

Constitution And Bylaws

Riverside Strategic Planning
Leadership Councils

Ratified by RCCAS.....May 16, 2016

Revision ratified.....November 5, 2018

Riverside City College Strategic Planning Leadership Councils

CONSTITUTION

Article I

Purpose

The Strategic Planning Leadership Councils allow all members of the college community – students, faculty, staff, and administration – to participate in the college strategic and operational decision-making process, one based on common values, trust, and open dialogue. The purpose of the Strategic Planning Leadership Councils is grounded in statute and accreditation standards. For example, California Education Code §70901 gives “faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions...and [ensures]...that these opinions are given every reasonable consideration.” Accreditation Standard IV.A.2 requires that “the institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes.” Accreditation Standard IV also states, “governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer.” Finally, Accreditation Standard IV.A.1 states, “when ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.”

Article II

Roles of College Constituencies

Section 1: College Administration

The College Administration will take an active role in shared governance by being involved in the formulation and development of college policy and procedures. Education Code § 87002b gives educational administrators “responsibility for supervising the operation of or formulating policy regarding the instructional or student services program of the college or district.” Accreditation Standard IV.A.3 states that administrators, “through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget in their areas of responsibility and expertise.” Accreditation Standard IV.A. states that academic administrators, “through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.”

Section 2: Faculty

Along with the College Administration, faculty play a central role in the college's strategic planning and operations. Title 5, §53200 gives the faculty primary responsibility for making recommendations to or reaching agreement with the governing board on academic and professional matters. It also gives the Academic Senate "special" authority to formulate policy in the "10 + 1" areas, including "processes for program review, processes for institutional planning and budget development, district and college governance structures, as related to faculty roles, and education program development." The Academic Senate will assure student, staff, and administrative participation in all areas that directly impact them as mandated by Title 5. Accreditation Standard IV.A.3 states that faculty, "through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget in their areas of responsibility and expertise." Accreditation Standard IV.A.4 states that faculty, "through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services."

Section 3: Staff

Staff will take an active role in shared governance by being involved in the development of college policies and procedures. Education Code, §70901 gives the classified and confidential staff "the right to participate effectively in district and college governance and the opportunity to express their opinions at the campus level and...ensure[s] that these opinions are given every reasonable consideration." Accreditation Standard IV.A.2 provides the opportunity for staff participation in the decision-making process.

Section 4: Students

Students will participate in shared governance by being involved in the development of college policies and procedures, which have a significant impact on them as defined in Title 5, §51023. Education Code, §70901, gives students "the right to participate effectively in district and college governance, and the opportunity to express their opinions at the campus level and ensure[s] that these opinions are given every reasonable consideration." Accreditation Standard IV.A.2 provides the opportunity for student participation in the decision-making process and "makes provision for student participation and consideration of student views in those matters in which students have a direct and reasonable interest."

Article III

Strategic Planning Leadership Councils

Section 1: Purpose

The Strategic Planning Leadership Councils (SPLCs) allow all members of the college community to participate in the decision-making process. Membership includes students, faculty, staff, and administration. The SPLCs develop, assess, monitor, and evaluate the college's long-range plans; review and approve the Five-Year Comprehensive Program Review Plans in the areas for which they are responsible; monitor the specific activities of each unit and evaluate each unit's Annual Assessment report; and link goals, vision, and processes for planning and evaluation to resource allocation. The SPLCs, in accordance with their respective charge, shall

- a. Coordinate the development and implementation of the college's long-range strategic plans, after approving the planning priorities of the disciplines, departments, and divisions generated from the Comprehensive Program Review and Five-Year Plan;
- b. Create integrated action plans to monitor, evaluate, and advance each unit's action plans;
- c. Make recommendations to the Educational Planning Oversight Committee;
- d. Facilitate the dissemination of strategic planning information to the college community;
- e. Advance the implementation of college goals and targets; and
- f. Assess the progress each year the college makes to achieve its targets.

Section 2: Composition

The four (4) leadership councils are Student Services and Support; Teaching and Learning; Resource Development and Administrative Services; and Governance, Effectiveness, Mission and Quality.

