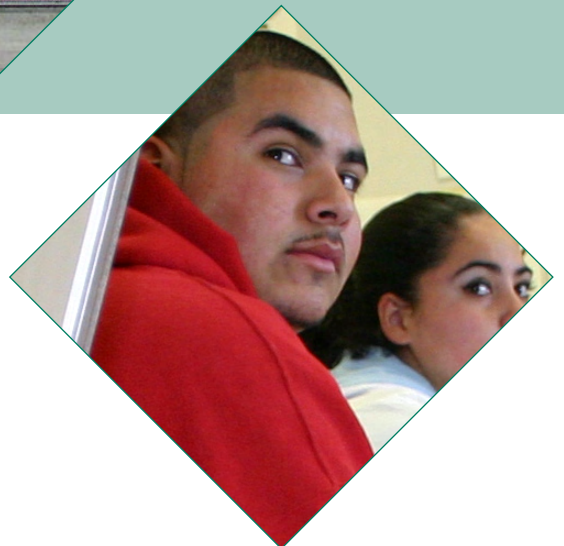
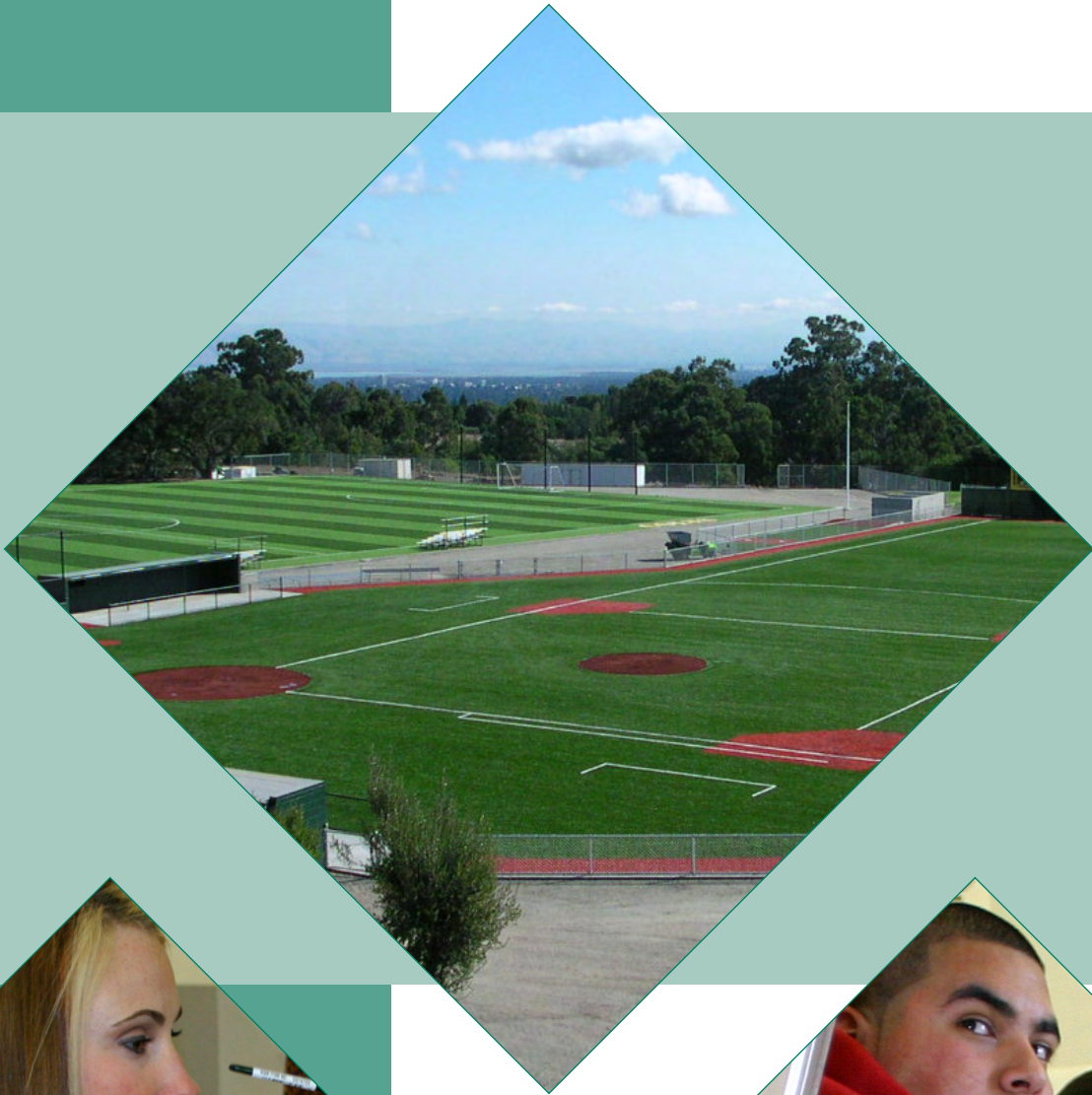


## ▶ Standard IV: Leadership and Governance



## STANDARD IV: LEADERSHIP AND GOVERNANCE

*The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.*

### IV.A. DECISION-MAKING ROLES AND PROCESSES

*The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.*

#### DESCRIPTIVE SUMMARY

Institutional leaders create an environment that encourages participation and leadership at every level. Effectiveness is enhanced through the shared governance process which offers ample opportunity for recognizing, analyzing, and integrating institutional values and goals while focusing on continuous improvement. Students participate through the Associated Students of Cañada College (ASCC), classified staff members through the Classified Senate, and faculty members through the Academic Senate. These three bodies, the California State Employees Association (CSEA), and the administrative team, appoint representatives to institution-wide committees and shared governance bodies on campus.

In February 2007 the Instructional Student Services Council (ISSC) adopted the statement of ethics developed by the Association of California Community College Administrators (1). Additionally, in 1998 the Academic Senate adopted a faculty statement of professional expectations (2).

#### SELF-EVALUATION

Institutional effectiveness is demonstrated by the existence of, and reliance upon, governance bodies—Academic Senate, Classified Senate, Associated Students of Cañada College, College Council, Planning and Budget—that are guided by formal constitutions and bylaws (3, 4, 5, 6, 7).

The 2006 Employee Accreditation Survey results indicate that staff, faculty, and administrators feel a high level of satisfaction in the quantity and nature of their participation regarding identifying values, setting goals, and influencing the learning environment. Almost 62% of the employees surveyed believe that all constituency groups work collab-

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oratively towards the achievement of College goals, while only 11% of employees were dissatisfied. (8)

Although College goals were established in the 2003 Strategic Plan and documented both on the College website and in the College Catalog, it is unclear whether constituency groups refer to established institutional goals when deliberating issues and plans (9).

In addition, while constituency groups have established processes and goals, it does not appear that they have adopted formal ethics statements.

### PLANNING AGENDA

- The Board of Trustees will adopt an Ethic Statement for all employees.

*IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take the 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.*

### DESCRIPTIVE SUMMARY

The College mission, vision, and values statements are posted on the College website and can also be found in the Cañada College Catalog, making them available not only to College students and employees but also to the community at large (10, 11). These statements refer to a participatory environment within which ideas for improvement can be brought forward in order to ensure student success and institutional effectiveness and a commitment to excellence and innovation. All members are encouraged to participate in generating ideas for improvement through constituency groups.

According to the course schedule for spring 2007, the ASCC “serves as a vehicle through which students can recommend and help effect change at their College” (12). Students’ knowledge of how to bring up ideas for improvement to the College community varies greatly depending on how involved they are in governance activities. (13)

Classified staff members have an active leadership group and participate in shared governance bodies and decision making on campus, possessing a strong voice at the College. They contribute to the well-being of the College as a whole by participating in shared governance bodies and

holding many fundraising activities for scholarships that benefit students in need. (14)

Faculty members participate directly through the Academic Senate. The Academic Senate Governing Council consists of elected representatives and faculty participating on College committees and are appointed by the Academic Senate. In May 2003 the SMCCCD Board of Trustees approved a revision to their policies which “delineates the ten areas of academic and professional matters as listed in Title 5, 53200.c; and clarifies the ‘delineation of authority agreement’ between the Board and the Academic Senate by specifying that, in academic and professional matters, the Board will rely primarily on faculty expertise” (15). This formalization of the relationship between the administration and the faculty places responsibility for developing policies regarding curriculum, program development, and academic standards in the hands of the faculty. (16)

Administrators participate on the Instruction and Student Services Council (ISSC). Historically, instruction and student services were administered separately; however, College administrators agreed that it was constructive for the small group of Deans to meet together and work collaboratively. They meet regularly as the ISSC to discuss a range of institutional issues from a cooperative perspective. (17)

College employees discuss ideas for improvement ranging from individual programs to College-wide matters in governance bodies such as those described above. Normally, ideas are introduced within a given constituency and then brought forward by their representatives in shared governance bodies. Ideas for improvement can be taken to different governance bodies for consideration, and on occasion ad-hoc committees are formed if necessary. The Academic Integrity Committee, a subcommittee of the Academic Senate, is an example of the latter. It developed a new Academic Integrity Policy defining academic integrity, listing possible violations to the policy and establishing the process to be followed when a violation occurs (18). This policy was ratified by the College Council

Faculty, staff, students, and administrative leaders have created governance structures that define participation of all constituent groups and encourage deliberation. The College Council is the shared governance body charged with advising the President of the College on College-wide issues such as policies and planning. The twenty voting members in the College Council—six students, six classified staff members, six faculty members, and two administrators, with the College President and the President of the Academic Senate as ex-officio members—represent all College constituencies. Any member of the College community can

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suggest an item for consideration in the College Council agenda by filling out an Agenda Request Form and asking a member of the College Council to sponsor the request. College Council members not only represent their constituencies but also act in the best interest of the College as a whole. College Council members report back to their constituent groups and get input from them on major decisions. Faculty and staff hiring processes illustrate how this governance structure works (19, 20). The Administrative Council appoints Deans to the College Council.

