San Luis Obispo County Community College District

Participatory Governance: Decision-Making and Committee Handbook
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT: MISSION, VISION, AND VALUES

Mission: At Cuesta, students acquire the tools to be academically successful, develop critical thinking skills and expertise, and learn to appreciate the contributions of all people in a diverse society. At Cuesta, we work together with dignity and respect toward the common goal of serving our students. At Cuesta, we respond effectively to the personal, academic, and professional needs of our community.

Vision: Cuesta College is dedicated to accessible, high-quality education for the support and enhancement of student success, professional development, and the community we serve.

Values: Access, Success, and Excellence
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Figure 1: SLOCCCD Participatory Governance Communication Structure

The figure below illustrates the communication structure between and among San Luis Obispo County Community College District committees.

SLOCCCD Participatory Governance Communication Structure

“Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies” (ACCJC Standard IV 3).

- **Board of Trustees**
- **Superintendent/President**
- **Central Committees**
  - College Council
  - Planning & Budget

- **Academic Senate**
  - Senator President to report 10+1 matters to Board of Trustees with the support of the Office of the President.
  - Subcommittees:
    - Student Learning Outcomes and Assessment
    - Institutional Tenure Review
    - Curriculum
    - Equivalency
    - Faculty Professional Development
    - Faculty Service Area
    - Sabbatical Leave
    - Book of the Year

- **Representative Committees**
  - Academic Senate
  - Associated Students of Cuesta College
  - Cuesta College Classified United Employees
  - Cuesta College Federation of Teachers
  - Cuesta College Management Senate
  - President’s Cabinet

- **Content Committees**
  - Accreditation Steering
  - Cultural Diversity and Student Equity
  - Distance Education
  - Enrollment Management
  - Institutional Program, Plan and Review
  - Institutional Research
  - Strategic Planning
  - Student Support and Success
  - Technology

- **Standing Committees**
  - Benefits
  - Campus Safety and Environmental
  - District Calendar
  - Financial Aid
  - Management Professional Development
  - Nursing Selection
  - Program for Assisting Student-Athlete Success
  - Reentry Program
  - Staff Professional Development
  - Wellness
San Luis Obispo County Community College District
Participatory Governance: Decision-Making and Committee Handbook

Introduction
This handbook describes the relationships, role and responsibilities, and authority of San Luis Obispo County Community College District (SLOCCCD) committees, and explains how decisions are made in the district SLOCCCD with the goal of improving effectiveness, communication and trust across the district. Decision-making processes reflect the mechanisms by which the district ensures that there are opportunities for meaningful collaboration and that the voices of constituent groups are heard in making decisions that have an institutional impact. SLOCCCD continuously works to improve campus leadership, its collegial culture and its participatory governance structure and processes.

This handbook sets forth the components and processes for making decisions and describes: the organizational structure of committees and their relationships; the process for moving ideas, plans and policies through participatory governance at the district; and a set of best practices for leading committees and groups to perform effectively as the district works to implement planning processes that are integrated and productive.

The contents of this handbook represent the participatory governance structure, procedures and collegial consultation that have been agreed upon by the undersigned faculty, classified staff, and administrative representatives. The district strives for a transparent and strong participatory approach to decision-making, operations, and communication. Everyone who will be impacted by a decision is encouraged to be involved in shaping the recommendations that will inform the decision maker. These processes put into practice the mechanisms through which the voices of the district’s employees and constituent groups are heard in making recommendations.

This handbook delineates the processes by which recommendations to the SLOCCCD Board of Trustees and Superintendent/President are developed by describing:

- The structure and function of each group that contributes to the development of those recommendations and
- The alignment and workflow of the groups to one another.

This handbook begins with a description of the SLOCCCD model for decision making followed by a detailed description of each component in the decision-making model including:

- the categories of committees;
- the relationships and workflow between committees;
- the process to initiate a new idea, plan or policy proposal
- individuals or groups responsible for completing the tasks; and
- individuals or groups that will receive the recommendations and render final decisions.
This decision-making model brings clarity to accountability and reporting requirements, improves communication between committees, and provides assessment and improvement process for committees, including evaluating the role and responsibilities, composition, and effectiveness of committees.
Figure 2: Participatory Governance Committee Relationships and Workflow

The diagram below shows the relationships and workflow between participatory governance committees. The structure directs content committee work to a central committee in order to inform and facilitate action and reflective dialogue. In support of the district’s mission and Strategic Plan, content committee initiatives, mid-year and end-of-year progress reports, and results and analysis of annual assessments are sent to the appropriate central committee for review and feedback.

