Standard IV: Leadership and Governance

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

Committee Members

Co-Chairs:
Tony Cantú, Administrator (replaced Cynthia Azari spring 2011)
Michael Bourbonnais, Classified Professional
Bruce Hill, Faculty

Members:
Kathy Bonilla, Classified Professional
Brian Calhoun, Faculty
Ernie Garcia, Classified Professional
Claudia Habib, Faculty
Bridget Heyne, Faculty
Brian Rutishauser, Faculty
Ann Walzberg, Faculty
IVA

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.

Descriptive Summary

Shared governance is defined in board policy and administrative regulations and implemented throughout the District (IVA.1: Board Policy 2510 and Administrative Regulation 2510 Participation in Local Decision-Making*).

At Fresno City College the main decision making group is the Strategic Planning Council (SPC) with representation from administration (four members), classified professionals (five members), faculty (seven members), and students (three members). The chair positions of the SPC rotate with administration and classified professionals selecting co-chairs during the fall semester and faculty and students selecting co-chairs during the spring semester. The duties and responsibilities of the broad constituent based SPC include establishing College goals and objectives, establishing priorities for planning and resources, and monitoring the progress towards the completion of College goals and objectives. The College president and senior vice-presidents all serve on the SPC and support the process that involves all constituent groups. SPC decisions are made through consensus (IVA.2: Strategic Planning Council Handbook).

Every spring the SPC communicates to the College the priority strategic goals for the next academic year. Members of the College community can submit ideas or plans for improvement through their programs, departments, divisions, or work areas. If additional resources are requested, these ideas are then submitted as action plans for consideration by the SPC. The SPC considers Program Review recommendations and other advisory committee recommendations when approving action plans. Annual reports on approved action plans are submitted to the SPC until the action plan is completed (IVA.2; IVA.3: Integrated Planning Handbook; IVA.8: Action Plan Handbook).

During the 2009-2010 academic year, the Strategic Planning Database went online. Units could enter priority unit strategies and activities implementing the Fresno City College Annual Priority Goals. The unit strategies do not require additional resources. Data has been entered in the database, but at this time there is no mechanism to evaluate the accuracy and effectiveness of the identified strategies. Each originator must provide a mid-year and year-end report, but to date the SPC has not used that information for improvement of the planning process. Currently, the database is just being used for reporting purposes (IVA.3; IVA.4: Strategic Planning Council Minutes).

Annual strategic planning and SPC evaluations are available on Blackboard and reported to constituent groups by SPC constituent representatives and included in e-mail updates. (IVA.5 Strategic Planning Council Minutes; IVA.13: Strategic Planning / SPC evaluations and surveys).

The College Governance Review Committee (formerly College Governance Council) is the committee that monitors shared/participatory governance processes and ensures that they are followed. This group developed the Fresno City College Governance Handbook. Perceived violations of the shared governance process are reviewed by this broad constituent committee and

* Second and subsequent references to evidence will only include the evidence number.
a report is submitted to the SPC and the College president (IVA.6: College Governance Handbook).

Occupational education program advisory committees provide community input and recommendations. Presentations at the opening of school meeting, typically held the Thursday before the start of the semester, and public forums inform the College community and provide an opportunity for discussion and input (IVA.7: Opening Day Presentations, Public Forum Announcements).

Self Evaluation

The College meets the standard. College leaders have embraced a process that includes all constituent groups in developing, approving, and implementing ideas. All College wide processes are approved by the different constituent groups. Any unit or group of individuals can develop new processes through either unit strategies or action plans. There is broad constituent representation in the Strategic Planning Council which makes recommendations to the College president regarding strategic planning and the use of resources including the budget, human resources, facilities, and technology.

Planning Agenda

None.

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

Descriptive Summary

Institutional governance is highly-valued at Fresno City College and is at the core of the College’s operations and processes. The College achieves institutional excellence and successful outcomes by working to ensure that all members of the campus community are encouraged to contribute and participate in its development (IVA.6).

