



CUESTA COLLEGE

PARTICIPATORY GOVERNANCE:

DECISION-MAKING AND COMMITTEE

# HANDBOOK

2019

San Luis Obispo County  
Community College District

# **PARTICIPATORY GOVERNANCE: DECISION-MAKING AND COMMITTEE HANDBOOK 2019**

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San Luis Obispo County Community College District

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# **San Luis Obispo County Community College District Mission, Vision, and Values**

## **Mission**

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.

Through innovative and challenging opportunities, Cuesta College enhances lives by promoting cultural, intellectual, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

## **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 – Excellence

*Revised by BOT: 12/2015  
Reviewed by BOT: 6/2019*

## Introduction

This handbook describes the relationships, roles, and responsibilities, as well as the authority of San Luis Obispo County Community College District (SLOCCCD) committees and stakeholder groups. This handbook also explains how decisions are made in the SLOCCCD with the goal of improving effectiveness, communication, and trust across the district. Decision-making processes reflect the mechanisms by which the district ensures there are opportunities for meaningful collaboration and that the voices of constituent groups are heard in making decisions that have an institutional impact. The 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 following: 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 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.

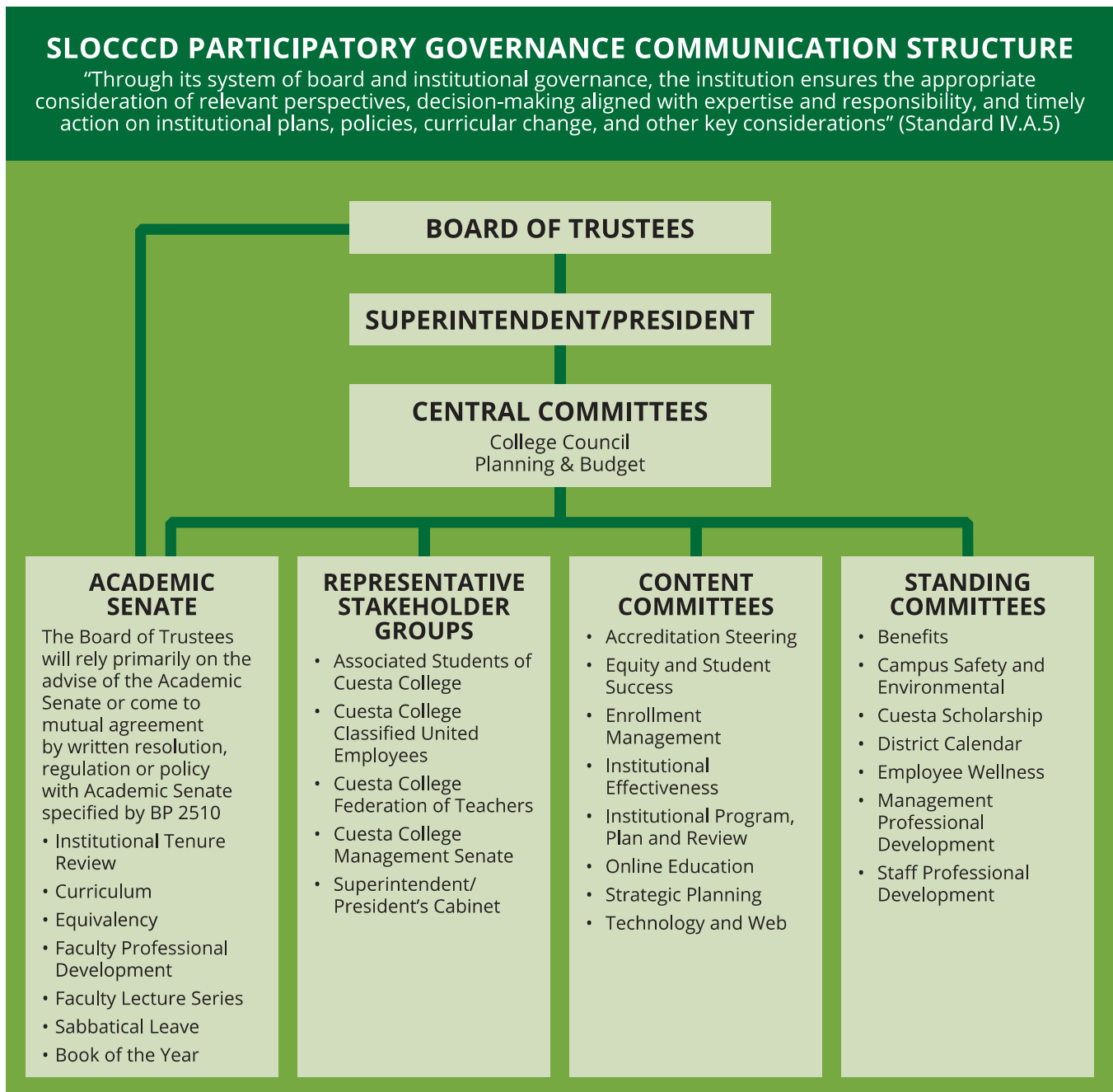
This handbook delineates the processes by which recommendations to the SLOCCCD Board of Trustees and Superintendent/President are developed by describing:

