

REEDLEY COLLEGE PARTICIPATORY GOVERNANCE HANDBOOK

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President's Message

Reedley College reviewed and revised the college participatory governance process in 2006. Committee processes, products, composition, and responsibilities were studied. College Council was formed in 2008 and became the recognized participatory governance body of the College. Additionally, all committees prepared operating agreements that clearly outline their purpose, products, operations, and composition.

The Reedley College Council approved the last version of the Reedley College Participatory Governance Handbook on December 9, 2009. Since that date, Willow International Community College Center has initiated a request for candidacy for college status. The current draft Participatory Governance Handbook is under consideration by College Council and reflects decision-making processes across all of the Reedley College campuses. All Willow International and Madera Center committees are subcommittees of Reedley College committees. Section five of this draft Handbook includes the Willow International College Center Council Handbook.

Effective decision-making requires effective communication of needs by those who are charged with making decisions and those who are accountable for results. This broad-based interaction ensures that groups affected by decisions are able to provide their unique perspectives, which leads to better decisions and effective implementation of those decisions. This manual will describe governance relationships within the Reedley College Integrated Planning processes.

This revised publication will clarify decision-making processes to students, faculty, staff, administrators and the public. The manual will have five (5) sections:

1. Section 1: Introduction
2. Section 2: State Center Community College District office, Reedley College, Willow International, Madera Center and Oakhurst Site organizational charts
3. Section 3: Reedley College Integrated Planning document, model and timeline
4. Section 4: Reedley College Committee Operating Agreements
5. Section 5: Willow International College Center Council Handbook

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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

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- 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 AB 1725 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.

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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 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.

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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

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

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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.

1.7 Meeting Norms

1. Be polite and respectful, assuming best intentions
2. Listen carefully for understanding
3. No side bar conversations; use parking lot for issues off topic
4. Be rigorous
5. Create a culture free of intimidation during open discussion
6. Be careful not to dominate the discussion
7. Be curious
8. Clarify jargon
9. Be confidential
10. No cell phones
11. Keep a sense of humor
12. Be here and be on time
13. Be concise
14. Ask questions when you don't understand
15. Value alternative view points
16. Be collaborative

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).

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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 spring 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.

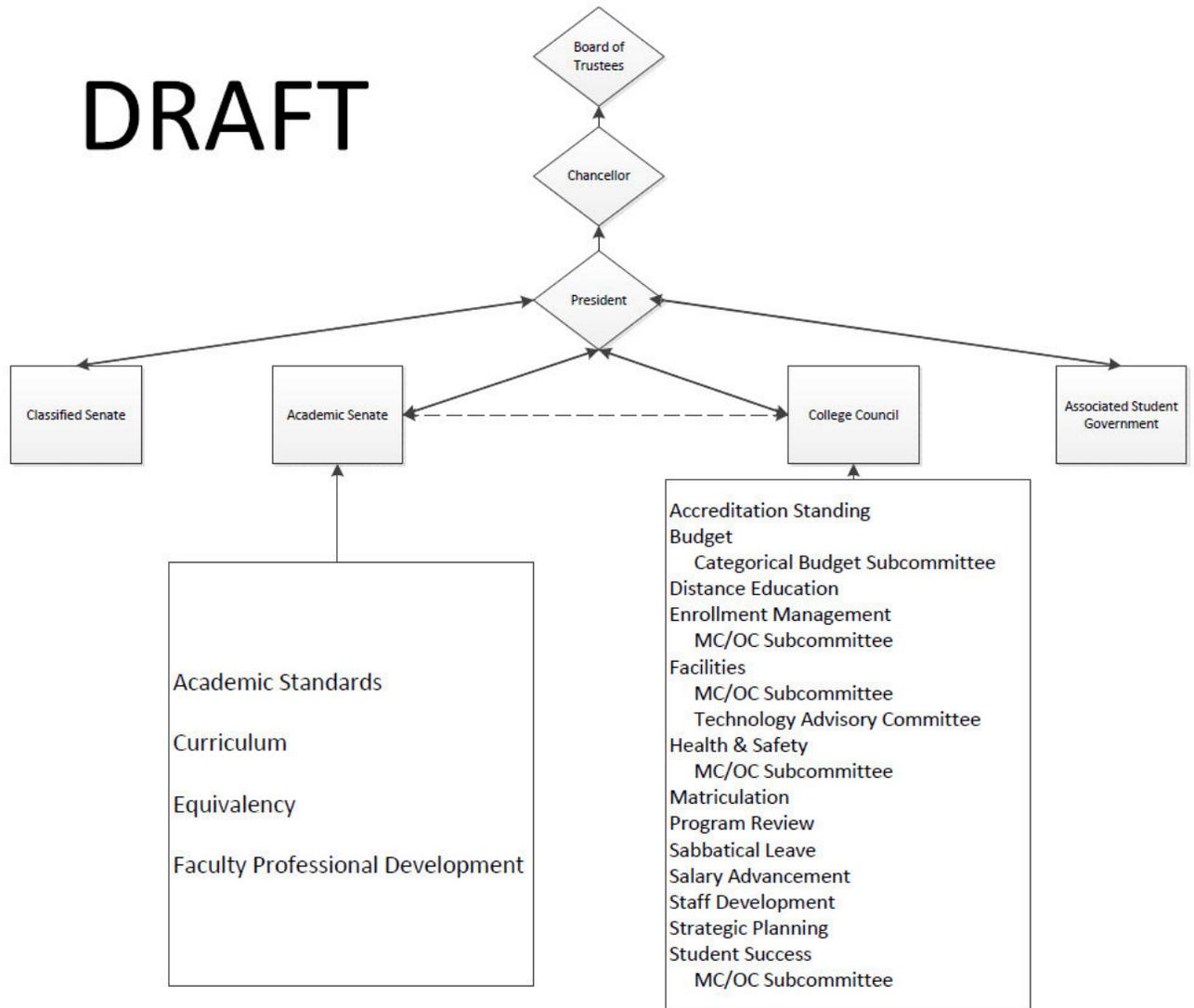
It is the responsibility of the chairs to notify the appointing group(s) of a need for a replacement in the case of excessive nonattendance or resignation of any designated Council and/or standing committee member.

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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.



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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:

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All other academic and professional matters consisting of the following:

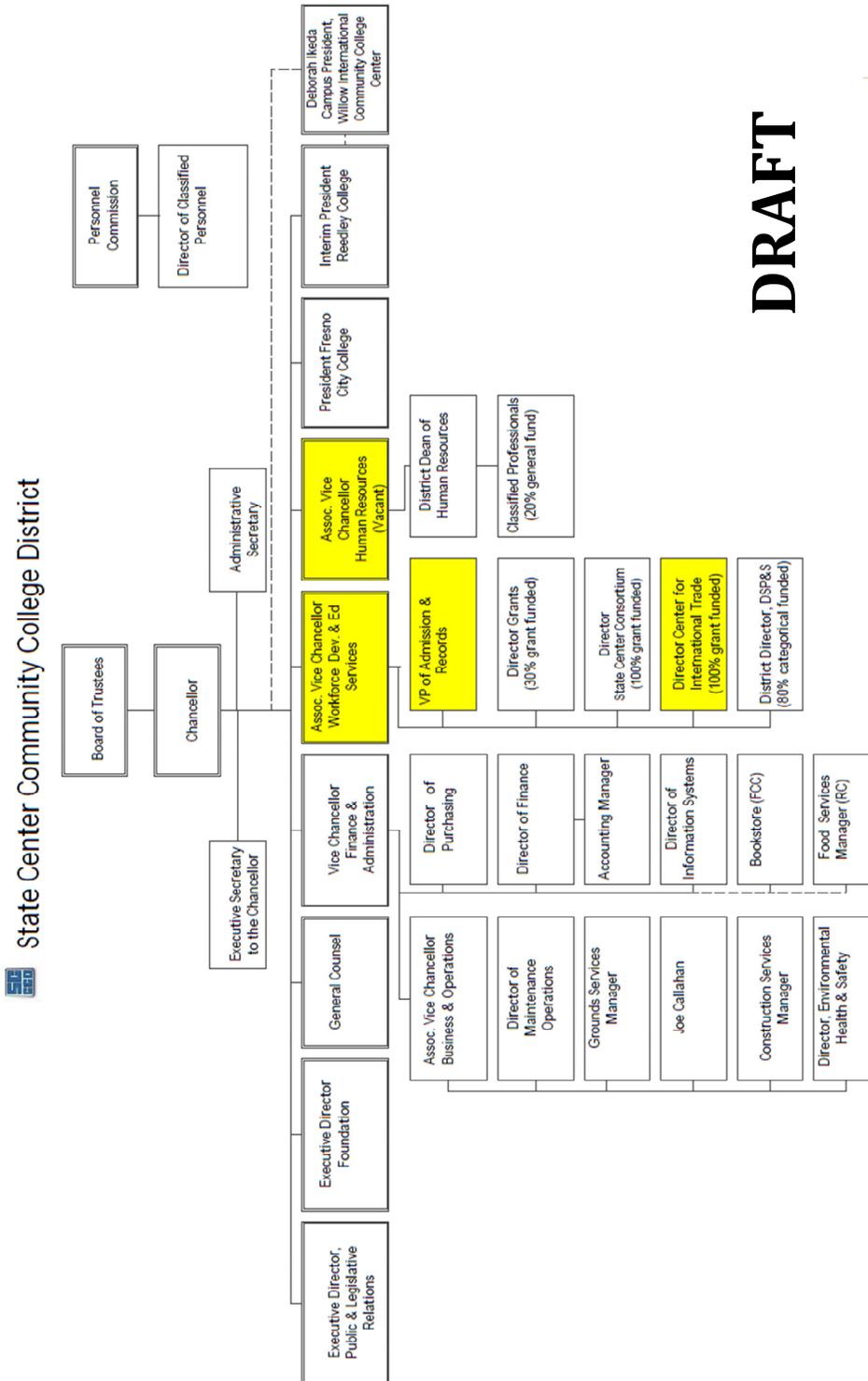
- Educational program development;
- Faculty roles and involvement in accreditation processes including self-study and annual reports;
- Establishing a process for faculty professional development activities;
- Processes for institutional planning and budget development;
- District and college governance 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.