The institution supports innovation and excellence through limited professional development funds including the President's Fund for Innovation and the Trustee's Fund for Program Improvement. The E-zine web-based college magazine, scheduled for fall 2007, showcasing prose, poetry, art, photography, music, and digital media, is an example project supported by the President's Innovation Fund.

Another example of innovation that has come from strong faculty leadership is the development of a unique 3D Animation and Video Game Art Program, a comprehensive program that puts equal emphasis on the artistic and the technical side of 3D modeling and animation. With partial funding from the Trustees Fund for Program Improvement, faculty in the Multimedia Department created a certificate and degree program that is unique at the community college level. (21)

### SELF-EVALUATION

The number of committees and opportunities for participation in governance and decision making has flourished over the past few years. While this is good for the inclusion of all perspectives, the responsibility of participating can be overwhelming given the relatively small number of staff, faculty, and administrators available. Currently there are 66 permanent fulltime and parttime classified staff, 57 fulltime faculty, and 8 administrators.

Providing adequate professional development funding for employees is essential to the improvement of academic practices, programs, and services. Funding for professional development has dwindled over the past few years as the state has reduced funding and local contract negotiations have not yielded increased allocations. While the College is committed to supporting innovation, staff and faculty feel constrained by fiscal limitations. Both the Classified Senate and the Academic Senate have discussed the limited resources to support professional development opportunities for their members, including insufficient funds to hold annual retreats and to support travel. (22)



In an interview with ASCC members, student leaders acknowledge that participation in College governance can be a valuable part of a student's educational experience, and while some students find that their participation in governance allows them to better understand the College system, giving them an opportunity to develop leadership and public speaking skills and helping them find their voice, they state that participation can be time consuming. (23)

Results from 2006 Employee Accreditation Survey that are relevant to the question of an environment of excellence and collaborative decision making include the following (24):

- 87% agreed or strongly agreed that, "Cañada actively works toward fulfilling its vision and mission";
- 75% agreed or strongly agreed with the statement, "I am encouraged to be creative and come up with new ideas and improvements";
- 60% agreed or strongly agreed that, "A consultative planning process is used to identify needed areas of improvement";
- 78% agreed or strongly agreed with the statement, "My ideas for improving my unit are taken seriously";
- 77% agreed or strongly agreed with the statement, "I am satisfied with the amount of opportunity I have to participate in college-wide planning."

#### PLANNING AGENDA

- Pursue increased funding for professional development opportunities for all employees;
- Evaluate the shared governance process and committee obligation to see where committees could be combined, eliminated, or organized more efficiently.

*IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.*

#### DESCRIPTIVE SUMMARY

The shared governance system at Cañada College consists of two broad-based committees and working groups: College Council and the Planning and Budget Committee, a subcommittee of College Council. Each shared governance body, has a constitution which describes its

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role, responsibilities, and membership. The Academic Senate Governing Council and its subcommittees, Classified Senate, and Associated Students of Cañada College are senates that contribute to the decision-making process, and members of each senate are included in the two major shared governance committees. Most of the individual senates have a constitution. The governance flow chart delineates the shared governance committees and the process by which decisions are made collaboratively.

Cañada College encourages the full participation of all constituency groups in decision making regarding instruction, student services, and planning and budget through the process of shared governance (25).

In 1993 the Governing Board agreed to rely primarily upon the Academic Senate for academic and professional matters and the Academic Senate Governing Council assumed these responsibilities (26, 27, 28). California law also directs that students, classified staff, and administrators play an advisory role in College matters, and they do so, respectively, through the Classified Senate (29), the Associated Students of Cañada College, and the Instruction Student Services Council.

### SELF-EVALUATION

The renaissance of the Planning and Budget Committee has led to a welcome increase in collaborative and transparent constituency-based decision making at the College. The use of quality data to make fiscal decisions in a shared governance setting is central to engendering the trust that has developed (30). Under the leadership of the current President, the expectation of consultation at every level and the participation by every constituency has been strengthened. Responses to the following 2006 Employee Accreditation Survey statements underscore this point: 62% agreed or strongly agreed that, “All groups work collaboratively towards the achievement of college goals,” and 60% agreed or strongly agreed that, “Results of college goals are regularly shared with campus constituencies” (31).

### PLANNING AGENDA

None at this time.

*IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.*

**DESCRIPTIVE SUMMARY**

Faculty and staff have clearly defined roles in institutional policy, planning, and budgeting processes. The membership of the College Council consists of administrators, faculty, staff, and students. The College Council co-chairs are representatives from the Academic Senate and Classified Council (32). Planning and Budget membership includes a faculty and classified co-chair (Presidents of the Academic and Classified Senates), administrators (two Vice Presidents), a faculty representative from AFT, a classified representative from CSEA and two student members from ASCC. Additionally, the President, the Business Officer, and the College Researcher have ex-officio membership.

The Academic Senate, consistent with AB 1725, appoints all faculty members to shared governance committees; the Classified Senate and CSEA appoint all classified members to the shared governance committees; and the Associated Students of Cañada College appoints student members to shared governance committees. Administrators are appointed to governance committees by Administrative Council.

Roles are further defined by negotiated contracts with three bargaining units. AFSCME Local 829, Council 57 and CSEA Chapter 33 are the bargaining agents for classified employees. The AFT Local 1493 is the bargaining agent for faculty. The units negotiate with the District on compensation, benefits, and working conditions (33). Administrators and Confidential/Supervisory employees are not represented by unions at the College or in the District.

As directed by Title V, Section 51023.7, students have the opportunity to participate in matters of governance at the College via the Associated Students of Cañada College. Students have membership on all multi-constituent shared governance committees (and, as needed, ad-hoc committees) and are granted the same rights and privileges as other committee members. (34)

**SELF-EVALUATION**

Elected student leaders were interviewed during fall 2006 and spring 2007. These students expressed their desire for expanded opportunities and training to develop their leadership skills and their understanding of Title 5 student governance rights and responsibilities.

The 2006 Employee Accreditation Survey indicated that 75% of those surveyed feel that the role of staff in shared governance is clearly stated and publicized. Furthermore, the students were asked to rate (using a 7-point Likert scale) if there were sufficient opportunities to participate in governance activities. Students rated their satisfaction as 4.98, indi-



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cating that they are “satisfied” with their opportunities to participate in governance. (35)

### PLANNING AGENDA

- Review existing systems which provide orientation and leadership training to student leaders;
- Develop Meet and Confer working condition representation for Confidential/Supervisory employees and administrators who are not represented by collective bargaining agents.

*IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*

### DESCRIPTIVE SUMMARY

The Academic Senate is responsible for academic and professional matters that deal with curriculum, articulation, matriculation, and hiring. Title V, Section 53200 via Board Policy 2.06 and the Senate constitution define Academic Senate functions (36, 37). All faculty teaching 3 units per semester or more are members of the Academic Senate. The Academic Senate Governing Council, which meets bimonthly during the academic year, consists of officers elected by the body as a whole and elected division representatives. The Senate President regularly meets with the College President. The Senate President and Vice President are members of the District Academic Senate Governing Council.

Division Deans lead each academic and student service division. Most divisions hold regularly scheduled monthly meetings, at which time discussions regarding instruction and student services are held (38). Division Deans may be seated on governance committees and often attend meetings of those at which they are not regular members. Academic Deans hold regular meetings with the Vice President of Instruction to discuss instructional programs, and Student Service Deans meet with the Vice President of Student Services to discuss service programs.

The primary function of the Curriculum Committee is to coordinate and monitor Cañada’s curricular offerings so that they uphold the California Education Code, are consistent among the divisions and Colleges of the District, are understandable for students and staff, articulate with high schools and four-year institutions, and support goals and objectives of the District and Cañada College. To these ends, the Curriculum Committee makes recommendations to the Academic Senate Governing Council about general instructional policy and standards, degree and

certification requirements, and initiation and modification of programs and courses. The Curriculum Committee works closely with the Student Learning Outcome Coordinator to develop and support SLOs at the course, program, and institutional level (39). The Curriculum Committee also hosts the annual presentation of Program Review. The faculty chair of Curriculum Committee and the Vice President of Instruction are members of the District Academic Senate and Curriculum Committee (40).

### SELF-EVALUATION

Historically, the Curriculum Committee has narrowly focused its agenda on course approval. More recently, under the leadership of the Academic Senate Governing Council, the Committee has expanded its purview to include discussion of curricular issues such as Student Learning Outcomes and assessment, course enrollment, and distance education, also hosting the annual presentation of Program Review (41). The Committee works closely with sister Colleges to develop policies around program improvement and discontinuance (42).