- 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 and stakeholder groups;
  - The relationships and workflow between committees and stakeholder groups;
  - 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 processes for committees, including evaluating the roles and responsibilities, composition, and effectiveness of committees.

**Figure 1: SLOCCCD Participatory Governance Communication Structure**

The figure below illustrates the governance and communication structure between and among SLOCCCD committees and stakeholder groups.



## **Committee Structure**

The committee structure of the SLOCCCD is grounded by the district's mission and is focused on achieving institutional effectiveness and student success. The district's committee structure ensures compliance for participatory governance as stated in AB 1725, Title 5 regulations, and the California Education Code, and offers opportunities for individuals to learn more about and participate in governance and decision-making in the district. The district's Committee Membership List is published annually and is made available on the Cuesta College website accreditation page under the governance link and posted on SharePoint.

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 ACCJC gives dialogue a central place in the district's focus on institutional effectiveness, participatory governance, and student learning. The Guide to Institutional Self-Evaluation, Improvement, and Peer Review states, "Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation."<sup>1</sup> The work and actions of the SLOCCCD committees support student learning, planning, resource allocation decisions, and ongoing improvement for the short- and long-term sustainability of the district.

## **The Board of Trustees**

The most important responsibility of the Board of Trustees "is to make good policy, which then provides guidance for college staff. Policy is defined as broad statements that set the general direction and standards for acceptable practice."<sup>2</sup> In addition, the Board of Trustees "must provide leadership for the mission of the college to provide access, promote equity, and ensure that students are successful. They ensure that strategic and educational plans support what is needed for students and the community."<sup>2</sup> The Board of Trustees is also responsible to "monitor adherence to the legal, ethical and prudent expectations defined in policy related to college operations."<sup>2</sup> The Board of Trustees acts upon recommendations made by the Superintendent/President and/or the Academic Senate Council as established by Title 5, the California Education Code, and Board Policy 2510.

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<sup>1</sup> Guide to Institutional Self-Evaluation, Improvement, and Peer Review, ACCJC, September 2018, page 98.

<sup>2</sup> Trustee Handbook, Community College League of California, pages 23, 25.

## **Central Committees**

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

Central committees have final recommendation authority over specified district-wide matters unless otherwise prescribed by the California Education Code, collective bargaining agreements, board policy, or other legally binding statutes. To clarify, central committee recommendations shall not override the authority of the Academic Senate Council or the collective bargaining organizations. Additionally, these committees are advisory to other committees, the Superintendent/President, and/or the Board of Trustees.

Each central 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 both central committees. Determination of process is based on the committee's description. It is expected that these committees will work in a synergistic and complimentary manner. For example, any item that has a fiscal impact should be agendaized by the Planning and Budget Committee 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, plans, and priorities;
- Communicate proposed board policies, administrative procedures, and 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 to the Planning and Budget Committee and the Academic Senate Council;
- Review proposals for program revitalization, suspension, and/or discontinuance for approval (the administrative procedure for Program Revitalization, Suspension, and/or Discontinuance is the purview and responsibility of the Academic Senate Council in consultation with the collective bargaining agent due to its focus on instructional programs, see Administrative Procedure 4021);
- Approve new college-wide committees and revisions to existing college-wide committees;
- Establish appropriate timelines to complete tasks and make recommendations; and
- Disseminate information and decisions to constituencies in a timely manner.