Section 2. Organizational Charts

2.1 State Center Community College District

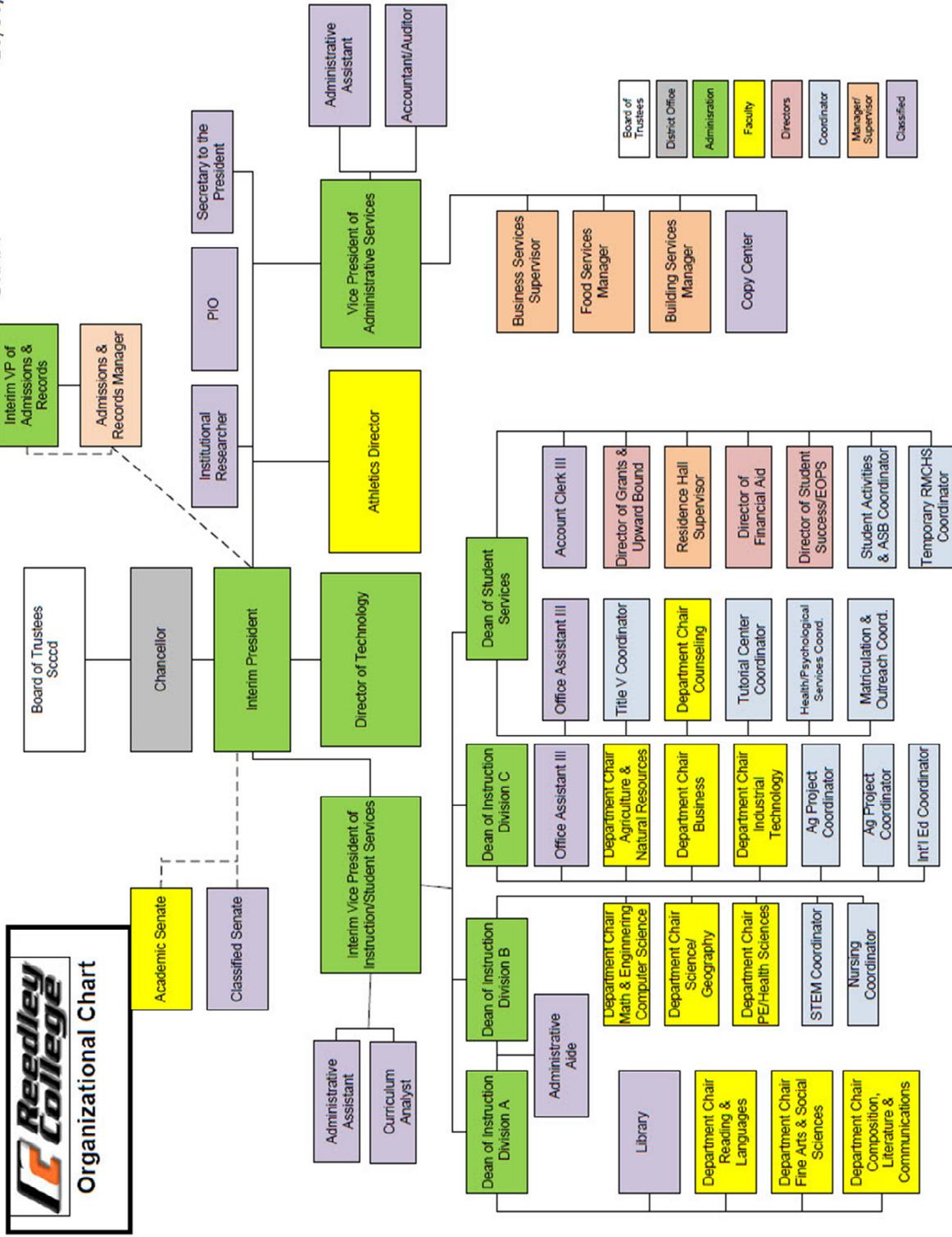


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2.2 Reedley College

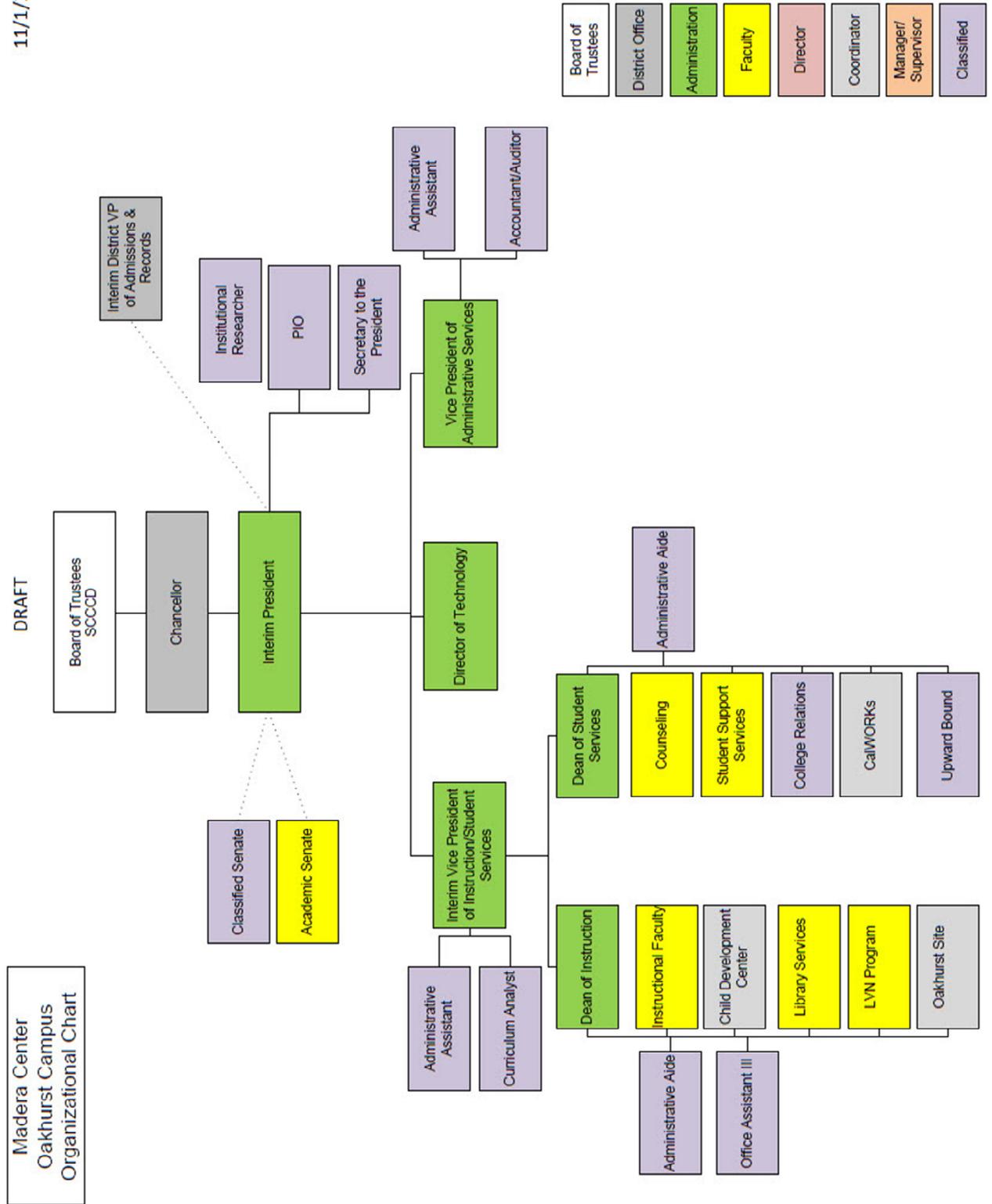
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2.3 Madera College Center/Oakhurst Site

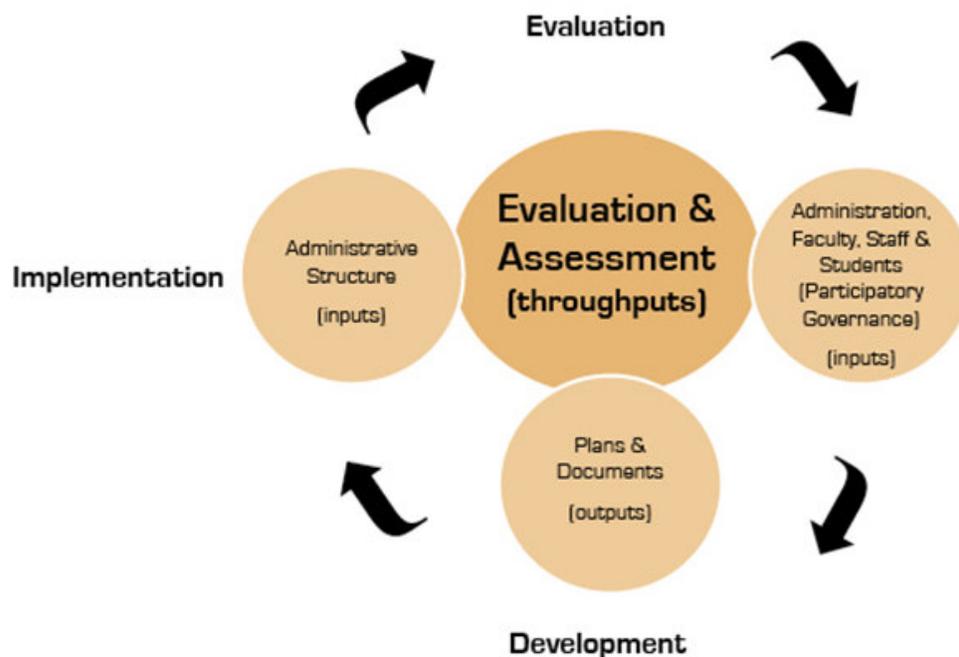
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Section 3. 2010-2012 Integrated Planning at Reedley College

Integrated planning “is an interactive process in which an institution, through its governance processes, thoughtfully uses its values and vision to set priorities and deploy its resources and energies to achieve institutional changes and improvements at various levels of the organization in response to current or anticipated conditions.” (ACCJC News Fall 2009)

The Reedley College integrated planning model consists of three key components that are intertwined with an evaluation process. The three key components are: the administrative structure, the faculty, staff and students (which comprise the participatory governance structure), and the various documents and plans that encompass Reedley College. The administrative structure and the participatory governance structure are described elsewhere in this handbook. In addition, the integrated planning model describes the evaluation process and the roles that people involved play, distinguishing the work we do designing, implementing and revising plans. Further, it discusses the processes of assessing these plans, determining revisions (outputs) and introducing these revisions as inputs to create an evaluation cycle.



Long term (strategic) and short term (annual) planning

All planning activities are cyclical, some have a relatively short term annual cycle, and some that are strategic in nature have a longer cycle of five to twenty years. Short-term planning includes:

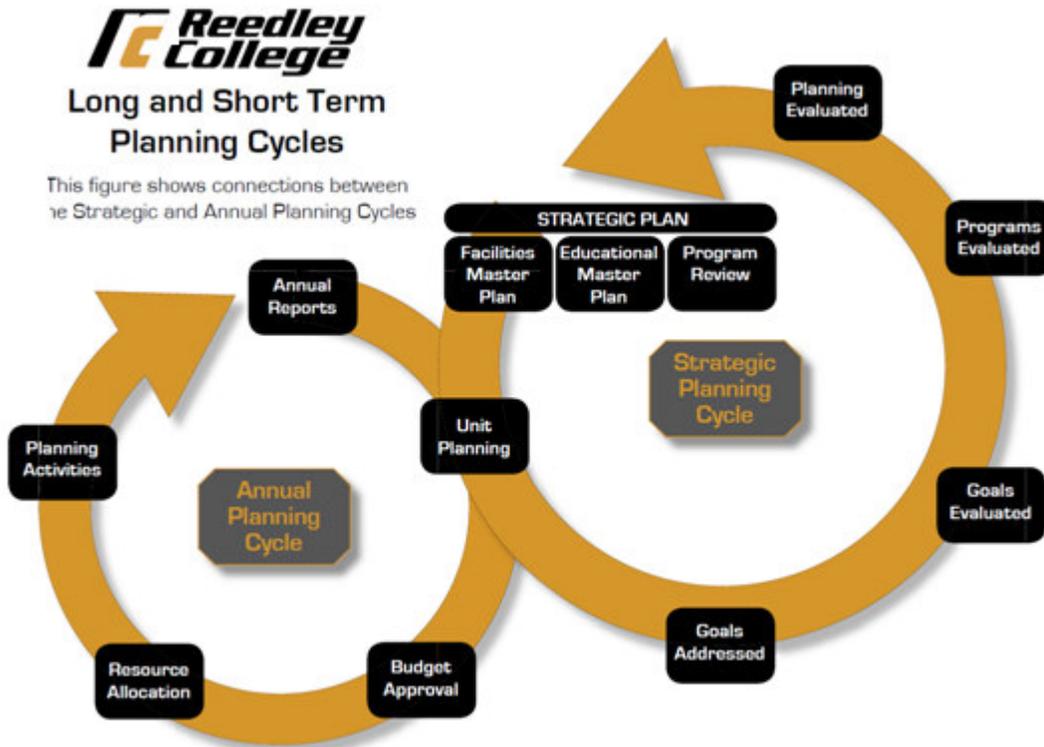
Participatory Governance Handbook
Under Consideration by College Council Fall 2012

- annual reports such as the ARCC report, staffing reports and grant reports
- unit planning such as that required to develop program review annual updates,
 Note: Unit planning refers to the plans of each area of the college; a unit may be an instructional department, a student service program or an administrative office.
- annual budget development and approval
- annual resource allocation for ongoing programmatic needs and one-time projects
- other annual planning activities.

Long-term strategic planning includes:

- long -term plans such as the strategic plan, educational master plan and facilities master plan
- unit planning that is long-term in nature but also feeds into the annual planning cycle
- an analysis of success in addressing goals such as the strategic plan goals
- an assessment of success in attaining goals in the long-term planning documents
- an evaluation of existing programs such as required for the comprehensive program review
- an overall evaluation of college planning such as an evaluation of each of the long-term plans and the planning process itself

The long and short term planning cycles are shown graphically in Figure 2.



The following example illustrates how one item might move through the cycles shown in Figure 2. An example of how the Integrated Planning process is implemented is found in the new Reedley College Entrepreneurship Center (E-Center.) Business faculty members first envisioned and described a new Reedley College E-Center (unit planning). Recognizing a need of program students and community members, the faculty requested funding to establish an E-Center as part of the comprehensive fall 2011 program review. The Program Review Committee endorsed this discipline goal. A request was sent by the faculty to the Strategic Planning Committee which found that the request was substantiated (tied to Strategic Plan.) College Council discussed, endorsed the project and recommended the project's completion to the president. The proposal was then forwarded to the Facilities Committee and the Budget Committee to both identify a location (tied to Facilities Master Plan) and secure funding to create the E-Center (Funds found within approved budget.) A room with easy accessibility for the community and metered parking in a near-by parking lot was identified that could be rededicated as an E-Center. Faculty in the Communication Department agreed to relocate their classes. Two Business instructors and one Economics instructor agreed to relocate their offices to the E-Center and provide staffing (planning activities.) A request for data lines and electrical outlets was submitted and completed as part of the infrastructure technology project. A small amount of college funds was allocated for touch-up painting (resource allocation.) A \$35,000 grant from the Coleman Foundation which was received as part of a joint project with the Lyles Center at CSU Fresno was used to purchase furniture and computers for the new center. The

Reedley College E-Center opened in fall 2012. The E-Center will be assessed on a regular basis as part of the department annual program review and unit planning. The E-Center outcomes will be assessed as any other program, through annual program review and scheduled program evaluation. At each of these assessment points, the E-Center outcomes will be substantiated with the college Goals, Strategic Plan, and Facilities Master Plan.

Important Documents at Reedley College

A discussion of the various plans, reports and documents and the manner that they connect to one another is a crucial component of the Integrated Planning Model. These documents are created and evaluated by the constituent groups through the participatory governance model. Occasionally, some plans are so large in scope and/or so specific in their requirements that outside vendors are contracted to work with the college. Even in such cases, drafts are submitted for input during development and are reviewed by the constituency groups through the participatory governance model, and the graphic shown in Figure 1 is still followed. Plans developed and/or reviewed by participatory governance committees (which have constituency group representation) are recommended to the College Council. Representatives to the College Council are then tasked to take the proposal back to their respective organizations for review and comment. This feedback is reported at the next College Council meeting. If the body agrees to all of the proposed changes/comments, the revised document is then returned to the committee of origin with a period of time to review the proposed revisions. If the changes are substantive, a constituent representative organization may request an extended period of review. If the committee of origin objects to the revision, it may address its concerns to the College Council for further consideration before a recommendation is made to the College President. If not, the recommendation is forwarded to the College President for final approval.

These documents become the foundation for decision making and resource allocation at Reedley College. Most large financial proposals require substantiation in the form of adherence to and support of Strategic Objectives (from both the District and the College Strategic Plans), Program Review recommendations (from comprehensive or annual Program Review reports), or other forms of institutional data. This focuses the actions of the college toward a defined institutional direction that has been developed in broad consultation with all college constituency groups. It also reaffirms the process of developing such plans and legitimizes the work these committees do so that they clearly see their role in decision-making.

Although the college has many important documents, the core documents are the Mission Statement, Educational Master Plan, the Strategic Plan and the Program Review Reports.

Many of the core documents have relatively long-term objectives and life spans and help guide the planning of short-term documents as shown in the Long-term (right) circle of Figure 2.

Describing the relationship of these plans to one another is an important task of this document. Understanding and carrying out the objectives identified in the various plans is central to collaborative, data-based decision making on Reedley College's campus.

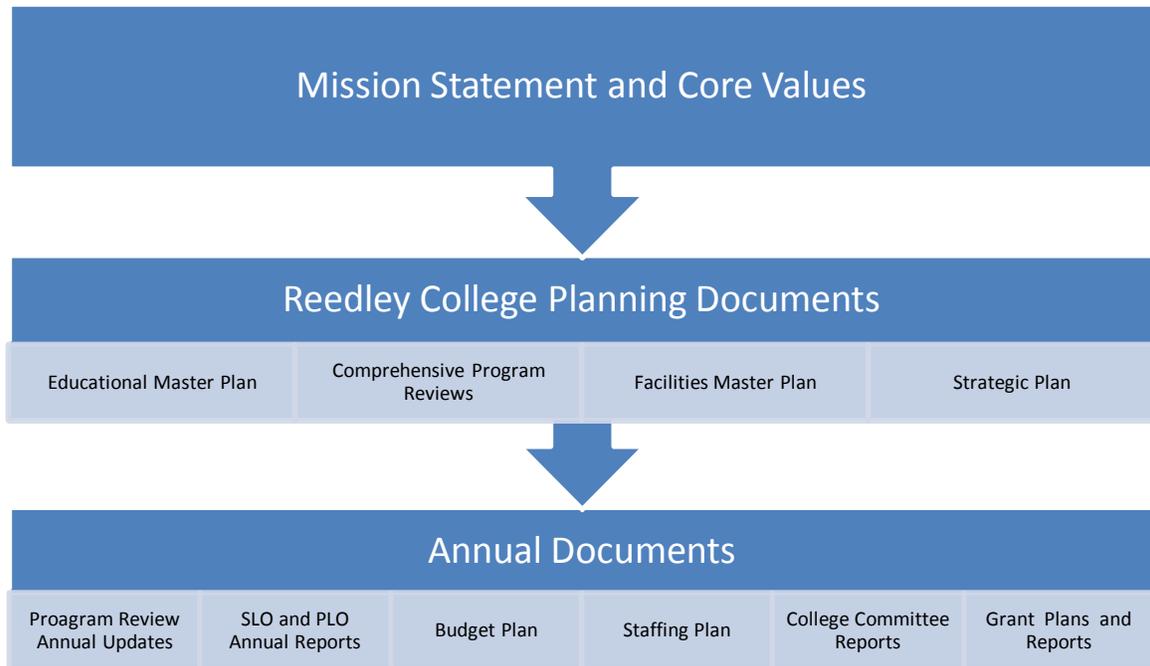


Figure 3

As shown in Figure 3, at the very top of this hierarchy are the mission and core values of the college. Reedley College ensures that all plans are consistent with the college mission statement. Integrated planning begins with the consideration of the college mission and core values, which collectively inform and guide all planning. Below the Mission Statement are the two essential types of Reedley College documents. Each of these documents is required for a well-integrated planning process. The first is a comprehensive Educational Master Plan. This long-term (12-15 year) plan is designed to provide the direction for the college and its programs. The Educational Master Plan is the driving force behind the Facilities Plan and the Technology Plan, and provides information relative to upgrade and update priorities to the District and the State of California. The Technology Plan details the timeline for replacement of major technology on campus and the upgrade of existing technological infrastructure. The Facilities Master Plan outlines structural changes to existing facilities and future facilities needed for the college based upon projected future growth. The Strategic Plan outlines our strategy for addressing the mission, the Educational Master Plan, the college goals and the goals of the various Program Review Reports.