In addition to serving their collective groups, representative committees appoint members to serve on content and central committees to represent the constituent groups. Appointment underscores the important responsibility members have to interface with assigned Content and Central Committees by attending committee meetings and reporting back to their particular Representative Committee.

Academic Senate Council*
Associated Students of Cuesta College
Cuesta College Classified United Employees
Cuesta College Federation of Teachers
Management Senate
Superintendent/President’s Cabinet

*BP 2305 establishes that the Academic Senate is to be relied upon primarily on specific academic and professional items and establishes areas where the District shall reach mutual agreement with the Senate.
Committee Structure
The committee structure of the SLOCCCD is grounded by the district’s mission, vision and values, and is focused on achieving institutional effectiveness and student success. The district’s committee structure ensures compliance for participatory governance stated in AB 1725 and offers opportunities for individuals to learn more about and participate in governance and decision-making in the district.

The committee structure also supports the process of reflective institutional dialogue and the foundation of the standards of the Accrediting Commission for Community and Junior Colleges (ACCJC). The commission gives dialogue a central place in the district’s focus on institutional effectiveness, participatory governance, and student learning. It states “that if an institution is to ensure that its resources and processes support student learning and its continuous assessment, as well as the pursuit of institutional excellence and improvement, an ‘ongoing, self-reflective dialogue’ must become central to institutional processes.”1 The work and actions of SLOCCCD committees support student learning, planning, and resource allocation decisions and ongoing improvement for the short and long term sustainability of the district.

The Board of Trustees
The board of trustees “develops policies that establish the general direction of the district’s programs and services, quality standards, and legal, ethical and prudent parameters for district operations.”2 In addition, the board “monitors performance of the institution to ensure that it is meeting current community needs and anticipating future trends.”3 The Board also “monitors adherence to the legal, ethical and prudent expectations defined in policy related to district operations”.4 The board acts upon recommendations made by the Superintendent/President and/or the academic senate president, in areas upon which the faculty is to be relied primarily.5

Central Committees
College Council and Planning and Budget represent broad perspectives to provide recommendations that support the district’s mission, vision, values, institutional goals and objectives and district-wide operational plans.

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2 Chair Handbook, Community College League of California
3 Chair Handbook, Community College League of California
5 SLOCCCD Board Policy 2305.
Central committees have final recommendation authority over specified district-wide matters unless otherwise prescribed by educational code, collective bargaining agreements or other legally binding statutes. Additionally, these committees are advisory to other committees, the Superintendent/President and/or the board of trustees. Each committee is charged with identifying its description, composition, and initiatives while integrating its functions to the district’s educational master plan, strategic plan and other operational plans. Thus, decisions that will ultimately have a district-wide impact need to be discussed through one or more of these central committees. Determination of process is based on the committee’s description. It is expected that these committees work in a synergistic and complimentary manner. For example, any item that has a fiscal impact should be agendized at Planning and Budget, and may need to go to College Council for review prior to a recommendation to the Superintendent/President for consideration by the board of trustees. Furthermore, the two central committees meet jointly in response to larger institutional planning issues, such as budget reduction strategies.

**College Council**

College Council serves as an advisory group to the Superintendent/President for board policies, administrative procedures and district goals, plans and priorities. College Council acts as a two-way communication vehicle for recommendations and proposals that come through the participatory governance system and serves as a clearinghouse for information. College Council is responsible to:

- Represent the respective governance bodies by making recommendations to the Superintendent/President regarding proposed Board Policies and District Procedures, District plans and priorities;
- Communicate proposed board policies and administrative procedures, district plans and priorities to the respective governance bodies;
- Serve as a clearinghouse for institutional information;
- Receive reports from specified content committees and evaluate annual assessments;
- Conduct faculty hiring prioritization;
- Provide new program development recommendations;
- Conduct program revitalization, suspension, and/or discontinuance policy review and recommendations;
- Establish appropriate timelines to complete tasks and make recommendations; and
- Disseminate information constituencies in a timely manner.
Planning and Budget:
The role of the Planning and Budget Committee is to ensure that the district’s budget supports the mission, institutional goals and objectives, and integrated planning. The Planning and Budget Committee coordinates planning, ensuring broad participation from the district community and monitors the implementation of the educational and facilities master plans. In addition, the Planning and Budget Committee oversees the development and review of the annual operating budget. The Planning and Budget Committee is advisory to the Superintendent/President. Recommendations requiring board action are presented to the board of trustees through the Superintendent/President.