### **Planning and Budget Committee**

The role of the Planning and Budget Committee is to ensure that the district's budget supports the district's 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 master plan and the facilities master plan. 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:

- Develop budget income and expenditure assumptions;
- Develop expenditure options given increased funding and contingency reduction plans for addressing shortfalls;
- Develop prioritized lists of funding requests using the Resource Allocation Rubric;
- 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, classified, and management positions, instructional and non-instructional equipment, capital outlay projects, etc., as developed by the Superintendent/President's Cabinet, College Council, or other designated groups;
- Evaluate the district's planning and decision-making processes and prepare the Planning and Decision-Making Assessment Report per the Integrated Planning Cycle;
- 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 expertise in matters that have district-wide or specific stakeholder impact. Through formal reporting lines, each of the content committees informs the work of one or more central committees.

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. For example, 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 stakeholder groups to address items that may impact negotiated elements or the work of those committees.

The Content Committees are:

- Accreditation Steering
- Equity and Student Success
- Enrollment Management
- Institutional Effectiveness
- Institutional Program, Plan and Review
- Online Education
- Strategic Planning
- Technology and Web

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, setting agendas, and tracking 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 Cuesta Scholarship Committee or the Employee 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 address other institutional functions like employee wellness and professional development. The standing committees report back to their respective stakeholder groups or departments.

The Standing Committees are:

- Benefits
- Campus Safety and Environmental
- Cuesta Scholarship
- District Calendar
- Employee Wellness
- Management Professional Development
- Staff Professional Development

## **Stakeholder Groups**

Stakeholder groups work within the totality of the district committee structure but derive their authority from agreements beyond the committee structure itself, such as a collective bargaining agreement with the district, Title 5 regulations, the California Education Code, and/or board policy that gives them purview over certain matters. Stakeholder groups may have subcommittees that support the work of the group as a whole.

In addition to serving their stakeholders, stakeholder group leaders have the important role of appointing members to serve on content and central committees as representatives of the stakeholder group. 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 stakeholder group. Members of stakeholder groups may also be appointed to serve on joint task forces or other groups designed to address institutional issues.

The representative stakeholder groups are:

- Associated Students of Cuesta College
- Cuesta College Classified United Employees
- Cuesta College Federation of Teachers
- Cuesta College Management Senate
- Superintendent/President's Cabinet

The Committee Membership List contains detailed descriptions and compositions of committees and stakeholder groups. The Committee Membership List is published annually and is made available on the Cuesta College website accreditation page under the governance link and posted on SharePoint.

