

## **Standard IV: Leadership and Governance**

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

### **A. Decision-Making Roles and Processes**

**1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

#### **Evidence of Meeting the Standard**

Councils and Committees Pathways to Decisions Manual (CCPD)

Student Services Council notes

RAC notes

Facilities Council notes

Budget Committee notes

EC Academic Senate notes

Wellness Center Coordinator diagram

Minutes/Notes for Degree Automation project

## **Analysis and Evaluation**

**Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved.**

*The institution has formal and informal practices and procedures that encourage individuals, no matter their role, to bring forward ideas for institutional improvement. The institution has established systems and participative processes for effective planning and implementation for program and institutional improvement.*

Leaders at Allan Hancock College are focused on changing the odds for students through the continual improvement of existing programs, the creation of new initiatives, and the removal of structural barriers to student success. This ethos is supported through the formal shared governance structures of councils and committees, as described in the Councils and Committees Pathways to Decisions manual, as well as innovations and timely responses accomplished through task forces and cross-departmental collaboration.

A recent example of successful planning and implementation through shared governance is the creation of a new position, the Wellness Center Coordinator. When the college decided to construct a new wellness center on campus, the Vice President for Student Services recognized the need for a dedicated leader for the new space and accompanying programs. She vetted the

idea through the Student Services Council [notes], which recommended it for adoption and referred their recommendation to the Resource Allocation Committee [notes]. The RAC requested that Facilities Council review the proposal [notes] before they forward the proposal to the Budget Council for consideration [notes]. After it achieved consensus in Budget Council, the Executive Committee of the Academic Senate considered it and approved the position [notes]. Once this body approved the proposal, the College Council discussed the proposal and recommended it for adoption [notes] to the Board of Trustees. On [date], the Board of Trustees, approved the creation of the new position. Throughout the process, all campus constituencies had the opportunity to weigh in on the creation of this new staff position.

Another recent example of collaborative innovation through formal and informal structures is the implementation of degree automation at Hancock. In 2018, the college president asked why the institution required students to proactively complete the “Petition for Graduation” to receive their degree. The solution was obvious: instead of requiring students to submit a form to graduate, the college could proactively inform students when they have enough (or early enough) units, to complete a credential. The solution required input and collaboration among the departments of Admissions and Records, Information Technology Services, Academic Counseling, Institutional Effectiveness, and Public Affairs and Communications collaborated. The result is a new algorithm in the college’s student information system that runs each student’s credits through the filter of all degree programs and general education certificates in the college catalogue to ascertain which students are nearing completion. Those students are then notified of their status. The program resulted in a 30% increase in degrees granted, with a disproportionate increase in degrees to students from historically underserved populations — a success that would not have been realized without the encouragement to work across departmental silos for a shared solution. The program received national recognition as a finalist for the 2022 Bellwether Award for college innovation. [Minutes/Notes for Degree Automation project]

**2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

### **Evidence of Meeting the Standard**

Educational Master Plan, Pg. 4

Associated Student Body Constitution

Shared Governance Policy

CCPD – specific page describing participation.

ASBG Policies (5400, 5410, 5420)

Leadership 111 Course Outline of Record

Leadership 112 Course Outline of Record

Decision making flow chart from Carmen BP 2410?

Board Policy 3420 “Staff/Diversity Equal Employment Opportunity”

Annual Planning Retreat RSVP Lists

### **Analysis and Evaluation**

**The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest.**

The 2021-27 Educational Master Plan names “collaboration,” “mutual respect,” and “shared governance” among the values that guide planning and implementation of institutional goals (EMP 4). Along with the structures and procedures detailed in the Councils and Committees Pathways to Decisions manual, last updated in 2020, Allan Hancock College operates with an assumption of open, honest, and effective decision-making that depends on participation from all campus constituencies (CCPD *introduction*, 1).

Shared governance is the foundation of decision-making at Hancock. The Board of Trustees affirms this value, stating “Allan Hancock College is strongly committed to the concept and the practice of shared governance as a process for institutional decision-making. Shared governance is the meaningful involvement of those affected by decisions in the decision-making process in a climate of mutual trust and respect” (Board Policy and Administrative Procedure 2510, Shared Governance).

The Councils and Committees Pathways to Decisions manual manifests this commitment and details the pathways that decisions must follow through a well-defined committee and council structure. It defines councils as standing bodies that recommend and review policies, procedures, and institutional performance, and make recommendations for institutional improvement. Hancock currently has seven councils that cover essential aspects of college operation: Budget Council, Facilities Council, Human Resources Council, Institutional Effectiveness Council, Student Learning Council, Student Services Council, and Technology Council.

