

GLENDAL COMMUNITY COLLEGE
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APPROVED
4/15/25

Glendale Community College College Plan

GCC College Plan

The College Plan cultivates participation in decision-making between the Faculty¹ and the Administration at Glendale Community College. A primary goal of the College Plan is to facilitate a collegial working environment and to facilitate effective communication in support of maximum effectiveness of the College in promoting student success. Refer to the Residential Faculty Agreement (RFA) for the definition of College Plan.

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¹ Faculty with capital "F" refers to Residential and Adjunct Faculty.
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I. College Organization

A. Administrative Structure

1. The College shall employ the minimum number of executive, managerial, and administrative personnel necessary for effective and optimal College functioning.
2. At the beginning of each academic year, and as needed, the College President, in consultation with the Faculty Leadership (Faculty Senate, the Adjunct Faculty Group (AFG) Representatives, and Faculty Chairs), shall review and, when necessary, adjust the Administrative structure of the College.

B. Shared Governance

1. In conjunction with Article 2 of the RFA (Residential Faculty Agreement) and Article 7 of the AFH (Adjunct Faculty Handbook), the College Administration and the Faculty shall maintain open and effective communication and collaborative decision-making to support and maintain maximal shared governance at the College. Such communication shall include, but not be limited to, regular consultation between and among the College President, Vice Presidents, Deans, Employee Representation², and Faculty Leadership³ to ensure collaboration and maintenance of a healthy college environment.
2. The Shared Governance Council (SGC) is the first point of contact for all shared governance matters at GCC. The SGC is an advisory body that reviews matters of shared governance and provides recommendations and considerations to administration and the decision making bodies. The structure and process of shared governance by the SGC will be held in the GCC Shared Governance Handbook, and any changes to the Handbook will be coordinated by the SGC and approved by the Administration, Faculty, and Staff elected representative bodies (ERBs).

II. College Resource Planning

- A. The College President shall, via the Integrated Resource Planning Committee (IRPC) and other budget processes solicit substantive Faculty input and

² Staff Representation are the exclusive representatives of classified staff.

³ Faculty Leadership includes the Faculty Senate, Faculty Chairs, and Adjunct Faculty Group Representatives.

recommendations regarding matters of College Budgetary, Master (Facilities), and Strategic Planning.

III. College Staffing for Faculty Positions

- A. College Faculty Staffing Advisory Committee (CFSAC) - The Residential Faculty Agreement (RFA), under Article 1 (Definitions), establishes the scope and purpose of the CFSAC.

The College Plan furthermore stipulates that membership on the CFSAC will include:

1. The President of the Faculty Senate (non-voting).
2. One Chair of Chairs (non-voting).
3. All Instructional Deans (non-voting), serving the function of the "appropriate instructional administrator," as stipulated in the RFA (see above).
4. The VPAA will be invited to attend any CFSAC meeting as an optional guest (non-voting).
5. Voting members of CFSAC will consist solely of non-Chair Residential Faculty selected by the Faculty Senate, chosen to be as broadly representative of the various departments as possible, inclusive of large/small departments, STEM/Arts, CTE/Service/Academic departments, etc. No department will be represented by more than one Residential Faculty member.

- B. RFA Staffing Mandates.

All parts of the quantitative formulas used by CFSAC must reflect metrics from the current RFA.

- C. College Faculty Staffing Process.

The CFSAC, in consultation with Faculty constituents (e.g., Faculty Senate and Faculty Chairs), will develop the Faculty Staffing Process, which must be in alignment with the current RFA. This process will be shared with Faculty Chairs and Faculty Senate once CFSAC adopts their process for the year.

The process contains four primary steps:

1. The Quantitative Model Ranking of faculty need per FSA- The model determines an FSA's faculty need by considering three primary areas of need, instruction, reassign time, and the service faculty ratio (for the Library and Counseling FSAs only).
2. The Faculty Chair Qualitative Justification- The purpose of the Faculty Chair Justification is to provide an opportunity for Faculty Chairs to emphasize their need for a Residential Faculty position, provide additional context and relevant information, or dispute the ranking of the quantitative model.
3. The CFSAC Committee Review- CFSAC will review the Quantitative Model rankings and all of the Faculty Chair justification forms that were submitted, then provide a final ranking by FSA for administrative review.
4. The Administrative Review and Final Decision- An Administrative Team including, but not limited to, the deans of Academic Affairs and the Vice President of Academic Affairs, will review the final ranked list from the CFSAC committee and determine how many and which positions they will support for hire. The Administrative Team may need to consider additional information, such as any data listed in 16.3.1 Data Analysis of the RFA, to help inform their decision. The approved Faculty Staffing requests with rationale will be provided as soon as possible.