The 2006 Employee Accreditation Survey indicates that (43):

- 89% believe that Cañada provides a high quality learning experience for students;
- 73% believe that they have been given adequate opportunity to participate in the Student Learning Outcomes process;
- 75% believe that Cañada is taking a positive approach toward implementing Student Learning Outcomes and assessment.

According to the 2006 Noel-Levitz Student Satisfaction Survey, students feel that the quality of instruction they receive in most of their classes is very important to them (6.55 out of 7) and that they are mostly satisfied (5.60 out of 7) with the quality of instruction they receive (44).

### PLANNING AGENDA

- Create a program development policy.

*IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.*

### DESCRIPTIVE SUMMARY

Board Policy 2.09 delineates faculty, student, and staff participation on both District and College shared governance committees; accordingly, representatives from each constituent group have membership and voting rights on each of the College shared governance committees (45). Each of the individual constituent groups discusses, deliberates, and formulates recommendations to be made. The College Council receives the recommendations from each constituent group, engages in further deliberation and discussion, then makes recommendations to the College President. Additionally, the Planning and Budget Committee makes recommendations to the College Council.

### SELF-EVALUATION

The process by which the College has begun a new cycle of Strategic Planning exemplifies the commitment of the President to open and honest communication and to the shared governance process. First, under the direction of the President, constituent leaders established a Strategic Planning Steering Committee by allowing for augmentation of the membership of the Planning and Budget Committee by division representatives. The Strategic Planning Consultant has met with each constituent group and each shared governance committee. All constituencies feel that their voice will be heard, valued, and represented in the final product.

The 2006 Employee Accreditation Survey indicates that 68% of employees feel that overall the shared governance process is working well (46). Furthermore, on the 2006 Noel-Levitz Student Satisfaction Survey, students were asked to rate (using a 7-point Likert scale) if there were sufficient opportunities to participate in governance activities. Students rated their satisfaction as 4.98, indicating that they are “satisfied” with their opportunities to participate in governance (47).

### PLANNING AGENDA

None at this time.

*IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.*

**DESCRIPTIVE SUMMARY**

Cañada College has responded to the recommendations made by the Commission in the last Self-Study cycle with an accreditation Interim Report in 2002 and a Mid-Term Report in 2003 that met the deadlines established. A recommendation from the Commission to hire a College Researcher was addressed with an honest response, indicating the reasons why a Researcher had not been hired at the time. Since then, a Researcher has been hired. As for the recommendations pertaining to the Educational Master Plan, the College has completed the mission, values, and goals in a comprehensive Strategic Planning process that will guide the College in decision making connected to educational planning.

The College received a federal Title V grant in 2000, an Upward Bound grant in 2003, and a Student Support Services grant in 2005. The College has submitted all reports as required and maintains an excellent reporting relationship with the U.S. Department of Education. The College complies with all reporting requirements for the multitude of categorically funded programs and from the System Office.

**SELF-EVALUATION**

Prior to 2006 the College had not yet engaged in comprehensive planning; the institution understands and acknowledges the need for such planning. Recently, the institution commenced a strategic and educational master planning process that includes an internal/external scan, competitor analysis, and satisfaction surveys which will result in specific strategic educational initiatives for the institution. (48)

**PLANNING AGENDA**

None at this time.

*IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as a basis for improvement.*

**DESCRIPTIVE SUMMARY**

The SMCCCD mission statement establishes its commitment to decision-making structures and processes that have shared governance as their hallmark: "Shared governance is practiced through processes that are inclusive with regard to information sharing and decision making..." (49). In support of this the Board considers changes to policies through the shared governance process.

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The College Catalog notes, under Role of the Faculty and Students, “Cañada College seeks the counsel of its faculty and students through a system of permanent councils, committees and informal consultation.” Standing and ad-hoc committees are organized under the College Council or the Academic Senate which operate through a Governing Council (elected by the faculty). Classified staff members of committees are appointed by the CSEA; student members are appointed by the Associated Students of Cañada College. Instructors, students, staff, and administrators participate in curriculum development and the learning processes and in the general campus environment as full voting members of the various College committees which provide guidance and assistance to the President.

The Academic Senate, Classified Senate, CSEA, AFT, Administration, Associated Students (ASCC), and College Council comprise the institutions that, collectively, govern the College. The Academic Senate, ASCC, and College Council all have constitutions and bylaws that identify membership, operation, term of office, process for appointment, and method of amendment. Elections, a form of evaluation, are held annually for most councils; however, officers of the Academic Senate hold two year terms. These elections ensure fresh ideas and allow voices into the decision-making process. Moreover, the members of the councils are charged with the task of taking information back to their constituents for comment as well as providing their constituents a place to go so that concerns can be brought to the officers of the various councils.

#### SELF-EVALUATION

The College has not consistently evaluated the effectiveness of its governance and decision-making structures. In 2006-07, the College Council reviewed its mission, constitution and bylaws to reflect current decision-making policies and processes. In 2005-06, the Planning and Budget Committee developed a formal structure by writing a and implementing a constitution. These formal committee structures will enable the College to evaluate the effectiveness of governance processes.

Results from 2006 Employee Accreditation Survey that are relevant to the question of participatory decision showed that (50):

- 62% agreed or strongly agreed that, “All groups work collaboratively towards the achievement of college goals”;
- 76.1% agreed or strongly agreed with the statement, “I am satisfied with the amount of opportunity I have to participate in college-wide planning.”



## PLANNING AGENDA

- Develop an annual schedule to review shared governance systems.

## IV.B. BOARD AND ADMINISTRATIVE ORGANIZATION

*In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.*

*IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for the selecting and evaluating the chief administrator for the college or the district/system.*

## DESCRIPTIVE SUMMARY

The governing body of the three Colleges is a six-member Board, with five members elected at large for terms of four years from local District communities and one student member elected for a one-year term by student representatives of the Colleges. Terms of office of the members elected from the local District communities are staggered with biennial elections in accordance with the California Education Code. The essential responsibilities of the Board of Trustees, in the public interest and trust, are to provide the best possible learning experience for students of the Colleges; to assure that the District and its Colleges are effectively and efficiently managed; to maintain enlightened, fair, and equitable policies for employees and students of the District and its Colleges; to represent the general interests of the entire District; to act only on the basis of what is in the best interests of the District and the community; to be knowledgeable and supportive of the mission and philosophy of community colleges; and to support the work of the Colleges in the community as outlined in the District mission statement and District Rules and Regulations concerning the responsibilities of the Board (51). The Board has established policies on the philosophy and purpose of the educational program and curriculum development, Program Review, and program vitality (52).

The Board of Trustees assures that the District is financially sound through careful budget planning and ongoing budget reporting from staff. The Board receives quarterly reports from the Executive Vice Chancellor on the financial health of the District and on quarterly income and expenditures as compared to the budget (53).

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Annually, the Board conducts an evaluation of the Chancellor and in conjunction with the Board, the Chancellor evaluates the College Presidents. Evaluations are conducted to ensure that the job performance of each individual is assessed and communicated to the individuals being evaluated, in accordance with established procedures (54).

#### SELF-EVALUATION

Board goals for 2007 include the development of an integrated Strategic Planning model that incorporates the Educational Master Plan, the Facilities Master Plan, a coordinated institutional research component, a comprehensive Program Review process, and an annual budget prepared in light of these elements (55). The Board conducts regular study sessions open to the public to carefully examine key District-wide initiatives and provide overall guidance. For example, the Board has conducted study sessions on concurrent enrollment, facilities planning, and a proposal to start a dental hygiene program within the District (56).

To ensure District-wide coordination of educational services and planning, the Board worked with the Chancellor and faculty Academic Senates to refill the position of Vice Chancellor of Educational Services and Planning. The Office of Vice Chancellor, Educational Services and Planning provides overall coordination in the planning, development, and implementation of the instructional and student support programs of the District, including those connected to research, accreditation, Strategic Planning, workforce and economic development, and educational technology. The Vice Chancellor also acts as a liaison between the District and the Colleges in matters relating to educational services and accreditation and either chairs or co-chairs of District-wide committees.

To provide visibility into the District's financial status, the Board has instructed the Chancellor to provide quarterly, semi-annual, and annual financial statements in addition to state-mandated budget reporting (57). In accordance with state regulations, the Board has established a Bond Oversight Committee to directly oversee construction planning and management related to two facilities bond measures passed in 2001 and 2005 (58).

The District has a clearly defined procedure for hiring the Chancellor and the College Presidents (59). In 2001, concerns were raised by faculty regarding the hiring process of the current Chancellor. These concerns were sent to the State Chancellor's Office and the entire matter was satisfactorily resolved.

## PLANNING AGENDA

None at this time.

*IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.*

## DESCRIPTIVE SUMMARY

Board members have authority only when acting as a Board legally in session. The Board is not bound by any statement or action of any individual Board member or employee, except when such statement or action is in pursuance of specific instructions by the Board in accordance with District Rules and Regulations. Individual members of the Board observe the policies that govern decision making. The Board consistently acts in a uniform manner after a vote has been taken, following thorough hearings and deliberation that involve the general public. On an annual basis, each Board member declares his or her financial interests to ensure his or her independence in the decision-making process and to assure the public that there are no conflicts of interest.