Councils are co-chaired by faculty and administration and have membership from the eight constituencies: administration, Academic Senate, Full-time Faculty Association, Part-time Faculty Association, CSEA, supervisory/confidential, management, and students (via the Associated Student Body Government). Committees have a narrower focus and report to a related council. Their membership includes relevant campus representatives with expertise in the focus area and may make recommendations regarding institutional operational practices related to their areas of expertise. Throughout these processes, campus constituencies are responsible for their participation and contributions. (CCPD 27).

Most recommendations for improvement at the college originate in or are vetted through the council structure. Any individual, regardless of whether they are a member of the council or committee, can raise an issue for consideration at a council, and these entities may act or assign suggestions to committees for further study. Administrators and faculty have additional pathways based on their responsibilities for educational quality: faculty may bring initiatives to the Academic Senate for consideration, and administrators can submit requests through the President's Cabinet.

Administrators are expected to propose recommendations as well as managing and implementing final decisions. Administrators meet with the President's Cabinet monthly and in smaller, informal groups as needed. The president and cabinet holds monthly meetings to focus on student support and learning, institutional advancement, and institutional effectiveness. These meetings include faculty, staff, administrators, and students, with a focus on sharing information among all constituencies.

Staff members are also key to the decision-making process. Both staff categories — classified (CSEA bargaining unit members) and confidential/supervisory (those who handle sensitive information) — participate in councils and committees and often provide staffing for task forces.

Students play an important and integral role in decision-making at Hancock. The Associated Student Body Government holds regular public meetings, and representatives from this body are appointed members of the shared governance councils (CCPD). Students participate in hiring faculty, administrators, and staff by serving on selection committees (Board Policy 3420) and participate in the annual planning retreat. An elected student trustee also serves on the college's Board of Trustees and informs the board of student views and issues. The student trustee can either concur with Board decisions or present a reason for not concurring. The Board also welcomes input from students during public comment, and an ASBG representative (usually the president or another officer) gives a student update to the board monthly.

Students participating on campus councils and committees are also enrolled in Leadership 111 "Principles and Practices of Student Government" or Leadership 112 "Practices and Application of Leadership Applications." These classes teach leadership skills and perspectives while students are participating in the shared governance process. Leadership classes meet weekly wherein student representatives to councils and committees give reports on the meetings they attend and gather feedback from the class to report back to their respective committees and councils. Minutes of each weekly meeting are recorded and posted for public access.

**3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

#### **Evidence of Meeting the Standard**

- CCPD
- Educational Master Plan
- Approval by BOT
- Completion by Design document
- Planning Retreat Agenda, RSVP lists

#### **Analysis and Evaluation**

**Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

*Institutional policies and procedures describe the roles for each group in governance, including planning and budget development.*

The Councils and Committees Pathways to Decisions manual (CCPD) clearly defines the role of faculty and administrators in institutional governance. Councils are co-chaired by an administrator and a faculty member (appointed by Academic Senate), and council agendas are established collaboratively. All council recommendations are forwarded to the College Council (CC) for review and consideration. With representation from all eight campus constituency groups, College Council integrates strategic planning and resource allocation resulting in recommendations to the president on policies, procedures, budget, and related other issues. College Council reviews all proposed board policies and recommended revisions to those policies prior to submission to the Board of Trustees.

The CCPD also sets the expectation that program reviews submitted by faculty and administration inform the budget process. The document also requires that Budget Council, College Council, and other relevant councils review and approve the budget before it is forwarded to the Board of Trustees for consideration. In the current fiscal year, for example, Budget Council reviewed the proposed 2022-2023 budget and reached consensus on [date] to recommend it to College Council. On [date], College Council reviewed the proposed budget and reached consensus to recommend its presentation to the Board of Trustees. The Board approved a preliminary budget on [May date] and adopted the final budget on [September date].

Hancock's integrated planning process includes an annual planning retreat designed and facilitated by the Institutional Effectiveness Council. Attendees include faculty, staff, trustees, administrators, managers, and students. The 2020 retreat provided campuswide input to the Educational Master Plan, which the Board of Trustees adopted on [date]. Led by an external facilitator, the two-day off-site event engaged 75 faculty, staff, administrators, trustees, and students, focus of this year's retreat was to collect input to draft the new Educational Master Plan. The retreat focused on the student journey to identify "loss and momentum points" in the pipeline, as defined by the Completion by Design framework. Participants worked in small groups on strategies for one journey point of their choosing. Institutional Effectiveness provided data for each pathway point as resources for the groups to articulate outcomes and strategies to decrease loss points. The results from this meeting were integral to the goals and strategies included in the Educational Master Plan, which replaced the college's Strategic Plan as a guiding framework for goals and planning.