The Planning and Budget Committee is responsible to:
- Review potential additions to the district goals and priorities established by the board of trustees;
- Develop budget income and expenditure assumptions;
- Develop expenditure options given increased funding and contingency reduction plans for addressing shortfalls;
- Review the proposed final budget including any modifications that were made based on funding changes;
- Consider augmentations and shortfalls that occur during the year that may impact commitments and/or unmet needs;
- Evaluate funding levels for faculty positions, classified/management positions, instructional and non-instructional equipment, capital outlay projects, etc. as developed by Cabinet, College Council, or other designated groups;
- Inform the various district constituent groups of the budget status; and
- Receive reporting from specified content committees and evaluate annual assessments.

Content Committees
Content committees are more narrowly focused, in terms of content, than the previously described central committees. These committees serve to inform the work of central committees by providing their expertise in matters that have district-wide or specific stakeholder impact. Through formal reporting lines, each of these committees informs the work of one or more central committee. Moreover, central committees can task members of its committee or members of other content committees with specific requests pertinent to the focus of that committee's work. An example is the Planning and Budget Committee could task its members to develop a plan and schedule for budget reduction impacts. Content committees in various situations, depending on their role and responsibilities, may also work with or inform the work of Representative Committees to address items that may impact negotiated elements or the work of those committees.
The Content Committees are:
- Accreditation Steering
- Cultural Diversity and Student Equity
- Distance Education
- District Calendar
- Enrollment Management
- Institutional Effectiveness
- Institutional Program, Plan and Review
- Strategic Planning
- Student Support and Success
- Technology.

In support of student learning and success, content committees are responsible for:
- Alignment of Committee’s goals and work with SLOCCCD integrated planning components;
- Setting of annual priorities for committee work that help the district meet its mission and institutional goals and objectives;
- The support of drafting and assessment of operational plans in designated areas;
- Review of annual plan components in designated areas;
- Holding regular meetings, set agendas and track actions via minutes;
- Annual assessment of committee work; and
- Review and analysis of assessment and implementing changes as warranted.

Standing Committees
Standing committees serve a variety of functions across the district, but are most likely department or function specific, such as the Financial Aid Committee or the Wellness Committee. Standing Committees may serve a specialized role in supporting negotiated elements of the Collective Bargaining Agreements, such as the Benefits Committee or the District Calendar Committee or in addressing other institutional functions like employee wellness and professional development.

The Standing Committees are:
- Benefits
- Campus Safety and Environmental
- District Calendar
- Financial Aid
- Learning Communities
- Management Professional Development
- Nursing Selection
- Program for Assisting Student-Athlete Success
• Reentry Program
• Staff Professional Development
• Wellness

Representative Committees
Representative committees represent specific stakeholder groups. These committees work within the totality of the committee structure, but are often directed by agreements beyond the committee structure itself, e.g. a collective bargain agreement or State Education Code. Representative committees may have subcommittees that support the work of the committee as a whole.

In addition to serving their collective groups, representative committees have the important role of appointing members to serve on content and central committees to represent the constituent groups. Members are appointed by a constituent leader on behalf of the representative committee. That appointment underscores the important responsibility members have to interface with assigned Content and Central Committees by attending committee meetings and reporting back to their particular Representative Committee. Members may also serve on joint task forces or other groups designed to address institutional issues.

The Representative Committees are:
• Associated Students of Cuesta College
• Cuesta College Academic Senate Council
• Cuesta College Classified United Employees
• Cuesta College Federation of Teachers
• Cuesta College Management Senate
• Superintendent/President’s Cabinet

Detailed descriptions and compositions of committee can be viewed online at the committees’ website.