In 2006–2008, in response to the Accrediting Commission for Community and Junior Colleges recommendations, Fresno City College’s College Governance Review Committee (formerly College Governance Council) began the development of the Fresno City College Governance Handbook. This manual was developed after extensive dialogue among the Academic Senate, Classified Senate, Associated Student Government, President’s Cabinet, and President’s Advisory Council. The focal point of this effort was the development of written procedures for shared/participatory governance. The handbook was approved by constituent groups in spring 2010 and is available on the college’s website and posted on Blackboard. The input of all constituency groups in the decision-making process makes it possible for all members of the Fresno City College community to work towards constantly evaluating and improving student learning and success (IVA.2; IVA.3).

The institutional governance structure at Fresno City College is comprised of College wide standing committees, Academic Senate standing committees, topical or functional committees—some of which are mandated by law or regulations, and task forces and ad-hoc workgroups whose work is limited in duration and focused on a particular task or issue which cease to exist upon accomplishment of their specific charge. The standing committees are permanent parts of the internal governance processes of the College (IVA.3; IVA.6).

The key partners in the institutional governance at Fresno City College are noted in Table IV.1.
Table IV.1 Key partners in the Governance of Fresno City College

<table>
<thead>
<tr>
<th>Leadership Group</th>
<th>Constituency / Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Trustees</td>
<td>Seven members plus two student trustees</td>
</tr>
<tr>
<td></td>
<td>Chancellor</td>
</tr>
<tr>
<td>President’s Advisory Council</td>
<td>President, VP Instruction, VP Admin Services, VP Student Services, VP Admission and Records, Director of Marketing, Director of Technology</td>
</tr>
<tr>
<td>Academic Senate</td>
<td>Faculty</td>
</tr>
<tr>
<td>State Center Federation of Teachers (SCFT)</td>
<td>Faculty union</td>
</tr>
<tr>
<td>California School Employees Association Chapter 379 (CSEA)</td>
<td>Classified union</td>
</tr>
<tr>
<td>Classified Senate</td>
<td>Classified Professionals</td>
</tr>
<tr>
<td>Associated Student Government</td>
<td>Student body</td>
</tr>
<tr>
<td>President’s Cabinet</td>
<td>President, VPs, Deans, Directors, PIO, Senate Presidents (Academic, Classified, Student), CSEA Rep.</td>
</tr>
</tbody>
</table>

The role of classified professionals in the institutional governance process has been reviewed and expanded. Typically, the Classified Senate and Chapter 379 of the California School Employees Association (CSEA) each appoint representatives to shared governance committees as needed. The seats for classified professionals are divided equally between the two groups. In the event a committee has an odd number of seats for classified professionals, CSEA is entitled to the additional seat (IVA.9: MOU between CSEA and Classified Senate).

The Strategic Planning Council functions as the main institutional governance committee on campus and as the main venue for arriving at recommendations for decisions that have a College wide impact, that are not under the special purview of the Academic Senate. The SPC has primary responsibility for the development, implementation, and assessment of the College Strategic Plan, linking program reviews to planning and budgeting, participating in budget development, and recommending allocation of resources and permanent personnel positions to the president (IVA.3).

**Self Evaluation**

The College meets this standard. The processes in place at Fresno City College facilitate the development of ideas, effective communication, and cross departmental cooperation among constituencies and have resulted in numerous significant outcomes. The roles of all constituencies are defined through board policies. College leadership supports and maintains an environment that is characterized by flexibility, open-mindedness, and a commitment to teamwork and leadership.

**Planning Agenda**

None.

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

**Descriptive Summary**

The Board of Trustees develops policies on academic and professional matters by either or both of the following methods:

a. Relying primarily upon the advice and judgment of the Academic Senate, or

b. Relying upon mutual agreement reached between the College Administration and the Academic Senate by written resolution, regulation, or District policy.

The Academic Senate has a legal role in the areas mandated by State of California Statute AB1725 and Board Policy 2510—Participation in Local Decision
Making (IVA.1). The Academic Senate is the body that represents the faculty in collegial governance relating to academic and professional matters.

Explicitly, the board acknowledges the definition of academic and professional matters to mean:

a. Curriculum, including the establishment of prerequisites and placing courses within disciplines
b. Degree and certificate requirements
c. Grading policies
d. Educational program development
e. Standards or policies regarding student’s preparation and success
f. District and College governance structures, as related to faculty roles
g. Faculty hiring procedures
h. Faculty roles and involvement in accreditation processes, including self-study and annual reports
i. Policies for faculty professional development activities
j. Processes for program review
k. Processes for institutional planning and budget development
l. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Academic Senate provides its recommendations to the president who in turn makes recommendations to the chancellor and the Board of Trustees. If a recommendation is not accepted, the board or its designee communicates its reasons to the Academic Senate. In matters where policy is established through mutual agreement and agreement cannot be reached, existing policy remains in effect.