## SELF-EVALUATION

Once the Board reaches a decision, it acts as a whole. Board conduct in this regard is articulated in District Rules and Regulations (60).

The Board of Trustees actively seeks the advice and opinion of the community it serves by holding open session Board meetings twice monthly, in accordance with the Brown Act, during which members of the public are encouraged to address the Board (61). (Exceptions to the schedule are noted on the Board calendar located on the District website.) The Board has an adopted policy on community relationships, which recognizes the public's right to obtain information regarding the Board's actions and encourages public input into Board decision making (62).

Board members are actively involved in community and statewide activities. For instance, several recently attended a seminar along with leaders from government and business from throughout San Mateo County. A variety of issues pertinent to the community, including criminal justice, healthcare, transportation, and economic development, were addressed (63). Through events such as these, Board members keep informed about community needs and trends that can shape District policy and program offerings. Information about Board members and their community and business affiliations is published on the District website (64).

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### PLANNING AGENDA

None at this time.

*IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*

### DESCRIPTIVE SUMMARY

The governing Board reviews its policies pertaining to educational services and offerings on a regular basis. It directs College and District staff to compile reports on Program Review and enrollment and conduct study sessions on specific subjects of interest. In 2004 the Board codified a reaffirmation and commitment to core values and operating principles which is posted at the District Office and can be located on the District website (65). The Board directs the Chancellor to work closely with the College Presidents to coordinate resource allocation and to identify near-term and long-term resource needs (66).

### SELF-EVALUATION

The District mission statement emphasizes providing both a breadth of educational opportunities as well as a supportive atmosphere in which students will succeed (67). Policies related to academic programs and student services, developed and reviewed by the Board, are consistent with the District mission statement (68). The Board clearly understands its responsibilities for academic program and service quality and integrity and has demonstrated this understanding in the development and review of the mission statement itself (69). Through its goal of developing an integrated Strategic Planning mode that incorporates the District's Educational Master Plan, the Facilities Master Plan, a coordinated institutional research component, a comprehensive Program Review process, and an annual budget that is based on the other four elements, the Board demonstrates its commitment to the quality, integrity and improvement of student learning programs and services (70). Also, in 2007 the Board has received special presentations from each of the Colleges on teaching and learning (71).

### PLANNING AGENDA

None at this time.

*IV.B.1.c. The governing board has the ultimate responsibility for the educational quality, legal matters and financial integrity.*

#### DESCRIPTIVE SUMMARY

The Board regularly monitors learning programs and services through yearly retreats, study sessions, and specific reports and presentations regarding educational programs. For instance, recent topics presented to the Board include Strategic Planning, articulation, counseling, and Student Learning Outcomes (72). Board decisions are made with adherence to federal, state, and local policy and guidelines. The Board, through the Chancellor, has established the District Committee on Budget and Finance, a subcommittee of the District Shared Governance Committee, to oversee budget and finance (73).

#### SELF-EVALUATION

The Board of Trustees is informed through reports at Board meetings regarding the current educational programs at each College (74). Annually, the Board approves curricular additions and deletions to the educational programs at the Colleges (75). The Board is provided statistical reports on Student Learning Outcomes to ensure the quality and effectiveness of instruction. The Board reviews the financial statements of the District at regularly scheduled Board meetings and all potential or pending litigation in closed sessions. The Board reviews and approves a tentative budget in June of each year, a final budget in September of each year, and a mid-year report in February of each year. Prior to the review and final approval of the District budget, the District Committee on Budget and Finance reviews and revises fiscal reports and the resource allocation model for each College.

In accordance with state law, the Board has established a Bond Oversight Committee to provide assurances that bond dollars are spent and accounted for appropriately (76). In addition, all contracted services in excess of \$50,000 are reviewed and approved by the Board. Board policy adheres to the California educational code and California Title 5 regulations, and policies informed by this code are reviewed for compliance as state regulations and laws change.

#### PLANNING AGENDA

None at this time.

*IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, and operating procedures.*



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### DESCRIPTIVE SUMMARY

Bylaws and policies specifying the Board's size, duties, responsibilities, structures, and operating procedures are specified in the District Rules and Regulations, which are posted on the District website (77). Specifically, Rules and Regulations sections 1.00, Organization of the Board; 1.10, Duties and Responsibilities of the Board; 1.15, Officers of the Board; 1.20 Duties of Officers; 1.40 Meetings of the Board; and 1.60, Rules of Order for Board Meetings address the matters stated in this standard.

### SELF-EVALUATION

The policies related to these matters are published on the District website. The policies are reviewed as needed and revised as necessary. For instance, in February 2007, the Board revised its policies regarding its meetings, meeting minutes, and order of business (78). The revised documents are posted on the District website (79).

### PLANNING AGENDA

None at this time.

*IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*

### DESCRIPTIVE SUMMARY

The Board of Trustees holds to a high standard each Board member's performance through its policy on Board Member Conduct (80). Additionally, Board operations are evaluated as part of the Board Self-Evaluation Instrument (81). District Rules and Regulations are reviewed and revised as necessary by appropriate constituencies and presented to the Board for approval.

### SELF-EVALUATION

As necessary, the Board reviews and revises policies related to meetings, operations, and conduct. For instance, at a recent Board meeting, the body made revisions to its policies related to meetings, minutes, and order of agenda items (82). Changes to policies related to smoking, use of District communications systems, and use of student email addresses were reviewed and revised by appropriate constituencies and brought before the Board for approval (83). The Board also reviews the area of Board Operations as part of its self-evaluation (84).

## PLANNING AGENDA

None at this time.

*IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing continuity of board membership and staggered terms of office.*

## DESCRIPTIVE SUMMARY

When a new Board member is elected, he or she meets individually with District administrators and College Presidents in order to become oriented with College and District initiatives, strategic priorities, and culture. The Board also encourages new members to participate in the annual California Community College Leagues' New Trustee Orientation program that is held in the winter each year (85). Policies related to election and terms of office are articulated in District Rules and Regulations (Ref. 33).

## SELF-EVALUATION

All current Board members have attended one of the Community College League's Trustee orientation sessions. Each year members receive an updated Trustee Handbook from the Community College League (86). Current members and their terms are listed on the Board of Trustees website (87).

## PLANNING AGENDA

None at this time.

*IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies and bylaws.*

## DESCRIPTIVE SUMMARY

District Rules and Regulations section 1.35 states that Board members, including the Student Trustee, shall participate in an annual Board evaluation process, which will be conducted each calendar year (88). The purpose of this evaluation of the Board as a whole is to identify those areas of functioning that are working well and those that need improvement and to improve communication and understanding among Board members. The Board uses a carefully developed evaluation instrument to assess its performance (89). Each member completes the evaluation form individually; the results are tabulated and the Board as a whole

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discusses the results at a Board meeting. The most recent self-evaluation was conducted in fall 2006 (90).

### SELF-EVALUATION

Ongoing Board evaluation has helped identify areas in which improvement can be made. For example, the Board annually examines ten areas of governance including institutional mission and educational policy; institutional planning; instructional/student services programs; facilities; financial resources; Board operations; Board-Chancellor relations; faculty/student/classified relationships; community relations; and government relationships (91). Through its most recent evaluation, the Board recognized the need for more information regarding program planning. As a result, the Board decided to devote more time for presentations at meetings on teaching and learning. The first in this series of presentations was held at the February 28, 2007 meeting (92). At the April 11, 2007 meeting, the Board revisited its self-evaluation. Members noted that the evaluation tool itself should be reviewed at a future Board retreat (93).

### PLANNING AGENDA

- The Board will review its evaluation tool.

*IV.B.1.b. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*

### DESCRIPTIVE SUMMARY

District Rules and Regulations section 1.35, "Board Member Conduct," clearly outlines the expectations of member behavior. It covers a range of topics, including handling the confidentiality of information discussed in closed session, maintaining decorum at meetings, and working through appropriate channels of authority, among many others, and states that refusal to adhere to the code constitutes misconduct (94).

### SELF-EVALUATION

The Board of Trustees has a long-standing code of conduct that has been observed throughout the years since its inception in the mid-1980s. Consequently, over the years the Board has maintained its reputation for being collegial, collaborative, and professional.

### PLANNING AGENDA

None at this time.

*IV.B.1.i. The governing board is informed and involved in the accreditation process.*

#### DESCRIPTIVE SUMMARY

The Board of Trustees is informed and involved in the accreditation process through regular reports from the Chancellor, College Presidents, and Accreditation Chairs at Board meetings. Accreditation Interim and Mid-term Reports that include progress toward implementation of recommendations have been presented to the Board (95). Board members are given the opportunity to review Self-Study drafts and provide input.

#### SELF-EVALUATION

In response to the request from the Colleges, the Board approved the hiring of a Vice Chancellor of Educational Services and Planning to provide coordination for Strategic Planning and instructional and student services activities and to act as a liaison between the District and the Colleges in matters relating to accreditation. The Colleges are meeting with the District administration on a regular basis to discuss the status of the Self-Studies (96). The Self-Studies were posted online in spring 2007, and the accreditation studies for all SMCCCD Colleges will also be discussed at the June 2007 Board study session.

#### PLANNING AGENDA

None at this time.

