

Standard IV: Leadership and Governance

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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.

Decision-Making Roles and Processes

IV.A.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

AP2510 Collegial Consultation describes the campus committee structure. The committee structure is designed to promote new ideas for the improvement of campus plans, processes, and programs. Campus communication is designed in a manner that allows anyone on campus to put forward their ideas for consideration. The campus communication flowchart captures this aspect of the process. Campus plans are communicated to the campus through committee minutes, newsletters, and public forums before they are implemented.

The president informally encourage campus participation in planning by the president by visiting all division meetings with the executive team at the beginning of each semester to provide all faculty members with an opportunity to provide input about campus practices and policies and each month the President and executive team hold open-hours for faculty and staff to drop in without appointments to discuss campus issues.

SBVC holds campus meetings where members of the community are invited to participate in strategic planning. These meetings involve providing attendees with data on student performance, updates on programs, updates on facilities, etc. Evidence: (1) flyers announcing Campus & Community events. (2) PowerPoint presentations from the events, (3) Agendas from the Campus & Community events. All CTE programs have Advisory groups to provide broad-based input for planning from campus and community stakeholders. Evidence: Advisory group minutes

Each year, Campus Climate Surveys are distributed to campus constituency groups. Results from the Leadership and Governance section of the faculty, classified professional, and manager surveys indicate that the majority of employees agree that they have a substantial voice on campus, are encouraged to be innovative, and have opportunities to serve on committees.

One example of how ideas move through the campus and become reality is the Valley 360 Resource Center which was brought forward by ASG to College Council in August 2017 and after consultation with constituencies, community outreach and partnerships the Valley 360 Resource Center became reality in November 2016.

Another example is how the campus supports new practices is the Basic Skills Committee role in providing grants to faculty to initiate innovative programs to support student success in the area of basic skills.

Analysis and Evaluation

The current SBVC campus leadership has established a culture of open communication where innovation is encouraged. Participative processes are integrated into strategic planning and program development through formal and informal structures.

Institutional structures have been constructed to encourage input and participation for all campus constituencies and community stakeholders. Committee meetings (and the published minutes), campus workshops, campus & community forums, together with informal opportunities to provide feedback to the campus executives are all evidence of an open, inclusive, and transparent decision-process.

IV.A.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

AP2510 Collegial Consultation outlines administrative, classified, faculty, and student roles in decision making processes. Committee memberships includes managers, faculty, classified and student representation on major collegial consultation committees including District Assembly, College Council, Accreditation and SLO Committee, Curriculum, Enrollment Management, Facilities and Safety, SSSP, and Program Review. Managers are assigned to committees by the leadership team. Faculty are assigned by the Academic Senate. Classified professional are assigned to committees by CSEA and Classified Senate. Student representatives are assigned by ASG.

The charges for the Curriculum and Program Review clearly state that the committees operate under the authority of the Academic Senate.

Analysis and Evaluation

Administrative procedures provide the opportunity for all staff to influence the development of policy and the development of programs. Additionally all campus meetings are open and attendance of non-committee members is encouraged. When ad-hoc or special planning committees are convened every effort is made to include all constituencies as per SBVC's governance philosophy stated in AP2510 Collegial Consultation. For instance, process of developing the SBVC Strategic Plan was an inclusive process that involved meetings and workshops with all campus constituencies first in separate settings, faculty groups, with staff meetings, student meetings, Later, all members of the campus community were invited to participate meetings all were present.

The Governance Philosophy expressed in AP2510 states that

San Bernardino Valley College is committed to the idea of Collegial Consultation as assured in BP/AP2510. We acknowledge the rights and responsibilities accorded to all parties within the District to participate effectively in District consultation and support the establishment of procedures whereby faculty, staff, and students are ensured of appropriate consultation on matters affecting them.

We believe that groups of individuals working together to pool their knowledge, experience, and perspectives are an integral part of the decision making process at SBVC, and that the development of policies and procedures for college governance benefits greatly by involving those with appropriate expertise and those who will be most affected by those policies and procedures.

And ensures that students and classified professionals are involved in collegial consultation.

IV.A.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

Administrators and faculty have substantive and clearly defined roles in campus and district policies, planning, and budget.

In accordance with BP/AP2410 Board Policies & Administrative District Assembly is where changes to Board Policies and Administrative Procedures begin and end. Administrators and faculty are represented on DA and appropriate constituencies have feedback into BPs and APs.

Local planning committees such, College Council, SSSP, and Enrollment Management and District planning committees, DA, DIEC, include administrators and faculty as active voting members.

Campus and District Program Review Committees have administrative and faculty membership that participate in the needs assessment ranking process. Campus Budget Committee and District Budget Committee also have strong administrative and faculty membership.

Analysis and Evaluation

Administrators and faculty participate fully in areas of institutional policies, planning, and budget.

IV.A.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

AP2510 Collegial Consultation and BP4202 Program, Curriculum, and Course Development state that the Curriculum Committee operates under the prevue of the Academic Senate and in accordance with the Senate approved Curriculum Handbook. The Curriculum Handbook outlines the appropriate involvement of the faculty, the Academic Senate, and administrators in making recommendations in the areas of curriculum and academic standards. The AP2510 Collegial Consultation and the Curriculum Handbook dictate the composition of the Curriculum Committee which faculty as assigned by the Academic Senate, the VPI, managers, students, articulation officer, and classified professionals, including the articulation officer

Curriculum Committee Charge: Under BP2510, the Academic Senate has a responsibility to make recommendation with respect to Academic and Professional matters. Curriculum is an academic matter and, therefore, the curriculum committee is authorized by the Academic Senate to make recommendation about the curriculum of the college, including:

- approval of new courses,
- deletion of existing course,
- proposed changes in course,
- periodic review of course outlines,
- approval of proposed programs,
- deletion of programs,

- review of degree and certificate requirements,
- approval of prerequisites and corequisites,
- and assessment of curriculum as needed.