D. Key Faculty Staffing Deadlines.

The CFSAC will be responsible for establishing and adhering to deadlines guiding faculty staffing policy, pursuant to the RFA and the College Plan. In doing so, four key deadlines shall be adhered to in the faculty staffing process:

1. WoA (Week of Accountability) +30: The Ranked Faculty Staffing List prepared by Institutional Research (IR) – per the CFSAC-defined quantitative data components and ranking algorithm shall be distributed to Faculty Chairs and the College Faculty Staffing Advisory Committee. (~ Sep 15)
2. WoA +45: Submission of Faculty Chair Justifications explaining extenuating circumstances and additional relevant information – shall be submitted by the Faculty Chairs to the CFSAC. (~ Sep 30)
3. WoA +60: The CFSAC shall evaluate the Ranked List and additional context provided by Faculty Chairs in their Rebuttal statements, whereupon CFSAC shall develop and present a list of staffing recommendations to the Faculty Chairs, Faculty Senate, VPAA, and College President. (~ Oct 15)

4. WoA +75: The College President shall announce approved Faculty Staffing requests as soon as possible after receiving CFSAC recommendations – and ideally by the end of October – in order to provide adequate time for commencing the Faculty hiring process each year. (~ Oct 30)
5. HR/Search Process: Once the Hiring Manager has submitted the hiring plan, the HR office will respond within seven days with either approval or recommendations for resubmission.

E. Communication.

The CFSAC shall be invited to have at least one representative attend Faculty Chairs' meetings when staffing is discussed. The CFSAC will keep the Faculty Senate informed by providing reports at the monthly Faculty Senate meetings.

IV. Probationary Faculty Evaluation

- A. Following Article 17 of the RFA, to provide significant professional growth and development, evaluation of Probationary Faculty members at the College shall be conducted by the Peer Assistance and Review Committee (PARC). The PARC shall consist of the appropriate instructional administrator (Dean or VPAA); four (4) trained, Appointive Faculty appointed by the Faculty Senate President in collaboration with the VPAA; the Faculty Chair of the Probationary Faculty member; and if desired, a discipline-specific Appointive Faculty member (who is not their PAR mentor) chosen by the Probationary Faculty and approved by the Faculty Senate President and VPAA (or designee). Note: This paragraph is not directly quoted from the RFA.

V. Faculty Senate President-Elect Reassigned Time

- A. In order to provide for effective continuity of Senate leadership and Faculty Administration working relationships at the College, the Senate President-Elect shall be provided with three (3) hours of reassigned time during both the Fall and Spring semesters of their one-year term. Mid-semester changes in leadership will result in a conversation between the impacted individuals, the VPAA, and GCC HR regarding appropriate compensation.
- B. This time shall be used by the Senate President-Elect and Senate President to engage in training and assistance that will allow the Senate President-Elect to most effectively take over as Senate President when the new Senate is seated at the end of the President-Elect's term. Such training shall include, but not be

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limited to, having the President-Elect accompany the current Senate President to various College and District meetings during both the Fall and Spring semesters.

VI. Summer Compensation for Faculty Senate President

- A. During the Summer months, the FSP in consultation with the VPAA may request a Summer contract outlining anticipated work with aligned appropriate compensation as specified in the RFA Article 10.4.

VII. Faculty Commencement Speaker

- A. The Faculty Senate will select the Faculty Commencement Speaker. The name of the chosen Speaker will be forwarded to the Commencement Committee by the 4th Friday of February.

VIII. Faculty Chairs

- A. The position of Faculty Chair is a faculty leadership position held by a Residential Faculty member with roles and responsibilities supporting departments/divisions as determined by the RFA.

- B. Procedures for Selecting Faculty Chairs

- 1. Eligibility

- a) Faculty Chair eligibility will be determined by the RFA. Consultation with the Dean and the VPAA will occur as needed during the process.