### **Ad hoc Subcommittees or Groups**

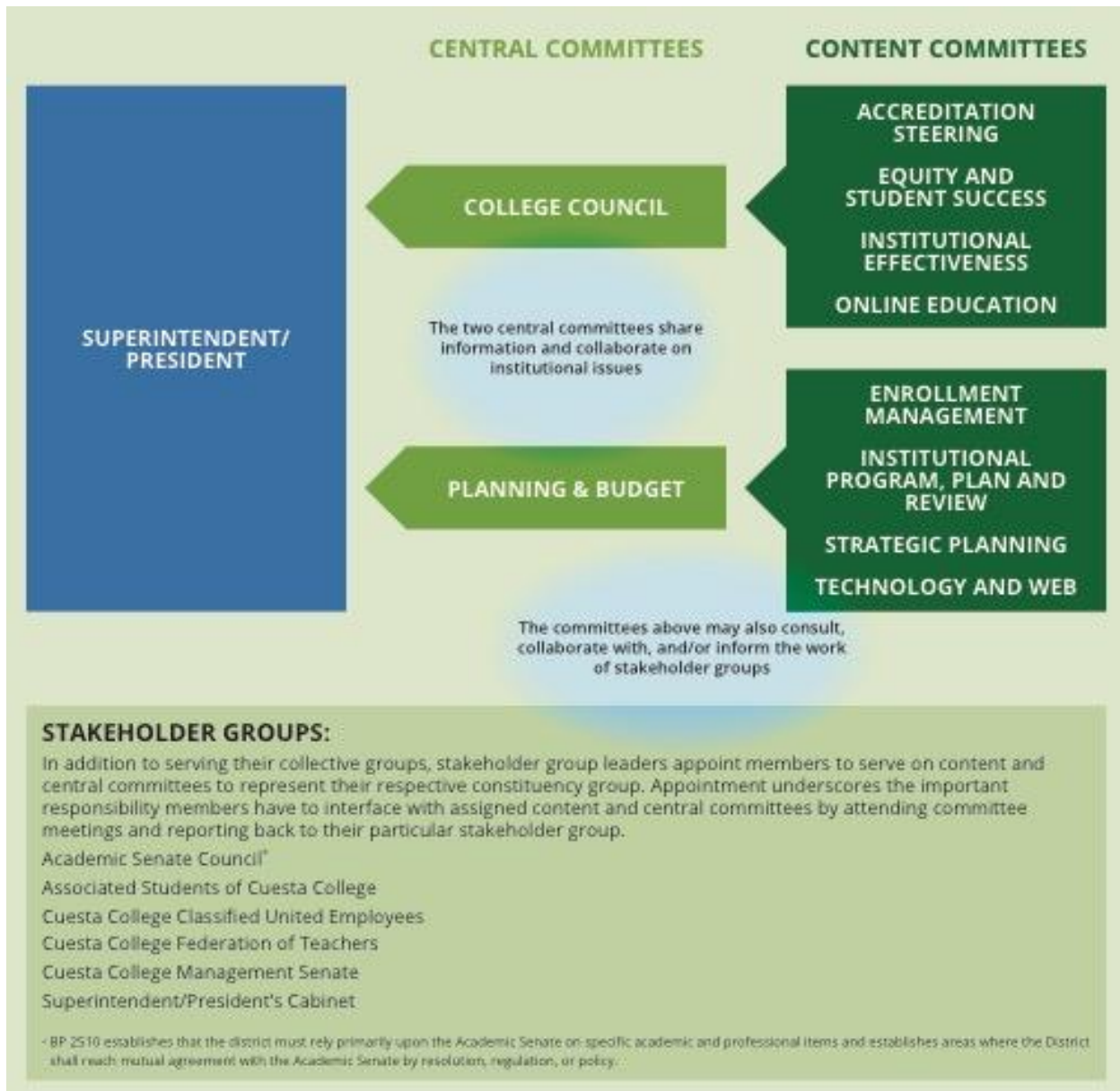
One way to increase the effectiveness of all committees is to assign work to smaller groups composed of committee and/or non-committee members. These subcommittees or groups are directed by the larger committee and are brought together to focus on determined, time- specific, or ad hoc tasks.

### **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. The task force ends when the work of the task force is complete.

