



PARTICIPATORY GOVERNANCE: DECISION-MAKING AND COMMITTEE HANDBOOK

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, transfer to four-year institutions, earn certificates or associate degrees, and advance in the workforce.

Through dynamic and challenging learning opportunities, Cuesta College improves lives by promoting cultural, intellectual, and professional growth. We prepare student 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, and Excellence

The San Luis Obispo County Community College District Participatory Governance: Decision-Making and Committee Handbook was developed over a three-year time period and included the work of:

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Academic Senate of Cuesta College
Associated Students of Cuesta College
College Council
Management Senate
Planning and Budget Committee
President's Cabinet

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 stakeholder groups, and 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 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 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.

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.

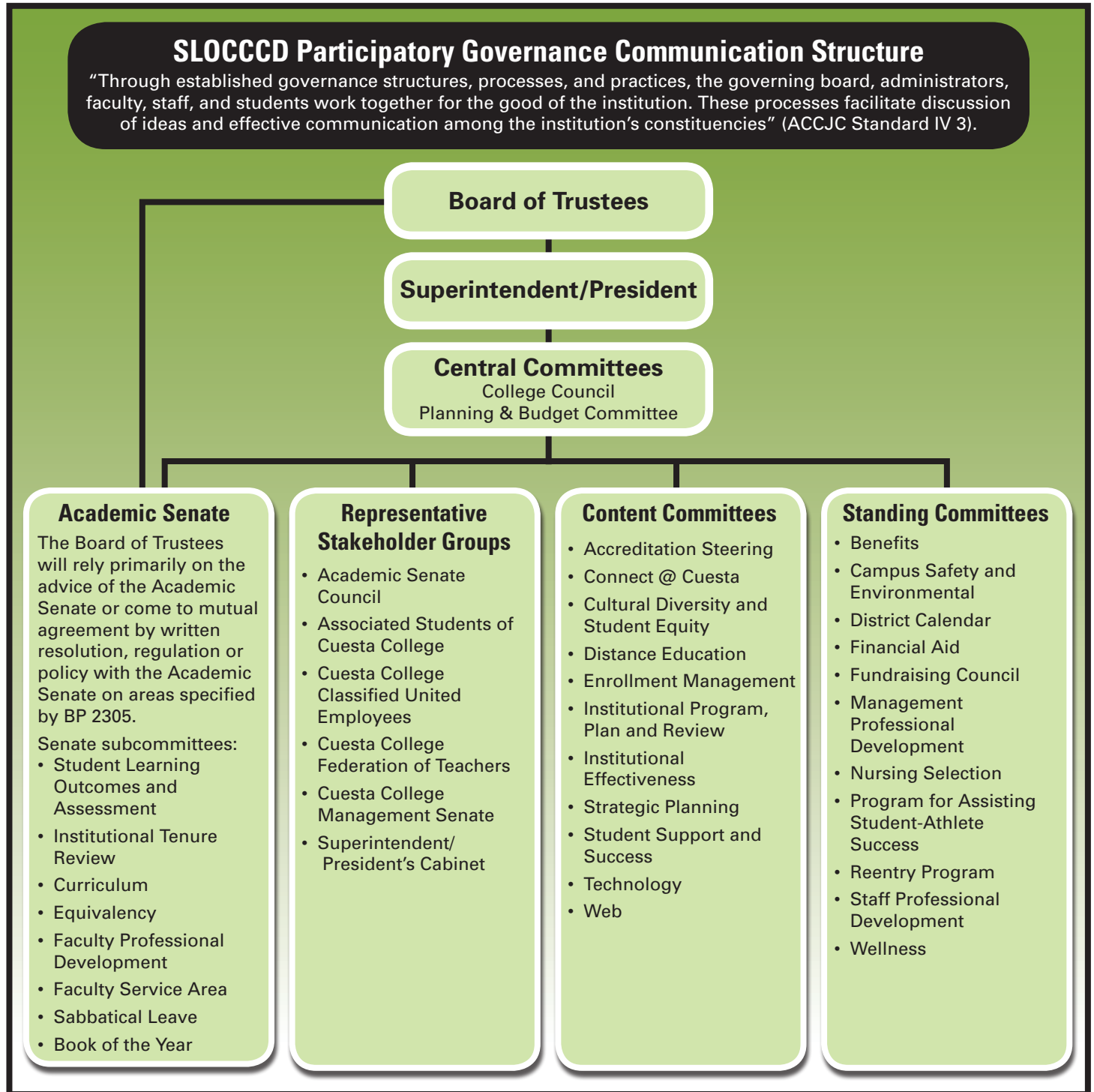
This handbook begins with a description of the SLOCCCD model for decision-making followed by a detailed description of each component in the decision-making model including:

- 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 process for committees, including evaluating the role 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 San Luis Obispo County Community College District committees and stakeholder groups.



