 Process and Procedure for Creating/Revising Constituent, Ad Hoc, and/or Advisory Committee

Constituent representative organizations, programs, and standing committees have the authority to form sub-groups. Constituent representative organizations may form standing and *ad hoc* committees of their particular group, programs may form *ad hoc* and advisory committees of their particular program, and standing committees may form *ad hoc* committees of their particular committee. These constituent, *ad hoc*, and/or advisory committees should be announced to the College Council.

#### 1.86 Staffing of the College Council and Committees

By the end of the fall semester of each academic year, constituent groups will have solicited interest, made appointments, and notified representatives and alternates of their council and committee memberships for the following academic year.

The Academic Senate, CSEA, Classified Senate, ASB, and the President's Executive Cabinet, will provide written notification to the current standing committees of all appointments. The Committee Operational Agreement (COA) will be used to fulfill this component.

All chairs with the exception of the President, as chair of the College Council, are voting members of standing councils / committees.

It is the responsibility of the current chairs of standing councils / committees to convene the first meeting as early as possible in the academic year.

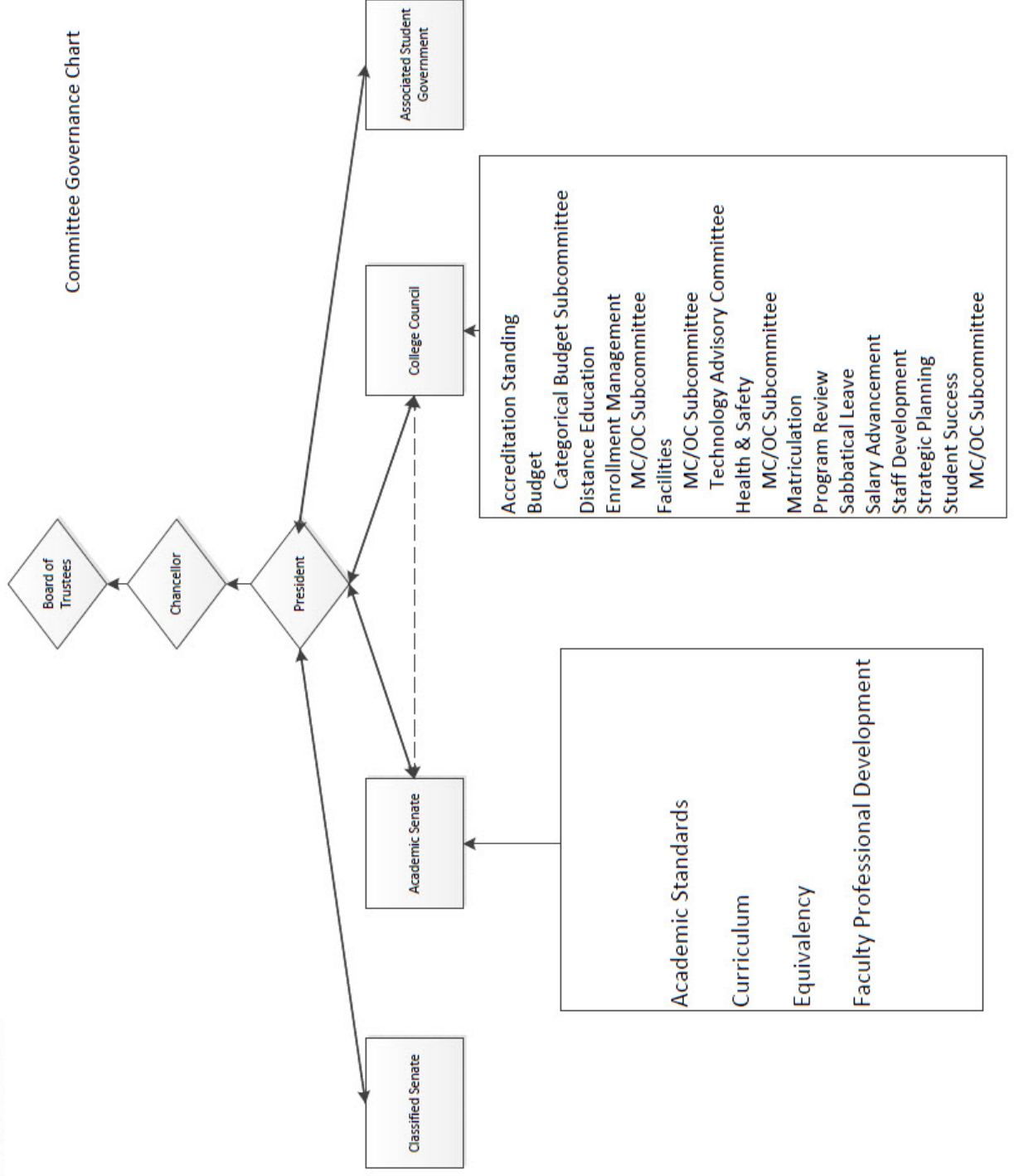
It is the responsibility of the chairs to notify the appointing group(s) of a need for a replacement in the case of excessive nonattendance or resignation of any designated Council and/or standing committee member.