Each year the college community must establish a priority of goals. Through collegial consultation members of all constituency groups help to determine the

annual college goals. The Reedley College Strategic Plan aligns with and expands upon the State Center Community College District Strategic Plan. The Program Review Reports are a perfect example of the integration of planning, implementation, assessment and improvement.

The resource allocation process is an important part of annual planning. The resource allocation process:

- ensures that resource allocations are made in alignment with the College mission and goals;
- provides a method whereby allocations are linked to strategic planning and program review;
- clearly ties allocations to the analysis of quantitative and qualitative data; and finally,
- guarantees the role of participatory governance practices in allocation recommendations.

In addition, the Budget Committee also gathers priority rankings of the various Resource Action Plan Proposals (RAPPs) from the Strategic Planning Committee prior to making their own ranking. Both rankings are submitted to College Council in order to make a priority list of projects to be recommended to the College President for funding. The process is designed to take into account the mission, goals and vision from the above documents in conjunction with the pragmatic needs of the plans listed below.

The final “level” of plans in Figure 3 is a level that governs the actions of the college most closely. These are primarily short-term plans (the left circle of figure 2) This level includes College Committee Plans (such as the Student Success Committee’s plans), various Grant-defined Plans, a Staffing Plan, and a Budget Plan. Generally, these are developed each year and must refer to the Strategic Plan, college goals and mission for their support.

Mission Statement and Core Values

The Reedley College mission states:

Reedley College provides an accessible, student-centered educational 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.

Reedley College is dedicated 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 reflect 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

Educational Master Plan

The Reedley College Educational Master Plan is a comprehensive plan for the College that provides specific direction and parameters for the implementation of programs and activities relating to the educational and support service programs of the College.

The Educational Master Plan includes an analysis of internal and external data that results in recommendations that provide a basis for dialogue about the college's effectiveness in fulfilling its mission. The Educational Master Plan is revised based upon the objectives of the Strategic Plan and the Program Review documents thus creating an interdependent continuous improvement cycle.

Program Review

Every organizational unit of the college completes a comprehensive Program Review every five years and an annual report on progress/modifications.

The purposes of program review are to:

- Systematically assess instructional programs, student support services and administrative services using quantitative, qualitative, and student learning data for the purpose of:
 - demonstrating, improving and communicating program effectiveness
 - identifying program strengths and emerging trends
 - facilitating improvements through substantiated goals
- Assess the degree to which programs and services effectively support the:
 - Mission (Statement, Core Values and Vision)
 - Strategic Plan
- Influence curriculum, college planning, decision-making, and resource allocation
- Promote collaboration and dialogue across campuses and disciplines.¹

¹ Program Review Handbook, Cycle 3
 Participatory Governance Handbook
 Under Consideration by College Council Fall 2012

Program Review is part assessment, part evaluation and part recommendation, Program Review describes a process by which academic programs, student service programs, and administrative units assess effectiveness of their programs and services, and use this analysis to recommend changes to improve their effectiveness. In many ways the Program Review process is the ideal model for the term “integrated planning.” The Educational Master Plan, for example, includes program descriptions derived from the various program review documents. Long-term unit plans should inform planning documents like the Educational Master Plan. For short-term goals, faculty and staff in program areas are expected to complete Resource Action Plan Proposals (part of the budget planning process) in order to meet their most pressing needs that are identified in annual program review updates and annual SLO reports. This process exemplifies how the Educational Master Plan, the Strategic Plan and the Program Review Reports support each other.

Faculty and staff will have more experience working with Program Review than with any other plan or evaluation/assessment process, as this is most closely related to the work they do every day. The Program Review Committee reviews each report, listens to oral presentations, and sets goals. Program faculty/staff respond to these goals as a part of their annual program review update.

Strategic Plan

The Strategic Plan promotes continuous improvement by explicitly stating strategic goals and objectives for the college to address. The goals of the 2008 - 2012 Reedley College Strategic Plan are:

1. Reedley College will strengthen the community through building partnerships.
2. Reedley College will seek to improve collegiality, diversity, personal development, open access and campus safety.
3. Reedley College will provide innovative learning opportunities to improve student success and completion.
4. Reedley College will support students’ educational development and personal growth.
5. Reedley College will systematically collect and analyze data for the purpose of improving institutional effectiveness.
6. Reedley College will use current technology leading to the success of the students, staff and the college.
7. Reedley College will efficiently and effectively use human, physical and fiscal resources to meet current and future operational needs.

The Strategic Plan both guides and substantiates a wide range of actions requested by various departments on campus. The most common example of this is the Resource Action Plan.

The implementation of approved Resource Action Plans falls to the supervisor over the area which has submitted the plan for consideration. Any *Request for Facilities Modification, Requisition, or Maintenance Service Request* that is required to complete the approved plan is created and submitted by the office of this supervisor, and the appropriate approval process followed.

The Strategic Planning Committee is the campus participatory governance committee which oversees the Strategic Plan. It has two main duties:

- To revise, assess and publish the college's strategic plan while ensuring its coordination with the district's strategic plan.
- To oversee the Resource Action Plan Process²

The Strategic Plan is developed with input from all of the constituency groups. As a cyclical process, the Strategic Plan utilizes yearly reports of progress, biannual minor updates and complete revision every four years. The Strategic Planning committee gathers internal scans from the constituency groups in addition to external scans from the local community as they re-evaluate the strategic direction of the college. The college strategic planning committee also works in unison with the District Strategic Planning Committee (DSPC) to make sure the direction of the college is consistent with the direction of the district.

Other plans that are taken into consideration include the Technology Plan, Facilities Master Plan, Budget Plan and Staffing Plan. The Technology Plan provides guidelines to establish technology objectives, set strategies to meet those objectives, assess the status of the objectives and provide recommendations for the future. The Facilities Master Plan guides campus facilities development. The purpose of the Budget Plan is to guide the college in making financial decisions for a specified period of time (usually one year.)A budget serves five main purposes—communication, coordination, planning, control, and evaluation. The Staffing Plan ensures that the college always has an appropriate number of administrators, faculty, and staff assigned to the correct area of the college to successfully conduct the business of the college and provide appropriate services to students.

Evaluation Process

The core mechanism that truly illustrates the integrated nature of college planning is the evaluation of all processes in an effort to improve the quality of educational services provided at Reedley College. The term “evaluation” was strategically placed in the center of Figure 1 to show the significance of evaluation. The administrative structure, the faculty and staff, and the documents at Reedley College are evaluated on a regular basis. The administrative structure works with faculty and staff in assessing and developing plans. They are implemented and then reassessed. This feedback loop of continuous improvement allows all participants to actively have a voice in the changes necessary to make every program and every

² The Participatory Governance Handbook, page 67
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committee function to the best of its ability, taking into account the mission, the educational master plan, the strategic plan, the program review reports and any budgetary issues.

References

ACCJC News Fall 2009
Educational Master Plan
Program Review Handbook

Participatory

Governance

Handbook

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Section 4. Reedley College Committee Operating Agreements (COAs)

- Academic Standards Committee
- Accreditation Standing Committee
- Budget Committee
- College Council
- Curriculum Committee
- Distance Education Committee
- Enrollment Management Committee
- Equivalency Committee
- Facilities Committee
- Health & Safety Committee
- Matriculation Committee
- Program Review Committee
- Sabbatical Leave Committee
- Salary Advancement Committee
- Staff Development Committee
- Strategic Planning Committee
- Student Success Committee

Academic Standards Committee Operating Agreement

Purpose:

To review and approve or deny student petitions on academic matters, including, but not restricted to, grade alleviation; waiver of disqualification suspension period; waiver of program, major, and graduation requirements; and appeal of waiver of course prerequisites, degree and certificate evaluations, and transcript evaluations. The committee will also hear, review, and recommend policies and guidelines relevant to its authority and jurisdiction.

Jurisdiction:

The Reedley College Academic Standards Committee is a committee of the Reedley College Academic Senate.

Composition:

Vice-president of instruction (standing member)

Six faculty representatives (appointed by the Academic Senate president)

In appointing these faculty representatives, every effort shall be made to include a range of faculty representing developmental mathematics, developmental English, counseling, disabled student services, a vocational discipline, and a discipline that offers neither developmental nor vocational courses.

The faculty co-chair of the Willow & International Academic Standards Committee
(Two alternates may be assigned but are not required for committee composition)

Manager of the Office of Admissions and Records (standing member)

One dean of instruction (appointed by the Reedley College president)

An academic officer from the above will serve as chair.

Meetings Schedule:

Meetings are scheduled monthly by the committee chair on a regular date and time not in conflict with the members of the committee.

Quorum:

A quorum required for the committee to meet and conduct business will be a simple majority (fifty percent plus one) of the membership of the committee (five members). It is further required for the committee to meet and conduct business that a majority of those present be faculty.

Operating Procedures

Meetings

- 1) An academic officer from the committee composition chairs the committee.
- 2) The manager of the Office of Admission and Records prepares the agenda of each meeting in consultation with the chair. The manager of the Admissions and Records Office will place student petitions on the agenda; the committee chair will place other committee business on the agenda. The manager of the Office of

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- Admissions and Records will disseminate the meeting agenda and meeting materials to all committee members at least 24 hours in advance of the meeting.
- 3) The manager of the Office of Admission and Records (or a designee) will maintain a record of all actions taken by vote of the committee.
 - 4) The decisions of the committee will be presented in writing by the committee chair and delivered to the student petitioners by the manager of the Office of Admissions and Records.

Petitions will be available to students in the Records Office or the Office of Instruction. Students are responsible for gathering and presenting in writing all information relevant to their petitions, with the exception of academic records of this district. The Manager of the Office of Admissions and Records will present to the committee the relevant academic records of the district with the student's petition. If there are faculty members with information relevant to and in support of a student's petition, it is **the responsibility of the student** to request that the faculty members submit the relevant supporting information in writing to the Manager of Admissions and Records for submission to the committee with the student's petition.

The committee, by majority vote of those present, will approve or deny the students' petitions, in whole or in part. The committee may consider a recommendation to be given to a student along with the committee's decision on the student's petition. If the committee concludes they have insufficient information to judge a student's petition, they may reject the petition and urge the student to re-submit the petition with additional information.

The decision of the committee will be final. Students may not re-submit the same petition in the same semester.

The committee will meet on a specified day each month at a time not in conflict with the schedules of the members. The deadline for submission of student petitions to the Office of Admissions and Records will be 5:00 p.m. on the last working day at least one week before the day of the regularly scheduled meeting of the committee, to allow the Manager of the Office of Admissions and Records ample time to review the petitions and supply copies of the supporting documents from the district's academic records.

Reedley College Goals

4.1, 4.2

Reedley College Strategic Directions

Strategic Direction 4: Reedley College supports students' personal growth and lifelong educational development.

Subcommittees:

Subcommittees are formed as needed.

Accreditation Standing Committee Operating Agreement

Purpose:

- Gather and collect evidence for the next accreditation cycle
- Draft accreditation reports
- Collect examples, reference points, relevant activities around campus to include in reports
- Keeping up with the latest news/changes from ACCJC

Jurisdiction:

College: 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).

Product:

Accreditation reports

- Self-study
- Mid-term report
- Follow-up report
- Evidence logs
- Updates to campus

Composition:

The Program Review Committee consists of the following representatives:

Administration

ALO (can be filled by any one of the administrative members) as ASC co-chair

1 Dean

VP of administrative services

VP of I/SS

Administrative rep from MC/OC

Faculty

Coordinator as ASC co-chair (fulfilled by any three below, appointed by the VP of I/SS and Academic Senate President)

1 faculty from each division (one being a AS rep)

1 auxiliary

1 MC/OC faculty

Classified/CSEA

4 classified (one being Classified Senate rep.; must include one from MC/OC)

Student/ASB

2 ASG representatives

Ex Officio

College President

Institutional Researcher

Director of Technology

Meeting Schedule:

The Accreditation Steering Committee meets twice per semester (Friday afternoons) until two years prior to the self-study due date when meetings change to once a month, accelerating to twice per month in one year before the self-study due date.

Quorum:

The required quorum is a simple majority of the membership of the committee.

Operating Procedures:

The Accreditation Steering Committee Co-Chairs prepare agendas and call meetings as required. Members of the ASC may serve as co-chairs for the standards and preparation of the self-study.

Reedley College Goal(s):

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Reedley College Strategic Direction(s):

The Accreditation Steering Committee directly impacts the following directions:

2.1 The college engages in open dialogue and strives to improve integrated planning through inclusive shared governance processes that includes representatives from administration, faculty, staff and students.

5. 1 Employ internal and external scanning and report processes that support strategic planning and assessment to identify and address emerging trends and issues.

5. 2 Increase the college's effectiveness and ensure the integrity of programs and services by using supportive systems of learning, assessment, program improvement and integrated planning.

Other:

Ad-hoc Accreditation Self-study Standard Committees (as per self-study guide)

Budget Committee Operating Agreement

Purpose:

Coordinate budget planning in a manner that assists the institution in effectively utilizing its fiscal resources in the pursuit of the college mission.

The committee:

- establishes an annual Budget Planning calendar within the parameters of strategic and integrated college planning ;
- utilizes program reviews and budget requests in the budget planning process; recommends institutional fiscal priorities within funding parameters;
- informs the college community of overall budget matters, including the identification of key indicators of the college's fiscal health;
- evaluates the fiscal impact of proposed institutional plans and other policy-level actions at the request of the President or College Council;
- identifies patterns of change in the college operating environment that may have a significant impact on college budget planning or fiscal operations;
- identifies potential areas for analysis of cost savings or effective use of resources; and assists in the development of plans for acquiring additional college resources

Jurisdiction:

Budget committee is a college committee that coordinates, oversees, and reports on functions and programs common to all Reedley College locations.

Product:

Dissemination of current Federal, State, District and College budget information to our represented constituent groups; recommendations regarding College budget matters as appropriate to College Council

Composition:

Co-chair, vice president, appointed by President

Vice President Instruction or Student Services (Standing Member) as appointed by College President

Dean (Standing Member) as appointed by VP of Instruction

Accountant/Auditor (Standing Member)

Three Reedley Faculty Representatives appointed by Academic Senate for alternating two year terms, plus one alternate

Co-chair, faculty member, appointed by committee

Two, one Reedley and one Madera Classified Representatives appointed by Classified Senate for alternating two year terms

Two Classified Representatives appointed by CSEA for alternating two year terms

One Student Representatives appointed by ASG (one regular member and one alternate)

Meeting Schedule:

Meetings are currently held the Second and Fourth Thursday of each month from . 1:00 to 3:00 pm. Committee meetings are open to anyone that wishes to attend.