- 2. Terms

- a) Faculty chairs serve a three-year term, with no institutional limitation on the number of consecutive or non-consecutive terms they may serve. Each department retains the ability to elect a new chair every three years through the regular election process.
 - b) A faculty chair's three-year term ends at the close of business on Commencement Day, with the incoming chair's term officially beginning the next day. To ensure continuity, the outgoing and incoming chairs must collaborate throughout the Spring semester on transitional responsibilities. Compensation for Summer

supervision, as stipulated in the RFA, will be allocated in full to the incoming chair or designee.

3. Selection Process

a) Nominations

- (1) Candidate eligibility for the position of Faculty Chair shall be determined by the RFA Article 7.2.1.
- (2) The nomination and selection process for Chairs will begin during the final Fall semester of the elected term. The College President will notify all Faculty members that the terms of the incumbent Chairs will expire at the end of the following Spring semester and will call for nominations by the 1st Friday of October of that academic year. (See Section 4 for Election Timeline.) The President will provide Residential Faculty members with a form with which to submit electronic nominations. Department members may self-nominate or may be nominated by another Department member with the Chair candidate's permission. The College President's Office will verify nominated individuals' willingness to serve.

b) Voting Process

- (1) Those eligible to vote in elections for Faculty Chair must be Residential Faculty members whose responsibilities are more than fifty percent within the Departments holding the elections.
- (2) Online ballots will be emailed to each Residential Faculty in the Department, including those on sabbatical leave and/or academic leave, no later than the 3rd Friday of October. Members of the Department will vote for only one candidate. These ballots will be cast by the 4th Friday of October.
- (3) The ballots will be counted by the College President or designee and the Senate President or designee, no later than November 1. The Senate President must designate someone else to count ballots if he/she is running for Faculty Chair. The candidate receiving at least 51% of the votes cast in a Department/Division will be elected.

(4) If no one receives at least 51% or there is a tie, a runoff will be held between the two candidates who received the most votes. The same counting procedure as stated above will be used.

(5) If the runoff election results in a tie, the College President will select a Faculty Chair from this second slate.

4. Announcement of Election Results

- a) The College President will first contact all candidates with the results upon the completion of balloting. After all candidates have been notified of the election results, the College President will announce results to the Department Faculty no later than November 8.

Deadline/Timing	Process
1 st Friday of October during third year of Chair term	Call for nominations
2 nd Friday of October	Notify Departments of nominees and final call for nominations
The Monday after the 2 nd Friday	Close nominations
3 rd Friday of October	Ballots distributed
No later than the 4 th Friday of October	Voting deadline
No later than November 1	Ballots counted
No later than November 8	President contacts all candidates with election results upon completion of balloting; in case of a tie, a second ballot is distributed
No later than November 9	Chair-elect announced

C. Vacancy

1. If for any reason a Faculty Chair Position becomes vacant during the Fall or Spring semester before the term of office expires, the vacancy for the remainder of the term will be filled immediately. The Department will have one week to submit eligible candidates and then one week to vote. The ballots will be distributed and counted as stated above. If there is a tie or no one receives a majority⁴, the procedures as stated above will be used.
2. If for any reason a Faculty Chair Position becomes vacant during the Summer, the Assistant Chair(s), Evening Supervisor(s), Occupational Program Directors(s) (OPDs), Educational Program Director(s), and/or Program Coordinator(s) will select among themselves or select another faculty member of the Department as acting Chair to serve until a new Chair is elected during the next Fall semester. When there is/are no Assistant Chair(s), Evening Supervisor(s), Program Director(s), or Program Coordinator(s), the College President will appoint a temporary Chair to act until the start of the next Fall semester when elections can be held by the above procedure.

D. Removal and Recall

1. See Article 7 of the RFA.

E. Interim Elections

1. To allow for an organized transition period, Faculty Chairs deciding to resign in advance of the normal end of their elected term may request that a special Faculty Chair election be held. Such a request shall be made directly to the College President, who will call the Department election, upon approval of the request. The President will follow the standard nomination/selection process outlined above with an adjusted timeline based on the circumstances of the election.