Fresno City College has been successful over the years in developing internal consensus through its institutional governance structures and providing recommendations to the board that have been accepted.

The Academic Senate and the State Center Federation of Teachers (SCFT) have a long history of affirmation of their shared goals of maintaining and improving the academic quality of Fresno City College, strengthening the role of collegial governance, and of improving the academic, professional, and working conditions of the College. SCFT recognizes that the Academic Senate represents the faculty in collegial governance relating to academic and professional matters.

The Academic Senate recognizes that SCFT represents the faculty in all matters pertaining to compensation, benefits, and working conditions. Both parties agree to appoint an individual as a liaison who participates in all the meetings of the other organization and reports back to its counterpart. (IVA.10 Academic Senate minutes)

The Curriculum Committee is a subcommittee of the Academic Senate, and all curriculum proposals must be approved through the curriculum approval process. The curriculum submission and approval process is now through CurricUNET where all proposals and any associated comments are available to all. After final approval by the Curriculum Committee, curriculum proposals then move to the District wide Education Coordinating Planning Committee (ECPC) for review and approval before they are placed on an agenda for Board of Trustees’ approval.

The voting membership of the Curriculum Committee is represented by all academic divisions as well as representatives from Counseling, Disabled Students Programs and Services (DSPS) and Library and Student Learning Support Services. The vice president of instruction and the articulation officer are non-voting members of the committee. The chair is a faculty member, elected by the committee.

Student Learning Outcomes are now a part of the course outline of record. Degree/certificate learning outcomes are included in the catalog. For instructional areas, these are approved through the curriculum approval process. The Outcomes and Assessment Committee (OAC) provides oversight in all campus student learning outcomes assessment activities. The OAC recognizes that the primary responsibility for developing outcomes and analysis of the assessment data lies within the individual instructional and support groups of the college. Student support areas of the College work under the direction of the vice president of student services.
Self Evaluation

The College meets this standard. It has structures, practices, and activities in place that demonstrate that the College relies on the faculty, the Academic Senate, and academic administrators to manage the large number of instructional programs it offers.

Planning Agenda

None.

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.

Descriptive Summary

The role of the board, administrators, faculty, staff, and students in the decision-making process is clearly outlined in Board Policy 2510, Participation in Local Decision-making. Additionally, Administrative Regulation 3250, Institutional Planning, also state that there is to be broad based participation in the planning processes of the District and the college. After the 2005 Accreditation recommendations, the College revised its decision-making practices. Members of the different constituent groups met during two all-day sessions during March 2006. The outcomes of the meetings included the creation of the Strategic Planning Council (SPC) and a new strategic planning governance structure where all constituencies are involved in the decision making process (IVA.1; IVA.11: Board Policy 3250).

All constituent groups have representation on the SPC and the Strategic Planning Advisory Committees. All Strategic Planning Advisory Committees have operating agreements that describe the duties and responsibilities of the committees and members. Each of these committees submits a year-end report to the SPC. The SPC reviews these reports when planning for the next year (IVA.3; IVA.12: Advisory committee year-end reports).

Participatory governance at Fresno City College and the roles of all constituent groups are defined in the College Governance Handbook. The College Governance Review Committee (formerly the College Governance Council) monitors the participatory governance process at the College and considers any concerns regarding participatory governance.

“The goal of participatory decision-making at Fresno City College is to provide an environment which encourages the participation of the entire college community—students, faculty, classified professionals, and administrators—in the process of making decisions that directly and indirectly affect them. Participatory decision-making promotes the vision and values of Fresno City College.

The purpose of the Fresno City College governance structure is to provide each constituent group the opportunity to participate in the planning processes and initiatives as well as develop, review, and revise policies and procedures by representation. The governance structure promotes collegiality, facilitates collegial communication, and resolves issues as close to the point of origin as possible.”