Quorum:

A quorum required for the committee to meet and conduct business will be a simple majority of the membership of the committee and/or designees of 50% + one. Vacant positions do not count towards quorum.

Operating Procedures:

The committee will meet a minimum of four times per year and more often as may be deemed appropriate. Members of the committee may make recommendations in the form of a motion and motions must be acted upon by a majority of those members present at the meeting. Any recommendations formulated during the meetings of this committee will be prepared in writing and forwarded for consideration to the College Council.

The Chair will keep a record of all proceedings and recommendations of this committee at each meeting. The records of the meetings will be made available to all members of the college community

Reedley College Goal(s):

2.1, 7.1, 7.2, 7.3

Reedley College Strategic Direction(s):

Strategic Direction 2: Reedley College values growth in collegiality, diversity, personal development, open access and campus safety.

Strategic Direction 7: Reedley College utilizes human, physical and fiscal resources in order to meet the current and future operational needs of the college.

Other:

Subcommittees:

Categorical Budget Committee

College Council Committee Operating Agreement

Purpose:

The Reedley College Council is charged with the responsibility of formulating plans, procedures and practices for the Reedley Campus; it thereby charges those campus committees within its jurisdiction to accomplish specific tasks in such areas as: accreditation, budget, facilities, program review, strategic plan, student equity, and technology. The Council is responsible for reviewing and reporting the progress and accomplishments of the work of campus committees. The Council serves as the umbrella participatory governance committee for the College and is a major participant in decision making for the College.

Jurisdiction:

College Council is a campus committee that contributes to/oversees functions at the campus of Reedley College.

Product:

Reedley College Participatory Governance Handbook

Composition:

The College Council will be chaired by the President of the College and consist of the following:

Voting Membership:

One Member from President's Executive Cabinet

Three Members from the Academic Senate (Vocational, Non-teaching, and At Large (non-vocational instructional))

Two Members from the Classified Senate

Two Members from the Associated Student Body

One Member from of SCFT/AFT

Two Members from CSEA

One Member from Certificated Management

One Member from Classified Management

One Dean of Instruction

One Member from the Madera Oakhurst Faculty Association (President)

Each of the groups represented above may designate one (1) official "alternate." The alternate will be included in all electronic correspondence, but will only have voting privileges in the event that one of the appointed members of his/her group is not in attendance."

Meeting Schedule:

Regular meeting times will be the second and fourth Wednesday of each month from 3:00 to 4:30 p.m. Special meetings may be called as needed.

Meetings of the Reedley College Council will be conducted in a flexible manner which promotes open discussions and full participation of all members and takes into account the nature of the agenda items. The College President will chair the meetings, and the secretary to the President will record meeting minutes and officially maintain them in the President's Office as well as in digital format in whatever on-line system the college is currently using that is accessible to the public.

All meetings of the Reedley College Council will be open and public.

Quorum:

A quorum for meetings will be 50% of the Council members plus one and requires at least one member from each designated constituency (Administration, Academic/Certificated, Classified and Students).

Operating Procedures:

A clearly labeled agenda will be distributed to Council members 72 hours prior to each meeting (Weekend and Holidays excepted). The agenda will show the time and location of the meeting with an invitation for all interested parties to attend. Clearly labeled meeting minutes will be distributed to Council members and posted in prominent areas for all to review. In addition, a webpage will be constructed where meeting agendas and minutes will be posted.

Members will be responsible for keeping their respective groups informed regarding activities of the Reedley College Council by reporting back to those bodies and eliciting input regarding items under consideration.

An annual report summarizing the work of the Reedley College Council will be prepared by the Office of the President and distributed to the College community.

The Reedley College Council will use consensus building as its principal method for decision making. However, in cases where consensus cannot be reached, a vote will be taken following parliamentary procedure.

If the College President or other primary decision maker rejects a recommendation of the College Council, the College President or other primary decision maker will provide a written explanation to the Council members of why the recommendation was not accepted. In addition, the College President or other primary decision maker will include a statement to the individual or group to which the decision is to be forwarded (usually the Chancellor or Board of Trustees) that his/her recommendation differs from the College Council.

Reedley College Goal(s):

2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.2, 6.3, 7.1, 7.3, 7.4

Reedley College Strategic Direction(s):

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Strategic Direction 2: Reedley College Reedley College will seek to improve collegiality, diversity, personal development, open access and campus safety.

Strategic Direction 3: Reedley College will provide innovative learning opportunities to improve student success and completion.

Strategic Direction 4: Reedley College will support students' educational development and personal growth.

Strategic Direction 5: Reedley College will systematically collect and analyze data for the purpose of improving institutional effectiveness.

Strategic Direction 6: Reedley College will use current technology leading to the success of the students, staff and the college.

Strategic Direction 7: Reedley College will effectively use human, physical and fiscal resources meet the current and future operational needs.

Other:

Subcommittees:

The Reedley College Council may appoint one or more Council subcommittees consisting of one or more Council members, and any number of non-members, with such duties and responsibilities as the Council shall deem appropriate.

Curriculum Committee Operating Agreement

Purpose:

Reviews, assesses and recommends all proposed additions, revisions and deletions to the curriculum to ECPC and the board of trustees.

Jurisdiction:

The Curriculum Committee is a college committee under the jurisdiction of the Academic Senate that coordinates, oversees, and reports on functions and programs common to all Reedley College locations.

Product:

Curriculum

Composition:

Academic Senate Vice President for Curriculum (standing chair)
Vice President of Instruction (non-voting, appointed by College President)
Dean of Instruction (non-voting, appointed by College President)
Dean of Instruction (Madera/Oakhurst) (non-voting, appointed by the College President)
Academic Senate Representatives (3 - two for RC, one designated for Madera/Oakhurst as appointed by the Academic Senate President)
Madera/Oakhurst Representative (appointed by the Madera/Oakhurst Faculty President)
Willow International Community College Center Curriculum Chair (standing chair)
Willow International Community College Center Academic Senate Representative
Willow International Community College Center VP Instruction/Student Services (non-voting)
Articulation Officer
Fine Arts and Social Sciences Department Representative
Agriculture & Technology Department Representative
Developmental Services Representative
Industrial Technology Department Representative
Mathematics Department Representative
Physical Education and Health Department Representative
Reading and Languages Department Representative
Composition, Literature, and Communication Department Representative
Science Department Representative
Business Department Representative
Counseling Department Representative
Auxiliary Representative
Student Representative (2 as appointed by the ASB President)

** Note Articulation Officer must be on the committee and can represent their

respective department.

Meeting Schedule:

Weekly during the academic year, Thursdays from 3:00 to 5:00 p.m.

Quorum: Majority of members (non-voting members, and students do not affect quorum)

Operating Procedures:

Senate Responsibility for Curriculum

The governing board of each community college district shall:

"Establish procedures not inconsistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right to participate effectively in district and college governance, and the right of academic senates to assume primary responsibilities in the areas of curriculum and academic standards [California Education Code, § 70902 (b) (7)]."

Title 5 of the California Code of Regulations [§ 55002 (a) (1)] includes the following provisions regarding Curriculum Committees:

1. Every college or district must have one.
2. The committee must be either a committee of the Senate or a Committee, including faculty, mutually agreeable to College and Senate.
3. The committee makes recommendations on curriculum (including compliance of courses with state standards) directly to the local governing board through the district Educational Coordinating and Planning Committee (ECPC).
4. The committee must comply with shared governance requirements. This means, on curriculum issues, that the college must consult collegially in accordance with the Shared Governance Policy of the Board of Trustees.

Curriculum Committee Duties

Mandated Duties:

Curriculum committees must review new and existing courses to determine that they:

1. Meet standards for quality and for establishing prerequisites as defined in Title 5, Division 6, Chapter 6 of the California Code of Regulations,
2. Meet intersegmental expectations for submission to IGETC, CSU-GE, or UC,
3. Qualify as a CSU Elective,
4. Include documentation of prerequisites, corequisites, and advisories according to current Title 5 language, to be voted on separately from course outlines.
5. Make recommendations regarding programs and program changes

Locally defined duties of the Curriculum Committee:

1. Define local standards,

2. Determine GE status of courses,
3. Determine AA/AS degree requirements,
4. Recommend to the SCCC Board of Trustees approval of new courses and programs,
5. Scrutinize and approve prerequisites, corequisites, and advisories and their documentation,
6. Recommend to receiving institutions courses and programs for transfer/articulation,
7. Review existing curriculum,
8. With administration and senate, maintain conditions of delegation,
9. Carry out other locally defined duties as articulated in SCCC Board Policy, Administrative Regulations, and Reedley College Academic Senate resolutions.

Reedley College Goal(s):

Reedley College Strategic Direction(s):

Strategic Direction 3: Reedley College provides innovative learning opportunities.

Other:

Subcommittees:

The Curriculum Committee has a webpage with links located on the main Reedley College webpage. Course outlines, forms, meeting agendas, and minutes can be found on the webpage that is maintained by the Curriculum Assistant.

Distance Education Committee Operating Agreement

Purpose:

The Distance Education Committee shall report and make periodic recommendations to The Academic Senate, The North Center's College Center Council, and The Reedley College Council on all matters related to Distance Education under each constituency organization's purview (consistent with those of the Western Association of Schools and Colleges' Accrediting Commission for Community and Junior Colleges, Title 5, and the California Education Code).

- a. Policies and procedures related to the development of and support for programs, degrees, and courses in distance education.
- b. Standards of proficiency that will be recommended to teach a distance education course.
- c. Policies and procedures that provide technical, administrative, and academic support to ensure distance learner success.
- d. Policies and procedures that provide technical, administrative, and professional support for faculty who elect to teach distance education courses.
- e. Development of outcomes assessment measures that evaluate the success of distance education.
- f. Periodic review and assessment of past, current, and future facilities, equipment, and software needs.
- g. Development and accessibility of student services to online students.

Jurisdiction:

Distance Education is a college committee that coordinates, oversees, and reports on functions and programs common to all Reedley College locations.

Product:

RC/NC Distance Education Guidelines; RC/NC Distance Education Plan

Composition:

The Committee shall be constituted of faculty, staff, administrators, and students. It is recommended that committee members have previously taught a distance education course and/or are informed about distance education issues.

- a. The members of the Committee shall be certificated staff, elected by their peers to serve two-year (staggered) terms with one member from each of the following:
Reedley Campus Math & Technology/ Science & Technology
- b. Reedley Campus Composition, Literature, and Communication/Reading and Languages
- c. Reedley Campus Fine Arts & Social Sciences/Business
- d. Reedley Campus AG, NR & Manufacturing/ Health & PE
- e. North Centers Math, Science, and Engineering Division

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- f. North Centers Fine Arts & Humanities Division
 - g. North Centers Business Division
 - h. North Centers Social Science Division
 - i. Reedley Campus Student Services
 - j. North Centers Student Services
 - k. Library and Student Learning Support Services.
2. Members from other constituencies shall include (where applicable may be represented by faculty already elected to the committee):
 - a. Academic Senate Curriculum Committee Member or Representative
 - b. North Centers Technology Advisory Committee Member or Representative
 - c. Reedley Campus Technology Advisory Committee Member or Representative
 - d. State Center Federation of Teachers
 - e. North Centers Dean of Instruction
 - f. Reedley Campus Dean of Instruction
 - g. Director of Technology
 - h. Admissions, Records, and Classified Professionals
 - i. RC Associated Student Body
 - j. NC Associated Student Body
 3. Any recommendation for change in the structure of the faculty, student, staff, or administrative representatives on the Committee must be made prior to the last Academic Senate meeting of the academic year. Such changes will take effect at the beginning of the next fall semester.
 4. If a new academic department or division is created, a new representational structure will be considered.

Meeting Schedule:

The Distance Education Committee shall meet at least twice a semester as announced by the chair during the academic year.

Quorum:

The committee can only vote on issues with a quorum of at least 51% of its members.

Operating Procedures:

1. The Distance Education Committee shall meet at least twice a semester as announced by the chair during the academic year.
2. The Distance Education Committee shall develop, write, evaluate, and update the Reedley College/North Centers Distance Education Plan.

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3. The Distance Education Committee shall report and make periodic recommendations to appropriate College Committees on relevant Distance Education matters.

Reedley College Goal(s):

3.1, 3.2, 3.3, 3.4, 6.1, 6.2, 6.3

Reedley College Strategic Direction(s):

Strategic Direction 3: Reedley College provides innovative learning opportunities.

Strategic Direction 6: Reedley College embraces and employs current technology leading to the success of the students, staff and the college.

Other:

Subcommittees:

None

Enrollment Management Committee Operating Agreement

Purpose:

Coordinate, communicate, develop and recommend enrollment management procedures, processes and strategies including, but not limited to:

1. Evaluate and improve short and long term enrollment goals within the given environment and commitment of resources.
2. Evaluate and improve existing market research and formulation of marketing and recruitment action plans.
3. Identify prospective student markets and develop, evaluate, and improve targeted strategies accordingly.
4. Evaluate and improve current communication systems throughout the matriculation process.
5. Evaluate and improve college Outreach and Recruitment program.
6. Facilitate use data to support enrollment planning and decision making.
7. Evaluate and improve Reedley College financial aid program and its support of enrollment goals.
8. Evaluate and improve retention plan for Reedley College.
9. Evaluate and improve existing Reedley College retention strategies.

Jurisdiction:

The Enrollment Management Committee is a campus committee that contributes to / oversees functions at the campus of Reedley College.

Product:

1. Recommendations to college council, strategic planning committee and departments.
2. Recruitment and retention plans
3. Enhance the value of Early Alert

Composition:

Vice President of Instruction/Students Services (co-chair)	standing member
Admissions and Records Manager (co-chair)	standing member
Public Information Officer	standing member
Matriculation Coordinator	standing member
Director of Financial Aid	standing member
District Vice President of Admissions and Records	standing member
Counseling Department Chair	standing member
Institutional Researcher	standing member
Counseling representative (appointed by counseling department chair)	standing member

Business Services supervisor	standing member
Director of Student Success/EOPS	standing member
Vice President of Administrative Services	standing member
Academic Senate representative (appointed by academic senate)	2009-2011
CSEA representative (appointed by CSEA)	2009-2011
Classified Senate representative (appointed by classified senate)	2010-2012
Student Representative (<i>appointed by ASG</i>)	
<i>Academic Senate alternate (appointed by Academic Senate)</i>	

Meeting Schedule:

Meetings will be held the third Tuesday of each month at 2:00 p.m.

Quorum:

Simple majority (9)

Operating Procedures:

1. The Vice President of Instruction/Student Services prepares agendas and calls monthly meetings.
2. All notes for the Enrollment Management Committee are included on Blackboard.
3. All activities are in accordance with district policies and guidance.

Reedley College Goal(s): Subject to Change

5.1, 5.2

Reedley College Strategic Direction(s):

Strategic Direction 5: Reedley College systematically collects and analyzes data for the purpose of improving institutional effectiveness.