**4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

### **Evidence of Meeting the Standard**

Board Policy 4020

CCPD

### **Analysis and Evaluation**

**Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

*Institutional policies and procedures describe the official responsibilities and authority of the faculty and of academic administrators in curricular and other educational matters.*

*The institution regularly evaluates these policies and procedures to ensure they are being followed and practices are functioning effectively.*

Hancock's faculty, under the leadership and guidance of the Vice President for Academic Affairs, holds responsibility for recommendations about curriculum and other educational matters. Board Policy 4020, "Program, Curriculum, and Course Development," stipulates that the Board of Trustees "delegates to the Academic Senate through its Curriculum Committee the authority to establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance." The Councils and Committees Pathways to Decisions manual also outlines the expectations of faculty and administrators in curriculum development. Board Policy 4020 also makes clear that the Board of Trustees maintains final authority and responsibility for curriculum.

The Academic Senate is central to the curriculum development process. The Academic Policy and Planning Committee serves a gatekeeping function for curriculum and program development. The committee maintains online resources for faculty developing and reviewing curriculum and programs. Agendas, minutes, summary reports, and other resources are freely available to all college faculty, staff, and administration. [Cite agendas here]

The Student Learning Council is another shared governance entity, co-chaired by a faculty member appointed by the Academic Senate and the Vice President of Academic Affairs, that advocates for student learning. The Council develops and recommends strategies to support, protect, and improve student learning programs. It advances and encourages innovation in teaching and learning to meet existing and emerging student needs. This council also oversees the Basic Skills and Distance Learning committees. The Basic Skills committee identifies and recommends support strategies for student success in basic academic skills, identifies learning gaps in basic skills instruction and student support services, and recommends improvements for student success. The Distance Learning committee recommends policies, procedures, and technologies to enhance the quality of student learning and services in online and other forms of distance education. All these committees are staffed with members of faculty and administration.

The Student Services Council, co-chaired by a faculty member appointed by the Academic Senate and the Vice President of Student Services, advocates for effective student services. It recommends strategies to support, protect, and improve student service programs, and advances and encourages innovation in services to meet students' existing and changing needs. It oversees several subcommittees, including the Student Success and Equity committee, which provides recommendations on policies and procedures that impact student equity; the Campus Support and Assessment team, which is a hub of resources focused on prevention and early detection of individuals experiencing distress or engaging in harmful or disruptive behaviors; and the Outreach committee, which coordinates strategies and policies related to engagement of current and prospective students.

The Academic Senate Executive Committee plays a key role in curricular and other educational matters. Tenured and tenure-track faculty elect five faculty to the Academic Senate Executive committee each year. Executive Committee members often attend statewide Academic Senate sessions to remain current with issues facing students. They also appoint faculty co-chairs to all councils and assign Academic Senate faculty representatives to all committees, with the approval of the full Academic Senate. This process includes appointments to the Student Services Council, the Student Learning Council, and other entities that make recommendations concerning student learning and services. [Agenda approving appointments]

**5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

### **Evidence of Meeting the Standard**

CCPD

Example: Approval of Latino/a Studies degree

Board Minutes: Staff Presentation (Lamica's office presentation?)

Board Minutes: External Presentation (Mekita?)

### **Analysis and Evaluation**

**Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

*Written policies on governance procedures specify appropriate roles for all staff and students. These policies specify the academic roles of faculty in areas of student educational programs and services planning.*

*Staff and students are well informed of their respective roles. The various groups collaborate on behalf of institutional improvements. The result of this effort results in documented institutional improvement.*

*The college has developed structures of communication that demonstrate that it values diverse perspectives.*

*The college demonstrates that consideration of diverse perspectives leads to setting institutional priorities and timely action.*

The council and committee structure, as defined in the CCPD, produces timely and informed recommendations to college leadership and the governing board.

All committees and councils ultimately report to College Council, which provides recommendations for the superintendent/president to take to the Board of Trustees. Councils serve as recommending entities and depend on informed input from faculty, administrators, students, and staff in making recommendations. Committees and subcommittees provide subject matter expertise for council consideration and are comprised of members with professional proximity to the matters their committee is considering. For example, the Web Services Committee is comprised of staff and faculty with knowledge of issues related to designing and maintaining an effective institutional web presence, as well as institutional stakeholders whose work is impacted by the college's web strategy. This committee then makes recommendations to the Technology Council.

Once recommendations reach consensus in a council, the council chairperson presents the proposal to College Council for consideration. College Council takes one of three actions with council recommendations: recommend approval to the superintendent/president, declare that consensus does not exist to support the recommendation, or return the item to the council for further consideration or revisions.