F. Contested Election

1. If an election or the election process is contested, an appeal will be decided by a committee composed of the College President, the appropriate Dean of Instruction, the Faculty Senate President, and two additional faculty members chosen by the Faculty Senate. This committee may seek additional information from other district employees as deemed necessary. This statement should not be construed as

⁴ Majority defined in accordance with Robert's Rules. Visit Robert's Rules FAQ's to know what is considered a majority. [FAQs - Official Robert's Rules of Order Website](#)
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restricting the College President's ability to act independently in accordance with legal considerations.

G. Faculty Chair-Elect Reassigned Time

1. Residential Faculty who will be Chairs for the first time shall be given three hours of reassigned time during the Spring semester prior to their taking office. Chairs elected through an interim process will receive the reassigned time in the semester prior to their taking office. The purpose of this is to allow them the time necessary to attend Faculty Chair meetings, to learn computer systems and other necessary skills, and to be mentored in Chairs' roles and responsibilities first-hand by the outgoing Chair or another Chair. Outgoing Faculty Chairs shall (as a matter of professionalism and responsibility to their Department, to its students, and to the College) take reasonable steps to provide for an organized, collegial, and effective transition of leadership to the new Faculty Chair.

H. Program Variability

1. Program variability is part of the supervisory budget and its-funding addresses supervision needs not directly related to Load and Load-Equivalents (RFA, Article 7.4.5). The process will be followed as outlined in The Variability Request Process and Timeline and Rubric for Variability Requests.

I. Roles and Responsibilities of Faculty Chairs

1. See Appendix A.

IX. Faculty Chair Evaluation

- A. Each Faculty Chair shall be evaluated annually by the appropriate Vice President, or designee, Residential Faculty members, Adjunct Faculty members, and staff in the Department/Division. The evaluation shall include a review of the current year as well as plans for the following year. The annual evaluations of the Faculty will be completed no less than thirty (30) days prior to the -Faculty Chair elections.

Faculty leaders performing delegated duties, including Occupational Program Directors (OPDs), will be evaluated as described in the relevant department charter.

1. The procedure detailed below is intended to give the VPAA or designee, Faculty, and staff in a department an opportunity to share, in a constructive manner, their perceptions of the leadership and management of the department by the Faculty Chair. The resulting feedback will be

compiled by the Office of Institutional Effectiveness (IE) and then shared with the Faculty Chair as a tool for self-reflection and professional development. It is intended to facilitate communication within a Department and to provide the evaluation process for Chairs described in Article 7 of the RFA. Note: The process below is not found in the RFA.

- a) The College President shall call for evaluations of Faculty Chairs each Spring. These evaluations will commence on the first Monday in April and end on the second Friday in April.
- b) The Faculty Senate will oversee the evaluation process.
- c) Faculty Leadership will work with other constituency groups to develop a tool for the evaluation of the Faculty Chairs by affiliated Faculty and staff. The evaluation may include a Likert scale to assess the Chair's achievement of the Faculty Chair duties, roles, and responsibilities as outlined in the RFA. The evaluation form will be reviewed and revised, as necessary, whenever the RFA is updated. The Chair evaluation will be administered by IE using an electronic process that maximizes anonymity. Space will also be made available for comments.
- d) Institutional Effectiveness shall also be responsible for compiling the responses from Faculty and staff, and for forwarding the aggregate results only to each individual Faculty Chair. Institutional Effectiveness will retain the record for the time they are legally obligated.
- e) The VPAA or designee will hold a meeting with each Faculty Chair to discuss his/her reflections on the feedback that the Chair has received as well as the department's plans for the upcoming year.

X. Reassigned Time and Pay for Chairs and Appointees

- A. Faculty Chair and Appointees' reassigned time, pay, and number of support staff shall be no less than as prescribed in the RFA (see 7.4.3).

XI. Department Charters

- A. Departments will maintain a charter in alignment with the RFA. Departments will provide an annual update to the Faculty Senate President by 15 October. See Appendix B for the Department Charters.