Other:

Subcommittees:

The role of the Madera Center/Oakhurst Campus subcommittee is to develop expertise in its defined area and make appropriate recommendations to the full committee on all matters under the jurisdiction of the Reedley College Enrollment Management Committee. Should the Madera Center/Oakhurst Campus subcommittee receive separate funding, the allocation of that funding shall be the purview of the subcommittee. The subcommittee will maintain a balanced composition that includes no more than one member each from Academic Senate, California School Employees Association, Associated Student Body, and Administration as voting members of the committee.

Equivalency Committee Operating Agreement

Purpose:

As specified in California Education Code (§ 87359) and Title V of the California Code of Regulations (§53430), equivalency committees at the various California Community Colleges shall have the primary responsibility to approve or deny petitions for equivalency submitted by potential full-time or part-time faculty members.

As applied, this means that an applicant for a certificated position who *does not* hold the degrees specified in the current *Minimum Qualifications for Faculty and Administrators in California Community Colleges* handbook, must submit a petition for equivalency. By submitting this petition, the applicant is asserting that, through various means, he/she has gained sufficient knowledge to make him/her *equal to a person who meets the specified minimum qualifications*.

Product:

Approval or denial of petitions for equivalency

Jurisdiction:

Equivalency Committee is a college committee that coordinates, oversees, and reports on functions and programs common to all Reedley College locations.

Composition:

- A. The Equivalency Committee shall be chaired by a member of the Reedley College Academic Senate Executive Committee, to be designated by the Senate president. The Equivalency Committee shall have a total of seven (7) members, including the Chair. The Equivalency Committee membership shall be appointed by the President of the Academic Senate, with the advice of the Academic Senate Executive Committee. The Equivalency Committee membership should include representatives of academic and vocational programs. The North Centers (NC) and the Reedley Campus (RC) should both be represented using the ratios of faculty members at both sites as the guideline.

- B. Equivalency Committee members shall serve a two academic year term. A member may serve multiple consecutive terms, although rotating membership is encouraged. No more than 4 new members should be added at the beginning of a new academic year. Initially, members may serve 1, 2, or 3 year terms to allow the rotational system to begin.

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- C. In the event that a member can no longer serve on the Equivalency Committee, the Senate President, with the advice of the Academic Senate Executive Committee, shall appoint a replacement. In making appointments, the Senate President should attempt to maintain representation with respect to disciplines and locations when appointing replacements.

- D. Each member of the Equivalency Committee will be provided with the current copy of the current *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, which outlines the basic standards for certificated employment at a California community college. If possible, a current electronic file of the *Minimum Qualifications for Faculty and Administrators in California Community Colleges* will be maintained in the RC Senate Website Folder. If this is possible, each Equivalency Committee member would have ready access as necessary.

Meeting Schedule:

As needed as petitions for equivalency are received.

Quorum:

A majority of the members of the Equivalency Committee shall constitute a quorum, allowing this committee to consider petitions.

Operating Procedures:

I. Reedley College Academic Senate Equivalency Committee Formation

- E. As per California Education Code §87359, California Code of Regulations §53430, SCCC Board Policy (current BP 4100; revised 7120), SCCC Administrative Regulations (current AR 4100, §6.9; revised TBD), and SCCC Procedures for Recruitment and Employment of First-Time Part-Time Faculty [Faculty-part-time hiring (10/26/01) the Reedley College Academic Senate will form a standing committee entitled “Equivalency Committee.” The Reedley College Academic Senate shall approve and amend as necessary the Reedley College Senate Equivalency Committee Operating Procedure. The Reedley College Academic Senate Equivalency Committee shall be known as the “Equivalency Committee” and the Reedley College Academic Senate shall be known as the “Senate.” The Equivalency Committee shall implement the Senate approved Equivalency Committee Operating Procedure and approved amendments as they arise.
- F. A simple majority vote by a quorum of the Academic Senate approving this Operating Procedure will be required for adoption.

II. Amending the Equivalency Committee Operating Procedure

- A. Any person represented by the Academic Senate (hereafter referred to as “faculty member” or “faculty”) may propose amendments to the Equivalency Committee Operating Procedure. The proposed amendments shall be reviewed by the Equivalency Committee and the Senate. Upon the approval of a simple majority of the Senate, amendments will be immediately implemented by the Equivalency Committee unless otherwise specified in the approved amendment.

III. Equivalency Committee Duties and Functions

- A. The Equivalency Committee is charged by the Reedley College Academic Senate with the responsibility of ensuring that all potential faculty members meet or exceed the minimum qualifications as specified in the current *Minimum Qualifications for Faculty and Administrators in California Community Colleges*.
- B. As per the AR 4100 and the Procedures for Recruitment and Employment of First-Time Part-Time Faculty (cited above), the departments (see Paragraph C below for the Reedley College definition of departments) will determine if an applicant meets the equivalency standards as defined by the department. The Equivalency Committee will validate that determination. Equivalency may only be granted if both the department (see Paragraph C below for the Reedley College definition of departments) and Equivalency Committee agree.
- C. The term “departments” used in Paragraph C of Section should be interpreted as “disciplines”. The Reedley College Departments include dissimilar disciplines, i.e. Science and Technology includes biology, chemistry, aviation, etc. The determination for equivalency should be completed by faculty in the appropriate discipline.
- D. The Equivalency Committee shall have sole responsibility to recommend forms to the Academic Senate for petitioning for equivalency and forms for appealing a denied petition. These forms shall be published and made readily available. The Academic Senate shall modify these forms as deemed necessary, and may request suggestions or recommendations for such modification from the Equivalency Committee.

IV. Process for Petitioning for and Reviewing of Equivalencies

- A. A majority of the members of the Equivalency Committee shall constitute a quorum, allowing this committee to consider petitions.

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- B. The petitioner is responsible to ensure that the petition is complete. It is probable that petitioners will not be cognizant of equivalency or the equivalency procedure. Therefore it is imperative that screening committee members, discipline experts/representatives, Department Chairs, Division Representatives, or Deans of Instruction that are interviewing and/or screening potential full-time or part-time candidates to ensure that the candidates are aware of equivalency requirements and procedures as well as assisting the petitioner as necessary to ensure complete equivalency petitions are prepared for submission.
- C. To expedite the consideration of the petition, it is recommended that all forms and documents be submitted in an electronic file format to be made available to all Equivalency Committee members through a secure process. If all documentation is provided via an electronic file format, a hard copy will be produced and included in the personnel file until the time the personnel file has been appropriately destroyed.
- D. Unofficial transcripts may be submitted for initial consideration of the petition; however the committee will not render a final determination until official transcripts are received. All applicants must have official transcripts on file with the Human Resources Department (HR) at the District Office. The committee may request verification from HR; however this may/will delay final approval of an equivalency petition. Therefore, it is recommended that official transcripts be provided to the committee, preferably with the original submission of the equivalency petition for review.
- E. Complete petitions will include a full and detailed description articulating those exact courses/experiences which the petitioner is asserting make him/her equal to a candidate who meets the currently established minimum qualifications.
 - 1. If the petitioner is lacking the appropriate degree(s) in ***“disciplines where a master’s degree is required,”*** at a minimum, he/she must include:
 - A list of the requirements for earning the degree in question from an accredited institution in the United States (appropriate pages from the institution’s catalog will suffice), and
 - a letter/grid/matrix illustrating how his/her various academic and professional experiences satisfy the requirements of the degree that he/she lacks.
 - 2. If the petitioner is lacking the requirements to teach in ***“disciplines in which a master’s degree is not generally expected or available,”***

- and the petitioner is ***lacking the specified bachelor's or associate's degree***, at a minimum, he/she must include:
 - A list of the requirements for earning the degree in question from an accredited institution in the United States (appropriate pages from the institution's catalog will suffice), and
 - A letter/grid/matrix illustrating how his/her various academic and professional experiences satisfy the requirements of the degree that he/she lacks.
- and the petitioner is ***lacking the specified years of experience***, at a minimum, he/she must include:
 - A letter/grid/matrix illustrating how his/her various academic and professional experiences satisfy the years of experience that he/she lacks.

Petitioners should pay special attention to detail in establishing his/her comparative academic and professional experiences and submitting supporting materials to avoid unnecessary delays caused by the need to request additional information or support.

- F. Upon submission, all petitions must be signed by at least one ***tenured*** faculty member from the discipline recommending the petitioner for equivalency. Signature by several of the tenured or non-tenured faculty within the discipline is recommended. Approval by the discipline specific faculty member(s) will be deemed as the determination that the qualifications of the petition satisfy the equivalency requirements of the discipline.

If there are no tenured faculty members within the discipline, a faculty member from ***a related discipline*** (as defined in the current *Minimum Qualifications for Faculty and Administrators in California Community Colleges* handbook) may sign the petition. For disciplines with only non-tenured faculty members, the signing tenured faculty member must consult with the non-tenured faculty prior to signing. In such an event, it is encouraged that tenured discipline experts from Fresno City College be consulted.

It is imperative that the signing tenured faculty member consult with other faculty members within the discipline prior to signing the petition. The signature of this tenured Reedley College faculty member is the determination that the petitioner satisfies the

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equivalency requirements for the petition. Other faculty members may sign the petition in support of or in opposition to the petition.

- G. Petitions must be signed by either the Department Chair or Division Representative, depending on the origin of the petition. The signature of the Department Chair or Division Representative constitutes acknowledgement of the petition being submitted by the discipline experts and that the discipline experts deem the petitioner to meet the equivalency requirements. Neither the Department Chair nor the Division Representative may deny a petition or prevent a petition from being forwarded to the Equivalency Committee once the discipline experts have deemed the petitioner to be equivalent. The Department Chair or Division Representative is encouraged to include a statement of support or opposition.
- H. After the petition has received all appropriate signatures, it must be signed by the Dean of Instruction who oversees the discipline from either the Reedley College Main Campus or the North Centers, whichever is appropriate. The Dean of Instruction may, and is encouraged to include, a statement of support or opposition. The completed petition is then submitted directly to the Chair of the Equivalency Committee.
- I. At the discretion of the Equivalency Committee, additional information, supporting materials, or additional justification or support from faculty within the discipline may be requested during the review period.
- J. The Equivalency Committee will review and make a decision on the petition within a maximum of 15 working days, assuming the petition is submitted during the certificated contract year. For petitions submitted during the summer months, consideration may take a maximum of 25 working days.
- K. If a petition has been denied, the Equivalency Committee has 3 working days from the day the decision was made to provide the Dean of Instruction with formal notification (suitable for inclusion in the personnel file). The Chairperson of the Equivalency Committee will either prepare the formal notification or delegate the responsibility to a committee member. The formal notification should include the reasons why the petition was denied. Petitioners who have been denied equivalency may appeal the decision by submitting the completed appeal form and supporting materials to the Academic Senate Executive Committee within 5 working days of being informed of the decision by the Dean of Instruction. If the petitioner is unable to adequately respond within this period, he/she may request

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additional time from the Chair of the Equivalency Committee. The duration of the negotiated extension will be included in the petition documentation.

To expedite the process, the appeal should contain substantially more information or support than was provided to the Equivalency Committee. The appeal will be considered by the Academic Senate Executive Committee at their next scheduled meeting. At the discretion of the Senate President, the appeal may be considered by the Executive Committee prior to their next scheduled meeting by other means (for example, electronic vote). The decision of the Academic Senate Executive Committee will be final.

- L. Hard copies of all forms and documents for equivalency must be maintained in the appropriate personnel file for future reference as needed. The equivalency will be in force so long as the minimum qualifications remain unchanged, or if grandfather clauses are included in the new regulations. The approved equivalency will only be recognized by Reedley College.

Reedley College Goal(s):

Reedley College Strategic Direction(s):

Strategic Direction 3: Reedley College provides innovative learning opportunities.

Other:

CALIFORNIA SECTION 87355-87359.5	EDUCATION	CODE
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87355. Notwithstanding Section 87356, every person authorized to serve as a community college instructor, librarian, counselor, student personnel worker, supervisor, administrator, or chief administrative officer under a credential shall retain the right to serve under the terms of that credential, and, for that purpose, shall be deemed to possess the minimum qualifications specified for every discipline or service covered by the credential until the expiration of that credential. The board of governors shall adopt regulations as necessary to implement this requirement.

87356. (a) The board of governors shall adopt regulations to establish and maintain the minimum qualifications for service as a faculty member teaching credit instruction, a faculty member teaching noncredit instruction, a librarian, a counselor, an educational administrator, an extended opportunity programs and services worker, a disabled students programs and services worker, an apprenticeship instructor, and a supervisor of health.

(b) The Legislature finds and declares that this section does not create a state-mandated local program because compensation of faculty

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will continue to be determined through the collective bargaining process or meet and confer sessions.

87357. (a) In establishing and maintaining minimum qualifications pursuant to Section 87356, the board of governors shall do all of the following:

(1) With regard to minimum qualifications for faculty, the board of governors shall consult with, and rely primarily on the advice and judgment of, the statewide Academic Senate. With regard to minimum qualifications for educational administrators, the board of governors shall consult with, and rely primarily on the advice and judgment of, an appropriate statewide organization of administrators. With regard to minimum qualifications for apprenticeship instructors, the board of governors shall consult with, and rely primarily on the advice and judgment of, appropriate apprenticeship teaching faculty and labor organization representatives. In each case, the board of governors shall provide a reasonable opportunity for comment by other statewide representative groups.

(2) The board of governors shall establish a process to review at least every three years the continued appropriateness of the minimum qualifications, and the adequacy of the means by which they are administered. The process shall provide for the appointment of a representative group of community college faculty, administrators, students, and trustees to conduct or otherwise assist in the review, including particularly, representatives of academic senates, collective bargaining organizations, and statewide faculty associations. In addition, the group shall be broadly representative of academic and vocational programs in the curriculum from both urban and rural districts, and representative of ethnic minority communities.

(b) The board of governors, relying primarily upon the advice and judgment of the statewide Academic Senate, shall prescribe by regulation a working definition of the term "discipline" and shall prepare and maintain a list of disciplines that are "reasonably related" to one another, as that phrase is used in the minimum qualifications. The initial list shall be distributed to the community college districts by July 1, 1989, for their use in applying the minimum qualifications for hire.

In formulating advice and recommendations to the board of governors regarding the definition of the term "discipline," the statewide Academic Senate shall consult with appropriate statewide organizations representing administrators and faculty collective bargaining agents. The statewide Academic Senate shall incorporate the advice of those groups into its recommendations to the board of governors, particularly as it relates to the practical ramifications of any proposed definition of the term "discipline" on issues of reassignment, transfer, and reduction in force.

The board of governors, relying primarily upon the advice and judgment of the statewide Academic Senate, shall prepare and maintain a list of disciplines in which the master's degree is not generally expected or available. The initial list shall be distributed to the community college districts by July 1, 1989, for their use in applying the minimum qualifications for service.

87358. The board of governors shall periodically designate a team

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of community college faculty, administrators, and trustees to review each community college district's application of minimum qualifications to faculty and administrators.