Any member of the college community, including part-time faculty, may join one of the leadership councils as a non-voting member. Each council has, as its voting membership, a presiding faculty chair, an administrative co-chair, a staff co-chair, and a student co-chair. Staff and administrative appointments, the administrative co-chairs, staff co-chairs, and student co-chairs shall be made by the college president, the California School Employees Association (CSEA), and the Associated Students of Riverside City College student government (ASRCC), respectively. The Academic Senate will confirm the faculty presiding co-chair, as elected by the councils. Voting members of the councils are elected by division. Appointments/ elected terms shall be for two years; incumbents may be reappointed. To the degree possible, appointments shall be made in staggered terms. Members may be removed after three absences at the discretion of the constituent group. Each voting member of a council is expected to serve on at least one of the council's major subcommittees in order to facilitate effective communication and integration. At the beginning of each academic year, each council shall provide the Educational Programs Oversight Committee with a roster of voting members and other participating members.

Section 3: Meetings

All meetings shall take place during the fall and spring terms. The SPLCs shall meet once a month or as deemed necessary. Quorum shall consist of 50 percent, plus one (1) of voting membership. Every effort shall be made to schedule Strategic Planning Leaderships Council meetings during college hour on the third Thursday of the month during the primary terms to ensure that no conflicting meetings interfere with the ability of voting members to participate.

Article IV

Educational Program Oversight Committee

Section 1: Purpose

EPOC oversees and directs the general work of the councils, monitors institutional progress toward achieving college goals, and provides recommendations to the college president. It also serves as the Accreditation Steering Committee.

Section 2: Composition

The voting membership of EPOC consists of 18 members: the presiding Faculty Chair of EPOC, the faculty Accreditation Steering Committee chair, the presiding faculty chairs of each leadership council, the four administrative co-chairs of the leadership councils, three faculty members who chair one of the councils' permanent committees, the four classified staff co-chairs, and the ASRCC president. The three faculty representatives chairing one of the councils' permanent committees shall serve one-year terms. Based on the planning priorities of the college for the subsequent year and relying on the recommendations from the leadership councils and approved by EPOC, the RCCAS shall confirm the subsequent year appointments at its May meeting. The college President shall serve as an ex officio member of EPOC and shall be responsible for appointing an administrative co-chair of EPOC. The presiding Faculty Chair of EPOC shall be appointed by the Academic Senate and the Academic Senate President shall serve as an ex officio member of EPOC. The college vice president of CTA and the college vice president of CSEA (or their designees) shall also be ex officio members of EPOC.

Section 3: Meetings

EPOC meetings are held the first Thursday of the month during the regular semesters or as deemed necessary by the presiding chair. Quorum shall consist of 50 percent, plus one (1) of voting membership.

Article V Operating Procedures

Section 1: Rules of Operation

The Brown Act shall be followed for scheduling and holding meetings and Robert's Rules of Order (most recent edition) shall serve the basis for parliamentary procedure.

Section 2: Decision-Making Process of the Councils

All action items brought before the councils will be decided openly at its meetings. Whenever possible, decisions will be made by consensus. Consensus is reached by discussing elements of a motion or action item that are of concern to any constituency until concerns are resolved as fully as possible. Every attempt will be made to arrive at consensus. If there is a lack of consensus on an action item, a vote will be taken with the majority decision as the final decision.

Article VI Adoption and Revision

This constitution will become effective after the RCCAS and a majority of the Strategic Planning Council membership (the voting members of the leadership councils) approve the document. Reconsideration or amendment of this charter shall be considered upon the recommendation of any two-constituency groups and approved by the RCCAS and the Strategic Planning Council membership. The bylaws of the Strategic Planning Leadership Councils may be revised by a simple majority vote by the voting members of the EPOC and by the voting members of the councils and permanent advisory/work groups. Such modifications shall be brought to the RCCAS and College President for ratification and approval.

Riverside City
College
Strategic Planning Leadership Councils

BYLAWS

Article I Council

Purpose

Strategic Planning Leadership Councils (SPLCs) make their recommendations to the Education Program Oversight Committee (EPOC), which in turn, after discussion, approves and forwards the recommendation to the college president for action. The president shall communicate his/her decision to the EPOC. When appropriate, the president shall also communicate the recommendation to the District Strategic Planning Committee or Chancellor, and report any decisions/actions back to the EPOC. The presiding chairs of the leadership councils are responsible for communicating all decisions to their councils, committees, and workgroups.