In addition to course review, approvals, and modifications, the committee has a focus on Title 5 compliance, Distance Education (DE) modality approval, and statewide mandates. All curricular changes are approved by the Board of Trustees.

SLOs are included on the COR. SLOs are evaluated using the SLO Rubric developed by the ALSO Committee and approved by the Academic Senate.

Analysis and Evaluation

Faculty have authority over the curriculum process. Faculty members are involved in every phase of the curriculum development process from conceptualizing courses, designing the courses, evaluating the course content, and approving the course outline of record. When changes are made to the content of a course or programs, before substantive change documentation is submitted, the changes are discussed in the departments meeting and/or in the Online Program Committee before being submitted to the curriculum committee for review.

IV.A.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

AP2510 Collegial Consultation describes the district and campus and governance structure.

Classified Senate webpage post their Code of Ethics, Bylaws, committee membership, and Constitution. Article 3 of the Classified Senate Constitution discusses the role and purpose of classified professionals in collegial consultation.

Similarly, ASG's webpage includes a section on shared governance and ASG's constitution outlines expectations of student offers in shared governance.

The Academic Senate website includes faculty roles in governance and collegial consultation under Title 5 of the California Code of Regulations, Section 53200 Definitions commonly known as the 10+1. The Academic Senate By-Laws and Constitution outline the purpose and role of the Academic Senate in the campus governance structure. The SBCCDTA Contract ensures faculty participation on campus committees. Faculty committee assignments are made by the Academic Senate.

Management job descriptions include a description a manger's role in campus/district leadership.

Analysis and Evaluation

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

Evidence of Meeting the Standard

Policy and planning decisions are communicated on the several campus websites including the President's webpage, the ORPIE webpage, the President's News Letter. In addition, the campus has formal communications channels for communicating policy changes, including announcements and presentations on Opening Day and Flex Days. Decision making processes include discussion and feedback from campus collegial consultation committees who are charged with sharing information with their constituencies.

Analysis and Evaluation

Decision making processes are publically available. Processes are in place to distribute information regarding policy and planning decisions. Committee members could be more diligent about reporting out to constituency groups, and committees could be more diligent about posting minutes.

IV.A.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

AP2510 Collegial Consultation is regularly reviewed as part of the BP/AP Review process. The BP/AP review process run through District Assembly allows the opportunity for all constituencies to participate in evaluation and revision of AP2510 Collegial Consultation.

The Campus Committee Structure is reviewed by Academic Senate biennially for relevancy and effectiveness. Committees can be formally and permanently added to the campus committee structure at any time should the need arise. The Guided Pathways committee began as an ad-hoc committee of the Academic Senate. Over time the committee recognized a need to be permanent committee and developed a formal change and membership which was presented to and approved by the Academic Senate in SP19.

Analysis and Evaluation

Conclusions on Standard IV.A. Decision Making Roles and Processes

The college committee structure offers an effective method of two-way communication between campus leadership and campus constituencies. Faculty, staff, and students are appointed by Academic Senate, Classified Senate, and student government. Committee meetings are open to all who want to attend. Committee chairs or their designees also attend College Council meetings.

College Council serves as the primary structure for broad-based input from all college constituencies. Co-Chaired by the campus president and the academic senate president College Council meets bi-monthly; the membership includes committee chairs from all campus collegial consultation committees and the entire executive team.

The Program Review Committee, under the authority of the Academic Senate, regularly assesses the efficacy and needs of campus programs.

Campus Climate Surveys provide all members of the campus community with a voice to evaluate policies and procedures and decision-making process.

Performance evaluations for manager provide stakeholders on campus and in the community with an opportunity to evaluate specific managers.

Improvement Plan(s)

Evidence List

- Evidence—Communication Flowchart; Classified Senate; CSEA Bargaining Agreement, CTA Bargaining Agreement, Academic Senate Minutes; Advisory Committee minutes.
- [Evidence: President's webpage
- ORP webpage
- President's Newsletter
- College Council
- Curriculum Committee Website
- Evidence: Communication flowchart
- Technology plan
- Enrollment Management Plan
- Educational Master Plan presentations]
- Evidence: Curriculum Committee minutes
- Evidence: SLO refinement process (minutes from ASLO committee)
- Evidence: Committee membership list

- Evidence: Committee Evaluation Survey
- Evidence: Strong Workforce planning documents
- [Program viability procedures
- Evidence: Curriculum Handbook
- Evidence: Curriculum Committee website
- Evidence: Curriculum Committee minutes
- Evidence: District Assembly Constitution
- Evidence: Online program learning Plan
- Evidence: Online committee minutes
- Evidence: Strong Workforce planning documents
- Evidence: Committee Evaluation Survey
- Evidence: Associated Student Government Constitution
- Evidence: Strategic Plan Presentations (announcement flyers and presentations)
- Evidence: Educational Master Plan presentations
- Evidence: Student Equity Plan
- Evidence: Student Success Committee Minutes (formally known as the Matriculation Committee)
- Evidence: Professional Development Plan
- Evidence: Budget planning process (minutes for the SBVC Budget Committee) & (minutes from District Assembly)