*IV.B.1.j. The governing board has the responsibility for the selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and hold him/her accountable for the operation of the district/system or college respectively.*

*In multi-college district/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the college.*

#### DESCRIPTIVE SUMMARY

The District has a clearly defined procedure for the hiring and selecting of a Chancellor (97). The current selection procedure was not in place at the time of the hiring of the present chancellor in 2001. At that time all district hiring procedures were under review because Proposi-

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tion 209 had made the inclusion of affirmative action clauses illegal. The Board made the selection in the absence of an approved procedure. Concerns were raised by faculty regarding the hiring process of the current chancellor. These concerns were sent to the state chancellor's office and the entire matter was satisfactorily resolved by an agreement reached between the Board of Trustees and the state chancellor's office that required the district to provide information on where the district advertised for all administrative jobs and the number of people hired each year for 2003, 04 and 05.

The District also has a well defined policy for the delegation of authority within the District (98). The Board conducts annual evaluations of the Chancellor in a closed session in December of each year. The Chancellor proposes and the Board approves goals and objectives for the District each year, and the Board measures the Chancellor's performance on the successful accomplishments of these goals. The Chancellor, in conjunction with the Board of Trustees, conducts annual evaluations of each President in a closed session meeting held in July of each year. This evaluation is based on the College goals that are developed by the Presidents each year and approved by the Chancellor.

After its first search did not produce a suitable candidate for the position, the District once again initiated the process for recruiting a President for Cañada College through the formation of a screening committee comprised of all constituencies at the College and from the District Office. In addition, the services of the Association of Community College Trustees (ACCT) were utilized to assure a wide-reaching national search. Following the identification of finalists for the position, the College hosted open forums for each candidate to present the College faculty, staff, and students as well as community members and the Board of Trustees. Final interviews were conducted with the Chancellor and, ultimately, the Board of Trustees. The candidate selection was based on a compilation of the candidate evaluations submitted after the completion of the candidate forums and the evaluation of the Chancellor and the Board of Trustees. The ultimate choice of the College and the Board of Trustees was the serving interim President. He will continue in his capacity as President, now on a permanent basis. The District has also successfully recruited for a President of Skyline College and College of San Mateo and followed the same successful procedure.

#### SELF-EVALUATION

Procedures are in place for the selection and evaluation of the chancellor and the college presidents. These procedures have been followed, clearly and successfully, with all hiring and evaluation of chief executive officers



since their approval. The Board has and upholds a policy for delegation of authority.

#### PLANNING AGENDA

None at this time.

*IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

#### DESCRIPTIVE SUMMARY

The President is responsible to the Chancellor and serves as chief executive officer of the College. He plans, develops, and recommends College and District-wide policies in conjunction with senior administrative officers. He provides overall leadership and direction to College personnel through Strategic Planning, goal setting, and evaluation; provides direction for sound fiscal management; and is responsible for implementing, at the College level, District Rules and Regulations, the California Education Code, and collective bargaining policies and procedures for well-balanced, high-quality instructional and student services programs and services. He is responsible for developing and maintaining an effective program of community outreach and relations for the College and District, and he reports to the Chancellor on matters of policy and planning.

The current President is valued as a trustworthy leader who honors intellectual achievement and is guided by student and community needs in decision making. The President makes time for Cañada employees, listens to and values their ideas, acknowledges their efforts, makes the best use of their talents, and supports professional development and high school outreach. He is actively involved in hiring processes and in the selection of personnel on campus.

The President has placed a renewed emphasis on two principles to guide planning and decision making at Cañada College: weaving open and honest communication into the fabric of the College and valuing the use of quality data to inform such decision making and assessments of institutional effectiveness.

The President is deeply connected to the local community. He is a member of the local Rotary Club, Peninsula Clergy Network, Peninsula Boys and Girls Club Board, and Police Athletic Board and attends many City Council and Chamber of Commerce meetings. He brings his consider-

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able experience as a high school Superintendent to bear, increasing the College's high school outreach activities and developing relationships with educational organizations, business, industry, government, and community-based organizations. This commitment demonstrates his strong advocacy for the College within the District and at local levels and his experience developing relationships with educational organizations, business, industry, government, and community-based organizations.

The President has led the College in developing clear budgeting processes that are grounded in shared governance. The Planning and Budget Committee has been strengthened. The College has identified a permanent Budget Officer and has added a Financial Analyst to support the Budget Officer. With permanent staffing in place the College has access to accurate analysis of the budget.

### SELF-EVALUATION

The Cañada College President provides leadership that engenders open communication. Across the campus, at all meetings, every opinion and point of view is given the opportunity to be expressed. During his tenure here thus far he has fostered, in faculty and staff, a better understanding of the need for ongoing planning, using data and outcomes as essential guides. The President uses the College Researcher to determine the effectiveness of marketing and outreach, enrollment patterns, and educational program effectiveness. The President meets with the College Business Officer to review the budgeting process to ensure that it is contributing to institutional effectiveness.

### PLANNING AGENDA

None at this time.

*IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

### DESCRIPTIVE SUMMARY

At Cañada College the administrative structure consists of two organizational areas led by Vice Presidents. Reporting directly to the President are the Vice President of Instruction and the Vice President of Student Services. Reporting directly to the Vice Presidents are the Division Deans. Additionally, the Public Information Officer, the College Researcher and the Budget Officer report directly to the President.

The Vice President of Instruction oversees each instructional division, including Deans, faculty, and staff. She oversees curriculum, professional development, faculty orientation, the Middle College Program, and an Early College program and is the liaison for College accreditation.

The Vice President of Student Services oversees all areas that pertain to Student Services, including Counseling and Enrollment Services, Admissions and Records, Financial Aid, Health and Psychological Services, EOPS, DSPP, the Learning Center, the Library, Student Activities, and the University Center. The Vice President of Student Services also oversees Student Conduct and Academic Integrity.

There has been substantial turnover among administrative personnel in recent years. The Vice President of Instruction was hired on an interim basis in June 2003 and then subsequently hired on a permanent basis in April 2004. The Vice President of Student Services was hired on an interim basis in October 2004 and then subsequently hired on a permanent basis in June 2005.

During her tenure the former President eliminated the position of Dean of Admission and Records and recreated the Dean of Counseling and Enrollment Services, which was filled in October 2004. The positions of Dean of the University Center and Academic Support Services, Dean of Humanities and Social Sciences, and Dean of Science and Technology were all filled in 2006. (99)

#### SELF-EVALUATION

The President appropriately delegates authority to those reporting directly to him: the College Vice Presidents, College Researcher, Public Information Officer, and College Budget Officer.

As a result of past administrative turnover and multiple changes in governance structure, administrative workloads have evolved in a way that has raised concern regarding equity.

#### PLANNING AGENDA

- Evaluate the distribution of work among the administrators.

*IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:*

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- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts.*

#### DESCRIPTIVE SUMMARY

When the President was hired in 2005 on an interim basis, he inherited a College with a history of high administrative turnover. This turnover created an environment that limited the College's ability to execute institutional plans. The President has provided the stability for institutional planning to move forward. The President interacts with administrators, faculty, classified staff, and students concerning the successes or apparent weaknesses of programs and enrollment goals and concerning the delineation of initiatives which reflect the needs of the student body and the community. The topics of such interactions have included Program Review, Student Learning Outcomes workshops and trainings, data analysis, Facilities Master Plan Development, and new program development, such as the Multimedia 3-D Animation and Video Game Art program. He strives to be available to as many faculty, staff, and students as possible and attends as many division, Curriculum Committee, Instructional/Student Services Council, and ASCC meetings in which the values and goals of the College are discussed. It is also common practice for the President to attend most College events.

The President recognizes the need for data to inform the operations, programs, and performance of the College. He directs the College Researcher to collect data that clarifies College performance and the educational needs of the student body.

The President develops annual goals and plans for the College in consultation with the multi-constituency shared governance committees: the College Council, the Planning and Budget Committee, and the Administrative Council. The goals and plans are reviewed by the representative constituencies at the College and then presented to the College Council members. These goals are then reviewed and approved by the Chancellor at the District level to ensure consistency with the District's mission and goals. Goals are evaluated at the end of each year and used to establish new goals for the coming year. These goals are included in the President's evaluation. The goals for 2006-07 were presented at an all-College meeting and included: engaging in Strategic Planning to guide educational programs; completing accreditation; developing rela-

tionships with community high schools, including increasing concurrent enrollment programs; and continuing to develop a campus-wide culture of open communication.

The role of the Planning and Budget Committee has been strengthened; as a subcommittee of College Council, its charge is to advise and make recommendations regarding all aspects of budget, hiring, and program development and expansion while assessing the need and the cost for each outcome being considered. These recommendations are then forwarded to the College Council.

Among the President's highest priorities are heightening productivity and retaining students. Using data and the Strategic Planning process, the President has begun a conversation on campus about student success, retention, and persistence rates. This conversation is leading to the development of strategies to improve rates without negatively impacting academic integrity.

During the 2006-07 academic year the President led an initiative to provide for a new, comprehensive Strategic Planning process that will lead to a collaborative and collegially developed Strategic Plan to guide the College's future. Using College and District research capabilities, the College conducted a thorough internal and external assessment of its community. Internally, the College gathered qualitative and quantitative data by means of surveys and interviews with individuals and groups; externally, it assessed the market and the potential of existing and new programs which meet the educational needs of the community and the developing workforce. The end-goal of the initiative is to have a written strategic and action plan with accompanying implementation steps to guide future decision making. The College views the Strategic Plan, composed of goals, strategies, monitoring, and reporting processes, as directing its educational plan.