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, in Title 5, and in California Education Code, 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.

Central Committees

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

Central Committees have final recommendation authority over specified district-wide matters unless otherwise prescribed by educational 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 or the Collective Bargaining organizations. 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 both 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 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.

¹ Guide to Evaluating Institutions, ACCJC, July 2011, page 5.

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.

The College Council is responsible to:

- Represent the respective governance bodies by making recommendations to the Superintendent/President regarding proposed Board Policies and Administrative 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;
- Initiate and monitor processes for periodic review of the mission statement;
- Provide new program development recommendations to the Academic Senate;
- 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 in consultation with the collective bargaining agent due to its focus on instructional programs. See also BP 4021.);
- 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 mission, Institutional Goals and Institutional 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:

- Develop and monitor completion and implementation of the Educational and Facilities Master Plan;
- Develop and review budget income and expenditure assumptions;
- Develop expenditure options given increased funding and contingency reduction plans for addressing shortfalls;
- Develop prioritized list 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 positions, classified/management positions, instructional and non-instructional equipment, capital outlay projects, etc. as developed by 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
- 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 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 Stakeholder Groups to address items that may impact negotiated elements or the work of those committees.

The Content Committees are:

- Accreditation Steering
- Connect@Cuesta
- Cultural Diversity and Student Equity
- Distance Education
- Enrollment Management
- Institutional Effectiveness
- Institutional Program, Plan and Review
- Strategic Planning
- Student Support and Success
- Technology
- Web

In support of student learning and success, Content Committees are responsible for:

- Alignment of committee's initiatives 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 Institutional 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 report to their respective stakeholder groups or departments.

The Standing Committees are:

- Benefits
- Campus Safety and Environmental
- District Calendar
- Financial Aid
- Fundraising Council
- Management Professional Development
- Nursing Selection
- Program for Assisting Student-Athlete Success
- Reentry Program
- Staff Professional Development
- Wellness

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, 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 Stakeholder Groups 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 committees and Stakeholder Groups can be viewed via SharePoint or through the employee portal, myCuesta.

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 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, Educational Master Plan, 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.

