Standard IV: Leadership and Governance

IVA   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.

IVA.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 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.

IVA.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.

IVA.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.

Description—IVA.1, IVA.2 and IVA.3

Planning and policy development occur through the participation of college community members in a number of institutional organizations including the District Planning and Advisory Council and its subcommittees, the Academic Senate joint committees, district committees and *ad hoc* task forces; the College's administrative/departmental structures; and other college organizations including the Associated Students, the Management Association, the Faculty Association and the Classified School Employees Association (CSEA).

District Planning and Advisory Council (DPAC)

At the time of the 2004 accreditation report, the District's primary planning organization was the Collegewide Coordinating Council, which, aided by the Budget Committee and the District

Technology Committee, was responsible for making recommendations regarding planning to the Superintendent/President. Its members acted as representatives for their respective groups, reporting back to them and eliciting their feedback. The Collegewide Coordinating Council reviewed and approved the *Master Plan for Education* annual update and presented recommendations for new faculty positions. The Budget Planning Committee served to explain budget reports and the fiscal state of the College and present the rationale for actions the administration had taken while the District Technology Committee was responsible for updating the *Master Plan for Technology.*
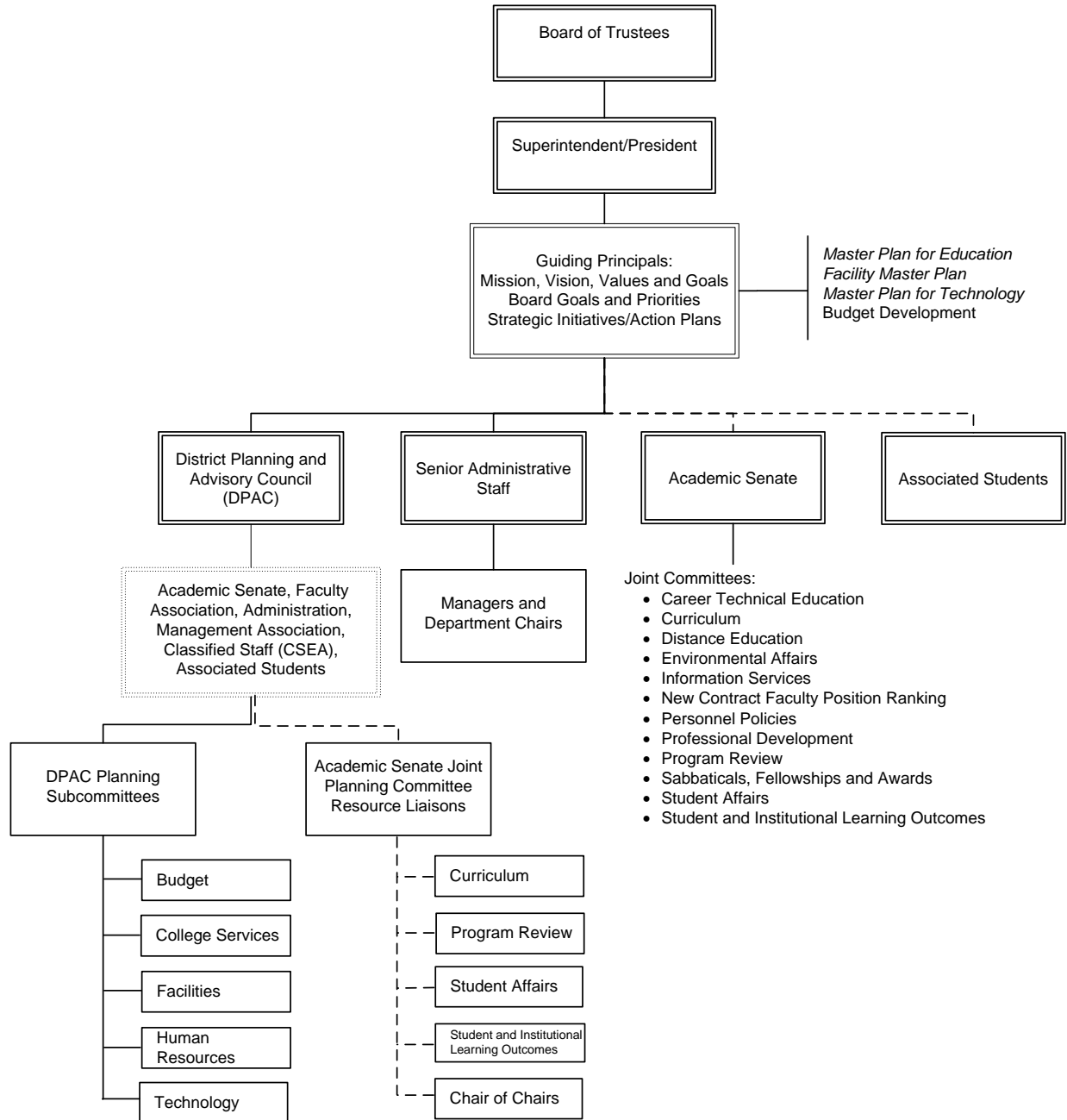
Based on recommendations made in the 2004 accreditation report and the subsequent dissolution of the Collegewide Coordinating Council, college leadership came together in the latter half of 2004 to revise the planning process. The Governance Structure Workgroup was convened to discuss and make recommendations about the formation of a new planning group. In January 2005, this effort resulted in the establishment of a new organization, the District Planning and Advisory Council, to replace the Collegewide Coordinating Council and its subsidiary committees. The organizational structure of the College's planning structure is shown in Figure IVA-1.

Board Policy 2250 declared DPAC to be the body primarily responsible for making recommendations to the Superintendent/President on matters that were not otherwise the primary responsibility of the Academic Senate (Board Policy 2210), Associated Students (Board Policy 2230), or the Management Association (Board Policy 2240).

Board Policy 2250 outlines the parameters for participation in DPAC:

> *The Board of Trustees establishes the District Planning and Advisory Council. The Board recognizes the Council as the body primarily responsible for making recommendations to the Superintendent/President on matters that are not otherwise the primary responsibility of the Academic Senate (Board Policy 2210), Classified Staff (Board Policy 2220), Associated Students (Board Policy 2230) or the Management Association (Board Policy 2240). Issues include, but are not limited to, District budget, facilities, human resources, instruction, student services and technology planning. Discussion of these issues by the Council will not supplant the collective bargaining process.*

> *The District Planning and Advisory Council shall comprise representatives of the faculty (Academic Senate and Faculty Association), classified staff (CSEA Chapter 36), students (Associated Students) and management (Administration/ Management Association), who shall mutually agree upon the numbers, privileges, and obligations of Council members. The District Planning and Advisory Council shall establish its own procedures in conformity with the law.*

Board of Trustees

Superintendent/President

Guiding Principals:
Mission, Vision, Values and Goals
Board Goals and Priorities
Strategic Initiatives/Action Plans

Master Plan for Education
Facility Master Plan
Master Plan for Technology
Budget Development

District Planning and Advisory Council (DPAC)

Senior Administrative Staff

Academic Senate

Associated Students

Academic Senate, Faculty Association, Administration, Management Association, Classified Staff (CSEA), Associated Students

Managers and Department Chairs

Joint Committees:
- Career Technical Education
- Curriculum
- Distance Education
- Environmental Affairs
- Information Services
- New Contract Faculty Position Ranking
- Personnel Policies
- Professional Development
- Program Review
- Sabbaticals, Fellowships and Awards
- Student Affairs
- Student and Institutional Learning Outcomes

DPAC Planning Subcommittees

Academic Senate Joint Planning Committee Resource Liaisons

Budget

College Services

Facilities

Human Resources

Technology

Curriculum

Program Review

Student Affairs

Student and Institutional Learning Outcomes

Chair of Chairs

Figure IVA-1: Santa Monica College Planning Structure

Matters for review, discussion and recommendations within DPAC include district budget, facilities, human resources, college services, technology planning, and the College's responsibilities resulting from the Superintendent/President's signing of the American College and University Presidents' Climate Commitment. Membership, voting rights and protocols have been mutually agreed upon and are clearly indicated within the DPAC Agreement on Structure statement (April 21, 2005), thus addressing the previous criticism of the Collegewide

Coordinating Council that, because its membership was not stipulated in policy, it was too fluid, unreliable, and unpredictable. Previously, the college community was largely uncertain that the recommendations of the Collegewide Coordinating Council accurately or adequately reflected the entire college community.

In April 2005, to ensure that the complex issues examined by DPAC would receive the necessary attention by experts from throughout the entire college community, five subcommittees were established: the Budget Planning Subcommittee, the College (Operational) Services Planning Subcommittee, the Facilities Planning Subcommittee, the Human Resources Planning Subcommittee, and the Technology Planning Subcommittee. In Fall 2008, DPAC established the American College and University Presidents' Climate Commitment Task Force to develop the steps the College will take to achieve its climate commitment.

In accordance with the DPAC charter, all five subcommittees and the task force include membership from the administrative, faculty, classified and student ranks.[i] Four Academic Senate joint committees also act as resources liaisons to DPAC: Curriculum, Program Review, Student Affairs and Student and Institutional Learning Outcomes committees. The Chair of the Department Chairs Committee and other department chairs also serve as liaisons to DPAC and its subcommittees.

Academic Senate

Board Policy 2210 recognizes the Academic Senate "as the body which represents the faculty in collegial governance relating to academic and professional matters." Furthermore, this policy stipulates that the Board of Trustees will "rely primarily" upon the advice and judgment of the Academic Senate regarding faculty roles and involvement in accreditation processes and grading policies and in the assessment of faculty professional development needs.

Other academic and professional matters are subject to the mutual agreement process through Academic Senate joint and district committees. Academic Senate joint committees have both faculty and administrative representation (a ratio of two faculty members to one administrator, in accordance with Board Policy and Senate Bylaws). Most also include classified staff representation, and some include student representatives.

- **Academic Senate Joint Career Technical Education Committee**: Membership includes faculty and administrators, and its structure and scope are to act as a liaison between occupational programs, the college community and the business community and to increase levels of student diversity in career technical education programs. Its functions are to advocate for college occupational programs; review labor market trends in workforce needs; conduct, every three years, an environmental scan to identify emerging markets; and make recommendations regarding the development of new programs and the direction of existing programs.

- **Academic Senate Joint Curriculum Committee:** Membership includes faculty and administrators, and its structure and scope are to evaluate proposed courses, changes in courses, proposed programs, and changes in the programs that comprise the College's

credit and noncredit offerings. The committee's responsibilities include compliance with state laws, maintenance of academic integrity, and dissemination and archiving of course and program information. The faculty members are elected by electoral areas according to Administrative Regulation 5110.[ii]

The Curriculum Committee's functions are to make recommendations to the Academic Senate and the Superintendent/President for action on existing and proposed courses, prerequisites, co-requisites, advisories and programs; encourage and recommend development of new curricula and courses; assist faculty in preparing curriculum proposals to meet Title 5 matriculation mandates and district goals and objectives as stated in the College's Mission, Vision, Values and Goals statements; disseminate curricular information and recommendations to department chairs and the Academic Senate; ensure that the college catalog contains only those courses offered on a regular basis; and perform other duties assigned by the Academic Senate President with the advice and consent of the Academic Senate.

- **Academic Senate Joint Distance Education Committee**: Membership includes faculty and administrators, Its structure and scope are to make recommendations to the Academic Senate and the Superintendent/President regarding policies and plans for all aspects of distance learning; collaborate with all college departments to support distance education students, faculty, and administrators; evaluate and share information in collaboration with the entire college community; and advocate for the present and future needs of distance learning. Its functions are to provide a forum for assessing technical and other evolving issues in distance learning and disseminate information about these issues to the college community; make recommendations to the Academic Senate and the Superintendent/President for the development of administrative regulations and Board of Trustees' policies regarding distance education and online delivery of other instructional material; define procedures to implement existing college policies in the virtual environment; support faculty in development and delivery of online courses by advocating for needed support from the administration and from the distance education provider(s); maintain currency with distance learning services, products, technologies, standards, and techniques; make recommendations and provide information to other faculty leaders regarding distance education matters; define criteria for evaluating platforms; and recruit participation of faculty and others to serve as interested parties on the committee.