Ad hoc Subcommittees or Groups:
One way to increase the effectiveness of all committees is to assign work to smaller groups composed of committee and/or non-committee members. These subcommittees or groups are directed by the larger committee and are brought together to focus on determined, time-specific, or ad hoc tasks.

Task Forces:
Task Forces are temporary groups of people formed to carry out a specific task or project, or to solve a problem that requires a multi-disciplinary approach. Task forces will likely bring people together from across the district and committees to address a specific issue. When the task force work ends, so do they.
Figure 3: SLOCCCD Decision-Making Process

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students […] to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation. (ACCJC Standard IV.1) The diagram below outlines the process SLOCCCD uses for making district-wide decisions.

<table>
<thead>
<tr>
<th>Stage 1: Initiate at College Council</th>
</tr>
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<tbody>
<tr>
<td>Initiator submits/presents new idea or proposed change that would have college-wide impact.</td>
</tr>
<tr>
<td>Initiator submits/presents intention to update or develop new <strong>board policy/administrative procedure</strong> (BP/AP)</td>
</tr>
<tr>
<td>- Review AP 2410, “Board Policies and Administrative Procedures” to determine timelines and guidelines</td>
</tr>
<tr>
<td>- Items that are negotiable or that fall under the Academic Senate’s purview should be vetted first with the union(s) or the Academic Senate.</td>
</tr>
<tr>
<td>- Items that may have “significant effect on students as defined in Title5 §51023.7 shall follow BP 2305.III.B</td>
</tr>
<tr>
<td>- Contact the co-chairs of the College Council to be added to the Council’s agenda as a discussion item.</td>
</tr>
<tr>
<td>- College Council will review and discuss item to determine institutional impact and any potential consequences.</td>
</tr>
<tr>
<td>- College Council may appoint if needed an ad hoc group from College Council to investigate institutional impacts.</td>
</tr>
<tr>
<td>- This group will meet to discuss item and report back to College Council by the following College Council meeting.</td>
</tr>
<tr>
<td>- The ad hoc group may request additional information before making a decision.</td>
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<tr>
<td>- Items don’t move to stage two without consensus of College Council.</td>
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</tbody>
</table>

| Stage 2 |
| Dialogue, Review and Feedback |
| Central, Content, Standing and/or Representative Committee(s) |
| - Submit initial draft proposal, plan, idea or BP/AP to appropriate Central Committee(s) for dialogue, review and feedback. |
| - Submit to appropriate Representative Committee(s) and/or Content Committees if necessary. |

| Stage 3 |
| Recommend |
| Central Committees |
| - Submit the reviewed draft proposal, plan, or BP/AP to College Council and/or Planning and Budget Committee for final recommendation. See narrative for Central Committee purview of final recommendations. |
| - If proposal, plan or BP/AP is a "rely primarily" item as stipulated in BP 2305, Academic Senate will submit to College Council and/or Planning and Budget as an information item. |
| - Submit recommendation, including minority report (if any), to the Superintendent/President to review and use to make recommendations to the Board of Trustees. |

| Stage 4 |
| Approve and/or Recommend |
| Superintendent/President or Academic Senate |
| - Superintendent/President can request additional information on recommendation and then either accept or decline the recommendation. |
| - The Superintendent/President or Academic Senate President will present the recommendation to the Board of Trustees for approval. |
| - The Academic Senate will forward Proposals that are "rely primarily" directly to the Board of Trustees with administrative support of the Office of the Superintendent/President as stipulated in BP 2305. |

| Stage 5 |
| Approve |
| Board of Trustees |
| - The Board of Trustees can request additional information on recommendation and then either accept or decline the recommendation. |
Decision-Making Process
The decision-making process is a five-step process that begins with initiation. When an individual or group proposes an idea, plan or policy that would have district-wide impact, the process is initiated by submitting a preliminary proposal to the College Council. This initial dialogue helps to bring information to the district as a whole and to help the initiator to determine an effective path to bring the idea or policy to implementation.