XII. Faculty Responsibilities in Assessment and Accreditation

- A. Faculty participation in assessment is a key component of institutional and specialized accreditation. Faculty are expected to engage in course, program, and institutional assessment efforts, following the guidance of the College Assessment Review Team (CART) and their Department Assessment Coordinator (DAC). This participation aligns with faculty responsibilities outlined in the Residential Faculty Agreement and Adjunct Faculty Handbook.
- B. Assessment is a process designed to support continuous improvement by identifying strengths and opportunities in student learning, which then inform enhancements to instructional effectiveness. It is not an evaluation of faculty performance. In fact, identifying areas where students may need additional support reflects strong pedagogy and a commitment to student success. Assessment results will never be used to evaluate individual faculty members but rather to inform strategies for improving student learning at the course, program, and institutional levels.
- C. Faculty are expected to participate in assessment efforts in the following ways:
 - 1. Engaging in the designated assessment process within the established assessment and reporting cycles.
 - 2. Contributing to course assessment activities, such as gathering and reporting student learning data in all courses as directed by program, departmental, or assessment leadership.
 - 3. Contributing to program assessment activities, such as curriculum mapping and program learning outcome measurement, as relevant to their discipline.
 - 4. Contributing to institutional assessment activities, such as gathering and reporting student learning data from general education courses.
 - 5. Implementing assessment-related improvements and engaging in the full assessment cycle, including intervention and reassessment.
 - 6. Reporting assessment results and coordinating with leadership to ensure alignment with program, department, cocurricular, and institutional goals.
- D. The structure of assessment within each academic department is recommended to be outlined in its Department Charter to ensure clarity and alignment with college-wide assessment processes. Additionally, some faculty positions may

have formally designated assessment responsibilities as outlined in the RFA, other sections of the College Plan, or other college documents.

XIII. Occupational Program Directors and Other Supervisory Roles

A. Occupational Program Directors

1. The Occupational Program Director (OPD) shall be a Full-Time Faculty member, or Adjunct Faculty member, whose duties involve primary responsibility for an occupational program. These duties include responsibility for the organization, administration, periodic review (including any applicable accreditation review processes), continued development, and general quality and effectiveness of the program.

If there are no Faculty willing to serve as OPD in a given Occupational Program, then such duties will be the responsibility of the Faculty Chair under which the Occupational Program falls.

2. The Occupational Program Director will report to a Faculty Chair, and in addition to the duties outlined in the RFA, the OPD will be responsible for the following duties:

a) Curricular Duties

- (1) Prepares the class schedules for program offerings in coordination with the offerings of other programs in the Department.
- (2) Identifies new needs within the program and recommends modifications to the program, in consultation with other members of the discipline's Instructional Council, secondary schools, and universities with whom GCC's program articulates, and members of community advisory committees.
- (3) Hold an Advisory Committee meeting at least once per academic year per occupational program. The Advisory Committee should consist of at least four to five representatives from outside organizations/industries/agencies. The Program Director will provide the meeting date and agenda to the Dean of CTE prior to the meeting, and will provide meeting minutes following the meeting. Agenda discussion items and minutes should follow the

guidelines listed in the Resource Handbook for CTE Advisory Councils.

- (4) Coordinates program-specific student outcomes assessment plan and is responsible for the annual student learning outcomes assessment report for submission to the Faculty Chair. Coordinates program review and assessment as instructed by CART.

b) Personnel Duties

- (1) Recommends the hiring, participates in the evaluation of, and coordinates the orientation of new Residential and Adjunct Faculty for the program.
- (2) Recommends the hiring, develops the work schedule, and supervises staff personnel assigned to the program.

c) Administrative Duties

- (1) Develops and maintains program catalog materials and program website.
- (2) Coordinates and provides program-specific student advisement.
- (3) Coordinates student recruitment and selection process for program.
- (4) Maintains records of student clinical and/or skills evaluations and student completion rates.
- (5) Involved in the identification and negotiation for off-campus classes and classrooms as appropriate.
- (6) Coordinates e-learning activities for the program.
- (7) Initiates, submits, and manages program budgets for operations (including supplies) and capital (including equipment).
- (8) Provides input to college committees to support technology and equipment needs of CTE Programs.
- (9) Requests technology, software, and equipment specific to their programs.

- (10) Maintain records, provide documentation, and ensure compliance of specialized programmatic accreditation requirements as appropriate.

B. Selection of Non-Chair Departmental Leadership

1. In accordance with their Department Charter, Faculty Chairs shall oversee the selection of any other department supervisory roles.
2. Appointees will fulfill position responsibilities in accordance with the RFA, College Plan, and Department Charter. The Faculty Chair may remove any individual not fulfilling their position responsibilities.