87359. The board of governors shall adopt regulations setting forth a process authorizing local governing boards to employ faculty members and educational administrators who do not meet the applicable minimum qualifications specified in the regulations adopted by the board of governors pursuant to Section 87356. Unless and until amended pursuant to the process described in Section 87357, the regulations shall require all of the following:

(a) No one may be hired to serve as a community college faculty member or educational administrator under the authority granted by the regulations unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in regulations of the board of governors adopted pursuant to Section 87356. The criteria used by the governing board in making the determination shall be reflected in the governing board's action employing the individual.

(b) The process, as well as criteria and standards by which the governing board reaches its determinations regarding faculty members, shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty member employed under the authority granted by the regulations possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in regulations adopted by the board of governors. The process shall further require that the governing board provide the academic senate with an opportunity to present its views to the governing board before the board makes a determination, and that the written record of the decision, including the views of the academic senate, shall be available for review pursuant to Section 87358.

(c) Until a joint agreement is reached and approved pursuant to subdivision (b), the district process in existence on January 1, 1989, shall remain in effect.

87359.5. By May 1, 1989, the board of governors shall have reviewed or contracted for review of, the job relevance of the requirements of Sections 87408, 87408.5, 87408.6, and any other physical fitness tests or examinations, and other conditions of employment, applicable to community college personnel.

CALIFORNIA CODE OF REGULATIONS

TITLE 5. EDUCATION

DIVISION 6. CALIFORNIA COMMUNITY COLLEGES

CHAPTER 4. EMPLOYEES

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SUBCHAPTER 4. MINIMUM QUALIFICATIONS

ARTICLE 2. QUALIFICATIONS AND EQUIVALENCIES

§ 53430. Equivalencies.

(a) No one may be hired to serve as a community college faculty or educational administrator unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in this Article or elsewhere in this Division. The criteria used by the governing board in making the determination shall be reflected in the governing board's action employing the individual.

(b) The process, as well as criteria and standards by which the governing board reaches its determinations regarding faculty, shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board. The agreed upon process shall include reasonable procedures to ensure that the governing board relies primarily upon the advice and judgment of the academic senate to determine that each individual faculty employed under the authority granted by this Section possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in this Division.

(c) The process shall further require that the academic senate be provided with an opportunity to present its views to the governing board before the governing board makes a determination; and that the written record of the decision, including the views of the academic senate, shall be available for review pursuant to Education Code Section 87358.

(d) Until a joint agreement is reached and approved pursuant to Subdivision (b), the district shall be bound by the minimum qualifications set forth in this Subchapter.

State Center Community College District, Board Policy 2510

Participation in Local Decision-making

The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations. In executing that responsibility, the Board is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action and administrative regulations for Chancellor action under which the District is governed and administered.

Each of the following shall participate as required by law in the decision-making processes of the district:

Academic Senate(s) (Title 5, sections 53200-53206.)

The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.

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Staff (Title 5, section 51023.5.)

Staff shall be provided with opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The opinions and recommendations of the Classified Senate will be given every reasonable consideration.

Students (Title 5, section 51023.7.)

The Associated Students shall be given an opportunity to participate effectively in the formulation and development of district policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on district committees or task forces shall be made after consultation with the Associated Students.

Except for unforeseeable emergency situations, the Board shall not take any action on matters subject to this policy until the appropriate constituent group or groups have been provided the opportunity to participate.

Nothing in this policy will be construed to interfere with the formation or administration of employee organizations or with the exercise of rights guaranteed under the Educational Employment Relations Act, Government Code section 3540, et seq.

See Administrative Regulation 2510

Reference: Education Code Section 70902(b) (7); Title 5 Sections 53200, et seq., (Academic Senate), 51023.5 (staff), 51023.7 (students); Accreditation Standard IV.A

Adopted by the Governing Board: June 2, 1992; November 4, 2003

State Center Community College District, Board Policy 7120

Recruitment and Hiring

Administrative regulations shall be established for the recruitment and selection of employees including, but not limited to, the following criteria.

An Equal Employment Opportunity plan shall be implemented according to Title 5 and Board Policy 3420.

Academic employees shall possess the minimum qualifications prescribed for their positions by the Board of Governors.

The criteria and regulations for hiring academic employees shall be established and implemented in accordance with board policies and regulations regarding the Academic Senate's role in local decision-making.

The criteria and regulations for hiring classified employees are governed by Education Code and Personnel Commission rules.

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See Administrative Regulation 7120

References: Education Code Sections 70901.2, 70902 (b) (7) & (d), 87100, et seq.;

Title 5 Sections 53000, et seq., 51023.5; Accreditation Standard III.1.A

Adopted by the Governing Board: June 8, 1978; June 28, 1978; September 3, 1985; June 4, 1996; April 4, 2006

Revised: July 1, 2008

State Center Community College District, Board Policy 7210

Academic Employees

Academic employees are all persons employed by the District in academic positions. Academic positions include every type of service, other than paraprofessional service, for which minimum qualifications have been established by the Board of Governors for the California Community Colleges.

Faculty members are those employees who are employed by the District in academic positions that are not designated as supervisory or management. Faculty employees include, but are not limited to, instructors, librarians, counselors, and professionals in health services, DSPS, and EOPS.

Decisions regarding tenure of faculty shall be made in accordance with the evaluation procedures established for the evaluation of probationary faculty and in accordance with the requirements of the Education Code. The Board reserves the right to determine whether a faculty member shall be granted tenure.

The District may employ temporary faculty from time to time as required by the interests of the District. Temporary faculty may be employed full time or part time. The Board delegates authority to the Chancellor to determine the extent of the District's needs for temporary faculty.

Notwithstanding this policy, the District shall comply with its goals under the Education Code regarding the ratio of full-time to part-time faculty to be employed by it and for making progress toward the standard of 75% of total faculty work load hours taught by full-time faculty.

Reference: Education Code Sections 87400, et seq; 87419.1; 87482.8; 87600, et seq.;

Title 5, Section 51025

Adopted by the Governing Board: October 3, 2006

State Center Community College District, Administrative Regulation 2510

Participation in Local Decision-making

The Communications Council was formed to provide a venue for college/district constituency groups to participate in local decision-making.

The Communications Council meets one week prior to each regular governing board meeting. The Council reviews the Board agenda and discusses items on

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the agenda as well as other topics regarding shared governance (see Administrative Regulation 2410).

The Communications Council consists of:

- the president of each college's Academic Senate or his/her designee;
- the president of each college's Classified Senate or his/her designee;
- the president of the faculty exclusive representative or his/her designee;
- the president of the classified employee's exclusive representative or his/her designee;
- one additional representative from the exclusive representative of the classified employees;
- a student representative from each college;
- the College Presidents;
- the Vice Chancellor, North Centers; and
- the Chancellor.

Shared Governance

In order that the faculty may have a formal and effective procedure for participating in the

Participation in Local Decision-making

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 comment 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 meeting 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.

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“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;

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Participation in Local Decision-making

☐ Faculty roles and involvement in accreditation processes including self-study and annual reports;

☐ Establishing a process for faculty professional development activities;

☐ Process for program review;

☐ 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.

References: Education Code Section 70902(b) (7); Title 5 Sections 53200 et seq.; 51023.5; 51023.7; Accreditation Standard - IV.A.2, IV.A.5

Adopted by Chancellor’s Cabinet: August 18, 2008

State Center Community College District, Administrative Regulation 7120

Procedures for Recruitment and Employment of College Faculty

SECTION I - PHILOSOPHY

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1.1 It shall be the policy of the State Center Community College District to recruit and hire highly qualified college faculty who are expert in their subject areas, who are skilled in serving the needs of a culturally and ethnically diverse student population served by the district, and who can enhance overall college effectiveness. Indispensable characteristics include excellence in teaching, expertise in subject matter, positive personality traits, leadership ability, sensitivity to and an understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students, and a commitment to both students and the community college philosophy.

1.2 The governing board of a community college district derives its authority from statute and from its status as the entity holding the institution in trust for the benefit of the public. The governing board and the administrators it appoints have the principal legal and public responsibility for ensuring an effective hiring process.

1.3 Faculty members derive their authority from their expertise as teachers and subject matter specialists and from their status as professionals. The faculty has an inherent professional responsibility and right to participate in the development and implementation of policies and procedures governing the hiring process.

1.4 Hiring procedures are based on recognition that responsibility for selecting faculty is shared cooperatively by faculty and Administration participating effectively in all phases of the hiring process.

1.5 Strict confidentiality shall govern all applicant files, reference checks and Interview Selection Committee discussions relative to faculty hiring.

1.6 A joint committee of Administration and Academic Senates shall review these procedures every five years or at the request of either of the Academic Senates or Administration.

3.1 The campus will determine the number of new contract faculty positions to be recommended to Chancellor's cabinet, through a well-defined, cooperative and thoughtful planning process involving at a minimum, the college Academic Senate, faculty in the discipline, and college administrators.

Procedures for Recruitment and Employment of College Faculty

SECTION 2 – EQUAL EMPLOYMENT OPPORTUNITY

2.1 The Board of Trustees, Administration, and Academic Senates have the shared responsibility to ensure that Equal Employment Opportunity Commission guidelines are a part of the overall process of hiring faculty.

2.2 All participants in the hiring process shall receive training in Equal Employment Opportunity Commission guidelines and procedures.

2.3 In complying with board policy and Equal Employment Opportunity Commission guidelines, the district is committed to an effective hiring process that does not discriminate against any individual.

SECTION 3 – POSITION IDENTIFICATION/APPROVAL

3.2 The Chancellor, with due consideration for the District’s full time faculty obligation, the District budget and campus needs, will determine the number of additional contract faculty positions to be recommended to the Board of Trustees, through a well-defined, cooperative and thoughtful planning process involving the Chancellor’s cabinet.

3.3 The campus will allocate new and vacant contract faculty positions to departments and/or disciplines through a well-defined, cooperative and thoughtful planning process involving at a minimum, the college Academic Senate, Department Chairs/North Centers divisional representatives, and college administrators.

SECTION 4 – JOB DESCRIPTION

4.1 Clear and complete job descriptions with the essential functions of the position and desirable qualifications shall be developed by the appropriate Administrator, and discipline specific faculty. In all cases, job descriptions shall include the minimum qualifications for teaching at the community college level as established by the statewide Academic Senate and adopted by the Board of Governors of the California Community Colleges.

Procedures for Recruitment and Employment of College Faculty

4.2 Hiring criteria that are set by regulation and that are beyond the minimum qualifications will be established when appropriate.

4.3 The Equal Employment Opportunity Officer will review each position announcement/job description to ensure conformity with the District’s Equal Employment Opportunity and non-discrimination guidelines.

SECTION 5 – SEARCH PROCEDURES

5.1 Public announcements of the vacancy shall normally be for a forty-five (45) day period and shall consist of a notice of vacancy containing at least the following: title of the position, date the position is to be filled, filing deadline, location of assignment, job description and hiring criteria as developed pursuant to section 4 and application procedures. Timely review of the public announcement by discipline specific faculty, appropriate Administrator shall occur prior to distribution. Distribution of the notice of vacancy shall be a District Office responsibility.

5.2 If a vacancy occurs unexpectedly and the normal recruitment time lines will cause a hardship or delay in the start of classes, the College President or Vice Chancellor-North Centers may request a 30 day emergency recruitment.

5.3 All vacancy notices must also clearly state that interested persons are to submit their applications to the District Human Resources Office. After the filing deadline, all applicants for the position will be notified in a timely manner of the status of their applications. All correspondence to applicants will come from the District Human Resources Office.

5.4 If at the end of the recruitment period, the Associate Vice Chancellor for Human Resources believes that the applicant pool lacks sufficient applications

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he/she will immediately notify the College President or Vice Chancellor-North Centers. He/she or his/her designee will consult with the department chair/divisional representatives and subject area faculty. After such consultation, the College President or Vice Chancellor-North Centers will make a decision to extend the filing deadline, re-advertise the position, re-designate the position as full time temporary, cancel the recruitment for the position, or take any other action arrived at through consultation.

Procedures for Recruitment and Employment of College Faculty

SECTION 6 - APPLICANT SCREENING, SELECTION AND INTERVIEW PROCESS

6.1 The appointment of faculty members to serve on faculty Interview Selection Committees shall be made by mutual agreement between the College President or Vice Chancellor-North Centers or his/her designee, and the Academic Senate President. Should the composition of the original committee, need to change, this process shall still apply.

6.2 The Interview Selection Committee shall consist of not less than five (5) individuals, nor more than ten (10). Wherever possible, the majority of the committee shall be members of the faculty from the discipline in which the vacancy exists. In addition to the area administrator, the remainder of the committee shall be members of the faculty or members of the community having special expertise.

6.3 Should enough faculty from the discipline NOT be available at the college/campus where the vacancy exists, an effort shall be made to obtain faculty from the discipline from other colleges/campuses; however, this should not be done to the extent that such augmentation would result in a majority of the Interview Selection Committee coming from those other colleges/campuses. An effort shall be made to insure that a majority of the committee members come from the college/campus where the vacancy exists, and that there is also a majority of the committee from within the discipline. In cases where it is not possible to have majorities in both of the categories mentioned above, maintaining the majority from the college/campus where the vacancy exists shall take precedence.

6.4 Each member of the Interview Selection Committee, including any community member having special expertise, must be certified by the District Equal Employment Opportunity Officer as having been instructed in Equal Employment Opportunity procedures within the past academic year.

6.5 All members of the Interview Selection Committee shall be voting members.

6.6 The area administrator will convene the initial meeting of the Interview Selection Committee, at which time the Interview Selection Committee shall elect its ongoing chairperson from among any of its members and establish a time line for carrying out the functions of the committee.

Procedures for Recruitment and Employment of College Faculty

6.7 The chairperson shall provide written instructions to the Interview Selection Committee, which shall include this Administrative Regulation (Administrative

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Regulation 7120) and the time line. These instructions shall be reviewed by the committee at this time.

6.8 The committee has the professional responsibility to maintain strict confidentiality in matters pertaining to information about the candidates, such as applicant names, contents of applicant files, interviewee's responses, committee deliberations, reference checks or other information that might compromise the integrity of the process. Committee members will be required to sign a confidentiality statement. Failure to adhere to section 6.8 may result in disciplinary action.

6.9 The committee shall be entrusted with the responsibility of selecting the most qualified candidates for the position. Fulfillment of this responsibility shall include a review of the job announcement; establishing paper screening criteria for desirable candidates; reviewing applicants' files; establishing interview questions; establishing the criteria for any teaching demonstrations and/or demonstrations of competence in writing or other performance indicators related to the subject deemed necessary of each applicant; selecting a minimum and maximum number of candidates to interview as determined by the Interview Selection Committee; conducting the interview with the selected candidates in a professional manner; selecting the candidates to be recommended for the position; and providing a written rationale for the candidates being recommended for the position.

6.10 Before applicant files are released to the Selection Committee, the following information must be submitted to the District Human Resources Office: names of committee members and committee chair; selection criteria for paper screening; interview questions including at least one question to elicit a candidate's sensitivity to and understanding of the diverse academic, social, economic, cultural, disability, or ethnic backgrounds of community college students; a tentative timeline; teaching and/or demonstration topics (if applicable), and written question(s) (if applicable).