**Article II Leadership
Councils**

Each leadership council should include, at a minimum, one member from each of the constituency groups (i.e., faculty, administration, staff, and students). Each council has a presiding faculty chair, a staff co-chair, an administrative co-chair, and a student co-chair. Each constituency group shall be responsible for appointing its representatives to leadership councils. Membership of each council is unlimited; however, each council has only 19 voting members. The presiding chair should only vote in accordance with the expectations of parliamentary procedure. Voting members shall consist of the presiding faculty chair (1), the staff, student and administrative co-chairs (3), one (1) Administrator, nine (9) full-time Faculty, and five (5) Staff. The ten faculty members should represent the six academic divisions. The Language, Humanities, and Social Science division shall have three (3) representatives who shall serve two-year terms. The following divisions should have two (2) faculty representatives who shall serve two-year terms: Career and Technical Education; Mathematics, Science and Kinesiology. The following divisions shall have one faculty representative who shall serve a two-year term: Nursing; Counseling, Library and Learning Resources and Academic Support; Fine and Performing Arts. The following divisions shall elect Council members in odd-numbered years: Career and Technical Education; Fine and Performing Arts; Nursing. The following divisions shall elect Council members in even-numbered years: Counseling, Library and Learning Resources and Academic Support; Languages, Humanities and Social Sciences; Mathematics, Science and Kinesiology. Staff co-chairs to councils shall be appointed by CSEA and student co-chairs by ASRCC. Faculty representatives shall elect the leadership council chair from among the faculty representatives elected to the committee. Any faculty member willing to serve, as a leadership council presiding chair should put his or her name forward to be elected to the council within his/her division. The faculty presiding chair needs to be ratified by the RCCAS. Any proposed candidates to fill vacancies shall be brought to the respective representative bodies (e.g., RCCAS, CSEA and ASRCC) for confirmation. Any voting member of a Leadership Council cannot serve as a voting member on any other Council.

Each leadership council will be supported by committees, sub-committees, and workgroups to address specific issues or to accomplish a designated task. Committees, except those connected to the RCCAS, should have membership from each constituency group and shall have, at a minimum, presiding faculty and administrative co-chairs. The membership of the committees shall be appointed by the Leadership Council and should have the expertise necessary to complete the assigned task. Committees, sub-committees, and workgroups shall make decisions by consensus and forward their recommendations to the appropriate leadership council. All voting council members are expected to serve on at least one of the council's major sub-committees in order to facilitate communication and integration. The strategic planning leadership council and committee structure is outlined below. The membership and structure of the Academic Senate committees that report to the councils shall reflect the Constitution and Bylaws of the RCCAS.

Section 1: Council Responsibilities

Any college or district proposals or plans that impact students and/or require or allocate resources, regardless of their funding sources, shall go to the appropriate leadership council for approval before they are forwarded to EPOC for approval and integration into the strategic planning process. Each leadership council has both strategic and operational responsibilities:

Student Access and Support Leadership Council (SASLC)

Strategic Responsibilities

1. Develop and monitor, in conjunction with the Teaching and Learning Leadership Council the integrated plan for SEAP (Student Equity and Achievement Program; colleges still need a separate student equity plan);
2. Accept the Five-year Comprehensive Program Review Plans for each unit and prioritize the plans, including resource requests, that relate to student services/access and integrated academic support;
3. Assess the progress of the council's long-range plans each academic year;
4. Assist in the development of the college's Mid-Range Financial Plan; and
5. Assume responsibility for Accreditation Standard IIB & IIC.

Operational Responsibilities

1. Based on yearly assessments of the Five-Year plans and on current year budget constraints, amend the resource requests (staffing, technological, and facilities) in each college unit's yearly assessment that relate to student services/access and integrated academic support;
2. Develop an Integrated Action Plan each year;
3. Assess each year student support services/access targets and goals and make recommendations for their improvement;
4. Review the college's action plans related to student services/access and integrated academic support to ensure alignment to college goals and progress toward measurable targets;
5. Assess current instructional services provided by the library and other learning support services and make recommendations for their improvement; and
6. Monitor and evaluate each unit's annual Assessment Report in the areas of student services/access and integrated academic support.