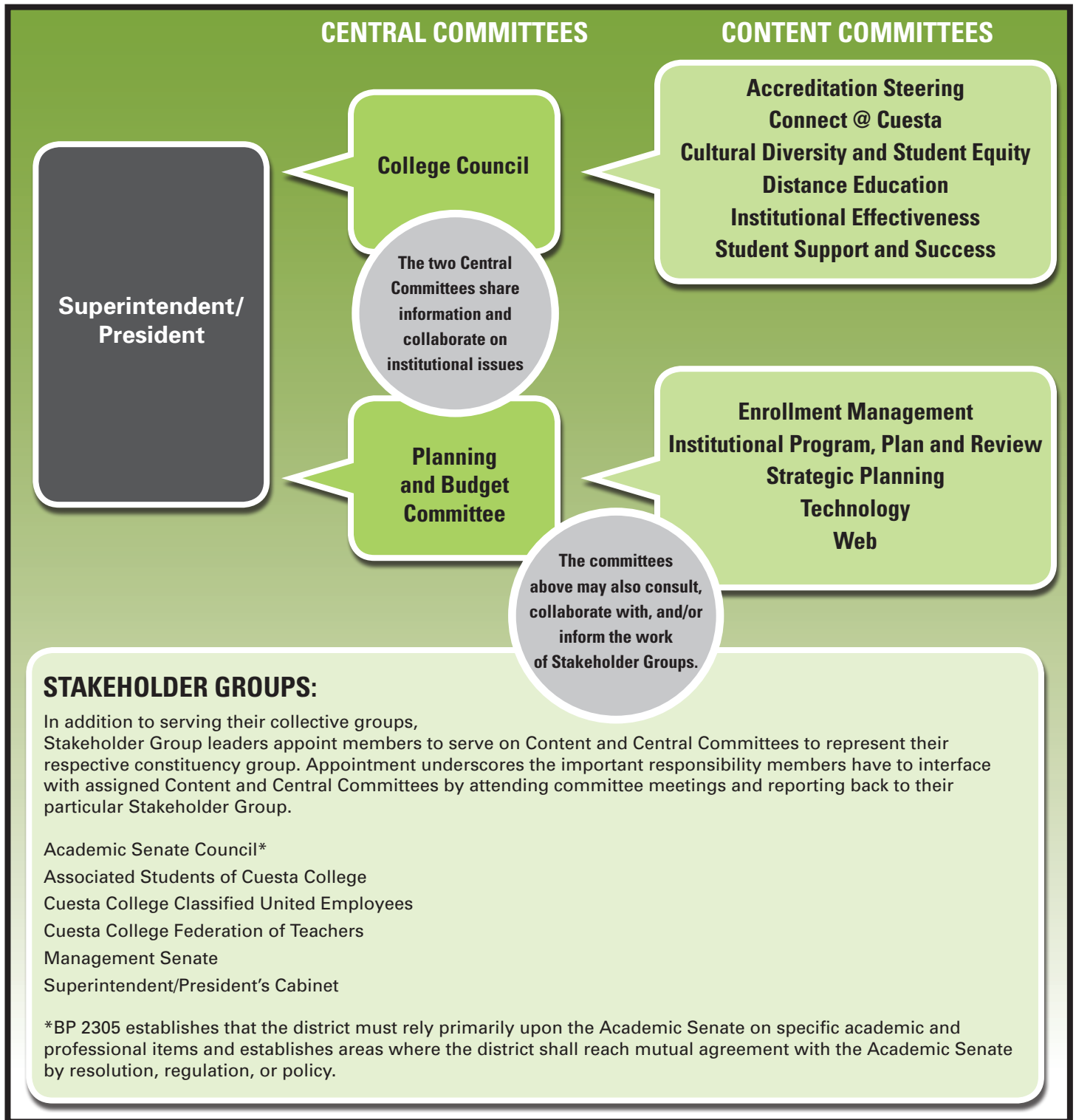


Figure 3: SLOCCCD Decision-Making Process

“Institutional leaders create 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.

Stage 1:

Initiator presents new idea or proposed change that would have district-wide impact to the co-chairs of the College Council to be agendaized. If a proposal is submitted to the College Council co-chairs that falls under the purview of Academic Senate or is an item subject to collective bargaining, the co-chairs will direct the initiator to the appropriate stakeholder group.

- This process does not supersede AP 2410, “Board Policies and Administrative Procedures.”
- Items that are negotiable or that fall under the Academic Senate’s purview should be initiated with the union(s) or the Academic Senate respectively. If not, the co-chairs will recommend the appropriate stakeholder group.
- Items that may have “significant effect on students” as defined in Title 5 §51023.7 shall follow BP 2305.III.B.
- College Council will review and discuss item to determine institutional impact and any potential consequences.
- College Council may appoint an ad hoc group from College Council to investigate institutional impacts if needed.

Stage 2:

Recommend

Central Committees

- Submit initial draft proposal, plan, idea or BP/AP to appropriate Central Committee(s) for dialogue, review and feedback; and
- Submit to appropriate Representative Stakeholder Group(s) and/or Content Committees if necessary.

Stage 3:

Dialogue, Review and Feedback

Central, Content, Standing Committee(s) and/or Stakeholder Group(s)

- 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, elements of a proposal or plan, or BP/AP is a “rely primarily” or “mutually agreed to” item as stipulated in BP 2305, Academic Senate will submit to College Council and/or Planning and Budget Committee as an information item.
- Submit recommendation, including minority report (if any), to the Superintendent/President.

Stage 4:

Approve and / or Recommend

Superintendent/President or Academic Senate

- Superintendent/President can request additional information on a recommendation and then either accept, modify, or decline the recommendation.
- The Superintendent /President should clarify in writing in the event he or she does not accept the recommendation.
- The Superintendent/President or Academic Senate President will present the recommendation to the Board of Trustees for action.
- The Academic Senate will forward proposals to the Board of Trustees that are “rely primarily” directly 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, modify, or decline the recommendation.
- The Board of Trustees should clarify in writing in the event the recommendation is not accepted or is modified.

Decision-Making Process

The decision-making process is a five-step process that begins with initiation at College Council. If the initiator or group is aware that an idea, plan, or policy falls under the purview of the Academic Senate, or collective bargaining units, the proposal should 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 or is an item subject to collective bargaining, the 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 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 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 2305? If so, contact the Academic Senate President.
- 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 Stakeholder Groups 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 stakeholder group as outlined below is derived from the California Code of Regulations, SLOCCCD Board Policies, Academic Senate constitution and by-laws, administrative procedures, job descriptions and district practices,

Role of 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 as established by Title 5, California Educational Code and Board Policy 2305.⁵

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 the 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:

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 use of “rely primarily” or “mutual agreement.” The areas of “rely primarily” include:

1. Curriculum, including prerequisites;
2. Degree and certificate requirements;
3. Grading policies;
4. Standards regarding student preparation and success;
5. District governance structures, as related to faculty roles;
6. Faculty roles and involvement in accreditation process ; and
7. Policies for faculty professional development activities.