Questions to Ask When Developing Initial Proposal:
- Does this have campus-wide impact? If yes, go to the appropriate central committee(s).
- Does this have negotiated pieces? If yes, inform the correct representative committee(s).
- Does this pertain to academic and professional matters as described in BP 2305? If so, contact the Academic Senate.
- Is there a student interest? If so, contact the Associated Students of Cuesta College.
- Does this impact another committee? If so, contact the appropriate committee chair or co-chairs.
- In what ways will the proposal impact other areas? If necessary, notify the committee or division /department chair, or the administrator.

Roles of Faculty, Staff, Students, and Administrators in Decision-Making

Roles and Authority in Decision-Making
Members of the San Luis Obispo County Community College District work together across committees, task forces and ad hoc groups, in ways that merge areas of expertise in order to develop plans and initiatives in which all members have an investment. Decision making at SLOCCCD occurs in an open structure that puts into practice the principles of participatory governance and a student-learning approach. Members of the district have the authority and responsibility to make recommendations in matters appropriate to their roles. The scope for each constituent group as outlined below is derived from the California Code of Regulations, SLOCCCD Board Policies, academic senate constitutions and by-laws, administrative procedures, job descriptions and district practices,

Role of Faculty
Full- and part-time faculty members participate in the formulation and development of recommendations as well as in the processes for developing recommendations that have or will have a significant effect on them. For purposes of district governance, faculty members are represented by the Academic Senate. SLOCCCD’s Academic Senate represents the faculty in making recommendations to the District administration and the Board of Trustees on academic and professional matters, which are specifically defined as:
1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development; and
11. Other academic/professional matters, mutually agreed upon between the Board of Trustees and the Academic Senate.

The SLOCCCD Board of Trustees agrees in Board Policy 2305 to function with the district’s academic senate in academic and professional matters by “rely primarily” or “mutual agreement.” The areas of “rely primarily” include:

- Curriculum, including prerequisites;
- Degree and certificate requirements;
- Grading policies;
- Standards regarding student preparation and success;
- District governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes; and
- Policies for faculty professional development activities.

In the areas of “rely primarily,” the board must ordinarily accept the academic senate’s recommendations, except when “exceptional circumstances and compelling reasons” may exist. Were the board not to accept the recommendation, explanation must be provided to the academic senate in writing upon request.

In the areas of “mutual agreement,” the faculty and administrators work in good faith to reach agreement on academic and professional matters. In instances where “mutual agreement” with the academic senate is not reached, the board commits that its decision will be based on a clear and substantive rationale that puts the explanation for the decision in an accurate, appropriate, and relevant context. The areas of “mutual agreement” include:

1. Educational program development,
2. Processes for program review;
3. Processes for institutional planning and budget development;
4. Policies regarding student preparation and success; and
5. Other academic and professional matters as agreed upon.
For purposes of collective bargaining, faculty members are represented in collective bargaining by a chapter of the American Federation of Teachers, which operates under a contract negotiated and approved by its members. The two bodies that represent faculty are compatible: the academic senate is responsible for professional and academic matters, while the chapter of the American Federation of Teachers responds to matters within the scope of salary, benefits, and working conditions.

**Role of Classified Staff**
Classified staff members are provided with opportunities to participate in the formulation and development of district recommendations as well as in the processes for developing recommendations that have or will have a significant effect on them. The SLOCCCD Board of Trustees agrees in Board Policy 2305 that recommendations and positions developed by classified staff are given every reasonable consideration prior to the board taking action on a matter having a significant effect on classified staff.

Classified staff members are represented in collective bargaining by the Cuesta College Classified united Employees, which operates under a contract negotiated and approved by its members.

**Role of Students**
SLOCCCD’s Associated Students is recognized by the district as the representative body of the students. In their role representing all students, they offer opinions and make recommendations to the administration of the district and to the board of trustees with regard to district policies and procedures that have or will have a significant effect on students. The specific areas of their purview are:

- Grading policies;
- Codes of student conduct and discipline
- Academic disciplinary policies;
- Curriculum development;
- Courses or programs which should be initiated or discontinued;
- Processes for institutional planning and budget development;
- Standards and policies regarding student preparation and success;
- Student services planning and development;
- Student Activities including the development and maintenance of club activities
- Student fees within the authority of the district to adopt; and
- Any other district policy, procedure, or related matter that the Board determines will have a significant effect on students.

The SLOCCCD Board of Trustees agrees in Board Policy 2305 to provide students with an opportunity to formulate recommendations through council/committee participation and to give the
recommendations and positions developed by students every reasonable consideration. Similarly, the academic senate consults with the associated students prior to making recommendations that impact student interests.

**Role of Administrators**
The SLOCCCD’s organizational chart outlines the scope of responsibility for each administrative position; further details about specific job responsibilities of each position are available in the job descriptions housed in the district human resources department.

Drawing from job descriptions approved by the board of trustees for each administrative position, and in addition to the supervision of budgets, personnel, and related operational responsibilities, administrators are responsible to:

- Provide leadership and expertise in assessing, identifying, formulating, and aiding in implementing the overall direction for the district in conjunction with the Superintendent/President;
- Plan, organize, direct and evaluate the activities of the district pursuant to district mission and institutional goals and objectives; report on achievement of district goals and strategic objectives;
- Plan and recommend the district budget, and organizational structure of the District;
- Coordinate the development and maintenance of an educational master plan and support institutional research related to student learning, development, and outcomes;
- Remain current on emerging services, methodologies, and technologies relevant to the district’s educational programs and student services;
- Establish and maintain liaisons with business and community representatives as participants in the planning, development and modification of division curriculum and programs;
- Serve as a resource to and collaborate with faculty and staff in developing, coordinating, and evaluating the district’s programs and services;
- Ensure that the district’s educational programs and student services comply with the education code, state and federal regulations, accreditation standards, district policies, contractual agreements, and articulation agreements;
- Promote the appropriate inclusion of students, faculty, and staff in participatory decision-making processes.

**Final Recommendation Authority of Central Committees and Academic Senate**

**College Council**
The College Council makes final recommendations to the Superintendent/President (to review and use to make recommendations to the board of trustees) on district-wide issues that have significant
institutional impact and that are not within the authority of Planning and Budget or the Academic Senate. College Council also has specific authority to make recommendations on the following:

- Review and support the initiation of institution-wide proposals and new board policy proposals or updates.
- Development of and/or revisions to existing district-wide committees;
- Annual faculty hiring prioritization;
- New program development (College Council recommends new programs to Planning and Budget for financial viability); and
- Program revitalization, suspension, and/or discontinuance.

Planning and Budget Committee
The Planning and Budget Committee makes final recommendations to the Superintendent/President (to review and use to make recommendations to the board of trustees) on budget and institutional planning items. These items specifically include:

- SLOCCCD Educational and Facilities Master Plans;
- The development and review of the annual operating budget;
- The budget income and expenditure assumptions;
- Contingency reduction plans for addressing shortfalls;
- The proposed final budget including any modifications that were made based on funding changes;
- Augmentations and shortfalls that occur during the year that may impact commitments and/or unmet needs;
- Levels of funding for all employee positions and non-instructional equipment, capital outlay projects, etc.; and
- Annual enrollment targets.

Academic Senate
Academic Senate makes final recommendations directly to the board of trustees on academic and professional matters on which the board should “rely primarily” or “mutual agree” (identified in Board Policy 2305).

Role and Authority of the Superintendent/President
The Superintendent/President receives recommendations from Central Committees, which he or she has the authority to forward to the board of trustees. Furthermore, the Superintendent/President has the full responsibility and authority to implement and administer board policies and administrative procedures. The board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action (see BP 2430).
Role and Authority of the San Luis Obispo County College District Board of Trustees

The board of trustees receives recommendations forwarded to it by the Superintendent/President and/or the academic senate. The board may adopt board policies as are authorized by law, as rules prescribed by the Board of Governors, or as determined by the board to be necessary for the operation of the district (see BP 2410). The board also approves other documents as need be when recommendations are received from the Superintendent/President or from the academic senate.

Recommendations on “rely primarily” areas by the academic senate will normally be accepted and only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. If a recommendation in these areas is not accepted by the board of trustees, the board of trustees or the Superintendent/President as the board’s designee shall promptly communicate the reasons in writing to the academic senate upon request.

Policies of the board may be adopted, revised, updated, or amended at any regular board meeting following a second reading by a majority vote of the trustees after appropriate consultation with various campus constituencies as provided for under the district handbooklines of participatory governance established in Board Policy 2305 and in California Educational Code.
Best Practices for Participatory Governance Committees

A clear practice for committee work is necessary so members understand why their work is important to the institution and how their work fits into the district mission and institutional goals and objectives.