XIV. Process for Modifying Departments

A. Origination and Approval of Department Changes.

Proposals for modifying academic departments may originate from the departments themselves, the Deans of Instruction, the Vice President of Academic Affairs, the Faculty Senate, and/or the Office of the President. Implementation of any such proposals will require the consent of the College President in consultation with the Faculty Senate President, the Vice President of Academic Affairs, the appropriate Dean(s) of Instruction, and the Residential Faculty members of the affected Department(s).

B. Guiding Principles for Departmental Modification.

Proposals for modifying Departments shall be guided by GCC's shared governance philosophy in addition to the following principles:

- a. Transparency, Inclusivity, and Communication
 - i. Stakeholders shall be involved at all stages of the process, with feedback actively solicited and incorporated.
 - ii. All discussions and decisions will be conducted with transparency to build trust and mutual understanding.
- b. Student-Centered Approach
 - i. Proposals must include focus on the student experience, ensuring that any changes result in an organizational structure that is intuitive, supportive, and aligned with student needs.
- c. Institutional Mission and Long-term Vision and Flexibility

- i. Modification proposals must align with the college's mission and vision, strategic plan, and accreditation requirements.
 - ii. Proposals should aim to create a structure that will serve the College effectively in the future and remain adaptable to changing circumstances and needs.
 - d. Quality and Evidence-Based Decision-Making
 - i. Proposals will include reliable data and evidence, including metrics to assess need, measure success, and evaluate the outcomes of reorganization efforts.
 - e. Departmental and Programmatic Considerations
 - i. Proposals should consider alignment with degree pathways, departmental size parity, and opportunities for cross-disciplinary collaboration among Faculty Service Areas (FSAs).
 - ii. Factors such as the current Arizona General Education Curriculum (AGEC) and Fields of Interest (FOI) should be addressed as part of the proposal, where applicable.
 - f. Fiscal Stewardship and Budgetary Impacts
 - i. Proposals must evaluate budgetary impacts holistically.
 - ii. Proposals must prioritize fiscal responsibility.
- C. Process Development and Proposal Requirements
 - a. Processes for developing and vetting proposals will adhere to the guiding principles outlined in Section B.
 - b. Recognizing that proposals for modifying Departments may vary in scale and complexity, the processes used will be tailored to suit the specific scope and impact of each proposal. A one-size-fits-all approach will not be applied, ensuring that the process remains appropriate and effective for the situation at hand.
- D. Presidential Consent

A proposal for departmental modification sent to the President for consent shall provide the following:

 - a. Clearly articulated outcomes of the proposal for modifying departments

- b. A justification, grounded in reliable data and evidence, that explains how the restructuring is beneficial to the Department(s), the College, and particularly the students
- c. Identification of a similarity of issues or common interests that exist among the Faculty and teaching disciplines to be newly grouped together, to ensure a collegial atmosphere
- d. Description of the budget impact of the proposed reorganization to be prepared with the assistance of the District and/or college fiscal office
- e. Preparation of a plan to distribute existing budgets, classrooms, administrative support, and other resources so that each of the modified or newly created departments will be able to operate effectively
- f. An outline of the process followed in drafting and vetting the proposal (including a communication plan)

XV. Process for Modifying the College Plan

A. Proposing Changes

- 1. Any College employee may present a proposal for change in the College Plan to the Faculty Senate or Faculty Chairs.

B. Process for Change

- 1. Each Fall Accountability Week, a College Plan Task Force, consisting of the Faculty Senate President, three additional Faculty senators, four Faculty Chairs, one Elected Adjunct Faculty Group Representative, and three academic Deans will convene. This task force will determine if there are any necessary or desired changes to the College Plan to be discussed. If changes are desired, the task force will schedule meetings over the school year, as needed, to address and propose any modifications to the College Plan.
- 2. Any changes proposed by the College Plan Task Force will be brought to the Faculty Senate, Faculty Chairs, Adjunct Faculty Group Representatives, and College President for feedback and recommendations.
- 3. Majority vote of the Faculty Senate and majority vote of the Faculty Chairs are needed for a proposed change in the College Plan to be forwarded to the President for final review and approval before the end of March.