- **Academic Senate Joint Environmental Affairs Committee**: Membership includes faculty and administrators, and its structure and scope are to educate the College and the surrounding community on environmental needs and concerns. Its functions are to maintain and expand the Center for Environmental and Urban Studies as a resource for environmental research, information gathering, volunteer work, and education; develop environmentally beneficial relationships with the City of Santa Monica and local environmental agencies, addressing such issues as pollution, transportation, and parking; work with students, faculty and administrators to address environmental concerns

collegewide; sponsor environmentally relevant activities, from clean-ups to education programs; and support the academic program in environmental studies at the College.

- **Academic Senate Joint Information Services Committee**: Membership includes faculty and administrators, and its structure and scope are to examine policies and plans for academic information technology and consider other matters as deemed appropriate by the Academic Senate. Its functions are to advise the academic community on information technology; receive and prioritize academic departmental technology requests and forward its recommendations to the DPAC Technology Planning Subcommittee; make recommendations to the Academic Senate for the development of administrative regulations regarding information technology for academic programs; and make recommendations to the Academic Senate and the Superintendent/President regarding changes to relevant board policies.

- **Academic Senate Joint New Contract Faculty Position Ranking Committee**: Membership includes faculty and administrators. The committee meets annually to prepare a prioritized list of recommended new faculty positions to be submitted to the Superintendent/President. It builds on the previous Collegewide Coordinating Council process when making its recommendations: reviewing department requests, assessments, and justifications in light of budgetary, enrollment, and program review information. The new committee is in the process of refining the new faculty position ranking criteria and has augmented the previous process by providing department chairs with proposal guidelines, which require departments to provide evidence of the their engagement in the student learning outcomes and assessments development process and attention to collegewide initiatives.

- **Academic Senate Joint Personnel Policies Committee**: Membership includes faculty and administrators, and its structure and scope are to examine all board policies and administrative regulations regarding personnel. Its functions are to review district policies and administrative regulations on personnel matters; draft new policies and regulations as directed by the Academic Senate; recommend new policies and regulations to the Academic Senate and the Superintendent/President for adoption by the Board of Trustees; and inform the Faculty Association when contract-related policies are under discussion.

- **Academic Senate Joint Professional Development Committee**: Membership includes faculty, staff and administrators, and its structure and scope are to coordinate professional development activities for both faculty and staff. Its functions are to coordinate a collegewide opening day, flex-day activities, and specialized training, using funds provided the College through California Assembly Bill 1725 and monies collectively bargained; support individual faculty and staff professional development activities through direct funding and information on grant opportunities; notify faculty and staff of upcoming conferences, retreats, symposia, and other professional development activities; and encourage collegewide feedback on all committee activities.

- **Academic Senate Joint Program Review Committee**: Membership includes faculty and administrators, and its structure and scope are to review all existing instructional, student services, and support programs to aid in maintaining and enhancing the programs' quality, vitality and responsiveness. Its functions are to recognize strengths and achievements of programs; promote goals and planning of programs; identify the areas in need of support (internal and external); inform the collegewide decision-making process; and influence the development of the *Master Plan for Education*.

- **Academic Senate Joint Sabbaticals**, **Fellowships and Awards Committee:** Membership includes faculty and administrators, and its structure and scope are to recommend to the Board of Trustees the awarding of leave-time and financial stipends to support individual faculty as they pursue worthwhile professional development activities such as formal study, independent research, creative projects, field studies, or travel related to their profession not otherwise possible through a normal workload assignment. Its functions are to develop and make available a set of formal standards that will be applied in judging applications; establish procedures and timelines governing sabbatical and fellowship applications; publicize the availability of and faculty members' eligibility for sabbaticals and fellowships; provide workshops that clarify the application and evaluation process; and evaluate sabbatical recipients' reports summarizing their experiences and activities while on sabbatical.

- **Academic Senate Joint Student Affairs Committee**: Membership includes faculty and administrators, and its structure and scope are to evaluate all administrative matters concerning student affairs, including but not limited to admissions and records, student progress and graduation, student conduct, student activities, counseling, and financial aid. Its functions are to develop and revise administrative regulations in compliance with Title 5 and the California *Education Code*; review and recommend changes to district board policies concerning student affairs matters; and interface with any Academic Senate committee that addresses student affairs.

- **Academic Senate Joint Student and Institutional Learning Outcomes Committee**: Membership includes faculty and administrators, and its structure and scope are to ensure collegewide collaboration in the ongoing processes of developing, gaining proficiency in, and fully integrating learning outcomes and assessments; facilitate the efforts of various internal college governance structures; and serve as a bridge linking student learning outcomes and institutional learning outcomes to collegewide strategic planning initiatives. Its functions are to promote a collegewide commitment toward student learning and success; encourage and foster dialogue on student learning and success within and among all college units; engage the college community in developing, gaining proficiency in, and fully integrating learning outcomes and assessment; and assist in the preparation of college reports pertaining to learning outcomes.

In addition, the Academic Senate has a number of committees whose charge is purely faculty-oriented and whose membership consists of faculty only. These include the Adjunct Faculty Committee, the Department Chairs Committee, the Elections and Rules Committee, the Senate's

Fiscal Affairs Committee, the Legislative Action Committee, the Professional Ethics and Responsibilities Committee, and the Social Committee.

The Board of Trustees honors the concept of participatory governance in all areas defined by state laws and regulations as policy of the Santa Monica Community College District while retaining its own rights and responsibilities as the ultimate authority. Article 2200 of the Board Policy states that "Santa Monica College is a community composed of students, faculty, staff, administration and the Board of Trustees, who are committed to the implementation of the Participatory Governance Policy (AB 1725)." The Board of Trustees has adopted participatory governance policies developed by the Academic Senate, classified staff, Associated Students and Management Association.

In July 2007, Board Policy 2210 (the Academic Senate) was revised to clearly stipulate the faculty role in formation, procedures and membership for the Academic Senate. The policy indicates areas in which the Academic Senate will be primarily relied upon in academic and professional manners such as grading policies. The formation and selection process for Academic Senate committees is stated in Board Policy 2210.

The College's administrative structure is described in Standard IVB.2 and illustrated in the organizational charts in the Self-Study Introduction. Within this structure, departmental units play a key role in operational planning. All faculty members belong to academic or student services departments, most of which elect a full-time faculty member to serve as department chair for a four-year term. The Health Sciences Department, Library, Counseling Department and Emeritus College are led by deans or associate deans. The Health Sciences Department and the Library each elect a faculty leader, who performs those leadership functions exclusively within the province of faculty members. The Counseling Department elects a department chair for these purposes. The Emeritus College, a noncredit program designed for older adults, is exclusively composed of part-time faculty members and led by an associate dean.

Individual departments play a major role in the development of schedules of classes and in recommending faculty assignments. Weekly teacher hour allocations and offerings are determined by the Vice President, Academic Affairs in coordination with the department chairs. Department chairs work closely with the Dean, Academic Affairs and the Dean, Student Affairs to develop the College's course schedules.

Since the budget cuts and ensuing reduction in course offerings of 2003-2004, which led to significant decline in enrollment, recovery of the enrollment base has been at the forefront of the College's schedule planning. In addition, other planning efforts have been undertaken to recover enrollment. In 2007-2008, the Academic Senate created a task force, dedicated to enrollment recovery, which played a key role by eliciting faculty and staff suggestions, and in Spring 2009, the schedule planning and other efforts, accompanied by a downturn in the economy, contributed to the College recovering its enrollment base. Although the course offering and the services that support it represent the College's largest annual expenditure, they also have the greatest impact on student access and success.

In addition to its policy regarding the Academic Senate, the Board of Trustees has articulated management, classified staff and student participatory governance policies, developed in consultation with the Management Association, CSEA and the Associated Students (Board Policies 2240, 2220 and 2230, respectively). In Spring 2009, several years after the Classified Senate had ceased to function, Board Policy 2220 (regarding the Classified Senate) was revised to establish the classified staff bargaining unit as the body that appoints classified staff representatives to serve on participatory governance committees. The aforementioned board policies define how management, classified staff and students participate in college governance and planning activities. Board Policies 2210 (Academic Senate), 2220 (Classified Staff), 2230 (Associated Students), 2240 (Management Association) and 2250 (DPAC) recognize each of these organizations as the primary voice representing their respective group in participatory governance.

Each college community group elects leaders who participate in college decision-making by advancing proposals on behalf of its organization and/or concerning collegewide matters. For example, in 2006, the Academic Senate led a collegewide discussion on the merits of plus-minus grading and whether the College should implement such a change. Throughout the debate, the administration remained neutral. The subsequent vote of the full faculty indicated that they preferred to retain the current grading system. Subsequently, the Board agreed to establish grading policies as an area of rely-primarily-upon-faculty in terms of the participatory governance areas.

In May 2005, the Academic Senate updated Articles I through VI of its bylaws. In Spring 2006, it revised Appendix A regarding membership, scope and functions of all its committees. For example, a faculty member serves as chair and an administrator serves as vice chair, rather than as chair and secretary which had previously been the case. To ensure greater accountability, the Academic Senate has adopted a tracking method that includes a faculty and administrator signature routing form to document the revision and adoption of all policies and regulations related to academic and professional matters as they are approved by the appropriate Academic Senate joint committee, the body of the Academic Senate, the Superintendent/President, and when appropriate, the Board of Trustees. The mutually-agreed-upon establishment of this transparent process illustrates the current improved culture of participatory governance at the College.

The College has established structures that clearly delineate the leadership of the College overall. Decision-making is based on the values reflected in the College's recently revised Mission, Vision, Values and Goals, to which institutional objectives are tied. These values and the report on progress made toward accomplishing the prior year's objectives inform the *Master Plan for Education* annual update. Some processes for decision-making are formal, such as the curriculum approval process, the approval of administrative regulations through the various Academic Senate joint committees, and the process for recommending new faculty positions through the Academic Senate Joint New Contract Faculty Position Ranking Committee. Other joint committee structures facilitate the integration of efforts of the entire college community, as in the work of the Student and Institutional Learning Outcomes Committee.

Other decisions evolve through informal processes. Academic Senate leaders meet regularly with the District's leadership (as do the leaders of all major college constituent organizations). At these meetings, leaders raise concerns, review, and address college objectives and progress on meeting those objectives, and consider possible responses. There are a variety of structures used by college community groups to explore, develop, and implement plans. The Academic Senate regularly employs the full Academic Senate and its committees, who relay information and initiate discussions within departments. For example, the development of student learning outcomes was supported through an Academic Senate task force composed of representatives from each department. The Student Learning Outcomes Task Force functioned both as a planning body and as a liaison to departments.

Although decision-making is often affected by external circumstances such as the condition of the state budget, the Academic Senate and other college community groups work to ensure that the process is transparent, inclusive, and collegial. The Academic Senate has strived to formalize procedures (e.g., the routing forms for board policy and administrative regulation changes arising from participatory governance committees) and the development of leadership positions and district support for those positions (e.g., Global Citizenship, Interdisciplinary Studies and Basic Skills faculty leader positions). Along with the responsibilities of the faculty leader positions, methods for evaluating their effectiveness and future need were also developed.