**Figure 2: Participatory Governance Committee Relationships and Workflow**

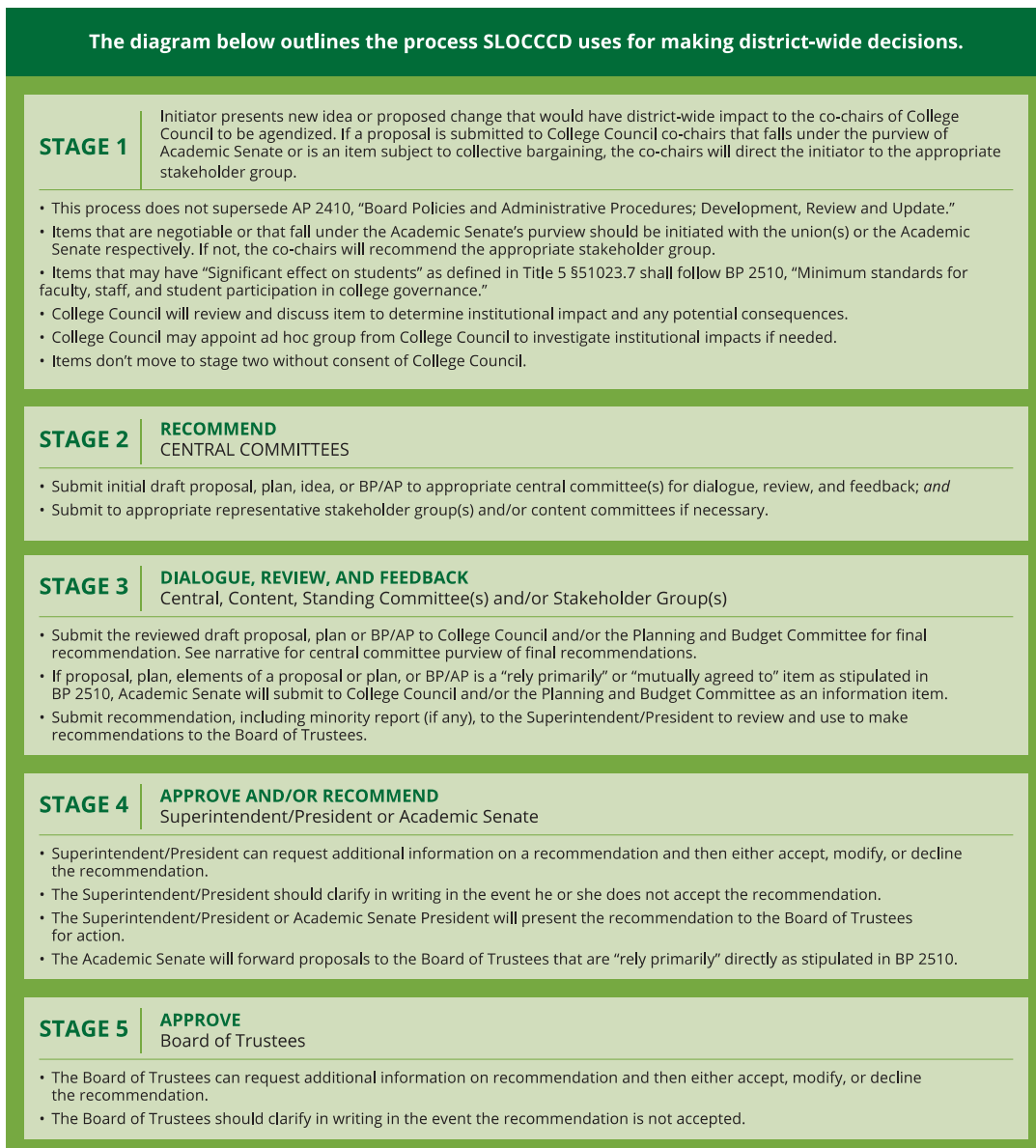
The diagram below shows the relationships and workflow between participatory governance committees. The structure directs content committee work to a central committee in order to inform and facilitate action and reflective dialogue. In support of the district’s mission and strategic plan, content committee 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.



### Figure 3: SLOCCCD Decision-Making Process

“Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation”. (ACCJC Standard IV.A.1)

The SLOCCCD decision-making process is connected to the integrated planning processes, which link to one another in a cycle of evaluation, development of goals and objectives, resource allocation, plan implementation, and reevaluation. It is through the regular sequence of these planning practices that the district assesses institutional effectiveness and uses those assessments to continually improve the district’s services to students.



### **Decision-Making Process**

The decision-making process is a five-step process. If the initiator or group is aware that an idea, plan, or policy falls under the purview of the Academic Senate Council, or collective bargaining units, the proposal should first be brought to the appropriate stakeholder group for discussion. When an individual or group proposes an idea, plan, or policy that would have district-wide impact, the process is to submit and present a preliminary proposal to the College Council co- chairs, who will review it for inclusion on the agenda. In the event that a proposal is submitted to the College Council co-chairs that falls under the purview of the Academic Senate Council or is an item subject to collective bargaining, the College Council co-chairs will direct the initiator to the appropriate stakeholder group. This initial dialogue helps to bring information to the district as a whole and helps the initiator determine an effective path to bring the idea or policy to implementation.