#### 1.87 Relationships

The Committee Governance Flow Chart below represents the official Participatory Governance structure of Reedley College and reflects the relationships between the various entities.

Recommendations or advice from any other district or program advisory committee must be forwarded through the appropriate entity.

### Committee Governance Chart





## 1.88 Constituent Group Functions

The primary functions of a constituent group are to assemble comprehensive recommendations and forward to its council / committee representative for presentation and discussion at council / committee meetings.

### 1.9 Administrative Regulation 2510: Participatory Governance

#### **PARTICIPATORY GOVERNANCE**

In order that the faculty may have a formal and effective procedure for participating in the formation and implementation of District regulations on academic and professional matters, the following process shall apply:

“Consult collegially,” wherein the governing board will develop regulations relying primarily on the advice and judgment of the Academic Senates shall pertain to:

##### **Curriculum matters consisting of the following:**

- Curriculum development;
- Establishing prerequisites and placement of courses within disciplines;
- Grading policies;
- Standards or policies regarding student preparation and success; and
- Degree and certificate requirements.

##### **And shall mean:**

- Such processes are subject to 53203(d)(1) of the Board of Governors’ regulations;
- The Senate, upon consideration of the regulation, may ask for, and receive comments from, the Chancellor/designee, which shall be considered by the Senate prior to final approval.
- Once approved by the Academic Senates, the regulation shall be placed on the next agenda of the Chancellor’s Cabinet.
- In those instances where the administration plans to propose recommendations to the Board different from those proposed by the Academic Senates, the administration shall communicate, in writing, to the Senate the reason for such different recommendations and shall provide the Senates the opportunity to respond in writing prior to taking the recommendation to the Board for final action.

“Consult collegially” for all other “academic and professional matters” wherein the governing board will develop regulations after the Chancellor/designee and the Academic Senates/designees have reached mutual written agreement regarding the regulations shall pertain to:

##### **All other academic and professional matters consisting of the following:**

- Educational program development;
- Faculty roles and involvement in accreditation processes including self-study and annual reports;

- Establishing a process for faculty professional development activities;
- Processes for institutional planning and budget development;
- District and college governance structures as related to faculty roles; and
- Other academic and professional matters as mutually agreed upon between the governing board and the academic Senates.

**And shall mean:**

- Such processes are subject to 53203(d)(2) of title 5 regulations;
- When either the governing board (or designee), or the Academic Senates (designees) seek to consult collegially regarding “other academic and professional matters” (other than curriculum), the party seeking consultation shall request the consultation in writing. The parties shall then collegially consult and strive to develop mutually agreed upon written recommendations to the governing board. After reasonable collegial consultation, in the event the parties cannot reach mutual agreement on an academic and professional matter (other than curriculum), the parties shall submit separate written recommendations to the governing board.
- In cases where there is no existing policy, or in cases where exposure to legal liability or substantial fiscal hardship requires existing policy to be changed the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons.