ANTELOPE VALLEY COLLEGE
STRATEGIC PLANNING & BUDGET COUNCIL (SPBC) AGENDA
July 17, 2013
2:30 p.m. – SSV 151

To conform to the open meeting act, the public may attend open sessions

1. **CALL TO ORDER AND ROLL CALL**

2. **OPENING COMMENTS FROM THE CO-CHAIRS**

3. **OPEN COMMENTS FROM THE PUBLIC**

4. **APPROVAL OF MINUTES**
    a. **June 19, 2013 (attachment)**

5. **REPORTS**
    a. **2012 – 2013 Annual Review Report Update – Mr. Steve Standerfer**
    b. **Budget and Finance Sub-Committee – Ms. Mazie Brewington**
    c. **Facilities Subgroup – Mr. Doug Jensen**
    d. **Communications Subgroup – Mr. Steve Standerfer**

6. **ACTION ITEM**
    a. **Integrated Planning & Budgeting Cycle Chart – Doug Jensen**
    b. **Participatory Governance Decision Making and Communication – Mazie Brewington**
    c. **CCC Committee Information Sheet – Dr. Lee Grishman**

7. **DISCUSSION ITEM**
    a. **Institutional Effectiveness (SPBC Integrated Effectiveness) – Maria Clinton**
    b. **Educational Master Plan: responsibility, accountability, and timeline for goals & objectives**

8. **INFORMATIONAL ITEM**
    a. **Accreditation Mid-Term Draft Report**
    b. **Accreditation Follow-Up Draft Report**

9. **SPBC ADMINISTRATIVE BUSINESS**
    a. **2013 – 2014 SPBC Meetings**
    *   **August 21, 2013; September 18, 2013; October 16, 2013; November 20, 2013; December 11, 2013; January 15, 2014; February 19, 2014; March 19, 2014; April 16, 2014; May 21, 2014; June 18, 2014**
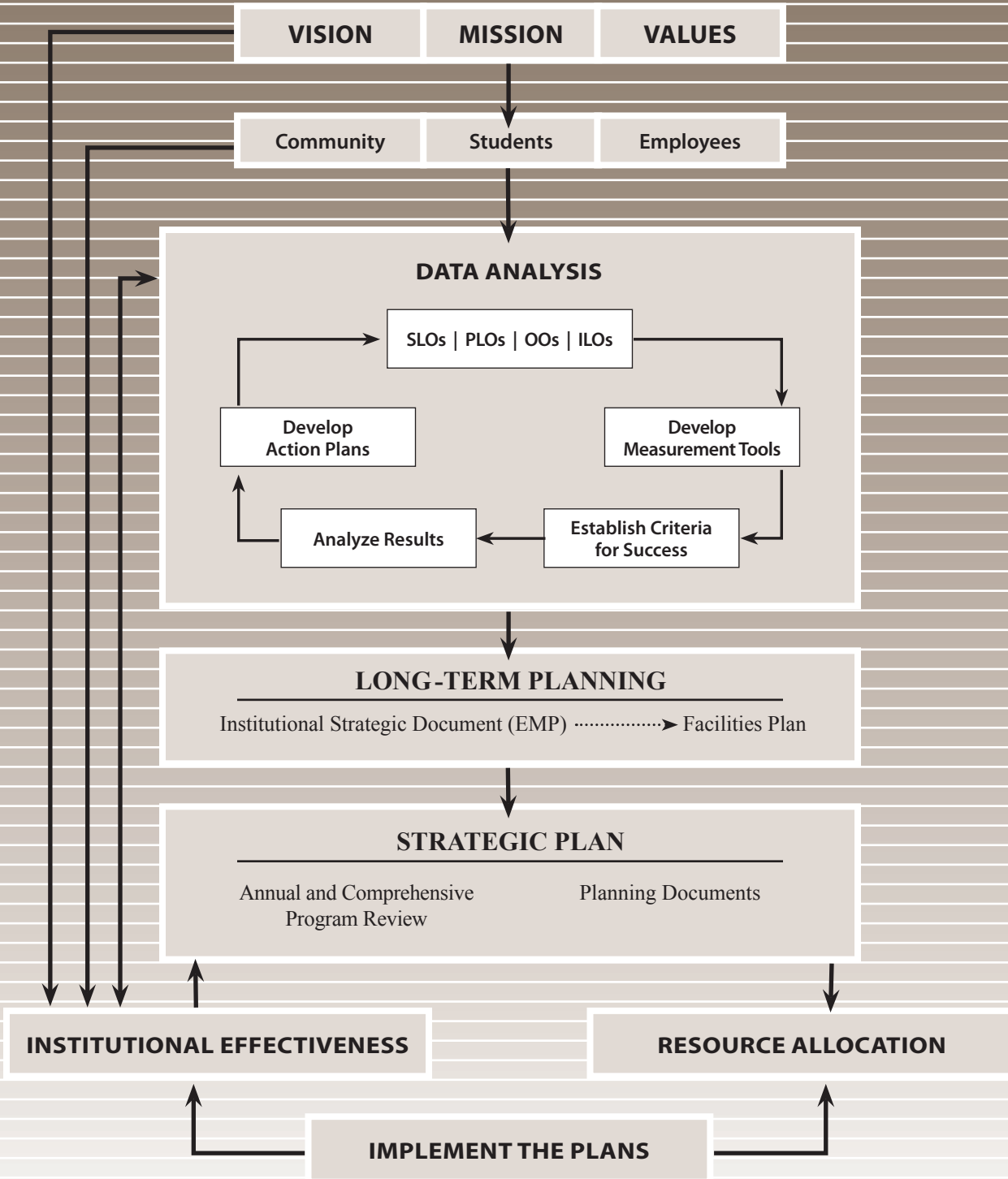
9. **OPEN FORUM**

10. **ADJOURNMENT**

ANTELOPE VALLEY COLLEGE

Integrated Planning & Budgeting Cycle

VISION **MISSION** **VALUES**

Community Students Employees

DATA ANALYSIS

SLOs | PLOs | OOs | ILOs

Develop Action Plans

Develop Measurement Tools

Analyze Results

Establish Criteria for Success

LONG-TERM PLANNING

Institutional Strategic Document (EMP) ·············▶ Facilities Plan

STRATEGIC PLAN

Annual and Comprehensive Program Review

Planning Documents

INSTITUTIONAL EFFECTIVENESS

RESOURCE ALLOCATION

IMPLEMENT THE PLANS

The Antelope Valley Community College District Integrated Planning and Budgeting Cycle depicts how the components in the district planning and budgeting process connect to the mission, vision and values and link in the cycle of evaluation which includes data analysis, plan implementation, institutional effectiveness, resource allocation, communication and feedback.

ANTELOPE VALLEY COLLEGE

Integrated Planning & Budgeting Cycle

Community	Students	Employees

VISION	MISSION	VALUES

DATA ANALYSIS

SLOs | PLOs | OOs | ILOs

Develop Action Plans

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LONG-TERM PLANNING

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INSTITUTIONAL EFFECTIVENESS

RESOURCE ALLOCATION

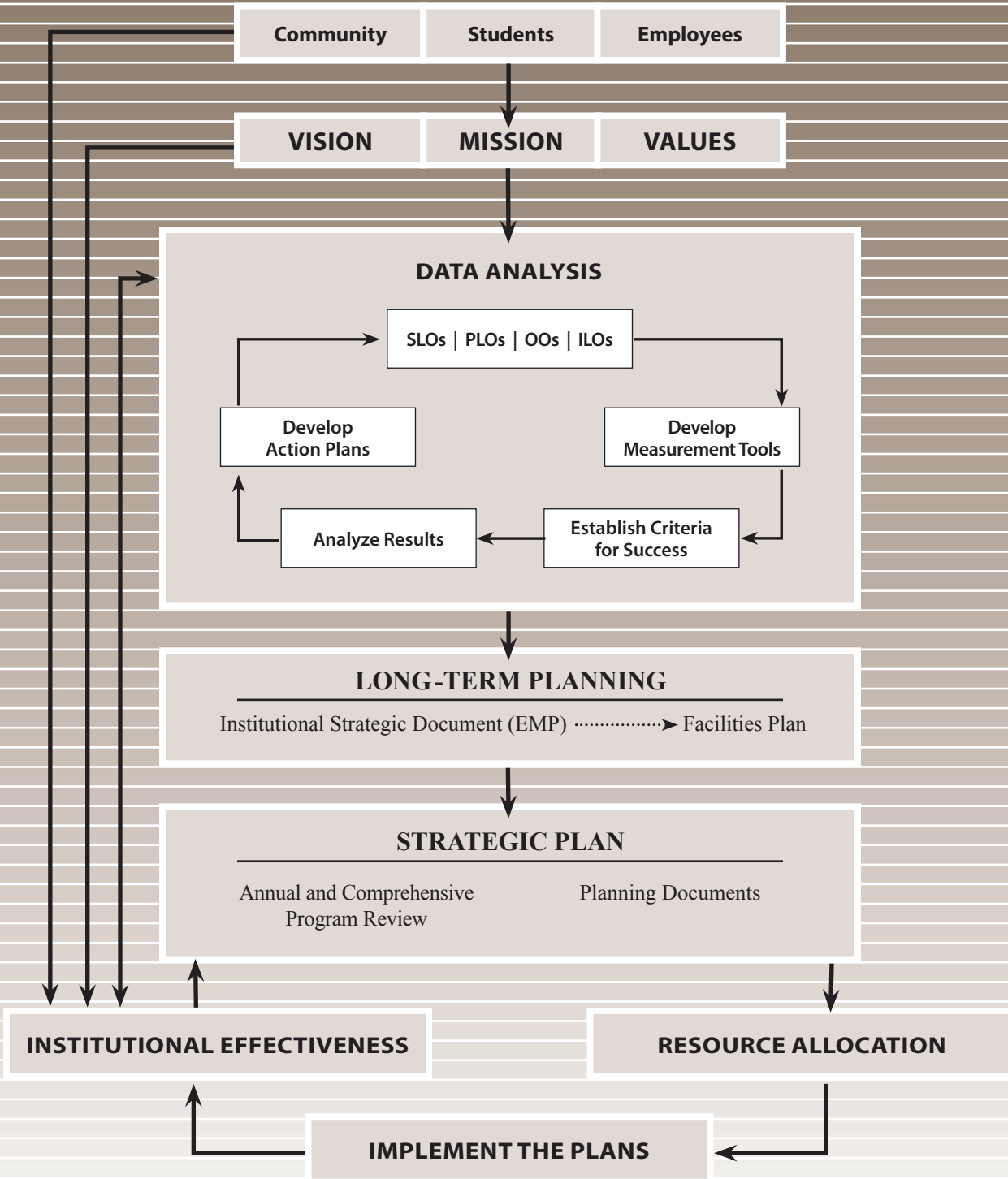## IMPLEMENT THE PLANS

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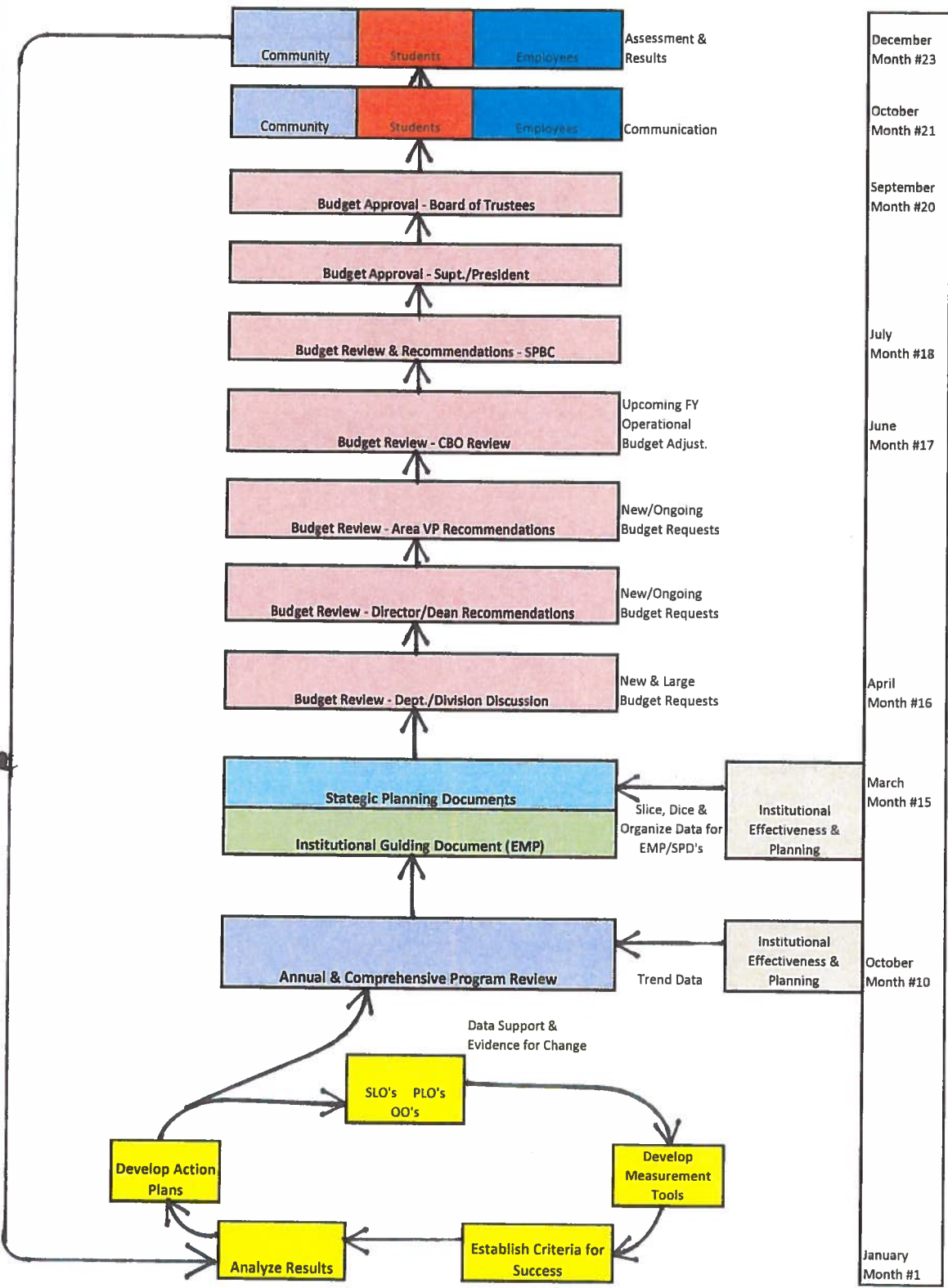
Integrated Planning & Budgeting Cycle   (DRAFT)

INSTITUTIONAL EFFECTIVENESS (vertical, left margin)

Stage	Detail	Timeline
Community / Students / Employees	Assessment & Results	December Month #23
Community / Students / Employees	Communication	October Month #21
Budget Approval - Board of Trustees		September Month #20
Budget Approval - Supt./President		
Budget Review & Recommendations - SPBC		July Month #18
Budget Review - CBO Review	Upcoming FY Operational Budget Adjust.	June Month #17
Budget Review - Area VP Recommendations	New/Ongoing Budget Requests	
Budget Review - Director/Dean Recommendations	New/Ongoing Budget Requests	
Budget Review - Dept./Division Discussion	New & Large Budget Requests	April Month #16

Stategic Planning Documents

Institutional Guiding Document (EMP)

Slice, Dice & Organize Data for EMP/SPD's — Institutional Effectiveness & Planning — March Month #15

Annual & Comprehensive Program Review

Trend Data — Institutional Effectiveness & Planning — October Month #10

Data Support & Evidence for Change

- SLO's   PLO's   OO's
- Develop Measurement Tools
- Establish Criteria for Success
- Analyze Results
- Develop Action Plans

January Month #1

Reviewed/Updated Every ____ Years Following EMP Revise	Technology Plan	Human Resources Plan(s)	Facilities Plan	Finanace Plan	Enrollment Management Plan(s)	Communications Marketing Plan
Reviewed/Updated Every ____ Years	Educational Master Plan					
Reviewed/Updated Every ____ Years	VISION		MISSION		VALUES	

Legend:
- Strategic Planning Documents
- Institutional Guiding Document
- Institutional Foundation

6/18/2013

ANTELOPE VALLEY COLLEGE

College Coordinating Council
Committee Information Sheet

Strategic Planning and Budget Council

Committee Name

	Appointed by	Individual	Term	Expiration Date
Co-Chair	Position: Dean of Institutional Effectiveness, Research & Planning *or* Designee	Sharon A. Lowry	Standing Appointment	Standing Appointment
Co-Chair	Position: Academic Senate President	Maria Clinton	Standing Appointment	Standing Appointment
Ex-Officio	Position: Superintendent/President	Edward Knudson	Ex-Officio	
Member	Position: Vice President of Administrative Services	Mazie Brewington	Standing Appointment	Standing Appointment
Member	Position: Vice President Academic Affairs *or* Designee	Dr. Karen Cowell	Standing Appointment	Standing Appointment
Member	Position: Vice President Student Services	Newton Chelette	Standing Appointment	Standing Appointment
Member	Position: Vice President Human Resources	Mark Bryant	Standing Appointment	Standing Appointment
Member	Position: Executive Director Institutional Advancement	Bridget Razo	Standing Appointment	Standing Appointment
Member	Position: Director, Facilities Services	Doug Jensen	Standing Appointment	Standing Appointment
Member	Position: Director, Information Technical Services	Rick Shaw	Standing Appointment	Standing Appointment
Member	Position: Director, Public Relations	Steve Standerfer	Standing Appointment	Standing Appointment
Member	Position: Co-Chair, Enrollment Mgmt	LaDonna Trimble	Standing Appointment	Standing Appointment
Member	Position: Faculty Union Representative	Dr. Liette Bohler	Standing Appointment	Standing Appointment
Member	Position: Classified Union President *or* Designee	Pamela Ford	Standing Appointment	Standing Appointment
Member	Academic Senate: Transfer Faculty Representative	Dr. Ed Beyer	3 year term	2011 – 2014
Member	Academic Senate: Student Services Faculty Representative	Dr. Lee Grishman	3 year term	2011 – 2014
Member	Academic Senate: Instructional Resources & Extended Resources Representative	Dr. Scott Lee	3 year term	2011 – 2014
Member	Academic Senate: Vocational Faculty Representative	Jack Halliday	3 year term	2011 – 2014
Member	Academic Senate: Adjunct Faculty Representative	Vacant	1 year term	2013-
Member	Classified Representative	Kim Fite	2 year term	2011 – 2013
Member	Classified Representative	Jenell Paul	2 year term	2011 – 2013
Member	Classified Representative	Maria Valenzuela	2 year term	2011 – 2013
Member	Classified Representative	Wade Saari	2 year term	2011 – 2013
Member	Confidential/Management/Supervisory	Sherrie Padilla	3 year term	2010 – 2013
Member	Dean/Director	Dr. Les Uhazy	3 year term	2012 – 2015
Member	Dean/Director	Dr. Jill Zimmerman	3 year term	2012 – 2015
Member	Student Representative	Russel Bierle	1 year term	2012 – 2013
Member	Student Representative	Shelby Woods	1 year term	2012 – 2013

Type of Committee/Authority:

Shared governance.

Purpose:

The Strategic Planning & Budget Council (SPBC) is a shared governance council that provides oversight and monitoring of the various planning documents within the institution in order to accomplish the

mission and goals of the district. SPBC utilizes the Educational Master Plan, which is the district's strategic plan, to review the mission, vision, values and practices of the institution and to monitor and modify the Strategic Goals and the Institutional Learning Outcomes.

The council reviews the annual budget requests brought forward by the Budget *and Finance* Subcommittee and makes a recommendation to the ~~President/Superintendent~~ *Superintendent/President* to fund those requests that utilize institutional resources most efficiently in accomplishing the district's strategic goals and improving the Institutional Learning Outcomes. SPBC works collegially with the ~~Presdient/Superintendent~~ *Superintendent/President* to recommend budget priorities in a timely fashion *based on an annual SPBC timeline*. The ~~President/Sunperintendent~~ *Superintendent/President* may recommend budget expenditures to the Board of Trustees without consensus of the SPBC in those instances of legal and fiscal responsibility, as cited in Education Code and Title 5. The ~~President/Superintendent~~ *Superintendent/President* submits budget recommendations to the Board of Trustees for approval.

In order to function most efficiently and to support and execute the Educational Master Plan, members of the SPBC will be assigned to one or more of the following subgroups/subcommittee*s*.
- Facilities
- Human Resources
- Communications
- Educational ~~Programs~~ *Master Plan*
- Budget and Finance ~~Subcommittee~~

Membership in the subgroup/subcommittee can be expanded by issuing a campus-wide call to all constituent groups through established channels in order to enhance its membership. Each subgroup/subcommittee has the responsibility to determine its own membership.

Council ~~submits recommendations~~ *Recommendations Submitted:* ~~to:~~

Recommendations are submitted to the Superintendent/President. Representatives ~~report back to~~ *inform* their respective constituency.