Running Effective Meetings—Start and end on time! Make a clear commitment to stay on topic and follow the agenda. Encourage participation of all members and allow time for valuable discussion. Take your own notes and encourage others to do so as well. Include time on the agenda for a meeting recap: what was accomplished, what remains to be done, and what subsequent actions are to be taken by the committee members.

Chair Roles & Responsibilities

- Prepare and distribute the agenda at least 72 hours before the meeting.
- Report on the status of action items.
- Hold meetings on a regular basis.
- Maintain files of committee minutes and distribute to members of the committee.
- Attend all committee meetings or send a substitute as needed.
- Maintain committee group page (agendas, minutes, policies, meetings).
- Set annual initiatives that correspond to the district mission and the Strategic Plan with input from the committee.
- Review the purpose statement of the committee.
- Conduct an annual evaluation of the committee.
- Other responsibilities as specified in collective bargaining agreements.
- Attend related district meetings as needed.
- Convene workgroups and bring their decisions to the committee.
- Lead by example (work ethic).
- Be fully informed and informs fully – ensures all members have the information they need to make informed decisions and take part in discussions.
- Work to build consensus.
- Understand and commit to the mission and institutional goals and objectives of the district as stated in the Educational Master Plan and Strategic Plan.

Calendar – Effective committees create calendars and timelines to carry out their work. These calendars not only ensure timeliness but will help committee members focus on their work and how it overlaps with the work of other committees. These calendars ensure that deadlines will be met and is a body of evidence of the work accomplished to be cited in the institution’s self evaluation.

Agendas— Have a clear purpose for the meeting and communicate that purpose on the agenda. Don’t cram too much into one meeting and consider including time blocks for specific items. This indicates relative importance of items and helps people prioritize. With that in mind, schedule important items early in meeting. Work together with your co-chair (if you have one) to plan the meeting in advance,
and use as a checklist to make sure you have the right documents, people and other resources at the meeting. Circulate the agenda at least 72 hours in advance along with any materials and include a description and proposed outcome for business items. Include the committee purpose statement and the SLOCCCD Mission statement.

Minutes— Designate a committee member to take minutes and use the minutes template. Include:
- listing of members present, members absent, and guests present;
- summaries of reports given;
- decision or action taken on all action items, who is responsible, and when; and

Communication— Circulate minutes to all committee members, chairs of content committees, and the co-chairs of central committees. It is crucial that committee members communicate with various constituencies. Find ways to make this as easy and informative as possible and encourage members to do so.

Absences—Because of the importance of all district constituencies being represented effectively in the shared governance process, members of participatory governance committees are expected to attend all regular meetings.

Setting, Assessing, Analyzing and Reporting on Committee Initiatives—Set clear initiatives to achieve the purpose of the committee. Participate actively in supporting the work of the district outlined in the Educational Master Plan and the Strategic Plan. Assess the effectiveness of your work via surveying committee members, interacting with committees to which you report, and by evaluating the achievement of action steps and outcomes. Submit committee initiatives, mid-year and end-of-year progress reports and annual assessment results and results and analysis of annual assessments to the appropriate central committee or superintendent/president for review and feedback.

Members’ Roles & Responsibilities
- Attend all meetings or send a substitute as needed.
- Come to meetings prepared to participate and carry concerns from the constituent group.
- Read the agenda and the materials thoroughly in advance of the meeting.
- Report back to the constituent group or other district committees the information discussed and actions taken in the committee.
- Listen respectfully to all participants during committee meetings and actively contribute to the meeting.
- Serve on subcommittees and workgroups.
District Committee Initiatives and Reporting 2012-2013

Committees complete annual initiatives, a mid-year report and an end-of-year report that evaluates the committees work for the year.

Timeline:

• In September annual committee initiatives are developed by each committee during the first meeting of the Fall semester. To establish committee initiatives, review the district’s institutional goals and objectives. When appropriate, integrate the institutional goals and objectives into committee initiatives. Committee initiatives need to support integrated planning and the district’s goals when applicable. In January a mid-year report is requested by the Superintendent/President’s office. The mid-year report includes an updated committee roster, updated initiatives, the committee’s progress toward initiatives and other accomplishments.

• In April the end of year report is requested. In addition to the information requested mid-year the committee performs a self-assessment and includes issues the committee proposes for next year (by any committee or organization) and the committee’s recommendations for changing the description or composition of the committee to achieve its initiatives for the upcoming year which are included in the end of year committee report.

• In June the final committee reports are summarized and presented to the Superintendent/President’s Cabinet for review. A summary of cabinet recommendations is added to the end of year report.

• The Superintendent/President sends the report of the committees’ accomplishments, recommendations and self assessment to the Institutional Effectiveness Committee for review.

• The cabinet liaison facilitates committee initiative setting at the first meeting in the Fall semester.
MEMORANDUM

TO: President’s Office
FROM:
DATE:
SUBJECT:

Committee Initiatives for 2012-2013

Instructions: List the committee’s 2012-2013 initiatives.

NOTE: The committee chair (co-chairs) is (are) responsible for completing reports following dialogue with the committee. As a committee, you will be asked to assess progress toward these initiatives on the mid and end of year committee reports. Assessment of the committee’s progress toward initiatives is a critical part of the annual cycle of assessment where outcomes lead to change and improvement.

- Name of the Committee
- Committee Members (chair and liaison noted)

Committee Initiatives as listed on the chart below should correlate with the committee description and may also reflect institutional goals.

<table>
<thead>
<tr>
<th>Committee Initiatives for 2012-2013</th>
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<tbody>
<tr>
<td>Description</td>
</tr>
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</table>

Tips for Setting SMART Initiatives

<table>
<thead>
<tr>
<th>Specific</th>
<th>A single, specific action or event that will take place.</th>
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<tbody>
<tr>
<td>Measurable</td>
<td>Quantifiable. How will you know the initiative is completed?</td>
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<tr>
<td>Attainable</td>
<td>Given available resources including human capacity and budget, is the initiative attainable?</td>
</tr>
<tr>
<td>Relevant</td>
<td>Relates to the committee’s charge and District institutional goals and strategies.</td>
</tr>
<tr>
<td>Time-specific</td>
<td>Specify the time period by which it will be accomplished.</td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: President’s Office

FROM: 

DATE: 

SUBJECT: Committee Mid Year Report for 2012-2013

Instructions: Describe the committee’s Fall 2012 accomplishments and identify additional initiatives for Spring 2013 if applicable. Indicate for each initiative whether it has been completed or is in progress.

NOTE: The committee chair (co-chairs) is (are) responsible for completing reports following dialogue with the committee. Assessment of the committee’s progress toward initiatives is a critical part of the annual cycle of assessment where outcomes lead to change and improvement.

- Name of the Committee

- Committee Members (chair and liaison noted)

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Completed</th>
<th>In Progress</th>
<th>Accomplishments</th>
</tr>
</thead>
<tbody>
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MEMORANDUM

TO: President’s Office
FROM:
DATE:
SUBJECT: Committee End-of-Year Report for 2012-2013

Instructions: Update the committee’s accomplishments for the 2012-2013 year. Complete the self-assessment. Make recommendations for 2013-2014 for this or other committees.

NOTE: The committee chair (co-chairs) is (are) responsible for completing reports following dialogue with the committee. Assessment of the committee’s progress toward initiatives is a critical part of the annual cycle of assessment where outcomes lead to change and improvement.

- Name of the Committee

- Committee Members (chair and liaison noted)

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Completed</th>
<th>Carried Forward</th>
<th>Will Not Pursue</th>
<th>Status Description</th>
</tr>
</thead>
<tbody>
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Self Assessment

• To what degree has the committee met its roles and responsibilities?

• How could the committee improve its effectiveness in regard to meeting its roles and responsibilities?

• How effective was the committee in completing its initiatives?

• How might the committee improve its effectiveness in regard to accomplishing its initiatives?

• What resources are needed to assist the committee in achieving its initiatives?

• List the committee’s recommendations for changing the description or composition of the committee to achieve its initiatives addressed for next year.

Recommendations

• What topics should be addressed by this committee next year?

• Are there any additional roles or responsibilities this committee should be addressing?

• What issues, initiatives or work has the committee identified that other committee(s) and/or departments should address next year?