### SELF-EVALUATION

Despite the hurdles to planning that have hampered progress, the College has made significant progress toward stabilizing the environment so that appropriate planning occurs. In 2005-06 the College formalized the shared governance Planning and Budget Committee. In 2006-07, under the aegis of College Council, the Planning and Budget Committee augmented membership to guide the development of the Strategic Plan. During spring 2007, the College adopted new mission, vision, and values statements and formal goals and strategies to guide its work. The College intends to integrate budget plans and strategic plans by linking dollars to the implementation plan. In this way, the Strategic Plan will drive future efforts.

#### PLANNING AGENDA

- Complete the Strategic Planning process.

*IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.*

#### DESCRIPTIVE SUMMARY

The President takes time to review all manuals which contain pertinent District policies whenever a decision is pending. He consults the District Office, the Vice Presidents, and all College bodies regularly about policies. He assures that checks and balances are appropriate and in place, and values the multiple feedback system of the shared governance process. Additionally, he gathers input from the Chancellor's Cabinet and consults with the other two District Presidents. The President is scrupulous in following policies and regulations and has rectified practices which were not consistent with the institution's mission and policies, for example, those concerning institutional finance and budgeting.

#### SELF-EVALUATION

The President is ultimately responsible for ensuring that all statutes, regulations and policies are implemented appropriately. He delegates those responsibilities to the Vice Presidents and the Deans for day-to-day application. He meets with the Vice Presidents on a weekly basis to gather feedback about the regular operation of the College. He is consistent in requiring full reporting regarding implementation of statutes, regulations, and policies and solicits feedback from appropriate personnel with respect to their area of expertise and purview.

#### PLANNING AGENDA

None at this time.

*IV.B.2.d. The president effectively controls budget and expenditures.*

#### DESCRIPTIVE SUMMARY

The President, as the College chief executive officer, is responsible for managing resources, controlling the budget and expenditures, and implementing the budget. The College Budget Officer reports directly to the President regarding all matters related to College resources, its budget, and its expenditures. The President is in regular contact with the College Budget Officer on all issues related to budget control and expenditures.



The President also values and relies upon consultation with the Planning and Budget Committee and the College Council.

The President meets with the College administrative team twice a month to discuss College-wide topics, including budget items and expenditures. The President, through the delegation of responsibilities to the appropriate administrators, along with his oversight of these individuals, ensures that resources are spent efficiently. The President keeps the Chancellor informed about key aspects of the budget process and about administrative decisions made at the College level.

The President meets regularly with the College Budget Officer for the purpose of reviewing budget projections. The College Budget Officer is required to report the current status of the budget and make recommendations when appropriate. Fiscal matters are discussed monthly with the Planning and Budget Committee; however, budget reporting is discussed less frequently.

#### **SELF-EVALUATION**

Many College employees feel distanced from the budget development process. The 2006 Employee Accreditation Survey indicated that only 50.7% feel they have adequate opportunities to participate in the development of financial plans and the budget. Additionally, only 45% feel that College budget decisions are based on input from all College constituencies.

Given that over 90% of the budget is allocated to personnel costs, there is little discretionary money available to support other expenses. Division Deans and other managers are charged with presenting their requests to the Cabinet for funding. In the process of developing these requests, key personnel in their division are consulted. In making allocations to divisions, the Cabinet looks at past budget history, and the justifications for additional funds before making allocations.

The primary way for College staff to have input into the budget decision process comes when the College discusses hiring priorities and when instructional equipment requests are submitted. These processes are well defined and clearly communicated to the entire College.

The President is the final authority when making any budget allocation.

#### **PLANNING AGENDA**

- Schedule regular reporting of budget and financial matters to the College community.

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*IV.B.2.e. The president works and communicates effectively with the communities served by the institution.*

### DESCRIPTIVE SUMMARY

The President is strongly committed to keeping the College tightly interwoven with the community. This is accomplished mostly through regular interaction with local city councils, civic leaders, and the President's Advisory Council and through participation in Chamber of Commerce events. The President is an active participant on the Chamber of Commerce Education committee, is the Chair of the Peninsula Clergy Advisory Committee, and works with the Police Activities League. He attends the Redwood City City Council meetings and works closely with the Superintendents of the Redwood City Elementary School District and the Sequoia Union High School District to address mutual goals. To this end, he has attended numerous elementary and high school board meetings.

The President maintains an ongoing dialogue with local government and local elementary and high school superintendents on the needs of the communities the College serves. The President also has direct communication and regular meetings with leadership of the higher educational institutions in the region.

### SELF-EVALUATION

The President actively communicates the role Cañada College plays in the local community. He actively seeks opportunities to speak on behalf of the College in many venues. His advocacy has led to better understanding of the College by civic and educational leaders in southern San Mateo County.

### PLANNING AGENDA

None at this time.

*IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.*

### DESCRIPTIVE SUMMARY

The District mission statement articulates District expectations regarding educational excellence and integrity throughout the District (100).

District Rules and regulations clearly define roles of authority between the Colleges and the District (101).

#### **SELF-EVALUATION**

As a means of defining roles of authority and responsibility, the District has developed a draft functional map which illustrates how the Colleges and the District manage the distribution of responsibility by function as it pertains to the WASC/ACCJC accreditation standards (102).

The Board of Trustees supports the premise of this standard and Board goals reflect this support. In response to one of these goals for 2007, the District, through its shared governance processes, has been working to develop an integrated Strategic Planning model. This model incorporates and builds upon five elements: the District Educational Master Plan; the Facilities Master Plan; a coordinated institutional research component; a comprehensive Program Review process; and an annual budget that is based upon the other four elements (103). The Board also requests information on Program Review and student outcomes and conducts study sessions related to the implementation of this standard. For instance, in September 2006, the Board conducted a study session on concurrent enrollment in conjunction with local area high school superintendents (104).

#### **PLANNING AGENDA**

None at this time.

*IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.*

#### **DESCRIPTIVE SUMMARY**

The written delineation of the operational responsibilities and functions of the District is articulated in the District Rules and Regulations, which are currently made available to institutional and system staff, as well as to the general public, through the District portal webpage (105, 106). In addition, the District Office of Human Resources maintains District Office organization charts. The charts are available upon request to interested individuals (107).

#### **SELF-EVALUATION**

As prescribed in District Rules and Regulations, the Chancellor consistently adheres to this delineation. He gives responsibility to the College

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Presidents to carry out operations at their respective sites. The College Presidents, through the Chancellor's Council, collaborate with the District on the budget and other matters affecting the Colleges and the District. The Presidents are given wide latitude in managing their own institution's budget and in decision making regarding expenditures on instructional programs and student services that support their missions.

Although District policies regarding operational responsibilities are defined in the District Rules and Regulations and are available to administration, faculty, and staff via the District website, it is not clear that their availability is being communicated to faculty and staff.

### PLANNING AGENDA

- The District will publicize the location of existing information about its roles, responsibilities, and services.

*IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.*

### DESCRIPTIVE SUMMARY

Centralized support is provided for the Colleges in the areas of Business Services, Facilities Planning and Operations, Human Resources and Employee Relations, Educational Services and Planning, Information Technology Services, and Community and Government Relations. An organization chart illustrating the reporting relationships of these organizations is included as evidence (108).

The Executive Vice Chancellor, reporting directly to the Chancellor, oversees the Business Services and Facilities Planning and Operations functions. Business Services provides centralized support in the areas of purchasing (General Services) and accounting, payroll, grants, and finance. Business Services is headed by the Chief Financial Officer, who reports to the Executive Vice Chancellor. Reporting to the Chief Financial Officer are a Director of General Services, encompassing the areas of purchasing and accounts payable, and a Director of Auxiliary Services.

Facilities Planning and Operations is headed by a Vice Chancellor who reports to the Executive Vice Chancellor and a Director who reports to the Executive Director. Facilities Planning and Operations provide centralized support in the areas of engineering, custodial, grounds, and facilities planning and construction management services. Facilities Planning and Operations is divided according to two distinct functions: Facilities Planning and Construction and Facilities Maintenance and Operations. The Director of Facilities Planning and Operations is vacant

at this time. Maintenance and Operations functions (engineering, custodial, and grounds) are directed by facilities managers at each College. These managers report to the Director of Maintenance and Operations (109). Additionally, the District's Construction Planning and Facilities Transition department is responsible for managing the design and planning of the second phase of the District Capital Improvement Plan. This group is headed by two Executive Directors reporting directly to the Executive Vice Chancellor.

Human Resources and Employee Relations is headed by a Vice Chancellor, who reports directly to the Chancellor. He oversees a wide variety of centralized applicant, employee, and retiree services for the Colleges. This department also facilitates the collective bargaining process.

The Vice Chancellor of Educational Service and Planning has overall responsibility for the coordination of instruction and student services. Reporting directly to the Chancellor, the Vice Chancellor of Educational Services and Planning provides overall coordination in the planning, development, and implementation of the instructional and student support programs of the District including the areas of research, accreditation, Strategic Planning, workforce and economic development, and educational technology.