For matters that concern the above “rely primarily” areas, the Board must ordinarily accept the Academic Senate’s recommendations; exceptions to this acceptance are detailed in BP 2305. If the Board of Trustees

does not accept the recommendation, a written explanation must be provided to the Academic Senate upon request.

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

In instances where “mutual agreement” with the Academic Senate 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 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 (CCCUE), which operates under a contract negotiated and approved by its members.

Role of Students

The organization, 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 in support of the purview of the Academic Senate. 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:

- 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 Institutional 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; 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

The College Council makes final recommendations to the Superintendent/President (to review and act or 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. 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 full-time faculty hiring prioritization process ;
- Reviewing and forwarding of new program recommendations approved by the Academic Senate to the Planning and Budget Committee for financial viability analysis;
- Implementation of program revitalization, suspension, and/or discontinuance policy; and
- Initiate and monitor processes for periodic review of the mission statement.

Planning and Budget Committee

The Planning and Budget Committee makes final recommendations to the Superintendent/President (to review and act or 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;
- Prioritized list of funding requests using the Resource Allocation Rubric;
- Levels of funding for all employee positions and non-instructional equipment, capital outlay projects, etc.;
- Annual enrollment targets; and
- Planning and Decision-Making Assessment Report.

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).

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 review and revise before forwarding to the Board of Trustees for action. If the Superintendent/President revises a recommendation submitted by a Central Committee, he or she is required to provide the Central Committee written rationale for the revision. The Superintendent/President also 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 California Community College 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 guidelines 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 Institutional 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 Institutional Goals and Institutional Objectives 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; and
- Understand and commit to the mission and Institutional Goals and Institutional 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. 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.

Minutes— Designate a committee member to take minutes and use the minutes template.

Include:

- L-Listing of members present, members absent, and guests present;
- Summaries of reports given; and
- Decision or action taken on all action items, who is responsible, and when.

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; and
- Serve on subcommittees and workgroups.

District Committee Initiatives and Reporting

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 Institutional Objectives. When appropriate, integrate the Institutional Goals and Institutional Objectives into committee initiatives. Committee initiatives need to support integrated planning and the district's Institutional Goals and Institutional Objectives 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.
- 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.
- In August, 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.



SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

MEMORANDUM

TO: President's Office

FROM:

DATE:

SUBJECT:

Committee Initiatives for 2013-2014

Instructions: List the committee's 2013-2014 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 and Institutional Objectives.

Committee Initiatives for 2013-2014	
Description	
Tips for Setting SMART Initiatives	
Specific	A single, specific action or event that will take place.
Measurable	Quantifiable. How will you know the initiative is completed?
Attainable	Given available resources including human capacity and budget, is the initiative attainable?
Relevant	Relates to the committee's charge and district Institutional Goals, Institutional Objectives and strategies.
Time-specific	Specify the time period by which it will be accomplished.



SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

MEMORANDUM

TO: President's Office

FROM:

DATE:

SUBJECT: **Committee Mid Year Report for 2013-2014**

Instructions: Describe the committee's Fall 2013 accomplishments and identify additional initiatives for Spring 2014 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)

Initiatives		Completed	In Progress	Accomplishments
1.		<input type="checkbox"/>	<input type="checkbox"/>	
2.		<input type="checkbox"/>	<input type="checkbox"/>	
3.		<input type="checkbox"/>	<input type="checkbox"/>	
4.		<input type="checkbox"/>	<input type="checkbox"/>	
5.		<input type="checkbox"/>	<input type="checkbox"/>	
6.		<input type="checkbox"/>	<input type="checkbox"/>	
7.		<input type="checkbox"/>	<input type="checkbox"/>	
8.		<input type="checkbox"/>	<input type="checkbox"/>	
9.		<input type="checkbox"/>	<input type="checkbox"/>	
10.		<input type="checkbox"/>	<input type="checkbox"/>	



SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

MEMORANDUM

TO: President's Office

FROM:

DATE:

SUBJECT: **Committee End-of-Year Report for 2013-2014**

Instructions: Update the committee's accomplishments for the 2013-2014 year. Complete the self-assessment. Make recommendations for 2014-2015 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)

	Initiatives	Completed	Carried Forward	Will Not Pursue	Status Description
1.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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?*

San Luis Obispo County Community College District



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