4. Any changes made by the College Plan Task Force will then be brought to the College President for approval.
5. Any changes in the College Plan do not go into effect until both the College President and a majority of the Faculty Senate and majority of the Faculty Chairs agree upon the changes. If the College President does not approve of the Faculty proposal, then Faculty have the option of re-submitting.
6. All agreed upon changes take effect at the start of the next academic year (beginning of Fall Semester of accountability) unless exigent circumstances warrant an immediate change.

C. Clerical Adjustments/Language Clean-up

1. Minor clerical adjustments, such as correction of grammatical errors, updates of section numbers referencing the RFA, or clarification of terminology shall be made by the Faculty Senate, in consultation with the College President in order to maintain the currency of this College Plan.
2. All changes subject to this section (XV.C) must be non-substantive in nature and designed simply to keep the College Plan current, accurate, and unambiguous.
3. If the College President and the Faculty Senate President do not agree on a proposed clerical change as subject to Section XV.C of the College Plan, then the change will be subject to the process outlined in Section XV.B above. It is understood that such clerical changes shall be made as a matter of course, by consensus of the College President and the Faculty Senate and shall not require a Faculty Senate vote. Notice of any such changes shall be presented to the College President, the Faculty Senate, and the Faculty Chairs whenever they occur.

Approval Signatures

This College Plan is approved by the undersigned, as of the dates provided below, and shall go into effect at the beginning of the Fall Semester immediately following this date, as provided in Section XV.B.6.

College President

Tiffany Hernandez [Signature] 4.28.25
Name Signature Date

Faculty Senate President

Karina Sokol-Tinsley [Signature] 4/28/25
Name Signature Date

Appendix A: Roles and Responsibilities of Faculty Chairs

In addition to the duties outlined in the RFA, the responsibilities of Faculty Chair vary among the Academic, Occupational and Service Departments. This job description represents typical duties of a Faculty Chair, and while some duties may not apply in all cases, additional duties may be required in others.

I. Administration of Department Staffing

- A. Facilitate the hiring of Residential Faculty, including serving or appointing a designee as Chair of the search committee.
- B. Facilitate the hiring and evaluation of Adjunct Faculty.
- C. Identify, select, and evaluate other supervisory and nonsupervisory roles in accordance with the established Department procedures in the College Plan.
- D. Supervise, support, and evaluate Residential Faculty according to the RFA.
- E. Supervise, support, and evaluate staff and temporary employees according to the Staff Policy manual.
- F. Communicate College and district objectives, policies, and procedures to Department Faculty and Staff.
- G. Follow the appropriate process for retention or dismissal of Department Faculty, Adjunct Faculty, and Staff.
- H. Facilitate the supervision of student-workers in the Department.
- I. Review and approve employee time in HCM in accordance with the Absence Management and Time and Labor requirements before the established deadlines.

II. Management of Department Affairs

- A. Facilitate Department meetings as needed.
- B. Facilitate full and transparent communication between Department members and College administration.
- C. Plan, manage, and oversee class schedules.
- D. Participate in resolution of conflict in accordance with District policies.
- E. Participate in resolution of student complaints in accordance with District policies.

- F. Plan, manage, and oversee Department budgets and ensure public stewardship of Department resources.
- G. Assign teaching schedules to Department Faculty and other responsibilities as to comply with District and College policy.
- H. Inform Adjunct Faculty of certification requirements, attendance regulations, and other responsibilities assigned.
- I. Review, approve, and submit Department reports including annual Department reports, program reviews, and staffing requests.
- J. Develop and administer a procedure for use of substitute personnel in the Department.
- K. Prepare and maintain catalog materials related to the Department.

III. Coordinate the Improvement of Instruction

- A. Facilitate the selection and approval process for textbooks and related materials.
- B. Recommend the revision, deletion, and addition of Department courses.
- C. Work with advisory committees in the development of new curricula appropriate for the Department.
- D. Facilitate Department programs' documentation of evidence-based practices for assessing and improving intended outcomes by engaging the Department in assessment-related topics and activities.
- E. Coordinate the required development and modification of Occupational Program competencies, where appropriate.

IV. Facilitate Department/Administrative/Community Relations

- A. Serve and participate in peer leadership groups (e.g. Chair Council, Curriculum Committee, etc.)
- B. Facilitate articulation with other educational institutions at the Department level.

Appendix B: Department Charters

The Department Charters are maintained by the Faculty Senate and are linked for ease and accessibility.