

## **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.

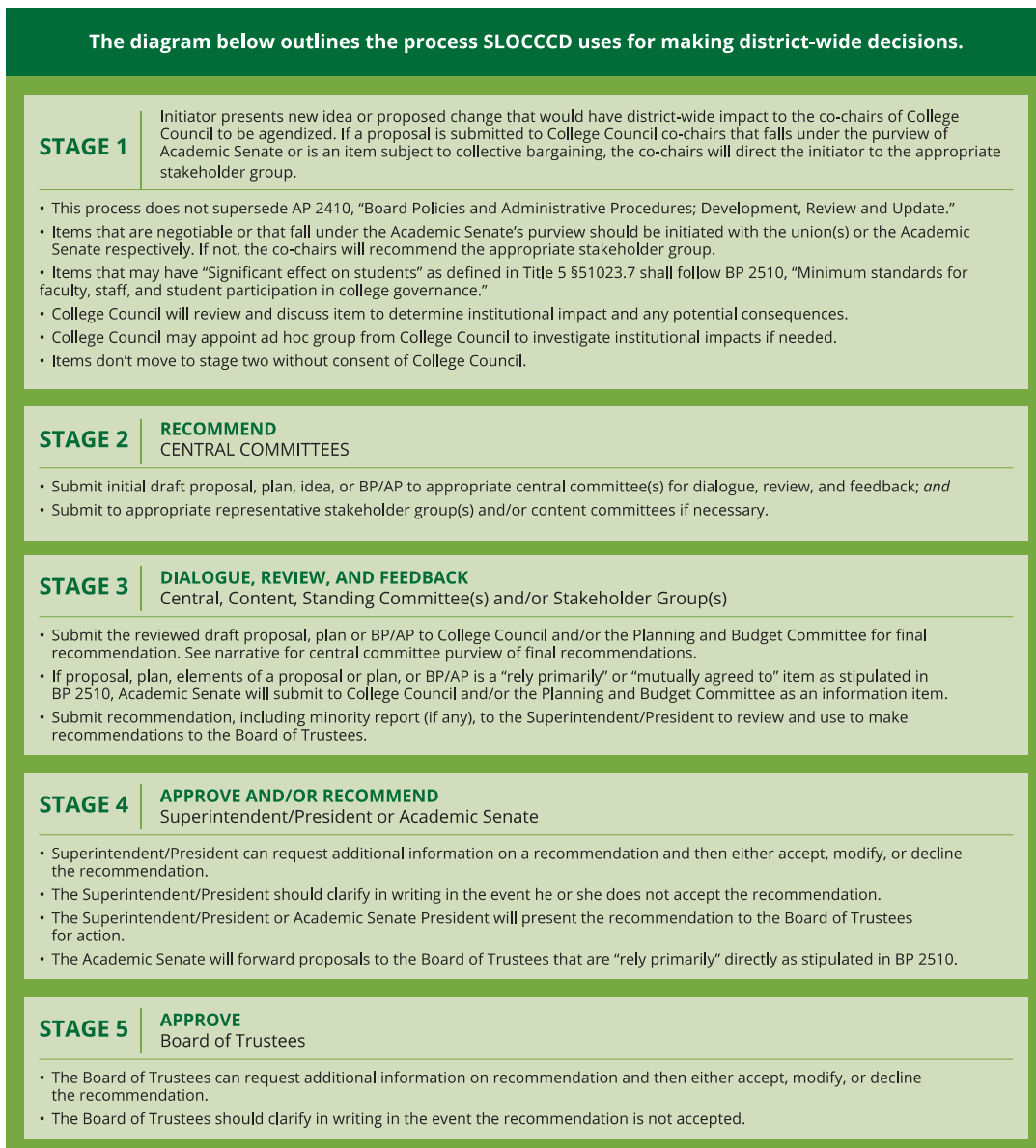
College Council is responsible to:

- 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;

### 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.



## **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.