Procedures for Recruitment and Employment of College Faculty

6.11 The initial screening of applications will normally provide no more than twenty (20) applicant files for screening by the whole Interview Selection Committee. An Applicant Screening Subcommittee composed of at least the area administrator, the Interview Selection Committee Chair or his/her designee, and an additional faculty member from the Interview Selection Committee will conduct the initial screening of the applications. The Interview Selection Committee Chair will ensure that the discipline is represented on the Applicant Screening Subcommittee. Any other member of the Interview Selection Committee may also participate in the initial screening.

6.12 The Associate Vice Chancellor of Human Resources (after consultation with the department and/or discipline and District Equal Employment Opportunity Officer), will determine whether the applicants selected by the Applicant Screening Subcommittee meet the Equal Employment Guidelines and shall so certify.

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6.13 Once the applicants are certified, individual committee members must participate in all remaining components of the screening and interview process in order to evaluate and vote on the recommendation of candidates.

6.14 The Interview Selection Committee will verify that all applicants meet the minimum educational and/or vocational qualifications as set by regulation, or have met equivalency as determined by the department and approved by the Academic Senate Equivalency Committee. The Interview Selection Committee shall also select those applicants for an interview who best meet the desired qualifications listed on the job description.

6.15 The Interview Selection Committee shall conduct interviews and candidates will be evaluated with respect to, but not limited to, the following criteria:

Subject area knowledge and competency;

Teaching/service and communications skills;

Commitment to professional growth and service;

Potential for overall professional effectiveness;

6

Procedures for Recruitment and Employment of College Faculty

Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of the students;

Teaching or skill demonstrations and/or writing samples.

6.16 Upon completion of all of the interviews the Interview Selection Committee Chairperson shall lead a discussion of the strengths of the candidates.

6.17 The committee shall designate from its members a faculty member and the area administrator one of whom will be the Interview Selection Committee Chair to conduct the reference checks on those candidates to be recommended to the College President or Vice Chancellor-North Centers for final selection. If either committee member conducting reference checks finds the results could change the Interview Selection Committee recommendations, the committee shall be reconvened for further deliberations.

6.18 The Interview Selection Committee shall normally recommend to the College President or Vice Chancellor-North Centers three (3) highly qualified candidates for final consideration. The Committee shall provide the candidates' files and written comments for each candidate, in alphabetical order, as a further means of communicating its recommendations. If the Committee cannot recommend three candidates, the Committee shall indicate to the President or Vice Chancellor-North Centers why fewer than three are being recommended. Any candidate whose name is sent forward to the President or Vice Chancellor-North Centers shall be considered among the most highly qualified to fulfill the requirements of the position. If the Interview Selection Committee cannot recommend any of the candidates, the hiring process shall reopen or the position shall be redesignated as a full time temporary position. If, after consultation between the Interview Selection Committee and the President or Vice Chancellor-North Centers, neither of these two options is deemed viable then further action will be arrived at by broader consultation of the constituencies mentioned in section 3.3

6.19 The President or Vice Chancellor-North Centers shall interview those candidates sent forward by the Interview Selection Committee. The President or

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Vice Chancellor-North Centers may involve other senior administrators in this interview. Prior to interviewing the candidates, the interview questions must be submitted to the District Human Resources Office. After all interviews are

Procedures for Recruitment and Employment of College Faculty

complete faculty member from the Interview Selection Committee and the area administrator, one of whom is the Interview Selection Committee chair, shall meet together to discuss with the President or Vice Chancellor-North Centers the Committee's recommendations. The President or Vice Chancellor-North Centers may choose from any of those candidates sent forward.

6.20 If the College President or Vice Chancellor-North Centers cannot recommend one of the candidates whose names were sent forward, she/he shall reconvene the Interview Selection Committee to discuss why the committee's recommendations cannot be supported. If following such discussions, the President or Vice Chancellor-North Centers still cannot recommend one of those sent forward, additional recommendations may be sent forward by the Interview Selection Committee; or the President or Vice Chancellor-North Centers may reopen the search.

6.21 At the end of each semester, each college's Academic Senate will compile a list of full time faculty available to serve on emergency Interview Selection Committees during either the winter break or summer. This list shall be provided to each College President and the Vice Chancellor-North Centers. The senates will also provide a schedule of Academic Senate Executive Board member(s) who will be available for consultation during those times. This process will help to ensure that sufficient numbers of faculty are always available to serve on Interview Selection Committees.

SECTION 7 – NOTIFICATION OF APPLICANTS AND CANDIDATES

7.1 All applicants and candidates for positions in the State Center Community College District shall be notified in a timely manner regarding disposition of their applications by the District Human Resources Office.

7.2 After approval by the Board of Trustees, the formal offer of employment shall be prepared and issued from the District Human Resources Office.

Procedures for Recruitment and Employment of College Faculty

SECTION 8 – EQUIVALENCIES

8.1 Every faculty employment application shall include a form which applicants can utilize to describe the exceptional experiences, backgrounds or degrees which would be equivalent to the stated degree requirements. On the form, the applicant must indicate why she/he thinks she/he has the equivalent to the exact degree(s) or experience that is stated in the minimum qualifications. It is the applicant's responsibility to provide the completed employment application form and the necessary documentation.

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8.2 The Academic Senate at each campus shall maintain within its structure a standing committee for the purpose of determining the validity of equivalency petitions.

8.3 In assessing the appropriateness of an equivalency petition, the college's Academic Senate equivalency process should determine if the applicant possesses qualifications that are at least equivalent to the minimum qualifications specified by the State Chancellor's Office. (California Code Regulations, Title 5 Section 53430.) The determination of equivalencies that meet the minimum standard will occur through a detailed review of the equivalency petition as outlined by that college's Academic Senate equivalency process.

8.4 Upon this review, a written statement of approval or denial of the equivalency petition shall be included with the employment application. If an equivalency petition is formally approved, the candidate shall remain in the select pool. If an equivalency petition is formally denied, the applicant's file will cease to be part of the select pool, and will be forwarded by the Interview Selection Committee to the District Human Resources Office. The Interview Selection Committee chair will monitor the progress of the Academic Senate equivalency review process to ensure that the process is completed in a timely manner.

DEFINITIONS

Applicant: An individual having submitted a complete applicant file for the position by the filing deadline.

Area Administrator: A dean or other appropriate administrator as designated by the college president.

Candidate: An applicant who has been selected for an interview.

Complete Faculty Applicant File: District Academic Employment Application, supplemental application form (if required for the position), a Letter of Application explaining applicants experience as it relates to each item listed under the desirable qualifications on the job announcement, a resume and/or placement file, copies of all graduate and undergraduate transcripts, completed Petition for Equivalency Form if needed, three written statements of recommendation to be received prior to the filing deadline.

Emergency Recruitment: The recruitment for a vacancy which, in the opinion of the college president, occurred unexpectedly and one for which the normal recruitment time line would cause a hardship or delay in the start of classes.

Equal Opportunity Employment: State Center Community College District is committed to Equal Employment Opportunity. It is the policy of the State Center Community College District to provide all persons with equal employment and educational opportunities without regard to race, ethnicity, national origin, gender, age, disability, medical condition, marital status, religion, or other similar factors as defined by law. SCCCD is a Title V employer.

Recruitment Period: The time span, normally 45, but not less than 30, calendar days, during which application materials will be sent or given out upon request and received for consideration for a particular vacancy.

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Temporary Full Time Hire: An individual who shall normally be offered a contract for a maximum of one year.

Adopted by Chancellor's Cabinet: August 18, 2008

Subcommittees:

None

Facilities Committee Operating Agreement

Purpose:

To create The Facilities Master Plan as it relates to the Strategic Plan's goals and objectives and integrated planning, to review scheduled maintenance projects, to review plans and schedules for ongoing maintenance, grounds and building services. To make recommendations and/or action regarding all facilities issues on the Reedley College and Madera campus and to disseminate information regarding use of facilities, remodeling and construction, to all college constituent groups.

Jurisdiction:

Facilities committee is a campus committee that contributes to/oversees functions at the campus of Reedley College.

Product:

The Facilities Master Plan, review of scheduled maintenance projects, review of plans and schedules for ongoing maintenance, grounds and building services. Recommendations and/or action regarding all facilities issues on the Reedley College campus and dissemination of information regarding use of facilities, remodeling and construction, to the committee's constituent groups.

Composition:

Vice President Administrative Services (Chair)
Associate Vice Chancellor District Operations (Standing Member/Ex Officio)
District Construction Services Manager (Standing Member/Ex Officio)
District Director Maintenance & Operations (or designee-Standing Member/Ex Officio)
District Grounds Manager (or designee-Standing Member/Ex Officio)
DSPS Representative (Standing Member)
District Director of Environmental Health & Safety (or designee) (Standing Member/Ex Officio)
Director of Technology (Standing Member)
Building Services Manager (Standing Member)
Two Administrative Representatives appointed by College President (Standing Members to serve until replaced by new appointments)
One Public Information Officer appointed by College President (Standing Member)
Two Faculty Representatives, one RC and one MC appointed by Academic Senate for alternating two year terms
One Classified Representatives appointed by Classified Senate from either RC or MC for two year term
One Classified Representatives appointed by CSEA from either RC or MC for two year term
One Student Representatives appointed by ASG from RC for one year term
One Student Representative appointed by ASG from MC for one year term

Meeting Schedule:

The Committee meets the third Thursday of each month from 1:00 to 3:00 p.m.

Quorum:

A quorum required for the committee to meet and conduct business will be a simple majority of the membership of the committee and/or designees designated as 50% + 1. Vacant and ex officio positions will not be counted towards quorum.

Operating Procedures:

The Committee develops, monitors and has implementation oversight of the RC Facilities Master Plan. The Committee works cooperatively with District Operations in carrying out its duties and responsibilities. The planning process and subsequent Facilities Master Plan and goals guide budget priorities. Recommendations made by the Committee reflect Reedley College values and support the mission of the college, with the ultimate goal of improving student success, achieving student learning outcomes, and serving the community. The Committee develops, implements, evaluates and revises long term and short term projects, plans and initiatives. A three year planning cycle is used to implement all committee plans. The committee advises both the College and District Operations, maintenance, and grounds regarding College needs, concerns and projects pertaining to existing facilities as well as new construction and addresses diversity issues in all planning and implementation processes.

The Chair will keep a record of all proceedings and recommendations of this committee at each meeting. The records of the meetings will be made available to all members of the college community.

Reedley College Goal(s):

2.1, 2.3, 4.1, 5.1, 6.1, 6.2, 6.3

Reedley College Strategic Direction(s):

Strategic Direction 1: Reedley College strengthens the community through building partnerships.

Strategic Direction 3: Reedley College Provides innovative learning opportunities.

Strategic Direction 6: Reedley College embraces and employs current technology leading to the success of the students, staff and the college.

Other:**Subcommittees:**

Technology Advisory Committee

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Health & Safety Committee Operating Agreement

Purpose:

Acts as a recommending and informational body in all aspects of health and safety on the campus

Jurisdiction:

Health & Safety Committee is a campus committee that contributes to/oversees functions at the campus of Reedley College.

Product:

Recommendations and/or action regarding all health and safety issues on the Reedley College campus and dissemination of health and safety information to the committee's constituent groups

Composition:

Vice President Administrative Services (Chair)
Vice President Instruction (Standing Member)
Dean of Instruction AGNR (Standing Member)
Building Services Manager (Standing Member)
District Maintenance & Operations Director (or designee) (Standing Member)
District DSPS Director (or designee) (Standing Member)
Residence Hall Supervisor (Standing Member)
College Nurse (Standing Member)
District Police Lieutenant (Standing Member)
Maintenance Mechanic (Standing Member)
District Director of Environmental Health & Safety (or designee) (Standing Member)
Three Faculty Representatives appointed by Academic Senate for alternating two year terms
Two Faculty Alternate Representatives appointed by Academic Senate for alternating two year terms
One Classified Representatives appointed by Classified Senate for two year term
One Classified Representatives appointed by CSEA for two year term
One AFT Representative appointed by AFT for two year term
Two Student Representatives appointed by ASB for one year term

Meeting Schedule:

Meets as needed, but no less than one time per quarter.

Quorum:

A quorum required for the committee to meet and conduct business will be a simple majority of the membership of the committee and/or designees (simple majority is 9 members).

Operating Procedures:

Participatory Governance Handbook
Under Consideration by College Council Fall 2012

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The committee will meet a minimum of four times per year and more often as may be deemed appropriate.

Members of the committee may make recommendations in the form of a motion and motions must be acted upon by a majority of those members present at the meeting. Recommendations formulated during the meetings of this committee may be prepared in writing and forwarded for consideration to the College Council, or immediate direction for action may be given to an individual or group to preserve the safety of students and/or staff.

The Chair will keep a record of all proceedings and recommendations of this committee at each meeting. The records of the meetings will be made available to all members of the college community.

Reedley College Goal(s):

Reedley College Strategic Direction(s):

Other:

Subcommittees:

None

Matriculation Committee Operating Agreement

Purpose:

A partnership between student services and instruction intended to develop processes that ensure equal access to courses and services assisting student success.

Jurisdiction:

College: 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).

Product:

4. Improve institutional effectiveness.
5. Increased participation in underrepresented students.
6. Revise matriculation plan.
7. Preparation for matriculation site visits.

Composition:

Vice President of Instruction/Students Services (co-chair)	standing member
Matriculation Coordinator (co-chair)	standing member
Madera Center Dean of Students	standing member
Admissions and Records manager	standing member
Director of DSPS	standing member
Student Success & EOPS	standing member
Tutorial center coordinator	standing member
Counseling department chair	standing member
Director of Financial Aid	standing member
Dean of Student Services	standing member
Academic Senate Curriculum Committee representative (appointed by Academic Senate)	2010 - 2011
Mathematics/Technology department representative (appointed by Academic Senate)	2010 - 2011
Composition/Literature/Communication department representative (appointed by Academic Senate)	2010 - 2011
Reading/Language department representative (appointed by Academic Senate)	2010 - 2012
Career Technical Education program/discipline representative (appointed by Academic Senate)	2010 - 2012
One student representatives (appointed by ASG)	2010 - 2011
Classified Senate representative (appointed by Classified Senate)	2010 - 2011
CSEA representative (appointed by CSEA)	2010 - 2011

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Meeting Schedule:

Meetings once per month – 1st Monday of the month at 2:00 p.m.

Quorum:

Simple Majority (11)

Operating Procedures:

4. The Vice President of Student Services prepares agendas and calls monthly meetings.
5. All notes for the Enrollment Management Committee are included on Blackboard.
6. All activities are in accordance with district policies and guidance.

Reedley College Goal(s): Subject to Change

Goal Statement 4:

Reedley College supports students' personal growth and lifelong educational development

Reedley College Strategic Direction(s):

- 4.1 Provide an educational planning process that provides students with the necessary tools and skills to identify, plan, implement, and achieve their goals.
- 4.2 Provide services and activities that create opportunities for personal growth.
- 4.3 Provide opportunities to interact with the community in order to foster an awareness of the interdependence of students with their community.

Other:

Program Review Committee Operating Agreement

Purpose:

- Assist programs in the completion of their program review reports
- Determine the degree of substantiation of each goal. (for discussion of “degree of substantiation” see Summary Sheet, Appendix C).
- Forward program report and goals to the College Council and the College Center Council
- Review and make recommendations for the Program Review Process and Handbook

Jurisdiction:

The Program Review Committee is a college committee that coordinates, oversees, and reports on functions and programs common to all Reedley College locations.