Questions to ask when developing an initial proposal:

- Does this have district-wide or campus-level impact? If yes, go to the appropriate central committee(s).
- Does this have negotiated pieces? If yes, inform the correct stakeholder group(s).
- Does this pertain to academic and professional matters as described in BP 2510? If yes, contact the Academic Senate Council President.
- Is there a student interest? If yes, contact the Associated Students of Cuesta College.
- Does this impact another committee? If yes, 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 and Authority in Decision-Making**

Members of the SLOCCCD 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 stakeholder group as outlined below is derived from the California Code of Regulations, SLOCCCD board policies, the Academic Senate Council constitution 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 in committee as well as in the processes for developing recommendations that have or will have a significant impact on faculty. For purposes of district governance, faculty members are represented by the Academic Senate Council. SLOCCCD's Academic Senate Council and leadership 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:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Educational program development;
- Standards or policies regarding student preparation and success;
- District governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports;
- Policies for faculty professional development activities;
- Processes for program review;
- Processes for institutional planning and budget development; and
- Other academic and professional matters mutually agreed upon between the Board of Trustees and the Academic Senate Council.

The SLOCCCD Board of Trustees agrees in Board Policy 2510 to “function with the district’s Academic Senate Council” in academic and professional matters by use of “rely primarily” or “mutual agreement.” The areas of “rely primarily” include:

- Curriculum, including prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Standards or policies regarding student preparation and success;
- District governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation process, including the Institutional Self-Evaluation Report and annual reports; and
- Policies for faculty professional development activities.

For matters that concern the above “rely primarily” areas, the Board of Trustees must ordinarily accept the Academic Senate Council’s recommendations; exceptions to this acceptance are detailed in BP 2510.



If the Board of Trustees does not accept the recommendation, a written explanation must be provided to the Academic Senate Council upon request.

In the areas of “mutual agreement,” the Academic Senate Council and the administration work in good faith to reach agreement on academic and professional matters. The areas of “mutual agreement” include:

- Educational program development;
- Processes for program review;
- Processes for institutional planning and budget development; and
- Other academic and professional matters as agreed upon.

In instances where “mutual agreement” with the Academic Senate Council is not reached, decisions made by the Board of Trustees will be based on a clear and substantive rationale that puts the explanation for the decision in an accurate, appropriate, and relevant context.

For purposes of collective bargaining, faculty members are represented in collective bargaining by the Cuesta College Federation of Teachers (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 Council is responsible for professional and academic matters, while the Cuesta College 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 2510 that recommendations and positions developed by classified staff are given every reasonable consideration prior to the Board of Trustees acting 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**

Associated Students of Cuesta College (ASCC) is recognized by the district as the representative body of the students. In its role representing all students, the ASCC offers opinions and makes recommendations through the district’s committee structure. They do so within the guidelines of state law and in support of the purview of the Academic Senate Council. The ASCC offers its opinion and 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<sup>1</sup>:

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<sup>1</sup> Title 5 Section 51023.7

- 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 of Trustees determines will have a significant effect on students.

The SLOCCCD Board of Trustees agrees in Board Policy 2510 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 Council consults with the ASCC 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, 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 the 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 California Education Code, state and federal regulations, accreditation standards, district policies, contractual agreements, and articulation agreements; and
- 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**

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 the Planning and Budget Committee or the Academic Senate Council. 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;
- Implementation of annual faculty hiring prioritization process;
- Reviewing and forwarding of new program recommendations approved by the Academic Senate Council to the Planning and Budget Committee for financial viability analysis; and
- Implementation of program revitalization, suspension, and/or discontinuance policies.

### **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:

- The SLOCCCD educational master plan and the facilities master plan;
- 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 that may impact commitments and/or unmet needs; and
- Levels of funding for all employee positions and non-instructional equipment, capital outlay projects, etc.

### **Academic Senate Council**

The Academic Senate Council makes recommendations to the Board of Trustees on academic and professional matters on which the board should “rely primarily” using a standard procedure. The Academic Senate Council President shall provide information to the Superintendent/President or the appropriate Vice President concerning placement of items on the governing board’s agenda. The Academic Senate Council President or designee shall present these recommendations to the governing board for information, action, or both. For “mutual agreement” matters the governing board or its designee and the representatives of the Academic Senate Council shall have the obligation to reach mutual agreement by written resolution, regulation, or policy. In instances where the governing board elects to provide for mutual agreement with the Academic Senate Council, and agreement has not been reached, existing policy shall remain in effect unless continuing with such policy exposes the district to legal liability or causes substantial fiscal hardship. In cases where there is no existing policy to be changed, the governing board may act, after a good faith effort to reach agreement, only for compelling legal, fiscal, or organizational reasons (Board Policy 2510).