–FCC College Governance Handbook (IVA.6)

When a constituent member serves on a committee, it is his/her responsibility to communicate the activities of the committee to the respective constituent group. The strategic planning survey shows improvement in communication but this is an area where the College needs to continue to improve (IVA.13).

Other methods of communicating with the College community include: Opening Day presentations, campus forums, posting on Blackboard, Strategic Planning Newsletter, strategic planning e-mail updates, weekly campus activities, updates to the Fresno City College website, and internal campus publications such as City-At-Large and City at a Glance. Important updates are printed and distributed to the campus community. (IVA.14: FCC 2008-2010 and 2010-2012 Strategic Plan Brochures; IVA.15: Educational Master Plan; IVA.16: Update on Strategic Planning Fall 2006 and Fall 2007; IVA.17: PAC Minutes in public folders).
College staff receives reports from their constituent representatives on the SPC and Strategic Planning Advisory Committees regarding implementation of the strategic plan and establishing priorities for planning and resources. Information is also posted on the Strategic Planning Council Blackboard site which is accessible by anyone. Results of Program Review are also available for review on Blackboard and communicated to the SPC. In the fall semester, the Office of Institutional Research presents the environmental scan to the SPC which includes changes in key performance indicators which measure improvement (IVA.18 Fall 2010 Environmental Scan; IVA.19 SPC minutes; IVA.20: Program Review reports to SPC).

The SPC reviews and approves the Annual Priority Goal report submitted to the Board of Trustees every March. This report is then communicated to the College community through constituent representatives (IVA.21 SPC minutes on Annual Priority Goals; IVA.22: Constituent group minutes on Annual Priority Goals).

Self Evaluation

The College meets the standard. Fresno City College has created an integrated planning process that includes all constituent groups at all levels. Annual strategic planning evaluations identify communication as an area where the College needs to improve. Currently the College is assessing how members of the College community like to receive and provide communication. Communication processes will be enhanced after the Strategic Planning Council and constituent groups discuss the results of the survey (IVA.13).

Planning Agenda

As noted in Standard IB.1, the College will develop and implement a comprehensive communication plan.

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.

Descriptive Summary

Fresno City College demonstrates honesty and integrity in its relationships with external agencies. The College mission, vision, and core values were revised by the Strategic Planning Council, and after constituent consideration and recommendation, were approved by the constituent groups and by the Board of Trustees in January 2011. The mission, vision, and core values statements are published in the College Catalog, posted on the College website, and printed in the Fresno City College Strategic Plan brochures. The brochure also includes an ethics statement for College faculty, administrators, staff, and students that embraces the ideas of fairness, civility, integrity, and respect. (IVA.23: January 2011 Board of Trustee minutes; IVA.24: SPC minutes; IVA.25: Mission in FCC College Catalog; IVA.14).

Additionally, the Board of Trustees has adopted Board Policy 3150 and Administrative Regulation 3150, Code of Ethics for Administrators, to define ethical behavior and the expectations of administrators. The board also defines and provides examples of activities that are deemed incompatible with District policies and administrative regulations in Board Policy 3160, Definition of Incompatible activities (IVA.26: Board Policy / Administrative Regulation 3150 – Code of Ethics for Administrators).
Board Policy 3200, Accreditation, and Administrative Regulation 3200, Accreditation, provide assurance that it adheres to all requirements of the Accrediting Commission regarding the eligibility requirements, accreditation standards, Commission policies, and public disclosure of the accreditation status of the college. The College has a history of responding to Commission requirements for the self study, reports to the Commission, and approval of substantive changes (IVA.27: Board Policy / Administrative Regulation 3200 – Accreditation).

When developing the current accreditation report, the College distributed the drafts of the self study campus wide for comments and to the Strategic Planning Council for approval. Open forums were conducted on February 4, 2011 and May 13, 2011. The Accreditation Steering Committee is composed of representatives from the different constituent groups and the members are co-chairs for the different accreditation standards subcommittees. All standards subcommittees have representatives from the various College constituent groups. A presentation of the self study was given at the board’s July 5, 2011 meeting. The Board of Trustees approved the self study at its August 2, 2011 meeting (IVA.28: Board of Trustee Meeting Agenda and Minutes).

