#### **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 agendized 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;

## 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.

# The diagram below outlines the process SLOCCCD uses for making district-wide decisions. Initiator presents new idea or proposed change that would have district-wide impact to the co-chairs of College Council to be agendized. If a proposal is submitted to 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 STAGE 1 stakeholder group. • This process does not supersede AP 2410, "Board Policies and Administrative Procedures; Development, Review and Update." • 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 2510, "Minimum standards for faculty, staff, and student participation in college governance." · College Council will review and discuss item to determine institutional impact and any potential consequences. · College Council may appoint ad hoc group from College Council to investigate institutional impacts if needed. · Items don't move to stage two without consent of College Council. **RECOMMEND** STAGE 2 **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. **DIALOGUE, REVIEW, AND FEEDBACK** STAGE 3 Central, Content, Standing Committee(s) and/or Stakeholder Group(s) · Submit the reviewed draft proposal, plan or BP/AP to College Council and/or the 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 2510, Academic Senate will submit to College Council and/or the Planning and Budget Committee 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. **APPROVE AND/OR RECOMMEND** STAGE 4 Superintendent/President or Academic Senate • Superintendent/President can request additional information on a recommendation and then either accept, modify, or decline • 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 • The Academic Senate will forward proposals to the Board of Trustees that are "rely primarily" directly as stipulated in BP 2510. **APPROVE** STAGE 5 • The Board of Trustees can request additional information on recommendation and then either accept, modify, or decline • The Board of Trustees should clarify in writing in the event the recommendation is not accepted.

### 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.