Information Technology Services (ITS) is headed by a Director reporting to the Chancellor. The Director is responsible for technology management in the District and advises the Chancellor on District-wide technology decisions. Additionally, the Director serves as Technology Officer at each of the District's three Colleges and guides the development and implementation of the College's technology planning.

Community and Government Relations is headed by a Director reporting directly to the Chancellor. The Director serves as liaison for the District and Colleges to state and local legislators on legislative and governmental matters. This Director also serves as liaison to local cities on land use and tax sharing issues and to community members on issues related to the community. The Director is the District's primary spokesperson to the media on District-wide issues such as budget, collective bargaining, board policies, and other issues.

District staff are active in a variety of institutional and administrative committees and forums. For example, the Executive Vice Chancellor and Chief Financial Officer are members of the District Committee on Budget and Finance as well as the District Associated Students Advisory Committee (110). The Executive Vice Chancellor, the Director of Facilities Planning and Operations, and the Director of Facilities Main-

tenance and Operations meet twice monthly with the College President's Cabinet.

#### **SELF-EVALUATION**

Evidence suggests that the District actively engages the Colleges in dialogue regarding District services. The Chancellor, the executive Vice Chancellor, Vice Chancellor of Human Resources, and Vice Chancellor of Educational Services and Planning meet twice monthly with the College Presidents in the Chancellor's Council meetings. This same group, plus the Director of Community and Government Relations, the Director of ITS, and the Vice Chancellor of Facilities Planning and Operations, also meet twice monthly in Chancellor's Council meetings (111). These face-to-face meetings between executives, presidents, and directors provide ample opportunity for dialogue, if necessary, regarding District services to the Colleges.

In an evaluation, planning, and improvement effort, the Facilities Maintenance and Operations Group, a part of Facilities Planning and Operations, conducted a comprehensive Program Review of all of its operations, including its custodial, grounds and engineering units. The review was completed in February 2006 and provided facilities managers with valuable data for their organizations. For example, as part of the custodial review, an inventory of cleanable square footage was developed. The inventory classified the size and types of spaces that needed to be cleaned in each building District-wide. Based on these and other measurements, the Director developed a staffing model which quantified the number of custodians necessary to attain a particular "appearance level" (based on industry standards for custodial staffing for educational facilities). The Director of Facilities Maintenance and Operations has given presentations regarding the Program Review to various committees, councils, and groups across the District. For example, in December, 2004, the Director of Facilities Maintenance and Operations gave a presentation to the District Committee on Budget and Finance explaining this review process in detail (112). The Program Review process has helped the Facilities Maintenance and Operations Director create balanced work assignments and healthier work environments for custodians, grounds crews, and engineering personnel.

Another function of the Review was to manage customer expectations regarding appearance levels of facilities. As evidenced in the information cited earlier, there is still work to be done in the area of facilities appearance and cleanliness, especially in the areas of classrooms, washrooms, and offices.



The Human Resources and Employee Relations department sponsors monthly forums for College and District managers and supervisors. The forums provide an opportunity for the District and Colleges to communicate about information regarding current human resources processes, policies, and procedures or a variety of other subjects of concern to managers and supervisors throughout the District. Agenda topics are set by managers and supervisors (113). Recent meetings have covered such items as varied as sexual harassment training and a review of the new phone system, including implementation and training schedules (114). The forum has also been used to discuss and introduce websites related to District services, including the CORP webpage (115)—a resource providing a convenient means for faculty, staff, and administration to purchase a variety of products ranging from office supplies to duplicating services to furniture—and the Download webpage, which contains a variety of documents and forms used District-wide.

As part of the District Technology Strategic Plan, Information Technology Services recently completed District-wide installation of a new voice-over-internet protocol telephone system. Training on the new system was conducted District-wide (116). Through its Centers for Teaching and Learning, which are located on all three campuses, Information Technology Services offers a wide variety of support and training to faculty and staff (117). The Centers' offerings are extensive and include workshops on District-supported software, individualized consulting regarding instructional software, small group seminars, and a Bootup Camp—a voluntary workshop series designed for new faculty on the effective use of technology in the classroom (118). (However, the Center has not been able to offer the Bootup Camp for the last few years.)

#### PLANNING AGENDA

- Use facilities Program Review data to evaluate the need for additional staff in order to make improvements in the area of facilities cleanliness;
- Develop survey document and procedures so that all District faculty, staff, and administration can provide input into evaluation of all District services.

*IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.*

#### DESCRIPTIVE SUMMARY

The District has not used a formula-based resource allocation model since 1997-98. Increases and reductions to College budgets have been

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based primarily on adjustments for step and column increases, longevity, and COLA (119). The model did not address enrollment changes or growth in special programs. This led to inequitable distribution among the Colleges.

Beginning in May 2003, the District Committee on Budget and Finance, a subcommittee of the District Shared Governance Council, discussed the subject of resource allocation, and in August 2003, at the direction of the Executive Vice Chancellor, the District Committee on Budget and Finance was charged with recommending a new resource allocation model for the District (120). The Committee engaged in an evaluation, planning, and improvement process that ended with the approval of a new distribution model in May 2005. The new model is in effect for the 2006-07 year.

Components of the new model included a base allocation for each College calculated as a percentage of current funding and FTES; an allocation for increases in Central Services such as benefits, utilities, insurance, and other items; allocations to facilities based on increased square footage and a percentage of College growth allocations; growth allocations for all Colleges based on three-year average FTES; allocations to the District Office as a percentage of College growth allocations; and an allocation for demonstrated need, including agreed-upon incentives.

### SELF-EVALUATION

It has been the general consensus of College and District leadership that resource allocation has not been particularly responsive to changing workload measures in the years following the implementation of the 1997-98 model because the College's allocations have been based on the prior year's allocations, adjusted for step and column increases, longevity, COLA, and other variables. Components most critical to a College's ability to support student learning—adjustments for enrollment growth and adjustments for special programs—have not been addressed. Therefore the model was not deemed adequate or fair.

The District Committee on Budget and Finance has studied the budget allocation model issue closely. The meaningful dialogue between the Colleges and District, the extent of research, and nature of the collaboration between the Colleges and the District relative to this important decision is documented in the Committee's minutes beginning in August of 2003 through the Committee's most current minutes (121).

In its planning and evaluating, the Committee conducted a historical review of the District's prior budget allocation models and reviewed allocation models from other institutions (122). The Committee also

met with administrative staff to explore various programs in the District and to address how all programs might best be served by a new resource allocation model. For example, the Committee requested presentations from the College Vice Presidents of Instruction regarding factors affecting cost and efficiency of instructional programs to ensure that any new allocation model addressed program needs appropriately and thus supported positive Student Learning Outcomes (123). Additionally, the Committee requested an overview of facilities programs from the District's Director of Facilities Maintenance and Operations in an effort to more thoroughly understand any impact that an allocation standard based on square footage might have on that operation (124).

Based on their extensive research, the Committee selected and refined an allocation model during spring 2005 (125). The Chief Financial Officer presented the proposed model to the District Shared Governance Council in May 2005 and consensus to adopt the model was reached (126).

The College Finance Officer's presentation included examples of the model populated with sample data to illustrate how the Colleges might be affected in years in which resources were allocated or in years in which resources were cut across the District (127). To solicit feedback about the model District-wide, the Committee prepared an online survey (128). Feedback from the dialogues with the constituencies was documented, considered, and, where appropriate, implemented into the model (129).

The District implemented the new resource allocation model for the 2006-07 budget year. Site allocations were made available mid-March 2006 for the 2006-07 budget planning process (130).

#### **PLANNING AGENDA**

None at this time.

#### *IV.B.3.d. The district/system effectively controls its expenditures.*

#### **DESCRIPTIVE SUMMARY**

Audits for the last several years have produced no adverse financial findings and the District has consistently had a positive ending balance. District bond ratings are the highest for community colleges in the state at "Aa1" (Moody's) and "AA" (Standard and Poor's). Finally, financial control mechanisms include systematic and procedural controls to monitor expenditures and help produce reasonable and balanced budgets.

The Chancellor has overall responsibility for the management of the District budget. The Chief Financial Officer is responsible for the gen-

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eral management of the budget, budget controls, and the accounting programs. The President of each College is responsible for operating the College within the limitations placed by the budget. College administrative responsibilities include adherence to guidelines established by the District Administrative Services Office, compliance with deadlines, and adherence to generally accepted accounting principles.

Systematic and procedural controls at the District and College levels help produce reasonable and balanced budgets, prevent over-spending, and reinforce accountability from budget managers. As an educational institution, the District uses governmental accounting with emphasis on the uses of resources to attain the institution's objectives. With specific fund numbers for each source, funds are tracked to account for revenue and expenditures.

### SELF-EVALUATION

Annual audits for the last several years reveal that the District consistently has a positive ending balance and has no adverse financial findings (131). Additionally, in November 2001 and again in November 2005, voters in San Mateo County approved bond measures totaling \$675,000,000. The District's Aa1 and AA ratings on these bonds (132) are based on the ratings companies' evaluation of the underlying financial condition of the District. Sound bond ratings are important to the District as they are reflected in lower municipal bond insurance costs and bond pricing that is more favorable to the taxpayers and the District.