Self Evaluation

The College meets the standard. Board policies clearly articulate the District’s commitment to the accreditation process. The College makes public the status of its accreditation and any action taken by the Commission in a variety of venues. The College meets all the reporting deadlines established by the Commission for submission of the College self study, progress reports, and yearly reports.

Planning Agenda

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.

All State Center Community College District Administrative Regulations were updated during fall 2008 and most of the board policies were updated between 2003 and 2008. These changes were discussed by College constituent groups and approved by the Board of Trustees (IVA.29 Minutes of Academic Senate and Board of Trustees).

The Strategic Planning Council (SPC) conducts an annual evaluation of the SPC and the strategic planning process as defined in the SPC Operating Agreement. Since the creation of the SPC the evaluations were completed spring 2007, 2008, 2009 (Strategic Planning Support Team only), 2010 and 2011. The evaluations are available for all members of the College community to review on Blackboard. Constituent members on the SPC then report the evaluation to their constituent groups (IVA.5; IVA.13; IVA.30: Minutes of constituent groups related to planning evaluation reports).

The evaluation process as stated in the SPC Handbook includes:

“An evaluation of the SPC and its processes will be conducted by the SPC and includes input from college constituent groups on an annual basis. The completed evaluation will be presented to the constituent groups.

The evaluation of the effectiveness of the SPC will include but not be limited to:

• Meeting attendance.
• Membership.
• Progress toward the accomplishment of stated goals and objectives.
• Member satisfaction.

The evaluation of the effectiveness of the
strategic planning processes will include but not be limited to:
• Progress toward the accomplishment of stated planning goals and objectives
• Progress toward meeting stated institutional outcomes
• Campus and community satisfaction”

The College does have an effective evaluative process for the primary constituent governance group, the Strategic Planning Council. From 2008 to 2010, the survey results showed improvement of the campus perception of the SPC governance and strategic planning process. The survey results also showed a need to increase communication regarding strategic planning (IVA.13).

The College Governance Review Committee (formerly College Governance Council) is the committee that reviews concerns of College governance and reports those concerns to the College president and the SPC. As of this date, no concerns have been presented to the committee. The College Governance Review Committee completed the Fresno City College Governance Handbook which was reviewed and approved by all constituent groups (IVA.6; IVA.31 Constituent Group Minutes)

Self Evaluation

The College meets the standard. It regularly evaluates the strategic planning process. However, communication of the results in a manner that is readily available is an issue that the College is addressing.

Planning Agenda

As noted in Standard IB.1, the College will develop and implement a comprehensive communication plan.
Evidence for Standard IVA

IVA.1 Board Policy / Administrative Regulation 2510 – Participation in Local Decision-Making
IVA.2 Strategic Planning Council Handbook
IVA.3 Integrated Planning Handbook
IVA.4 Strategic Planning Council Minutes
IVA.5 SPC minutes
IVA.6 College Governance Handbook
IVA.7 Opening Day Presentations, Public Forum Announcements
IVA.8 Action Plan Handbook
IVA.9 MOU between CSEA and Classified Senate
IVA.10 Academic Senate minutes
IVA.11 Board Policy 3250
IVA.12 Advisory committee year-end reports
IVA.13 Strategic Planning / SPC evaluations and surveys
IVA.14 FCC 2008-2010 and 2010-2012 Strategic Plan Brochures
IVA.15 Educational Master Plan
IVA.16 Updates on Strategic Planning Fall 2006 and Fall 2007
IVA.17 PAC Minutes in public folders
IVA.18 Fall 2010 Environmental Scan Data
IVA.19 SPC minutes
IVA.20 Program Review reports to SPC
IVA.21 SPC minutes on Annual Priority Goals
IVA.22 Constituent group minutes on Annual Priority Goals
IVA.23 January 2011 Board of Trustee minutes
IVA.24 SPC minutes
IVA.25 Mission in FCC College Catalog
IVA.26 Board Policy / Administrative Regulation 3150 – Code of Ethics for Administrators
IVA.27 Board Policy / Administrative Regulation 3200 – Accreditation
IVA.28 Board of Trustee Meeting Agenda and Minutes
IVA.29 Minutes of Academic Senate and Board of Trustees
IVA.30 Constituent Group Minutes
IVA.31 Constituent Group Minutes