The rapid program cuts and layoffs made in response to the budget crisis of 2003-2004 served as a catalyst to the 2008 revision of the College's Program Discontinuance Policy, led by an *ad hoc* subcommittee of the Academic Senate Joint Curriculum Committee. The revised policy (Administrative Regulation 5113), penned at a time when budget cuts were not being considered, established a deliberative and inclusive process that engages faculty, administrators, and the relevant programs from the beginning and throughout the discussion. It also introduced an appeals process to a policy that previously did not have one.

Within the current administrative structure, decision-making outside of DPAC occurs hierarchically through requests flowing from departments and/or programs through deans and managers to the senior administrative staff. As shown in Figure IVA-2, DPAC subcommittees and organizations may also recommend a course of action, through DPAC, to the Superintendent/President. The Superintendent/President responds publicly to DPAC's recommendations by either accepting them, in whole or in part, or rejecting them with explanations that are documented in DPAC's minutes. Ultimate decision-making and implementation authority rests with the Superintendent/President and the Board of Trustees.
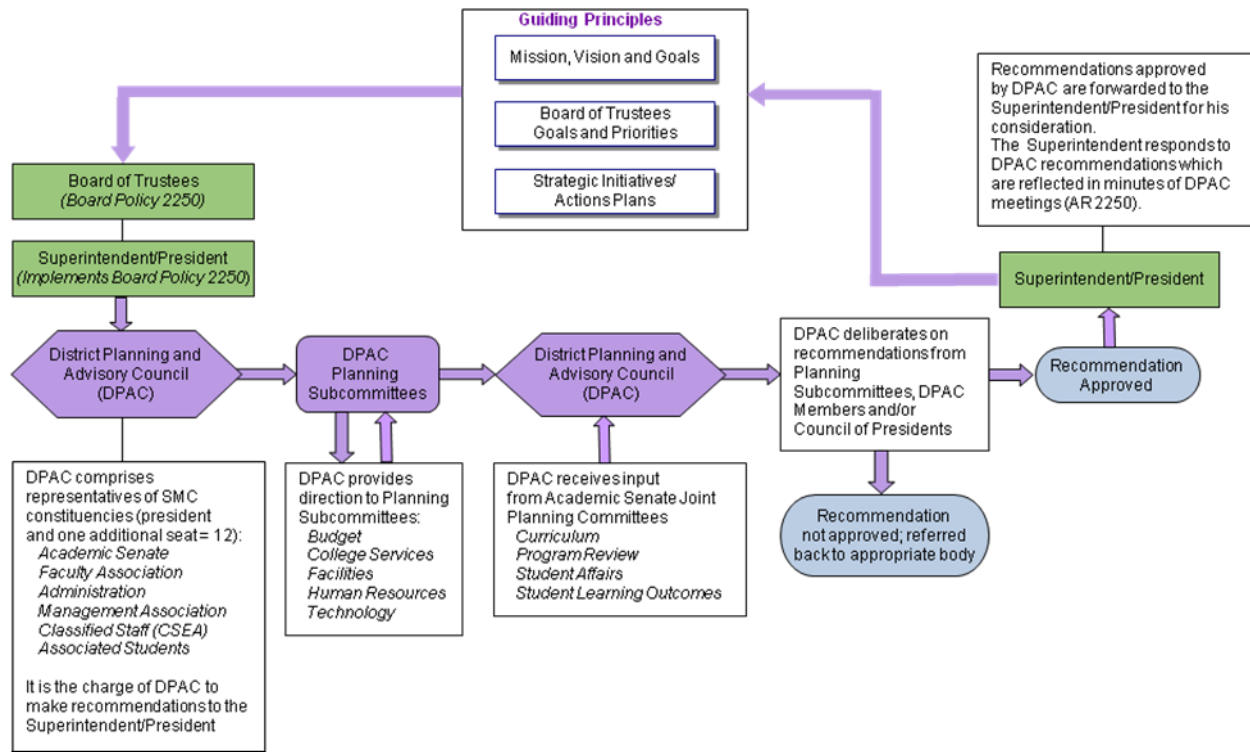
Figure IVA-2: DPAC Planning Process and Flow

The District's planning process relies upon informal and formal structures. *Ad hoc* planning groups such as task forces and workgroups have limited scopes and timeframes. Since the last self-study, several *ad hoc* groups, such as the Basic Skills Initiative Task Force and Global Council have been formed to address specific critical issues. The Basic Skills Initiative Task Force was formed in response to specific funding allocated to all community colleges to provide specialized support and instruction to basic skills students. Initially co-chaired by the Vice President, Academic Affairs and the Chair of the Mathematics Department and later overseen by the Director of Student Success Initiatives, the Basic Skills Committee now includes a new faculty leader position, approved by the District for Fall 2009, who serves as a liaison between the Academic Senate and the Basic Skills Initiative. Faculty members from a variety of disciplines and appointed administrators collaborated to produce an initial assessment of services and instruction provided to basic skills students and created a working Basic Skills Initiative Plan. In addition, the Office of Institutional Research participates on the task force by providing necessary data. Collegewide, faculty members are invited to submit innovative proposals to improve services and instruction for basic skills students. Along with other pertinent information, proposals are posted on the Basic Skills Initiative website.[iii]

Evaluation—IVA.1, IVA.2 and IVA.3

During the previous accreditation review, this portion of the self-study report was perhaps the most controversial and most passionately discussed by members of the college community. The College had just experienced significant course reductions, painful layoffs and program eliminations that were disputed by many.

In June 2004, the Academic Senate essentially proclaimed a loss of faith in the participatory governance process by unanimously approving a resolution suspending participation of its members in the Collegewide Coordinating Council and its subsidiary groups, the Budget and District Technology Committees.

Following the accreditation team's visit, faculty leaders, and administrators began the effort to improve the college climate and to boost morale. The Superintendent/President convened a group, consisting of the presidents plus two representatives from each organization, to discuss the issues and recommend a planning structure. This group reached consensus, which resulted in the mutually-agreed-upon establishment in January 2005 of a new collegewide planning body, DPAC, to replace the Collegewide Coordinating Council.

Board Policy 2250, which outlines the parameters for participation in DPAC, is effectively implemented through the bimonthly meetings of voting and advisory members of DPAC and its subcommittees. Although membership and voting on DPAC and its subcommittees was vigorously debated, consensus was arrived at with agreement that each group would be "equally represented." Presently, representatives from faculty, administration, classified staff, and students serve on DPAC, and each group has two official votes. The equal standing number of votes for each group effectively addresses a previous major concern. The representation on each DPAC planning subcommittee mirrors that of the body of the whole. Each subcommittee provides recommendations regarding its particular areas to the larger DPAC group.

Participation from the larger college community is both welcomed and encouraged. For example, the College regularly uses institutional flex days for a discussion of major college initiatives and issues and to elicit ideas and suggested actions from the college community. In Fall 2005, workshops were held during the Opening Day flex activities to engage the college community in a discussion of its greatest needs. The recommendations resulting from this process were sent directly to the Strategic Planning Task Force and led to several short-term and long-term plans and actions. Workshops held during the Fall 2006 Opening Day flex activity began the process of developing institutional learning outcomes and formed the basis of those eventually adopted by the College.

The participation of student representatives on collegewide committees has increased substantially as a result of extensive recruitment efforts on the part of the Associated Students Board of Directors who also approved a $200 stipend for the student representatives who serve on these committees. There are currently 23 students participating on DPAC, its subcommittees, and Academic Senate joint committees in addition to students who participate in the Associated Students' own committee structure, shown in Figure IVA-3.
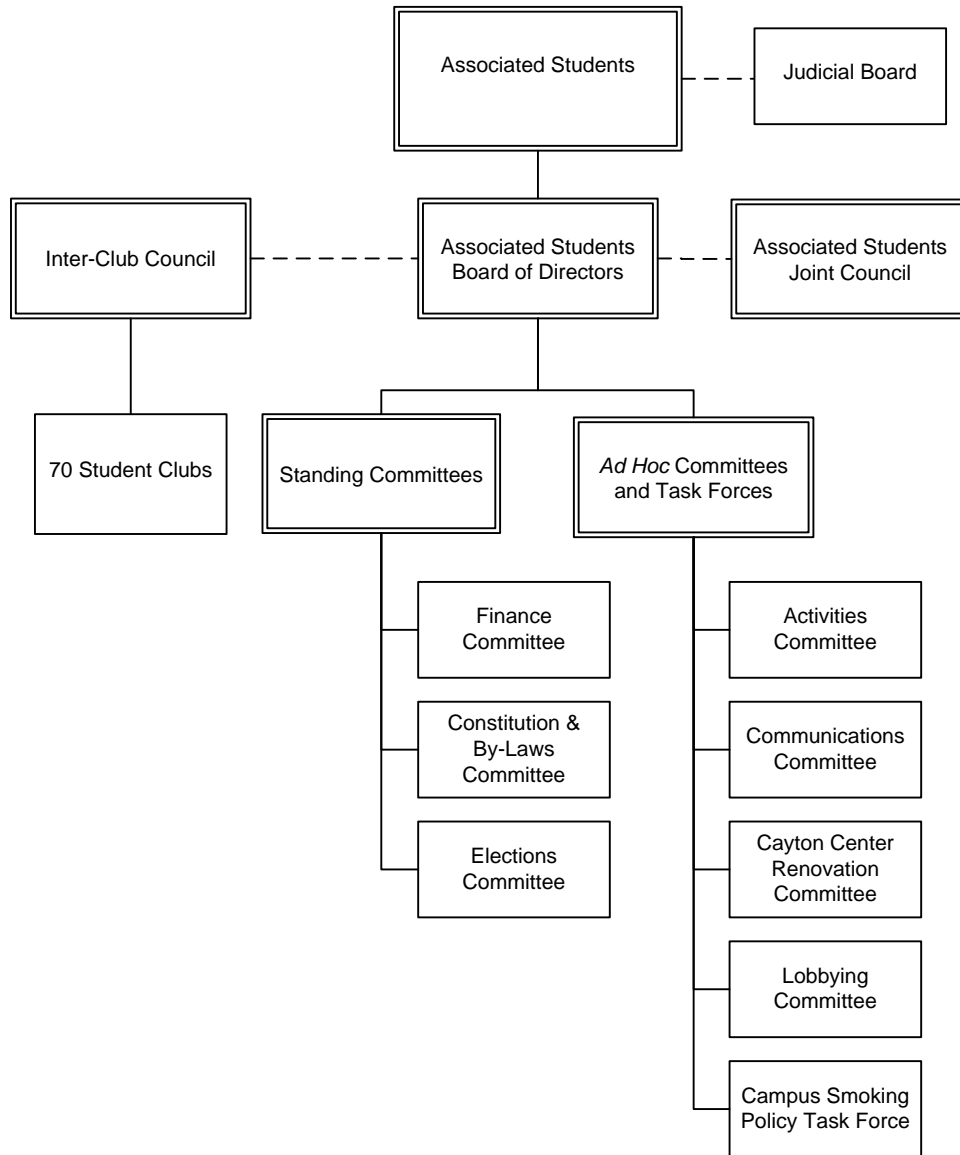
Figure IVA-3: Associated Students Organizational Chart

Recognizing that additional expertise is essential for certain planning processes, DPAC also maintains a list of resource liaisons, which include the co-chairs of each DPAC subcommittee, the chair of the Academic Senate Department Chairs and Coordinators Committee, and the chairs of four academic senate joint committees: Program Review, Curriculum, Student Affairs, Student and Institutional Learning Outcomes. Members from various departments and divisions of the College are also invited to report on topics of relevance at DPAC meetings.

Charter statements for DPAC and each of its subcommittees clearly define and delineate the responsibilities and authorities of each group and are reviewed annually. The most recent charter statement for DPAC, adopted in September 2008 and amended in Fall 2009, achieves the desired goal of articulating the mission, membership, agenda-setting procedure, scope of authority, and

quorum definition of DPAC and the privileges, obligations and voting rights of all DPAC members. In addition, minutes of every meeting that has taken place since the inception of DPAC in 2005 are posted on its webpage. Each year, DPAC provides an annual report that lists its annual membership, the membership of its subcommittees, and summaries of major action items, including recommendations and responses to those recommendations from each meeting.

Since the last accreditation team visit and based on its recommendations, the College has taken decisive steps to address areas of concern regarding the clarification, development and documentation of roles of individuals and the greater college community in collegewide planning. The DPAC charter statement (defining the function and charges of DPAC) is reviewed and refined as necessary in each annual report. In addition, subcommittees may review and submit suggested updates to their mission and goals statements. DPAC and its subcommittees perform an annual evaluation of the previous year's institutional goals and objectives. In addition, DPAC developed and implemented a new template for updates to the *Master Plan for Education* that requires all proposed and adopted objectives be mapped to the College's Institutional Learning Outcomes, reflect findings from the Program Review Committee's annual report, and include budget planning information.

The College demonstrates that it relies on faculty, through the Academic Senate, and academic administrators for recommendations regarding student learning programs and services. A well-defined curriculum approval process at Santa Monica College engages faculty and administrators in developing effective courses and programs that respond to student, community and workforce needs. The procedures of the Curriculum Committee ensure that proposals from faculty are carefully reviewed and submitted to the Academic Senate for consideration, and if approved, sent forward to the Board of Trustees for adoption. (For details, see Standard IIA.1, Description.)

Another example of the faculty and administrative input into the development of programs is the Global Citizenship Initiative. This initiative, which began in June 2007 as a task force responsible to both the Superintendent/President and the Academic Senate, had as its goal "to define global citizenship for Santa Monica College and to recommend strategies to encourage the development of global citizenship in the college community." Four subcommittees of the task force addressed curriculum, international education and commerce, international students, and study abroad programs.

Task force recommendations centered on three areas: providing professional development for faculty; devising techniques for infusing topics related to the College's definition of global citizenship throughout the curriculum; and developing strategies for increasing student awareness and knowledge of global citizenship issues. These general recommendations were accepted by the Academic Senate. The Academic Senate, Interdisciplinary Studies Task Force, and Curriculum Committee used the recommendations to develop a Global Citizenship Associate in Arts degree requirement (discussed in detail in the Standard IIA.1, Description).

The work of the Global Citizenship Task Force was deemed so successful that a more permanent joint venture was established by the Superintendent/President and the Academic Senate. First named the Global Citizenship Work Group, it has become the Global Council and is co-chaired

by a faculty leader and administrator responsible for coordinating the work of the Council with that of relevant Academic Senate joint committees.

In an effort to consolidate resources and update the College's curriculum in areas not traditionally reflected in its existing departmental structure, the Academic Senate and the District formed the Interdisciplinary Studies *Ad Hoc* Committee in 2007. The committee was directed to explore appropriate institutional arrangements that would support the continued development of additional multi- and interdisciplinary studies programs and curricula, which led to the creation of the Interdisciplinary Studies Initiative and a faculty leader position to guide it. Subsequently, two new Associate in Arts degrees—Environment Science and Environment Studies—have been approved by the Curriculum Committee, the Academic Senate, the Board of Trustees and the California Community Colleges Chancellor's Office.

In addition, the Academic Senate and the District have collaborated to create an open structure and transparent process for distributing Vocational and Technical Education Act (VTEA) funds. Previously, the VTEA Committee, an administrative group that invited chosen faculty to participate, assumed this responsibility. The former committee used an effective proposal process that involved set criteria and required career technical education programs to respond to the state-negotiated core indicators. The Academic Senate leadership and administration jointly decided that funding recommendations would be made through the Academic Senate Joint Vocational Education Committee (now named the Career Technical Education Committee). All parties agree that this process for evaluating proposals, distributing funds and monitoring the progress of projects is equally effective (see Standard IIID).

The Strategic Planning Task Force initially created as an *ad hoc* DPAC subcommittee, evaluated college planning processes and developed strategic initiatives consistent with the Mission, Vision, Values and Goals of the College. Throughout 2007-2008, the task force reviewed and revised the Mission, Vision, Values and Goals statements and developed five-year action plans for major college initiatives including Basic Skills, Global Citizenship, Sustainable College and Career Technical Education. These plans addressed the hiring of full-time faculty and permanent staff, training priorities, student support services and fiscal stability. The work of the task force was informed by the concurrent process of establishing student learning outcomes and institutional learning outcomes and was actively supported by the Superintendent/President, who advocates reliance upon the culture and institutional processes of the College as essential to the strategic planning process. The Strategic Planning Task Force, with representation modeled on that of DPAC, further illustrates the engagement of the entire college community in the planning process.

Other factors have also contributed to open and fruitful communication throughout the college community and have significantly raised morale and improved collegiality across the College. These include: appointment of a new Superintendent/President in February 2006; settlement of the CSEA contract in July 2005; settlement of the faculty contract in September 2006; and a genuine spirit of collaboration and collegiality demonstrated by staff, faculty and administrators in developing new initiatives.

For example, in Spring 2006, neighboring Compton Community College, with pending determination of its accreditation status, turned to Santa Monica College for help. The goal of assisting a sister college in need united and energized the College. The then newly-inducted Superintendent/ President asked the Academic Senate and administrators to take the lead in working with the faculty at Compton Community College, and the District worked with Compton College and the California Community Colleges Chancellor's Office to resolve articulation and financial issues.

A major commitment of time and energy was required on the part of Santa Monica College administrators, faculty leaders, department chairs, the Academic Senate Joint Curriculum Committee, and the Academic Senate, who reviewed and approved equivalencies for Compton College's courses to ensure they met Santa Monica College's course standards. In addition, the Compton College offerings were supplemented with a small number of Santa Monica College courses and an array of professional development activities were developed for Compton College faculty. Faculty contractual issues that required agreement of the Faculty Association were resolved, all in time to allow Santa Monica College to support Compton College's students through its summer sessions.

Shortly thereafter, in Fall 2006, the District and the Faculty Association engaged in marathon negotiation sessions, within a previously-defined time period, to achieve settlement of the faculty contract. For these sessions, the District revised the membership of its team to include the Superintendent/President and the Executive Vice President, and the Board of Trustees appointed two of its members to serve as non-participating observers along with two faculty observers. In September 2006, agreement was reached for the 2004-2007 faculty contract, allowing all parties to move forward in a relationship of mutual respect and collegiality established among the college community, the new Superintendent/President and the Board of Trustees.

There are many examples of collaboration among college community groups, illustrated by the many processes that include mutual agreement between faculty and administrators. The Academic Senate President chairs and the Executive Vice President serves as vice chair on the Academic Senate Joint New Contract Faculty Position Ranking Committee, now a mutually agreed upon process, and department chairs or their designees are routinely invited by the Superintendent/President to attend the final interviews for full-time faculty positions. Mutual agreement was met regarding the decision to terminate the Women's College and Environmental College and subsume them under the new Interdisciplinary Studies Initiative. Since the last accreditation report, the Global Citizenship Initiative and Basic Skills Initiative have been formed, co-chaired by faculty and administrators who reach mutual agreement when determining allocation of funds.

Classified staff are as engaged as faculty and administrators in DPAC processes, and they enjoy an increased level of participation and representation over that provided under the Collegewide Coordinating Council. In fact, classified representation on DPAC was updated in April 2009, supported by Board Policy 2220 (Participatory Governance – Classified Staff) and Board Policy 2250 (Distance Planning and Advisory Council). Classified staff have an equal voice at DPAC and its subcommittees.

The Associated Students have also become active members of DPAC and its subcommittees. As an incentive to serve, the Associated Students allocates $200 to each student appointed to a committee, resulting in active, consistent participation.

Improved planning and governing relations and processes are demonstrated in the DPAC Budget Planning Subcommittee's new budget calendar, developed in Spring 2009, which scheduled a review of budget assumptions—used to develop the tentative budget—prior to the review of the budget by the Budget Planning Subcommittee. This modification to the budget process received praise from all members of the subcommittee, which has unanimously passed both the budget assumptions and budget for 2009-2010. Another demonstration of improved governing relations is the 2007 commendation, unanimously moved by the DPAC Budget Planning Subcommittee, of the College's Fiscal Services staff for the timeliness, accuracy, clarity, and transparency of the fiscal information provided to the subcommittee during the 2006-2007 fiscal year.

Early after the establishment of DPAC, some participants alleged that the group functioned simply as an advisory group, hearing reports rather than integrating them into the planning process. This criticism has since been addressed through a number of steps, some of which have been described (e.g., the development of the *Master Plan for Education Update* template, which integrates learning outcomes, program review recommendations, and budget planning).

In 2008, DPAC revised its charter to include documented responses to its recommendations from the Superintendent/President. The expectation was that DPAC members would receive clear, adequate feedback on specific recommendations that had been made. However, there has been disappointment expressed by some college groups over some of the Superintendent/President's responses and the timing in which the decisions are communicated to the college community.

Overall, however, members from the college community groups are committed to continued improvement of DPAC processes, and they agree that DPAC represents a substantial improvement over the Collegewide Coordinating Council. Each group has equal representation and voting rights, along with advisors who can be present and active in informing the voting members. The development of a central website has increased the ease of access to crucial information.[iv] In addition, the Office of Institutional Research is evaluating the feasibility of a web-based primary data collection tool to allow faculty and staff to access college data and submit queries for necessary information.

Similarly, the consensus among the college community is that the college climate, communication and professional relationships have dramatically improved since the last accreditation team visit. There exists the perception that the college community is working together to achieve common goals, and there has been marked improvement in the collegiality of planning processes and the timely implementation of results. Better coordination of the objectives that emerge from the various college planning processes such as the Strategic Planning Task Force, *Master Plan for Education*, Academic Senate objectives, and goals of the Board of Trustees will help maintain the culture of trust and collaboration.

While further enhancements to the planning structure will likely be tested by the budgetary crisis currently experienced throughout the state, the improvements in communication and planning made thus far should allow the College to weather difficult times.

Plan—IVA.1, IVA.2 and IVA.3

- The College will better document its planning processes, formalize the evaluation of planning outcomes and institutionalize planning and evaluation by emphasizing outcomes as well as outputs.

IVA.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.

Description—IVA.4

The College is in full compliance with the standards, policies, guidelines, and public disclosure requirements of the Accrediting Commission. In the preparation of its accreditation self-study, Santa Monica engaged in a two-year process that encouraged participation by members from across the college community. Consequently, the self-study reflects the broad diversity of the College, drawing input from faculty, administrators, staff, and students. The College's Accreditation Steering Committee and its subsidiary standard subcommittees met regularly throughout this period in an effort to depict the institution accurately.

Members of the college community have actively participated in workshops to assist other institutions in the development of their own self-studies. In January 2008 and 2009, several faculty leaders attended the Accreditation Institute of the Academic Senate for the California Community Colleges. College administrators and Academic Senate leaders have also served on several accreditation visiting teams.

The College's mid-term report, submitted March 22, 2007, demonstrates that accreditation recommendations are fully integrated into institutional planning. Each instructional program, student services area, and college support operation addresses these recommendations directly every six years through the program review process. Additionally, the College has complied with Commission requirements to submit a substantive change proposal for its Distance Education program, which was approved in 2009, and a substantive change proposal for temporary authorization to operate the 2006 Compton summer intersession, which was approved June 2006.

The College also complies with the requirements of other external accrediting agencies. For example, the College's Nursing program is accredited through both the Board of Registered Nursing (state approval) and the National League for Nursing. The Board of Registered Nursing

is part of the Department of Consumer Affairs. The program must comply with the regulations pertaining to nursing education. The Board of Registered Nursing self-studies and visits occur every four years. The last visit was June 2006, and an interim visit is scheduled for Spring 2010.

The Nursing program also has national accreditation granted by the National League for Nursing Accrediting Commission, one of the bodies responsible for accrediting nursing programs throughout the United States and the only one that accredits Associate in Arts degree programs. Accreditation by the National League indicates that the program has met or exceeded standards/criteria set by the organization. The last visit was Fall 2006, and the program received accreditation for eight years (the maximum); the next visit is scheduled for Fall 2014.

The preparation of internal and external publications and other informational materials is the responsibility of the Senior Director of Government Relations and Institutional Communications. Through this office, the College communicates regularly and effectively with the public as demonstrated by the fact that three bonds have passed in recent years. The approval percentage of the last bond was higher than the approval percentage of the bond that preceded it: Measure S (a $135 million bond measure) was approved by 59 percent of the voters in November 2004 and Measure AA (a $295 million bond measure) was approved by 61 percent of the voters in November 2008. The Marketing Department employs a number of strategies, including multiple direct mail publications and brochures, press releases, community forums, and personal engagement with the community.

In addition to responsibly meeting the requirements of state agencies such as the California Community Colleges Chancellor's Office and the California Post-Secondary Education Commission, the College maintains excellent relations with the US Department of Education and numerous granting agencies. The College currently has several large Department of Education grants. In every year since the last self-study, the College has received at least two or three grants, totaling approximately $15 million dollars. The grants include: Title III (Strengthening Institutions); Title V (Hispanic Serving Institutions), three of which were awarded to the College in the last ten years, with two ending in 2009 and one ending in 2011; TRIO Student Support Services (which received its third renewal); and TRIO Upward Bound. The College was also recently awarded a $2.1 million grant under the Asian American and Native American Pacific Islander Serving Institution (AANAPISI) Program.

Evaluation—IVA.4

The College has a long-standing record of compliance with the Accrediting Commission and other external agencies. The College's Progress Report (March 2005) and Midterm Report (March 2007) clearly demonstrate that the recommendations made during the last accreditation review are integrated into the College's institutional planning and evaluation activities. The College is proud of the progress it has made in complying with these recommendations and continues to make progress toward meeting the rubrics defined by the Accreditation Commission.

The many grants (Title III, Title V, TRIO and ANNAPISI) attest to the strength of the relationship between the US Department of Education and the College. The Title V Cooperative

Grant has developed a strong and productive relationship with the federal government and has been externally evaluated three times and earned very high marks each time. The most recent evaluation credited Santa Monica College for being a "model" of how Title V Cooperatives should be conducted.

The College's Office of Government Relations and Institutional Communications coordinates the content verification and editorial review of information that is provided to the public in the college course catalogs, schedules of classes and events publications. The Senior Director provides final review.

Plan—IVA.4

None

IVA.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 the basis for improvement

Description—IVA.5

In response to recommendations made by the accreditation team in 2004, college leaders established the Governance Structure Workgroup to evaluate the need for and effectiveness of the Collegewide Coordinating Council. In 2005, the workgroup developed the DPAC planning model described earlier in this Standard.

Each college group represented on DPAC has an equal number of votes. The Council of Presidents, which includes the presidents from each of the college community groups, regularly meets to set the agenda for each DPAC meeting and ensures equitable input from each group in the decision-making process. Recommendations approved by DPAC are forwarded to the Superintendent/President for consideration. The Superintendent/President responds to DPAC recommendations which is reflected in the minutes of DPAC meetings. The work and outcome produced by DPAC is also driven by the DPAC subcommittees and task forces that focus on the areas of budget, technology, facilities, human resources, college services and the College's commitment to environmental sustainability. In a review undertaken in 2008-2009, DPAC evaluated its effectiveness, which led to the developments in the document used for mapping governance structures, institutional objectives, budget, program review and learning outcomes.

Critical examination and evaluation of leadership, governance and decision-making structures and processes take place on an ongoing and regular basis. In 2007, the District's Strategic Planning Initiative resulted in an update of the College's Mission, Vision, Values and Goals. Leaders from the college community, including administrators, faculty, classified staff and students, guided the initiative through a deliberative and inclusive process. The content of the updates presented to the college community at opening institutional flex day workshops in the 2006-2007.

During one of its semi-annual study sessions, the Board of Trustees updates its own goals and priorities, which are used to help guide DPAC's planning efforts. DPAC uses the Board's goals in the annual updates of the *Master Plan for Education* which establishes broad objectives for the College. The process and form for presentation and approval of these annual updates have undergone a number of revisions since the establishment of DPAC. Implemented in Spring 2009, a new form for presenting potential objectives requires mapping the objectives to the College's Strategic Initiatives, Institutional Learning Outcomes, program review recommendations, and budget planning. DPAC approved an organizational map (Figure IVA-1) of the College's planning structure to facilitate and clarify the development and implementation of yearly objectives in the *Master Plan for Education*. The processes for updating the *Master Plan for Education* are illustrated in Figure IVA-4.
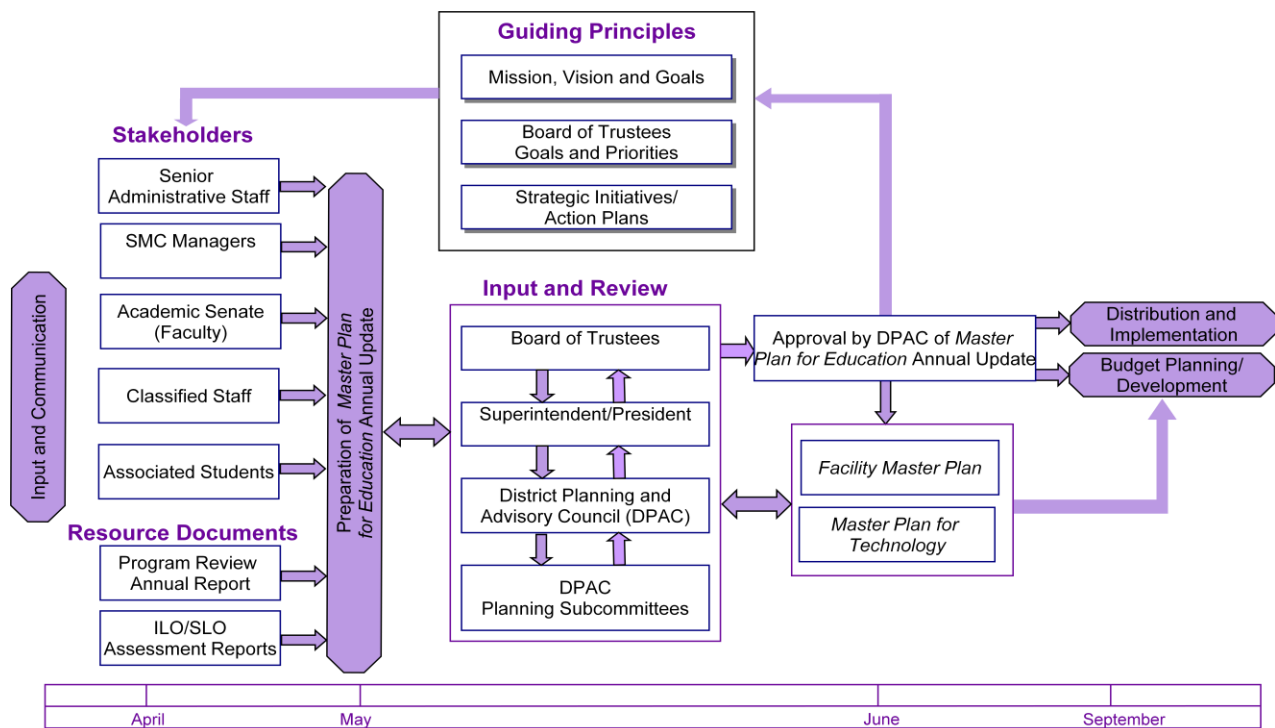
Figure IVA- 4: Master Plan for Education Annual Update Process

Evaluation—IVA.5

While the College clearly engages in review and self-evaluation, it currently has not established universal, objective measures by which to evaluate its effectiveness. This is partially due to DPAC's relative nascence, and it has taken the College time to arrive at the point where discussion of the development of objective measures is possible. In fact, evaluation procedures are now the subject of discussion not only in DPAC but also in the Academic Senate Joint Student and Institutional Learning Outcomes and Program Review committees. Indeed, the

Student and Institutional Learning Outcomes Committee developed a recommendation for all college units to develop sustainable assessment plans that produce measurable outcomes.

Plan—IVA.5

- The College will better document its planning processes, formalize the evaluation of planning outcomes and institutionalize planning and evaluation by emphasizing outcomes as well as outputs.

Standard IVB: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting polices 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.

IVB.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 selecting and evaluating the chief administrator for the college or the district/system.***

IVB.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.***

IVB.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.***

IVB.1(c)   ***The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.***

Description—IVB.1(a), IVB.1(b) and IVB.1(c)

The Santa Monica College District Board of Trustees is the policy-making body responsible for governing the general operations of the College, hiring and evaluating the Superintendent/ President and determining the educational program of the College as dictated by its Mission, Vision, Values and Goals. At regularly-scheduled meetings and in conjunction with the College's administrative review and participatory governance process, the Board of Trustees reviews and/or adopts new and updated policies and procedures. The process for the review and updating of Board Policies and Administration regulations is illustrated in Figure IVB-1).

Current Board Policies and Administrative Regulations

↓

Updates/Templates
CCLC Policy and Procedures
Subscription Service

↓

Review by Senior Staff
Determine if revisions or new policies and administrative regulations are necessary

↓

Forward to appropriate vice-president and/or related managers

Participatory Governance Process
Forward Board Policy/Administrative Regulations requiring participatory governance process to the appropriate body for review and recommendation
•Academic Senate Joint Committees
(Curriculum, Personnel Policies, Student Affairs)
•DPAC

Administrative Review Process
Forward Board Policy/Administrative Regulations that are administrative/operational to appropriate manager(s) for review and recommendation

Participatory Governance Policy Review Routing Form
Review and approval by Executive Vice-President

Participatory Governance Policy Review Routing Form
Review and approval by Superintendent/President

Board Policies
Present to Board of Trustees for first reading/second reading and adoption

Administrative Regulations
Approved by administration

Board Policies and Administrative Regulations
published and posted on SMC website

Figure IVB-1: Process Review and Update of Board Policies and Administrative Regulations

Board Policy 1230, Code of Ethics, articulates the principles that guide the Board of Trustees when establishing policies to meet the needs of the college community. Self-evaluation of the

Board of Trustees is outlined in Board Policy 1270, Board Self-Evaluation, while Board Policy 1280, Evaluation of the Superintendent/President, establishes the procedure for evaluating the Superintendent/President. The Board's self-evaluation, held in conjunction with the evaluation of the Superintendent/President during its summer study session, assesses the Board's strengths and weaknesses and its accomplishments relative to the College's Mission, Vision, Values and Goals and the effectiveness of its policies in achieving the District's goals. Based on criteria drawn from the goals and objectives established by the Board of Trustees each year, the board members evaluate the Superintendent/President's performance in the areas of his relationship with the Board of Trustees, institutional leadership and constituency-building.

In compliance with the Brown Act, regular and special board meetings are open to the public and provide for members of the public to address the Board of Trustees. All board actions are taken publicly unless provided otherwise by law. The Board Chair and Vice Chair review the agenda with the Superintendent/President and Executive Vice President at regularly-scheduled meetings. Any member of the Board of Trustees or any member of the public may place an item on the agenda, provided items are related to district business and are submitted at least ten days prior to the scheduled board meeting. When making decisions that affect student programs and services, the Board consults with the Superintendent/President, requests and reviews reports, and considers input from the wider college community. The Board ensures that ample time and opportunity are allowed for the college community to consider and voice its opinion on important issues. Although board members may not always be in agreement with the voting result, the Board acts in unison to perform its function and comply with policy.

The Board's goals and objectives are reflected in the College's Mission, Vision, Values and Goals, which were revised by the Strategic Planning Task Force in Fall 2007. Furthermore, the annual update to the *Master Plan for Education* incorporates the Board's goals and objectives and the College's Institutional Learning Outcomes. The District Planning and Advisory Council (DPAC), which was established by the Board of Trustees in 2004-2005 and which includes members from the college community, is responsible for making recommendations to the Superintendent/President on matters such as budget, technology, human resources, facilities and college services.

Board Policy 1210, Powers and Responsibilities, directs the Board of Trustees to determine the educational programs and services for the District. The Board of Trustees establishes policies that support the College's mission to provide high-quality educational programs, promote individual and institutional integrity, and serve the needs of a diverse community. All new curricula, certificates, and degree requirements are brought to the Board for its review and approval, and formal reports, program updates and plans for special events are presented to the Board at its regular monthly meetings.

In addition, the Board is responsible for maintaining the financial health and stability of the College. The Board of Trustees approves the annual budget and regularly reviews budget updates. Each fiscal year, the Board reviews an independent auditor's report. The District employs a part-time legal advisor, Campus Counsel, to provide an umbrella of consistent legal supervision and strategic planning. Campus Counsel also coordinates and supervises outside contracts. The Campus Counsel works directly with the Vice President, Human Resources on

matters pertaining to collective bargaining and other personnel issues. Litigation is reviewed and acted on during closed session of designated board meetings. Actions taken during closed session are reported during the open session of each regular board meeting.

Evaluation—IVB.1(a), IVB.1(b) and IVB.1(c)

The Board's policy manual outlines its record in establishing policy to ensure the quality, integrity and effectiveness of educational programs and services. The Board holds the Superintendent/President accountable for effective administration of the College and the conduct of district business. Board members deliberate issues in a spirit of collegiality and cooperation, even though personal values and beliefs may vary. The Superintendent/President assists the Board by providing recommendations regarding revised and/or new policy.

The Board of Trustees acts in the best interest of the College and admirably represents the District at both the local and state level. Trustees participate in designated educational conferences, workshops and training sessions and belong to several state and national community college associations. The Board's Code of Ethics establishes principles that promote a well-functioning and effective board and that build strong relationships within the college community.

Plan—IVB.1(a), IVB.1(b) and IVB.1(c)

None

IVB.1(d)   **The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

IVB.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.**

Description—IVB.1(d) and IVB.1(e)

The Board of Trustees is the policy-making body of the College responsible for establishing general policies governing the operations of the College. The Board acts in a manner consistent with its policies and bylaws. The Board seeks recommendations from the Superintendent/President prior to adopting, amending, repealing, or suspending any policy.

The District subscribes to the Community College League of California's Board Policy and Administrative Procedure Subscription Service, which provides templates to keep board policies current and in compliance with pertinent laws, regulations and practices. These templates are reviewed by Campus Counsel and updated annually by the Board's subcommittees to ensure that the evaluation tool used by the Board corresponds to both the Board's and the College's annual goals and objectives.

Standard IVB: Board and Administrative Organization

In accordance with the College's commitment to participatory governance, a routing process is employed for reviewing and updating board policies. Using a prescribed template provided by subscription service, policies are first reviewed by the administrative senior staff to determine the need for revision or new policies. Next, they are forwarded to the appropriate vice presidents and/or managers. Board policies requiring input from the Academic Senate joint committees or DPAC are routed through the participatory governance process while board policies that are administrative and/or operational are routed through the administrative review process. Recommendations are forwarded to the Executive Vice President for review and approval, who then forwards them to the Superintendent/President for his review and approval. Finally, the Board of Trustees receives the recommendations from the Superintendent/President. Following two readings, policies are adopted, amended, repealed or suspended by the Board of Trustees.

The Board's bylaws are published in the Board of Trustees Policy Section 1000. In 2008, the Board of Trustees appointed an *ad hoc* committee to review, evaluate and revise its bylaws. Policies specifying the Board's size, duties and responsibilities, structure, and operating procedures are found in Board Policy 1110, Composition of the Board of Trustees, Board Policy 1210, Powers and Responsibilities, and Board Policy 1510, Public Meetings. There are nearly 50 policies that articulate the Board's bylaws, all of which are available online.[v]

Evaluation—IVB.1(d) and IVB.1(e)

The Board of Trustees regularly reviews and updates its bylaws and policies. The use of the Community College League of California's subscription service has improved the policy review and implementation process. Current policies are posted on the College's website.

Plan—IVB.1(d) and IVB.1(e)

None

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

Description—IVB.1(f)

The seven Board of Trustees members are elected by qualified resident voters of the cities of Santa Monica and Malibu. The term of office of an elected member of the Board of Trustees is four years. Terms are staggered so that some of them expire in December of each even-numbered year. For example, two trustees were re-elected and one new trustee was elected in November 2004, and three new trustees were elected and one was re-elected in November 2006. The Student Trustee member is elected by the Santa Monica College students to a one-year term that commences on the first of June each year.

In 2006, the Board of Trustees revised and expanded the orientation procedures for new members. Orientation for new board members begins with a meeting with the Board Chair,

Superintendent/President and members of the senior staff for an introduction and general overview of the College. The Superintendent/President and the vice presidents participate in orientation meetings to help familiarize new board members with the various college departments, programs and areas such as Business Services, Human Resources, Facilities, Academic Affairs, Enrollment Development, and Student Affairs.

New Board of Trustee members are given a *Santa Monica College Trustee Handbook* and other relevant documents published by the Office of the Superintendent. In addition, new members are issued the *New Trustees Handbook* developed by the Community College League of California. Moreover, new members are mentored by more senior board members and are encouraged to attend the League's Trustees Orientation workshop and the Brown Act training course.

The College also dedicates approximately $20,000 yearly to fund board members' participation in conferences and study sessions, which enhances their effectiveness in performing the duties of their office and which support their professional growth and development. Annual and legislative conferences attended by board members include those sponsored by the Association of Community College Trustees, the Community College League of California, and the California Community College Trustees.

Evaluation—IVB.1(f)

The Board of Trustees is in compliance with its policy regarding development and new member orientation. Recent interviews with two board members revealed that the new board member orientation process is comprehensive, exceeding the standards set forth in Board Policy 1140, Orientation of New Members, revised in December 2003, which states that a new trustee, before assuming office, shall receive assistance from the Board, the Superintendent/President and the staff in understanding the Board's functions, policies and procedures.

Plan—IVB.1(f)

None

IVB.1(g)   The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Description—IVB.1(g)

Current Board Policy 1270, Board Self-Evaluation, requires that the Board hold an annual self-evaluation in conjunction with the evaluation of the Superintendent/President (Board Policy 1280) as part of the summer study session. At this time the Board:

- assesses the strengths and weaknesses of the Board as a whole;
- determines the effectiveness of the performance of the trustees in achieving the District's goals;

- determines the effectiveness of the policies established by the Board; and

- assesses accomplishments relative to the Mission, Vision, Values and Goals of the District.

The Board's annual self-evaluation includes a survey instrument that prompts and informs self-reflection and thoughtful discussion. Each board member completes an individual evaluation addressing how the Board as a whole has met its responsibilities. Together, the trustees examine and analyze how well the Board functions, identifying specific processes that work well and those that need improvement. These evaluation processes encourage frank, constructive dialogue culminating in the development of the Board's annual goals and objectives and refinements to both Board and Board meeting procedures.

Board Policy 1514, Board of Trustees Retreats, adopted in 2000, provides the Board the opportunity to discuss, during semi-annual study sessions, individual concerns and ideas with one another and with the administration. Topics include proposed administrative plans, board policies and goals, future agenda items and agenda format.

Evaluation—IVB.1(g)

Each summer, at the board study session, the Board fulfills its requirement to conduct a self-evaluation. In 2007, the Board of Trustees engaged the services of a professional consultant to conduct a workshop on major responsibilities and to assist in the development of a comprehensive evaluation instrument and methodical self-assessment process. The self-evaluation instrument is revised and updated annually to accurately reflect current goals.

Plan—IVB.1(g)

None

IVB.1(h)   The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Description—IVB.1(h)

As elected officials, Board of Trustees members are expected to uphold the highest ethical standards of integrity, honesty and mutual respect and to always act in the best interests of the College and the community they serve.

To meet these high standards, all members are expected to adopt and adhere to the principles articulated in the Board's Code of Ethics, Board Policy 1230, which was recently revised to incorporate clearly-defined provisions for dealing with behavior that violates the code. This added language is consistent with the template developed by the Community College League of California Policy and Procedures Subscription Service.

The revised policy requires that violations of the Board's Code of Ethics be addressed by the Chair of the Board, who may appoint an *ad hoc* committee to examine the matter or recommend a further course of action to the Board. Violators may be sanctioned. If the Board Chair is the perceived violator, the Vice Chair is authorized to address the violation. Violations of the law may be referred to the Los Angeles County District Attorney or the State Attorney General.

Evaluation—IVB.1(h)

The Board of Trustees meets the standards of ethical conduct as described in Board Policy 1230, Code of Ethics. In addition, the Code of Ethics policy is written in compliance with several California State codes which include penalties for violation of such codes.

Plan—IVB.1(h)

None

IVB.1(i)   The governing board is informed about and involved in the accreditation process.

Description—IVB.1(i)

The Board of Trustees engages in the accreditation process in a number of ways. Some board members attended the accreditation workshop (2009) presented by Jack Pond, Vice President of the Accreditation Commission, and the Board Chair and Vice Chair participated in interviews with the Standard IV subcommittee. In addition, the Board Chair attended an accreditation workshop led by the President of the Accrediting Commission.

Throughout the accreditation self-study process, the Board has received regular updates and progress reports at its monthly meetings and in periodic written reports provided in the Board's weekly update packet of information. The Board also receives minutes of DPAC meetings, which include a standing report on accreditation activities. The Board of Trustees accepted the draft of the self-study at the December 2009 meeting.

In addition, board members keep one another well-informed. Three trustees are full-time faculty members at other community colleges and remain active participants in the accreditation processes of those colleges, bringing personal experience and insight to discussions with fellow trustees.

Evaluation—IVB.1(i)

One of the goals included in the 2008-2009 Board of Trustees Goals and Priorities document, "Leadership and Articulating a Vision," states that the College will complete the first draft of the Accreditation 2010 Institutional Self-Study by early Fall 2009. The Board of Trustees is kept apprised of the progress of the self-study by the Superintendent/President, Executive Vice President, Academic Senate President and other Accreditation Steering Committee members.

Plan—IVB.1(i)

None

IVB.1(j)   The governing board has the responsibility for 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 a 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 holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges. (Not applicable)

Description—IVB.1(j)

Board Policy 1210, Powers and Responsibilities, states that the Board of Trustees is responsible for hiring and evaluating the Chief Executive Officers of the College and delegates full authority to the Superintendent/President to administer board policy and to oversee the general operations of the institution. However, the Board does not relinquish its responsibility to make final decisions.

Since the last accreditation self-study, the Board selected a new Superintendent/President for the College. This process involved a national search, evaluation and selection of final candidates by a hiring committee and town-hall meetings, which provided the college community an opportunity to hear from the top three candidates. Ultimately, the Board of Trustees made the decision to hire the current Superintendent/President, who joined the College in February 2006.

Board Policy 1280, Evaluation of the Superintendent/President, identifies three general criteria for evaluating the Superintendent/President: his relationship with the Board of Trustees, institutional leadership, and constituency-building. Furthermore, the policy states that "the performance criteria will be drawn each year from goals and objectives identified by the Board of Trustees."

Evaluation—IVB.1(j)

The Board of Trustees appropriately delegates district operations to the Superintendent/President and understands that its role is to refrain from micromanaging the institution. The Board annually evaluates the Superintendent/President's performance, and the results are reflected in the Superintendent/President's contract.

The Board engaged the services of a professional consultant to assist in developing a methodical evaluation process, which has been maintained, and a comprehensive evaluation instrument, which is updated annually to accurately reflect and measure the Board's goals and objectives.

Plan—IVB.1(j)

None

IVB.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.***

IVB.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.***

IVB.2 (b)	***The president guides institutional improvement of the teaching and learning environment by the following:***

- ***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***

Description—IVB.2(a) and IVB.2(b)

The Superintendent/President is the Chief Executive Officer of the District and Secretary to the Board of Trustees. In these roles, the Superintendent/President employs established college governance structures to provide leadership and guidance in policy development and strategic planning for the college community. The senior administrative staff—consisting of the Executive Vice President; the Vice Presidents of Academic Affairs, Business and Administration, Enrollment Development, Human Resources and Student Affairs; the Senior Director of Government Relations and Institutional Communications; and the Campus Counsel—support the Superintendent/President and provide leadership in implementing the College's vision and goals and directing all college operations. The Superintendent/President meets with his senior staff weekly as a group (and regularly on an individual basis) to provide direction and delegate responsibility in planning.

The Executive Vice President serves as the Assistant Secretary to the Board of Trustees, the Chief Operational Officer of the District and the designated alternate for the Superintendent/President in the event of his absence. On a daily, operational basis, the college vice presidents report directly to the Executive Vice President, much of whose work is rooted in the areas of Academic Affairs, Enrollment Development and Student Affairs. The Project Manager for Sustainability Coordination and the Director, Grants report directly to the Executive Vice President as does the Dean, Information Technology, who is responsible for meeting the College's computing and telecommunications needs. This dean is supported by directors responsible for Academic Computing, Network Services and Telecommunications, and Management Information Systems.

The Vice President, Business and Administration is the Chief Business Officer for the College. This area includes Fiscal Services, Facilities, Maintenance, Business Services, Accounting, Payroll, Purchasing, Events and Contracts, Auxiliary Services, the Bookstore, Warehouse and Mail Services, Risk Management, Grounds and Landscape, Construction Systems and Campus Counsel. The current Vice President, Business and Administration began his tenure with the College in July 2009, filling a position that had been vacated by the former Chief Business Officer, who had taken the position just six months earlier, in January 2009. Prior to that, the position had been vacant since Fall 2006. During the vacancy, the position was temporarily filled by two interim consultants reporting to the Executive Vice President, who was also responsible during periods without support from the temporary consultants.

The Vice President, Academic Affairs is responsible for the College's instructional areas and is supported by deans and associate deans. The Dean, Academic Affairs and the Dean, Instructional Services are responsible for areas of instruction and programs including Curriculum, Continuing and Community Education, High School Programs, the Scholars Program, the Media Center, Distance Education and the Basic Skills Initiative. The Dean, External Programs is responsible for the College's off-campus sites: the Academy of Entertainment and Technology, Airport Arts satellite site, Emeritus College, Bundy, and the Performing Arts Center/Music and facilities planning for Academic Affairs. The Dean, Learning Resources has specific responsibility for the Library, several tutoring centers and the Learning Resource Center. The Dean, Workforce Development and Occupational Education oversees career technical education programs, the Small Business Development Center, contract education and several categorically-funded programs. The Associate Dean, Health Sciences Department oversees the Nursing program and the Nursing Skills Lab and the grant-funded Nursing Initiatives. Other Academic Affairs personnel or liaisons include project managers who head a number of categorically-funded instructional programs (e.g., Tech Prep grant and various career technical education grants) and 22 full-time faculty members, elected by full-time department faculty as department chairs, who provide leadership for academic departments, and two faculty leaders, one reporting to the Dean, Learning Resources and the other to the Associate Dean, Health Sciences.

The Vice President, Student Affairs is responsible for all student services including Student Services, Counseling/Retention, Campus Security, Student Health and Safety, Student Life, Extended Opportunity Programs and Services, Childcare Services, Student Success Initiative, Athletics and Kinesiology, and several grant-funded programs including the US Department of

Education-funded TRIO programs (Student Support Services and Upward Bound) and the City of Santa Monica-funded Pico Partnership Program. The elected department chair of the Counseling Department serves as a liaison to the Student Affairs administration.

The Vice President, Enrollment Development is responsible for Student Enrollment Services, Institutional Research, Matriculation, Student Outreach, Financial Aid/Scholarships, Outreach/Recruitment, and International Education. The Superintendent/President created this department in part to enable the College to effectively address the enrollment needs of a large college with significant international and out-of-state student populations.

The Vice President, Human Resources is responsible for all faculty and staff personnel services, staff development, and staff diversity. The Personnel Commission, managing the classification and recruitment of classified positions, operates separately from the District in accordance with the laws governing merit systems.

The Senior Director of Government Relations/Institutional Communications is directly responsible for the areas of Community Relations, Public Information, and Institutional Advancement (the Santa Monica College Foundation), and the radio station (KCRW), the Performing Arts Center (the Broad Stage and Edye Second Space) and facilities programming.

The Campus Counsel is a new addition to the Superintendent/President's senior staff. This consultative position was established to consolidate and coordinate the various legal services used by the College, thus reducing costs in this area, by determining which legal issues need to be investigated externally versus internally. The Campus Counsel also provides clear, consistent legal opinions on matters such as labor and bargaining unit issues and interpretations of codes and regulations such as Title 5 and the Family Educational Rights and Privacy Act.

The College's administrative structure described above reflects the intentions of the Superintendent/President. Upon his arrival in early 2006, the Superintendent/President carefully and deliberately evaluated the existing structure before implementing any structural changes. He felt the structure should reinforce the function and talents of the individuals at the College. He made no significant changes to areas that were effectively serving the needs of the College (e.g., Academic Affairs and Student Affairs), and while he acted quickly to fill the vacant Vice President, Human Resources position, he took time in filling that of the Vice President, Business and Administration. In addition, having identified a need by the College, he created a new area within the organizational structure, Enrollment Development.

The Superintendent/President has created a culture of high expectations within the administrative structure. He relies on the vice presidents to efficiently oversee their respective areas, and the vice presidents, in turn, depend upon the deans. The Superintendent/President trusts his senior staff and their ability to fulfill their duties and responsibilities, and he meets with them weekly to confer and collaborate on strategy and the delegation of responsibility.

Upon his arrival, the Superintendent/President directed members of the college community to develop and implement a strategic planning process. While the College hired an outside consultant to assist them, the strategic planning process in fact relied primarily upon existing

College structures and input from members of the college community. The process resulted in a revision of the College's Mission, Vision and Goals statements, the development of its Values statement, and the establishment of strategic initiatives.

Largely due to the grassroots approach employed, the results accurately reflect the culture and character of the College. Moreover, the three outcomes listed above guide the District Planning and Advisory Council (DPAC) in reviewing and updating the *Master Plan for Education*. In addition to objectives proposed by the vice presidents, members of the college community represented on DPAC may propose institutional objectives. The objectives approved by DPAC for inclusion in the *Master Plan for Education* update are then assigned to the appropriate areas under each of the vice presidents. The vice presidents are held accountable through an annual evaluation process that requires them to identify those objectives that were accomplished, explain why others were not, and provide the Superintendent/President with a follow-up plan. DPAC also recommends which unaccomplished objectives should be included in the following year's update of the *Master Plan for Education.*

The development and communication of institutional values and goals indicates the Superintendent/President's vision of governance. The Superintendent/President acknowledges the importance of the well-developed governance structure of the College and the role of faculty leadership in the Academic Senate, and he counts on faculty to provide, present, and promote the initiatives embraced by the College. For example, through informal discussions, the Superintendent/President and college leaders recognized that global citizenship should be a key college initiative. By acknowledging the value of promoting and fostering global citizenship, the Superintendent/President and the Academic Senate President formalized the effort by establishing the Global Citizenship Task Force (now known as the Global Council) and allocating funds in the College's budget.

In addition, relying on the interests and strengths of the College, the Superintendent/President developed a business model to support and sustain the new Performing Arts Center, which has its own board and budget, thus creating a protective wall between the Performing Arts Center and the general fund of the College's budget.

The Superintendent/President recognizes the need for adequate and appropriate data in the analysis of student success and retention, program funding, program review and enrollment strategies. When the Superintendent/President arrived, the Office of Institutional Research had one full-time position. Since then, the Office of Institutional Research has been expanded to include the Dean, Institutional Research and the Director of Matriculation Research. The Superintendent/President has charged the Academic Senate Joint Student and Institutional Learning Outcomes Committee and the Office of Institutional Research with developing a mechanism to establish a database on learning and outcomes for use by the College.

The Superintendent/President, senior staff and faculty seek specific means for effectively acquiring and using data to make decisions regarding student services related to retention and success, particularly in the areas of basic skills and transfer. The Office of Institutional Research reports to the Vice President, Enrollment Development and is invited to attend senior staff meetings when appropriate. Some data are compiled in response to specific requests while

others are in response to external needs and standards. Each vice president is expected to use data to support decisions and needs.

Evaluation—IVB.2(a) and IVB.2(b)

The current Superintendent/President's arrival in 2006 ushered in an era of collegiality and cooperation at the College. He trusts faculty to assume leadership roles, and the Global Citizenship Associate in Arts requirement, the College's Institutional Learning Outcomes and the sustainability initiatives are the results of faculty-led processes endorsed by the Superintendent/President. The College has a tradition of flexibility and creativity that the Superintendent/President has embraced and encouraged. Furthermore, the administration has demonstrated its commitment to support faculty leadership by working with the Academic Senate to provide compensation or reassigned time to faculty leaders for agreed-upon projects that advance strategic initiatives.

From the very start of his tenure at the College, the Superintendent/President took measures to ensure that the members of the college community would have input on the path he would take. He hosted brown bag lunches with both faculty and students during which he fielded questions and engaged in discussions. He endorsed the Academic Senate's plan to use institutional flex days as an opportunity for members of the college community to voice concerns and suggest short-term and long-term solutions to perceived problems, and to address the College's strategic initiatives.

During the flex day workshops, lack of campus cleanliness and inadequate parking were identified as two primary problem areas that could realistically be addressed. In response to the lack of cleanliness, the administration modified janitorial scheduling and developed other policies that have resulted in a cleaner campus overall despite the current budget crisis, which curtails hiring of sufficient classified personnel, and the ongoing bond-funded construction.

Additionally, the Superintendent/President has taken steps to address the problem of inadequate parking. The number of parking spaces was increased with the construction of the new Olympic Shuttle Lot. To encourage students, faculty and staff to use the new lot (and those at satellite sites), both parking at the lots and taking the College's shuttle bus, running every fifteen minutes, are free. An agreement between the College and the City of Santa Monica's Big Blue Bus ("Any Line, Any Time") now enables any Santa Monica College student or employee with a valid Santa Monica College identification card to ride any Big Blue Bus line free-of-charge, resulting in a marked increase in ridership. Due to the College's limited amount of physical space and its large enrollment, parking will probably always present difficulties, but the Superintendent/President has been proactive in finding workable solutions that benefit both the College and the surrounding community.

The Superintendent/President has also supported the use of institutional flex days to engage members of the college community in rewriting the College's Mission, Vision, Values and Goals statements and in developing the College's Institutional Learning Outcomes, again demonstrating his reliance upon all members of the college community to assist him in determining the direction the College will take.

Recognizing that institutional research is vital to sound decision-making at the College, the Superintendent/President has increased the number of personnel in the Office of Institutional Research and insists that they assume a visible and active role in campus governance, but more assistance is needed in this area. Recognizing that the College needs to enhance documentation of the impact of institutional data on planning recommendations and decision-making, DPAC has taken steps to address this concern by using the Dean, Institutional Research as a resource liaison. Additionally, the Academic Senate Joint Student and Institutional Learning Outcomes Committee has developed a series of rubrics and training sessions to aid the college community in the development, evaluation and reporting of outcomes. This work will assist college programs and the Office of Institutional Research to gather reports and utilize institutional data for self-evaluations and planning.

DPAC, operating under the Brown Act and created by the Board of Trustees in 2005 to replace the defunct Collegewide Coordinating Council, makes recommendations to the Superintendent/President. The DPAC charter delineates membership, the process for placing items on the agenda (every agenda includes minutes from the previous meeting), and rules for taking action and passing recommendations on to the Superintendent/President. The creation of DPAC directly addressed some of the recommendations contained in the previous accreditation report, and the climate and culture of the College have since undergone significant improvement. For example, to successfully launch DPAC, representatives from the College's bargaining agents were included in its membership, reflecting the inclusive and collaborative culture of the College.

While DPAC functions as a self-reflective body that evaluates the College's planning and budgeting processes, members of the college community recognize the need to develop enhanced and more effective mechanisms for evaluating the budget/planning/evaluation process and assessing the appropriateness of budget allocations toward specific college initiatives given the priorities articulated in the updates to the *Master Plan for Education*.

Plan—IVB.2(a) and IVB.2(b)

- The Student and Institutional Learning Outcomes Committee and the Dean, Institutional Research will work with departments and programs to ensure that the assessments being used are appropriate, yield the information being sought, and are consistent from year to year so that comparisons can be made and sustained and continuous improvement will be achieved.

IVB.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.

Description—IVB.2(c)

The Superintendent/President regularly reviews and recommends updates to board policies, ensuring they are consistent with statutes that may affect the College. He makes regular reports

to the Board of Trustees based on the schedule and priorities set by the Board. For example, when the Board prioritized the evaluation of institutional planning, the Superintendent/President made appropriate presentations to the Board. When there are changes in statutory law, standards or Title 5, he informs the Board of needed changes to policies or creation of new policies.

The Superintendent/President regularly receives legal advice from Campus Counsel and other attorneys retained by the District regarding college compliance with federal and state laws, and he discusses this advice with senior staff. In addition, when the Executive Vice President receives recommendations from the Community College League of California, he asks senior staff to review them and determine which area should address the recommendation and how it should be addressed.

Policy changes are taken to the Board of Trustees during certain months of the year. The Superintendent/President seeks input from Academic Senate joint committees on the board policies within their purview. Board policy establishes that faculty and administration in the joint governance process "mutually agree" on any resolutions except in the areas of grading policies; faculty roles and involvement in accreditation processes, including self-study and annual reports; and the assessment of faculty professional development needs, for which board policy requires the administration to "rely primarily" upon faculty. "Rely primarily" means that the recommendations of the Academic Senate will normally be accepted; only in exceptional circumstances and for compelling reasons will the recommendations not be accepted. Policy changes agreed to in the Academic Senate joint committees are documented in the Academic Senate/District's routing forms, which are signed by the appropriate committee chair and vice chair, the Academic Senate President and the Superintendent/President (see Figure IVB-2 for an example of two completed routing forms). If a Senate recommendation in the above

Figure IVB-2: Example of Completed Routing Forms

areas is not accepted, the Board or its designee promptly communicates its reasons in writing to the Senate.[vi]

Another key responsibility of the Superintendent/President and senior staff is to educate the Board of Trustees about the scope of its role and responsibilities. The Board establishes policy, and the Administration, within the College's governance structure, establishes processes to implement policy.

Evaluation—IVB.2(c)

The members of the college community recognize that institutional practices reflect the institutional mission and policies. For example, when the state budget crisis was initially discussed in Fall 2008, the Academic Senate recommended revisiting the policy regarding program discontinuance to ensure proper vetting of any future possible recommendation to discontinue programs. The Academic Senate Joint Curriculum Committee appointed a subcommittee of faculty and administrators to rewrite the policy, which now ensures that the relevant departments and Academic Senate committees are included in the process and the College relies on its Mission, Values, and Institutional Learning Outcomes to justify any program's discontinuance.

In another case, the Superintendent/President and his staff ensured the implementation of statutes and regulations by directing the College's Police Chief and Risk Management to work to improve policies related to emergencies and safety maintenance. As part of this process, the College's risk management policies and handbook were reviewed and revised. Workshops were conducted to ensure the College's compliance with federal safety regulations.

Finally, the College relies on Campus Counsel to address its legal needs that are beyond the scope and expertise of its staff.

Plan—IVB.2(c)

None

IVB.2(d)   *The president effectively controls budget and expenditures.*

Description—IVB.2(d)

Annually, the Superintendent/President presents to the Board of Trustees budgets that support personnel and operational expenditures. He also regularly provides reports during the year to update the budget outlook for the College. The budgets are designed to ensure the College maintains optimal financial health to improve its services, the physical plant and human resources. The budget is specifically designed to incorporate the Board of Trustees' priorities as they are reflected in the Board's goals and the College's mission.

The Superintendent/President guides budget decisions through a process that employs relevant governance structures. In areas appropriate to participatory governance procedures, he receives

recommendations from DPAC before making decisions or recommendations to the Board of Trustees. The budget recommendations typically stem from the DPAC Budget Planning Subcommittee, whose membership mirrors that of DPAC by including representatives from the Management Association, senior administration, the Academic Senate, the Faculty Association, the CSEA and the Associated Students. The DPAC Budget Planning Subcommittee includes the Vice President, Business and Administration, the Director of Fiscal Services, the Academic Senate President and Past President, the President of CSEA and the current and immediate past chief negotiators for the Faculty Association.

Although the College currently faces an operational deficit, proper planning and use of one-time monies have provided Santa Monica College with a substantial reserve. Moreover, the College's strategy of enrollment stabilization in 2007-2008 and restoration in 2008-2009 proved to be well-timed as the increased enrollment demand caused by the economic downturn has allowed the College to not only restore enrollment to base but also to generate enrollment growth. This, along with proper enrollment planning to maximize efficiency, will help reduce the operating deficit. Also, the College's large reserve provides a cushion, enabling it to engage in long-range planning to resolve budget shortfalls. In 2008-2009, the Budget Planning Subcommittee resolved to recommend budget cuts that would provide the College with an ending fund balance of $15 million. This goal was achieved and the College has a healthy fund balance that will help it weather the protracted, statewide economic crisis.

Evaluation—IVB.2(d)

All members of the Budget Planning Subcommittee agree that open communication and the transparency of information presented by the Director of Fiscal Services have greatly improved the budget planning process. For example, committee members appreciate the new budget calendar, which includes the Budget Planning Subcommittee's agreement to not only the tentative and final budgets but also the assumptions upon which the budgets are built.

In December 2008, as the College faced a worsening budget climate caused by the state's financial woes and the College's ongoing operating deficit, the Budget Planning Subcommittee unanimously called for the Superintendent/President to convene a budget summit. The Superintendent/President responded quickly, opting to use DPAC, the existing budget structure and processes in lieu of a budget summit. Consistent with the participatory governance structure of the College, the Superintendent/President refrained from participating in the meeting so as not to influence recommendations that would be sent to him, thus demonstrating the high degree of confidence that he has in the college community to develop, deliberate and make recommendations on budget issues.

The Budget Planning Subcommittee grappled with weighty issues but has done so in a collaborative way, with consideration given to the College's Mission, Institutional Learning Outcomes and the *Master Plan for Education* institutional objectives. As a result, while the state's protracted budget issues may present a bleak forecast, the processes implemented by the College and supported by the Superintendent/President will result in proactive planning that addresses the challenges faced by the College but preserves the integrity and collaborative nature of the planning process.

Plan—IVB.2(d)

None

IVB.2(e)   ***The president works and communicates with the communities served by the institution.***

Description—IVB.2(e)

The Superintendent/President is an active member in the community. He is a member of the Santa Monica Chamber of Commerce and attends meetings of the Rotary Club, Kiwanis Club, and Santa Monica City Council. He also meets regularly with the Santa Monica City Manager, managers of the YMCA and YWCA, and the Superintendent of the Santa Monica/Malibu Unified School District.

The College itself acts as a civic leader, providing services to the community such as "Celebrate America," the City of Santa Monica's annual Fourth of July celebration held on the College's main campus. The Emeritus College, the Small Business Development Center, the Public Radio Station KCRW, the Community and Continuing Education Program and the Broad Stage at the Performing Arts Center all serve as important community resources.

Another community tie is provided through the College's General Advisory Board. The General Advisory Board is a group of college neighbors, civic leaders, business owners, corporate representatives and elected officials, who hold breakfasts that highlight distinct, innovative programs or projects at the College, enabling board members to serve as effective ambassadors for the College in the local community.

The local community is also supported through a wide range of speakers and special events for students and community members. These events are sponsored by the Santa Monica College Associates, a fund-raising community support group for the College. The Associates are an extension of the Santa Monica College Foundation. Members of the Associates make presentations in the community and provide exposure of the College for the purposes of soliciting private support for scholarships, Margin of Excellence grants and Chairs of Excellence (awards given each year to faculty from specific departments).

The College also offers special projects that engage members of the public. For example, in October 2008, the College led an educational tour to China for community members. This tour, which included visits to the Great Wall of China, Qufu and Beijing, was held in conjunction with a visit by Santa Monica College students who participated in the 50th anniversary celebration of the Shandong College of Arts, located in the capital of Jinan. The students were invited to perform music from the quintessentially American art form of the musical theater in honor of the University's anniversary celebration. The students and the community participants served as global ambassadors for both the College and the community.

Communication with the local community is also a key aspect of the College's successful bond measures. Both the former and current Superintendent/Presidents conferred with local leaders

during the campaigns for two bond measures: Measure S, a $135 million district bond authorization, was approved by a 59 percent "yes" vote on November 2, 2004, and Measure AA, a $295 million district bond authorization, was approved by a 61 percent "yes" vote on November 4, 2008. The passage of these bond funds, earmarked for the construction of new college facilities, further demonstrates the high regard in which the College is held by the community it serves.

Evaluation—IVB.2(e)

The passage of three bond measures since 2002 indicates consistent community support for the College. While the College sometimes faces tension with its neighbors due to limited physical space and a large enrollment resulting in traffic congestion and parking problems, there is much common ground between the College and the City of Santa Monica. For example, in 2007, the College passed a collegewide non-smoking policy that mirrors that established by the City of Santa Monica. In addition, on all its campuses, the College has worked to direct traffic and develop parking patterns to reduce traffic burdens on the community.

The College and the Superintendent/President are recognized civic leaders in the City of Santa Monica and the College serves as a cultural center for the City. The City and the College collaborate closely to ensure that college programs and facilities enhancements benefit both the College and the local community it serves.

Plan—IVB.2(e)

None

IVB.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.**

Not applicable to Santa Monica Community College District (a single college district).

Selected Standard IV References

[i] DPAC Charter:
http://www.smc.edu/projects/31/District_Planning_and_Advisory_Council/2008DPAC/DPAC-2008-01-Charter.pdf

[ii] Santa Monica College Administrative Regulations, 5000 Series (Curriculum and Instruction):
http://www.smc.edu/projects/31/AR5000.pdf

[iii] Basic Skills Initiative website: http://www.smc.edu/apps/comm.asp?$1=208

[iv] District Planning and Advisory Council website: http://www.smc.edu/apps/pubs.asp?Q=2

[v] Board of Trustees Policies: http://www.smc.edu/apps/pub.asp?Q=545

[vi] Board Policy 2210, Academic Senate:
http://www.smc.edu/projects/32/Board_Policy_Manual/BP_2000_General_District.pdf