Teaching and Learning Leadership Council (TLLC)

Strategic Responsibilities

1. Develop, monitor and assess the college's Educational Master Plan with Governance, Effectiveness, Mission and Quality (GEM-Q) and provide verification that the outline criteria and timelines of the Educational Master plan are being met;
2. Accept and prioritize resource requests from each college unit's Five-Year Program Review and Plans that relate to academic or career/technical programs;
3. Coordinate with the Curriculum Committee to make recommendations for new programs and for enlarging, reducing, or eliminating programs from the Educational Master Plan;
4. In conjunction with Student Access and Support Council, develop, monitor and assess the integrated SEAP plan (Student Equity and Achievement Program; colleges still need a separate equity plan);
5. Develop, monitor, and assess the college's Enrollment Management Plan and consult with GEM- and assessing phase; and
6. Assume responsibility for Accreditation Standard IIA.

Operational Responsibilities

1. Review Key Performance Indicators (KPI) with GEM-Q and provide a direct report to the Educational Planning and Oversight Committee (EPOC);
2. Implement and assess each year the college's Enrollment Management Plan;
3. Develop and assess the Integrated Action Plans for each academic year;
4. Monitor the assessment of academic, career & technical, college, and basic skills educational programs.
5. Assist in the development and implementation of the college's Financial Plan through prioritization;
6. Review the action plans of the council and sub-committees to ensure alignment to college goals and adequate benchmarks are established (see council and committee structure chart); and
7. Advance the implementation of college goals.

Resource Development and Administrative Services Leadership Council (RDASLC)

Strategic Responsibilities

1. Develop the college's Midrange Financial and Allocation Plan that encompasses human, technological, and physical resource requirements as well as develop potential revenue sources;
2. Develop the college's Facilities Master Plan;
3. Develop the college's Human Resources Plan, including the college's Staff Professional Development Plan (faculty, classified, administrative);
4. Develop the college's Technology Plan; and
5. Accept and prioritize resource requests from each unit's Five-Year Comprehensive Program Review Plan; and
6. Assume responsibility for Accreditation Standard III.

Operational Responsibilities

1. Review periodic revenue and expenditure reports for the college;
2. Develop Integrated Action Plans for each academic year;
3. Assess and re-calibrate each year the college's resource metrics and objectives;
4. Make recommendations on Staff Professional Development Plan;
5. Advance the implementation of college goals;
6. Assess each year the college's facilities load ratio metrics;
7. Assess each year the implementation of the college's Technology Plan;
8. Assess each year the college's Human Resources Plan;
9. Assess each year the college's Finance Plan.

Governance, Effectiveness, Mission, and Quality Leadership Council (GEMQLC)

Strategic Responsibilities

1. Facilitate the review process of the mission, vision, and values statements; ensure alignment with Strategic Plan and Educational Master Plan;
2. Coordinate the review and evaluation of the program review and plan template and process;
3. Facilitate the completion of program reviews and plans by providing technical support and training to disciplines/units;
4. Review and analyze progress on the college's Strategic Plan, and review alignment with the Educational Master Plan;
5. Review and update the college's Assessment Plan in alignment with the Strategic Plan and Educational Master Plan;
6. Review the methodology for setting institution-set standards, and adjust as needed to ensure alignment with the Strategic Plan (Shared Governance Assessment Committee);
7. Assume responsibility for Accreditation Standards I and IV;
8. Assess and use assessment results for improvement in role delineation, decision-making structures and communication methods; and
9. Foster a sustained, substantive, and collegial dialog about student outcomes, equity, academic quality, institutional effectiveness, and continuous improvement.

Operational Responsibilities

1. Coordinate with the Office of Institutional Effectiveness to support the use of data, research, and analysis to inform planning;
2. Review and encourage the alignment of discipline/unit goals with college strategic goals;
3. Review and analyze progress on college strategic goals using program review updates and Institutional Effectiveness metrics;
4. Review progress on assessment goals and activities at the course, program, degree, and institutional levels; evaluate college performance related to student achievement; and recommend actions toward improvement;
5. Coordinate the review and evaluation of college planning structures, processes, and operations.