Product:

Program Review Reports

Composition:

The Program Review Committee consists of the following representatives:

Administration:

2 Administrators/Managers Appointed by the RC President (2 Year terms alternating)

2 Administrators/Managers Appointed by Vice Chancellor of the North Centers
(2 Year terms alternating)

Faculty:

3 Faculty Members Appointed by the Academic Senate (1 student services rep. preferred)
(2 Year terms alternating)

1 Faculty Program Review Chair (appointed by application process)

Classified/CSEA:

1 Member Appointed by the Classified Senate (2 Year terms alternating)

1 Member Appointed by CSEA(2 Year terms alternating)

Student/ASB:

1 Member Appointed by the Reedley College ASB (1 Year Term)

1 Member Appointed by a North Centers ASB (1 Year Term)

Ex Officio:

College President

Vice Chancellor-North Centers

Institutional Researcher

Meeting Schedule:

The Program Review Committee meets on the 6th, 10th, and 16th Fridays of the Semester at 2:00 p.m., and as needed during a given semester to complete the following tasks:

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- ◆ Review Program's Report
- ◆ Meet prior to oral presentation to review report and identify any additional information to be presented during the oral report
- ◆ Participate in the formal oral presentation
- ◆ Take formal action to approve or request modifications to the report
- ◆ Forwarded validated program recommendations to the College Council

Quorum:

The required quorum is a simple majority of the membership of the committee.

Operating Procedures:

The Program Review Committee Chair prepares agenda and calls meetings as required. All program review reports and questions are addressed to the chair who makes reports available to the committee. The comments from the committee on the program reviews are presented to the programs by the chair who also forwards the validated program recommendations to the Strategic Planning Council.

Reedley College Goal(s):

3.1, 3.2, 5.1, 5.2, 5.3

Reedley College Strategic Direction(s):

Strategic Direction 3: Reedley College provides innovative learning opportunities.
Strategic Direction 5: Reedley College systematically collects and analyzes data for the purpose of improving institutional effectiveness.

Other:

Subcommittees:

None

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Sabbatical Leave Committee Operating Agreement

Purpose:

To review and make recommendations on sabbatical leaves for qualified faculty members.

Jurisdiction:

The Sabbatical Leave Committee is a campus committee that contributes to/oversees functions at the campus of Reedley College.

Composition:

Vice president of Instruction & Student Services (chair and standing member)
Three deans of instruction, two from Rc and one from MC(standing members)
Academic senate President (standing member)
One representative from each instructional department (appointed by the department chair(RC)/division rep (MC))
Student services representative (appointed by student services division)

Terms: One-year

Meeting Schedule:

The chair will schedule meetings as needed in the fall semester.

Quorum:

Fifty percent plus one

Operating Procedures:

- The committee chair will notify committee members that sabbatical requests are posted on Blackboard.
- The committee members review and prioritize each request.
- The committee chair calls a meeting to discuss and recommend selected requests for approval.
- The committee chair will forward approved request to the college president.
- The committee chair will post sabbatical reports on Blackboard.

Reedley College Goals:

2.2

Reedley College Strategic Plan Direction(s):

Strategic Direction 2: Reedley College values growth in collegiality, diversity, personal development, open access and campus safety.

Other:

Subcommittees:

None

Salary Advancement Committee Operating Agreement

Purpose:

Evaluation of faculty requests for pre-approval of coursework for salary class advancement.

Jurisdiction:

The Salary Advancement Committee is a college committee that coordinates, oversees, and reports on functions and programs common to all Reedley College locations.

Product:

Decisions to accept pre-approval requests and correct categorization for courses applicable for full-time faculty salary advancement.

Composition:

One administrator and four faculty members (from different departments) on staggered two-year terms.

Meeting Schedule:

Three times a year, at least once per semester.

Quorum:

3

Operating Procedures:

Unless course units are from an accredited college and within a faculty member's teaching field, only those units that have been "preapproved" will be approved by the committee as applicable for class advancement. Course units needing preapproval include: those that are from an accredited college and outside of the faculty member's teaching field; lower-division units required for a credential or degree fulfillment, those in connection with preparation for an institutional assignment or in-service training program, or those recognized by the committee as contributing to the faculty member's effectiveness in his/her assignment. In some cases as deemed appropriate by the committee, some courses not carrying college credit may be counted as long as preapproval has been granted by the committee.

Reedley College Goal(s):

2.1, 2.2, 6.3, 7.4

Reedley College Strategic Direction(s):

Strategic Direction 2: Reedley College values growth in collegiality, diversity, personal development, open access and campus safety.

Strategic Direction 6: Reedley College embraces and employs current technology leading to the success of the students, staff and the college.

Strategic Direction 7: Reedley College utilizes human, physical and fiscal resources efficiently and effectively in order to meet the current and future operational needs of the college.

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Other:

Subcommittees:

None

Staff Development Committee Operating Agreement

Purpose:

The committee will review and recommend requests for employee development and training. Recommendations are forwarded to college president for approval.

Jurisdiction:

Staff Development Committee is a campus committee that contributes to/oversees functions at the campus of Reedley College.

Product: N/A

Composition:

3 Faculty Representatives Appointed by Academic Senate

1 Administrator Appointed by College President

1 Classified Management Appointed by Classified Senate

2 Classified Employees Appointed by Classified Senate

2 Classified Employees Appointed by CSEA

The committee shall elect a chair at the first meeting of the year.

Meeting Schedule:

The Staff Development Committee develops a schedule of meetings each year and notifies faculty and staff of the deadlines for submitting staff development funding requests.

Quorum:

The required quorum is a simple majority of the staff development committee.

Operating Procedures:

- The committee chair will collect staff development funding requests and provide copies for each member to review.
- The committee members review staff development funding requests and discuss each request.
- The committee chair asks for a motion to approve or deny each request. Once a motion is made and seconded, the committee chair calls for a vote of all members.
- The committee chair notifies the requestor if staff development funding was approved or denied.

Reedley College Goal(s):

1.4, 2.1, 2.2, 2.3, 5.2, 7.4;

Reedley College Strategic Direction(s):

Strategic Direction 1: Reedley College strengthens the community through building partnerships.
Strategic Direction 2: Reedley College values growth in collegiality, diversity, personal development, open access and campus safety.

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Strategic Direction 7: Reedley College utilizes human, physical and fiscal resources efficiently and effectively in order to meet the current and future operational needs of the college.

Subcommittee(s): Two main areas need oversight - Budget and consolidation of training. At least one sub-committee may be formed to by spring 2012 to provide oversight, and process improvement in managing shrinking training dollars, and maximize training benefit to faculty and staff by consolidating training where possible.

The role of the subcommittee is to develop expertise in its defined area and make appropriate recommendations to the full committee on all matters under the jurisdiction of the Reedley College Staff Development Committee. Funding specific to a campus or campuses shall be allocated under the purview of that campus's or those campuses' committee representatives. The subcommittee will maintain a balanced composition that includes no more than one member each from Academic Senate, CSEA, ASG, and Administration as voting members of the committee.

Strategic Planning Committee Operating Agreement

Purpose

- To revise, assess and publish the college's strategic plan while ensuring its coordination with the district's strategic plan.
 - To monitor progress on the directions, goals, and objectives of the strategic plan
- To oversee the Resource Action Plan Process
 - To plan, implement and assess the Resource Action Plan process to fulfill the objectives of the strategic plan;
 - To review activities for funding/implementation identified through the Resource Action Plan process and forward recommendations to the College Council.

Jurisdiction

The Strategic Planning Committee is a college committee that contributes to/oversees the strategic or planning process at Reedley College.

Product

Recommendations to the College Council

Composition

The Strategic Planning Committee consists of the representatives listed below on two-year staggered terms. Appointments are as follows:

Co-Chair, Vice President, Appointed by President
Co-chair, faculty member, appointed by the president
One Manager, Appointed by President
Faculty Representative, Appointed by Academic Senate
Faculty Representative, Appointed by Academic Senate
One Classified Representative, Appointed by Classified Senate
One Classified Representative, Appointed by CSEA
One Student Representative, Appointed by ASGB
One College Council Representative, Selected by the College Council, Ex-Officio
Institutional Researcher
One Madera/Oakhurst Faculty Representative, Appointed by Academic Senate
One Madera/Oakhurst Classified Representative, Appointed by CSEA

Members may be removed only by the specific organization that appointed them. Any vacancies created by members resigning, changing office, or unavailable to attend the meetings shall be filled by the original designating group.

Meeting Schedule

The Strategic Planning Committee meets the second and fourth Mondays of every month as needed at 3:30 p.m.

Quorum

A quorum for meetings will be 50% of the committee members plus one (4).

Operating Procedures

A. Meetings

- 1) The vice president, appointed by the president, and a faculty member, appointed by the committee, will serve as co-chairs.
- 2) The vice president or co-chair prepares the meeting agenda and materials and disseminates them at least 24 hours in advance of the meeting.
- 3) The vice president's administrative assistant takes notes during the meeting.

B. Communication

- 1) Members will be responsible for keeping their respective groups informed regarding activities of the committee by reporting back to those bodies and eliciting input regarding items under consideration.
- 2) The RC Strategic Plan organization on Blackboard will be the repository for the committee's agendas, materials, notes and actions.
- 3) The vice president's administrative assistant is responsible for maintaining the Blackboard site.
- 4) The Blackboard site is available for viewing by all employees and students.

Reedley College Goal(s):

2.1, 5.1, 71, 7.3

Reedley College Strategic Direction(s):

Strategic Direction 2: Reedley College values growth in collegiality, diversity, personal development, open access and campus safety.

Strategic Direction 5: Reedley College systematically collects and analyzes data for the purpose of improving institutional effectiveness.

Strategic Direction 7: Reedley College will efficiently and effectively use human, physical and fiscal resources to meet the current and future operation needs of the college.

Subcommittee(s):

None

Student Success Committee Operating Agreement

Purpose: The Student Success Committee's goal is to increase student success across the curriculum by developing and implementing effective and sensible improvements to basic skills instruction and services across the campus. When necessary to achieve that goal, the Committee will recommend improvements to practices and procedures based on needs identified by analysis of institutional research.

This will be accomplished through a multi-tiered approach addressing instruction, course and program structure(s), student support, and institutional design:

The areas of the committee's emphasis are as follows:

A. Instruction

- increase faculty awareness about Basic Skills through workshops, in-service opportunities, white paper publication and presentations by experts in the field
- recommend modifications to staff development policies to encourage Basic Skills-related Staff Development opportunities (District Level)

B. Courses and Programs

- gather information on good practices in program design and college integration
- review and make recommendations regarding curriculum content, structure, and alignment in areas that impact Basic Skills students
- recommend methods for ensuring student competencies and prerequisite skills for movement through the sequences of courses
- assess student outcomes, integrate recommendations, and facilitate communication between Student Support Services
- gather information on best practices in providing support services to Basic Skills students
- offer workshops to promote basic study skills and critical thinking skills across the curriculum
- review policies and practices related to meeting the needs of under-prepared community college students
- review and recommend best practices for entry-level placement policies and procedures
- advocate for the needs of basic skills as related to academic and student related academic and student development policies and procedures
- review strategic planning documents for Basic Skills integration opportunities

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Jurisdiction:

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

Product: Activities to promote Basic Skills Student Success.

Composition:

The instructional faculty coordinator will be selected by the college president from among those who respond to the position announcement. The instructional faculty coordinator will co-chair the committee with an administrator designated by the college president, and will coordinate current and future committee activities, to include but not be limited to embedded tutor program, attached counselor program, and staff development.

Committee members shall serve for a term as determined by their constituent group (minimum of 2 years) unless otherwise noted. Committee membership shall consist of one representative (unless otherwise noted) from the following groups:

- 11 faculty representatives appointed by Academic Senate for two year term (10 members, 1 alternate). At least one member from each center/campus is recommended.
- 2 Administrators designated by the college president (1 from an instructional area, 1 from student services area). College president will designate one as co-chair.
- 1 Student Representative appointed by ASB
- 1 Classified Representatives appointed by Classified Senate for two year term
- 1 Classified Representative appointed by DSEA for two year term
- The College Researcher (Standing Member)
- 1 Faculty Representative from Writing, Math or Tutorial Center
- 1 Representative from a Grant-Funded Program
- Matriculation and Outreach Coordinator, or designee (standing member)

Meeting Schedule:

Meetings are scheduled the 1st and 3rd Monday of every month from 3:00 pm to 4:00 pm. A meeting may be added or cancelled by the Chair(s). Meeting days and times can be changed by vote of the committee.

Quorum:

50% + 1 of the membership assigned (unfilled positions do not count toward/against quorum).

Operating Procedures:

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- a. The Student Success Committee created by this agreement is an advisory committee of the College Council at Reedley College. The committee will create a list of prioritized goals at the beginning of each academic year. Based on these goals and on supporting institutional research, this committee will develop action plans, to include a prioritized spending plan for funds allocated to the committee.
- b. Recommendations and/or action plans from the Student Success Committee will be forwarded to the College Council. The College Council will review the activity of the Student Success Committee and may give suggestions as to the general direction of its work.
- c. The committee will recommend to the College Council administrative practices, facilities needs, and institutional priorities consistent with identified Basic Skills needs.
- d. The committee will make recommendations to the College Council for strategic and long-range faculty and staff development planning as it relates to the needs of under-prepared community college students. We hope to develop faculty abilities and skills to foster math, English, English as a Second Language, and “soft” basic skills applications across the curriculum.

At the end of each academic year, the committee will generate a report of the year’s activities and a statement of goals for the following year and present it to College Council.

Reedley College Goal(s):

Student Success Committee projects align with and support the following goals:

5. Analyze ARCC data, program review data, and other applicable sources to identify and implement strategies to improve student success, including persistence and retention, in basic skills, ESL and SPAR (student progress and achievement).
3. Increase the use of technology throughout the college in support of teaching and learning and increase access to and dissemination of information among students and staff.
8. Analyze and evaluate class schedule offerings to ensure needs of students are being met in an effective, efficient manner that is conducive to meeting enrollment targets while operating within the current budget.

Reedley College Strategic Direction(s):

Student Success Committee projects align with and support the following Strategic Directions:

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Strategic Direction 2.1: The college engages in open dialogue and strives to improve integrated planning through inclusive shared governance processes that includes representatives from administration, faculty, staff and students.

Strategic Direction 3: Teaching and Learning Excellence

Strategic Direction 4: Student Services

Strategic Direction 5: Planning and Assessment

Strategic Direction 6: Information Technology

Other:

Subcommittees:

Ad hoc committees are established as needed.

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.

Committee Operating Agreements will be updated annually and kept on file in the President's Office.

The role of the subcommittee is to develop expertise in its defined area and make appropriate recommendations to the full committee on all matters under the jurisdiction of the Reedley College Student Success Committee. Funding specific to a campus or campuses shall be allocated under the purview of that campus's or those campuses' committee representatives. The subcommittee will maintain a balanced composition that includes no more than one member each from Academic Senate, CSEA, ASG, and Administration as voting members of the committee.