Public monies used for capital construction are subject to a variety of stringent state accounting and reporting requirements. Some of the regulations specify that the project funds be kept in the Capital Construction Fund. The Facilities Planning and Operations department coordinates the project and maintains required files. With passage of two bond measures and an extensive Capital Improvement Program underway, management and control of the Capital Construction Fund is especially critical. A Grand Jury Report, issued in June 2005, focuses on the District's effectiveness in this regard (133). In the report, titled "School Construction Management in San Mateo County," the Grand Jury found that:

After years of experience, The San Mateo County Community College District (SMCCCD) has developed proven policies and procedures for construction planning and management. These techniques have been employed successfully for capital improvement projects on the three San Mateo college campuses.

This report cites the District’s successful policies and procedures for construction planning and management as a model to be followed by other school districts throughout San Mateo County.

#### PLANNING AGENDA

None at this time.

*IV.B.3.e. The chancellor gives full responsibility and authority to the Presidents of the colleges to implement and administer delegated District/system policies without his/her interference and holds them accountable for the operation of the colleges.*

#### DESCRIPTIVE SUMMARY

The College Presidents’ responsibilities and authority for implementation and administration of District policies is prescribed in District Rules and Regulations section 2.0. The rules state that “each president, as the college Chief Executive Officer, is responsible for implementation of District policies at the College” (134). The Chancellor gives the Presidents this authority and holds the Presidents accountable for the operation of the Colleges through an annual performance evaluation process. As part of the evaluation, the President establishes goals and the Chancellor and President assess the progress on these goals annually. As part of the annual evaluation process, the Chancellor briefs the Board on the Presidents’ progress towards their goals.

Additionally, the Chancellor, the Executive Vice Chancellor, the Vice Chancellor of Educational Services and Planning, and the Vice Chancellor of Human Resources and Employee Relations meet weekly with the Presidents to discuss areas of interest, concerns related to the individual Colleges or the District Office, or issues that may be of concern District-wide. The Presidents also attend meetings of the Board of Trustees and report on College initiatives, programs, and various College expenditures in compliance with District Rules and Regulations.

#### SELF-EVALUATION

The former President at Cañada believes the Chancellor gave her full responsibility and authority to implement and administer delegated District policies without his interference and held her accountable for the operation of the College. The current President agrees with this assessment. As an example, once College budget allocations related to faculty positions have been prescribed by the District, the President, after seeking input through appropriate College discussions and processes, makes

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the ultimate decisions regarding where the need for those faculty are within the College and acts accordingly.

### PLANNING AGENDA

None at this time.

*IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.*

### DESCRIPTIVE SUMMARY

As CEO of the District, the Chancellor is the liaison between the Colleges and the governing board. All College matters considered by the Board are submitted to the Board by the Chancellor on behalf of the Colleges. The College Presidents and District Academic Senate President attend Board meetings and report on College and Senate initiatives and programs. At each Board meeting, College Presidents are requested to provide the Board with executive updates regarding their College's programs and initiatives (135). The Board of Trustees includes a Student Trustee who voices the concerns and interests of District students in board meetings (Ref. 43)

The District and the Colleges use effective methods of communication in a timely manner to relay information to the Board and others about upcoming Board agenda items. Items to be considered at upcoming Board meetings are widely distributed electronically via the Board packet to the Board, College managers, Academic Senate officers, Union leaders, and other interested community members in advance of a Board meeting (136). The Board packet contains Board reports of the items to be considered, summaries prepared by the responsible College or District personnel and submitted to the Board on their behalf by the Chancellor. Board meeting minutes are posted on the District website (137). Minutes from previous meetings are archived on the site and the minutes can be searched by keyword. The agenda for the upcoming meeting is also posted.

There are numerous administrative committees through which communications between the Colleges, the District, and ultimately the Board may occur. The Chancellor's Cabinet consists of the College Presidents, the Chancellor, the executive Vice Chancellor, the Vice Chancellor of Educational and Planning Services and the Vice Chancellor of Human Resources. The Chancellor's Council consists of the Chancellor's Cabinet plus the Director of Information Technology Services, the Executive Director of Facilities, Operations and Planning, and the Director



of Community and Government relations. These groups meet on alternate weeks and provide a means by which the Colleges and the District Office can engage in dialogue about a variety of College and District issues (138).

As another means of communication, Community and Government Relations publishes Connections, a quarterly newsletter which is distributed to all District employees as well as to members of the surrounding community. The newsletter features articles about District-wide initiatives, College programs, and other items related to the District that are of interest to the Colleges and the surrounding community (139).

At the beginning of each year, the Chancellor invites all faculty and staff to an opening day meeting for a briefing on important matters currently facing the District.

### SELF-EVALUATION

The role delineation of the District as liaison between the Colleges and the governing Board is well defined and effective. College initiatives and other business requiring Board discussion or approval are placed before the Board by the Chancellor on behalf of the Colleges. When such items are brought to the Board, appropriate College personnel are in attendance at the meeting to answer questions the Board might have. College Presidents provide the Board with executive updates regarding their College's programs and initiatives. The availability of web-based information about upcoming Board meeting schedules, agendas, and searchable minutes from prior meetings is an efficient way to communicate information.

Both the former and current Presidents of Cañada indicated that Chancellor's Council and Chancellor's Cabinet meetings have been an effective means by which to engage in dialogue with the District regarding College or District matters in general and about those which might require Board action or discussion.

### PLANNING AGENDA

None at this time.

*IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

### **DESCRIPTIVE SUMMARY**

The District does not have in place a process to regularly evaluate District role delineation and governance and decision-making structures and processes to ensure their integrity and effectiveness in assisting the Colleges in meeting educational goals. Rather, these items are evaluated and discussed in a variety of forums throughout the year. The Board of Trustees meets several times each year in study session to review existing programs and to explore new policies or objectives. For example, during the last year the Board met in study session to discuss counseling and student services, concurrent enrollment and the Facilities Master Plan, among other matters (140). Additionally, the Board holds retreats that focus on strategic matters including goal setting and policy making that often result in the review of role delineation, governance, and decision-making structures and processes. During weekly Chancellor's Cabinet and Council meetings, College Presidents, the Chancellor and his staff engage in dialogue addressing these matters. District and College administrative and institutional committees frequently engage in evaluation of and dialogue about governance and decision-making structures and processes. Additionally, evaluation also occurs as part of an individual organization's evaluation, planning, and review processes. Also, in order to clarify District role delineation, the District and Colleges have developed a District function map outlining District Office, District-wide, and College responsibilities related to accreditation standards (141).

### **SELF-EVALUATION**

Policies regarding governance, role delineation, and process are shaped by the Board and subsequently implemented by the Chancellor, his staff, and the College Presidents. Information about these policies and issues related to implementation is communicated widely through a variety of administrative and institutional committees in place throughout the District (142). The Chancellor and his staff and the College Presidents engage in dialogue as part of their regularly scheduled Cabinet and Council meetings. For example, at a recent Chancellor's Cabinet meeting, the District mission statement was discussed. At the same meeting, College Vice Presidents, information technology staff, and District research staff were invited to join the Chancellor's Cabinet to hear a presentation on Cal-PASS, a data-sharing initiative of interest to the District. Similarly, College Presidents communicate and engage in dialog through their College Cabinets, councils, and administrators. Academic and professional matters of concern to faculty in these areas are discussed by the College and District academic senates. Academic Senate subcommittees, labor groups, and the District Shared Governance Council and its

subcommittees also engage in dialogue about these issues. The meeting minutes and agendas from many of these groups are readily accessible through the District's portal webpage for review of interested parties. A review of topics listed on agendas and discussed in the minutes from these various committees reflect the diversity and extent of communications regarding governance and decision-making processes (143).

During calendar year 2005, the Board study sessions included such topics as a discussion of concurrent enrollment and other partnerships with high school districts; a facilities program definition document update; a joint meeting with the San Mateo City Council including a tour of College Vista, (the District faculty/staff housing facility) and an update on College of San Mateo's programs of interest to the San Mateo City Council; and a briefing on safety, security, and emergency preparedness (144). At the Board retreat in February 2006, the Board and staff discussed plans for future study sessions dealing with role delineation, governance, and process including a discussion on Program Review, the University Center at Cañada, and a review of the process by which professional development leave is administered. In the area of governance structures and process, board members and staff also discussed the creation of a Capital Improvement Program (CIP) management team that would oversee, review, and evaluate construction projects for phase two of the bond expenditures (145).

As necessary, District-wide committees are formed to discuss, advise, and engage in dialogue surrounding a particular governance or decision-making structure or process. For example, in mid-2003 the Bookstore Operations Committee was formed to evaluate bookstore operations, evaluate various management structures for the bookstore operations, obtain feedback District-wide regarding bookstore operations and management structures, and ultimately "provide a recommendation to the Chancellor and the Board of Trustees regarding future bookstore operations" (146). The Committee website documents the thorough and inclusive nature of the evaluation, planning, and improvement efforts of the Committee.

Additionally, decision-making processes or structures are also discussed and evaluated as part of District initiatives—e.g. the resource allocation model described elsewhere in this Self-Study or as part of an organization's evaluation, planning, and review process such as the facilities Program Review process, also described in the Self-Study.

#### PLANNING AGENDA

- The District will assess the newly created functional map and evaluate its value as a tool in delineating governing and decision-making

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structures and processes and as a tool for communicating these processes District-wide;

- The District will study the need for a process to regularly evaluate governance and decision-making structures and processes.

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