On a nearly monthly basis, the Board of Trustees considers recommendations made through the council structure, such as the revision of relevant board policies. The Board hears presentations at its monthly board meetings to share the perspectives and expertise of various departments or individuals, such as faculty who present outcomes from sabbatical projects or administrators sharing outcomes of programs and initiatives. The Board also invites external experts, such as financial advisors or construction contractors, to present timely information on relevant initiatives the college is advancing.

Curricular changes exist beyond the shared-governance structure, as they are the purview of the faculty and the Academic Senate curriculum committee (Academic Policy and Planning). This committee informs faculty when curriculum proposals can be submitted for consideration, which keeps the process moving in a timely manner. Curricular recommendations based on faculty expertise move from AP&P through the Academic Senate to the Board of Trustees. Once approved, changes are documented in the CurricuNet system after approval from the Board, the Chancellor's Office and, if necessary, ACCJC. A recent example of this process is the proposal and adoption of a new A.A. in Latino/a Studies.

**6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

### **Evidence of Meeting the Standard**

- CCPD
- Board book email
- Weekly News email
- Weekly news coverage email
- Sample communications during pandemic
- Social media sample

### **Analysis and Evaluation**

The Councils and Committees Pathways to Decisions manual (CCPD) is the guiding document for describing how decisions are made at Hancock and is available in the MyHancock portal to all faculty, staff, and students. This document “comes to life” through shared governance processes, which are documented in agendas, meeting notes, and other resources on the myHancock portal and accessible to the campus community. College Council operates as the final integrating entity for all recommendations produced by councils and committees to the superintendent/president. Schedules for all councils and committees are posted for the year, and meetings are open to anyone in the college community to attend.

Each month, the Secretary to the Board of Trustees emails agendas and meetings times/places to faculty, staff, and students in advance of monthly Board of Trustees meetings. After each monthly meeting, the secretary also posts board minutes, which includes most decisions made by the board (that are allowed to be shared publicly), on the college website. Board agendas are also reviewed and discussed monthly in College Council, the monthly administrative team meeting, and the president's cabinet.

Important information is disseminated throughout the Hancock community in a variety of ways. Important news and decisions are communicated as needed by email to the campus community. Particularly during the pandemic, email communication about masking, vaccinations requirements, and expected conduct was critically important, especially after actions by the Board of Trustees. Students also receive text notifications for time-sensitive information. Each week, the Office of Public Affairs and Communications distributes a weekly newsletter to the community that details notable events and other news from the week, Hancock's social media accounts also serve as an important source of information. .

In addition to internal communications, the Office of Public Affairs and Communication issues regular press releases and is often featured by local newspapers and news stations. The college website also includes examples recent press coverage, and Public Affairs emails the college's media coverage each week to campus each week.

**7. Leadership roles and the institution's governance and decision-making policies, procedures, 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.**

### **Evidence of Meeting the Standard**

- Evaluation instruments and resulting reports that assess effectiveness of governance structures and processes, **including plans for improvement;**
- Evaluation instruments and resulting reports that assess effectiveness of committees, including plans for improvement;
- Minutes from a governance body when effectiveness of governance structures and processes were discussed;
- Documentation of a regular cycle of evaluation for governance;
- Subsequent governance evaluation reports that document improvements to governance;
- Examples of communications to the college on results of the evaluations or discussions;

### 2018-19 Reports of Accomplishments

College Council notes when report was discussed.

### **Analysis and Evaluation**

The Council and Committees Pathways to Decisions manual clearly defines governance structures and articulates the roles and expectations of the college's constituency groups within that structure. It includes instructions and expectations for regular evaluation to assess the integrity and effectiveness of these processes. The document tasks the Institutional Effectiveness Council, one of the college's eight shared governance councils, to develop and implement processes to assess the integrity and

effectiveness of governance and decision-making structures and processes, and then communicate those results and recommend their use for institutional improvement.

One mechanism for evaluation of governance and decision-making is the annual Reports of Accomplishments assembled by the Institutional Effectiveness Council that compiles highlights across all eight councils. For example, the 2018-19 document reported that the councils revised and updated 52 board policies and 44 administrative procedures in total. The reports also highlight challenges identified by the councils. A recurring challenge identified is consistency in participation of all constituencies in all councils. An accompanying recommendation suggests that all constituencies appoint a backup representative to help ensure consistent participation. Each year, the Report of Accomplishment is presented and discussed by College Council.

Another process of evaluation is the use of regular campus surveys. In addition to routine surveys on campus, the college contracted in 2018 with an outside firm — the national consulting house Korn Ferry — to design and execute a campus climate survey. The results of that survey were evaluated by the Institutional Effectiveness Council and disseminated across the campus community. The results of the survey caused [what change?]

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