### **The Use of a Minority Report**

In the event of a conflict that cannot be resolved with full consensus, a minority report may be produced. A minority report is written by at least two committee members who are in the minority on a particular issue, most notably a policy or proposal that will be forwarded as a recommendation to the Superintendent/President. The report officially states the minority position on the issue that is in contrast to the majority advocating approval. The minority report is forwarded along with the recommendation.

### **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 of Trustees delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board of Trustees and executing all decisions of the Board of Trustees requiring administrative action (see Board Policy 2430).

### **Role and Authority of the San Luis Obispo County College District Board of Trustees**

The SLOCCCD Board of Trustees receives recommendations forwarded to it by the Superintendent/President and/or the Academic Senate Council. The Board of Trustees may adopt board policies as authorized by law, as rules prescribed by the California Community College Board of Governors, or as determined by the Board of Trustees to be necessary for the operation of the district (see Board Policy 2410). The Board of Trustees also approves other documents as need be when recommendations are received from the Superintendent/President or from the Academic Senate Council.

Recommendations on “rely primarily” areas by the Academic Senate Council 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 of Trustees’ designee shall promptly communicate the reasons in writing to the Academic Senate Council upon request.

Policies of the Board of Trustees may be adopted, revised, updated, or amended at any regular Board of Trustees meeting following a second reading by a majority vote of the Board of Trustees after appropriate consultation with various campus constituencies as provided for under the district guidelines of participatory governance established in Board Policy 2510 and the California Education 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 to include what was accomplished, what remains to be done, and what subsequent actions are to be taken by the committee members.

Committee chair roles and responsibilities include:

- Conduct committee orientations annually;
- 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;
- Voting on an action item requires a quorum, which is 50% +1 of the committee membership;
- Maintain committee group page (agendas, minutes, policies, meetings);
- Set annual initiatives, with input from the committee, that correspond to the district mission, educational master plan, and strategic plan;
- 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 inform fully – ensure all members have the information they need to make informed decisions and take part in discussions;
- Work to build consensus; and
- Understand and commit to the mission and institutional goals and objectives of the district as stated in the educational master plan, and the strategic plan.

**Calendars:** 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 the relative importance of items and helps people prioritize. With that in mind, schedule important items early in the 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. Be aware that some members may be attending the meeting from another location (via Polycom or by some other technological means). Include the committee purpose statement and the SLOCCCD mission statement on the agenda.

**Minutes:** Designate a committee member to take minutes and use the minutes template which includes:

- A listing of members present, members absent, and guests present;
- A summary of reports given; and
- Decision or action taken on all action items, who is responsible, and when the task should be completed.

**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, annual assessment results, and results and analysis of annual assessments to the appropriate central committee or the Superintendent/President for review and feedback.

Committee member roles and responsibilities include:

- Attend all meetings or send a substitute as needed;
- Come to meetings prepared to participate and bring forward 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 by the committee;
- Listen respectfully to all participants during committee meetings and actively contribute to the meeting; and
- Serve on subcommittees and workgroups.

### **Committee Initiatives and Reporting**

Committees complete annual initiatives, a mid-year report, and an end-of-year report that evaluates the committee's 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 by the Superintendent/President's office. 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.
- In June, the final committee reports are summarized and presented to the Superintendent/President's Cabinet for review. A summary of the Superintendent/President's Cabinet recommendations is added to the end-of-year report.
- In August, the Superintendent/President sends the report of the committees' accomplishments, recommendations, and self-assessment to the Institutional Effectiveness Committee for review.





SAN LUIS OBISPO COUNTY  
COMMUNITY COLLEGE DISTRICT  
P.O. Box 8106  
San Luis Obispo, California 93403-8106  
(805) 546-3100