Product:

- Budget recommendations to the Superintendent/President
- Oversight and monitoring of the district's planning documents
- Modifications to the Strategic Goals *based on* ~~and the~~ Institutional Learning Outcomes

Composition:

As listed on page 1.

Terms:

Permanent by position and one, two and three-year terms according to constituency group.

Quorum:

50% plus one.

Meetings:

Meetings are held the first *and third* Wednesdays of the month *throughout the year*, 2:30 to 4:00 pm, in SSV 151.

Minutes/Records:

Minutes are posted to the public AVC website and retained by the recorder (currently, Gloria M. Kastner, Senior Administrative Assistant for the Vice President of Academic Affairs): http://www.avc.edu/administration/organizations/spbc/

Operations:

N/A

Prepared by: *Gloria M. Kastner*   **Date:** *Revised: June 2013*
Original: May 2008

Antelope Valley College

Report and Recommendations: Participatory Governance, Decision-Making, and Communication

May 29, 2013

Matthew C. Lee, Ph.D.

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Antelope Valley College
Report and Recommendations:
Participatory Governance, Decision-Making, and Communication
Matthew C. Lee, Ph.D.
May 29, 2013

Prefatory Note: The Nature of This Report

Antelope Valley College (AVC) is a fine institution that clearly serves its students and surrounding community well, and members of the College community have a great many reasons to be proud of its accomplishments. However, as in every community college, there is room for improvement—no institution is perfect—and it is in the nature of a report such as this to concentrate on what needs doing to achieve that improvement, rather than on what is already done well. Consequently, readers will see little coverage of the many positive aspects of the College in this report.

Readers will note that many of the issues raised and recommendations made here echo comments and suggestions made by some members of the campus community themselves over the past several years. It is clear that many issues are not new, but it is equally clear that too often and for a variety of reasons, apt solutions have not been proposed, or they have been proposed but have gone nowhere, or existing procedures that address the issues have been inadequately observed in practice. I hope that the College seizes the opportunity that this report provides to concentrate on these problems purposefully, to adopt concrete solutions, to implement them in sustainable fashion, and to continue improving, ultimately for the benefit of students.

Background

Some participatory-governance and decision-making processes at AVC have become cumbersome and more difficult in recent years, resulting in delays in some critical decisions. In addition, although AVC employs several methods to facilitate campus-wide communication about decision-making processes, their results, and other important issues, and has instituted some improvements recently, such communication is still not as effective as it should be. The desire for improvement in these and related areas is reportedly widespread among College and constituency leadership.

The College has contracted with me for the following services:
- Analyze AVC's current participatory-governance structures and processes, their efficacy in major campus decision-making, and the effectiveness of campus communication practices, in light of best practices and criteria such as the applicable ACCJC Standards and Rubrics.
- Make concrete recommendations on actions needed in the applicable areas to resolve the identified issues in sustainable fashion.

Note that for purposes of this Report, "participatory-governance committees" are those that have representation from multiple constituency groups, as distinct from committees formed by those constituency groups themselves, and from operational committees whose membership is not intended to reflect constituency group representation. I use the term "committees" inclusively to

refer to committees, councils, and subgroups, and the term "conveners" to refer to chairs, co-chairs, and other formal committee leaders.

Review and Analysis Process

This report is based in part on my review and analysis of numerous documents, including the following:
- Accreditation documentation
    - ACCJC Action Letter of February 11, 2013
    - AVC Follow-Up Report, Fall 2012
    - ACCJC Action Letter of January 31, 2011
    - ACCJC Evaluation Report, November 2010
    - AVC 2010 Self-Study
- College foundational statements
- AVCCD policies and procedures related to the applicable structures and processes
- Descriptions, charges, memberships, selected minutes, and other prescriptive and descriptive documentation of applicable committees, as available
- Handbooks, instructions, and templates currently used in the applicable processes:
    - Strategic Planning and Budget Development Process Handbook, August 18, 2010
    - 2012-2013 and 2013-2014 Effectiveness Calendar
    - Strategic Planning at Antelope Valley College, June 17, 2008
    - Comprehensive Program Review Self-Study Report template, May 2012
    - Annual Update Program Review Report template, May 2012
- Major College planning documents, including the following:
    - Strategic Planning and Budgeting Council (SPBC) Finance Sub-Group Finance Plan, 2007-10
    - SPBC Human Resources Sub-Group Human Resources Staffing Master Plan, April 2008
    - Facilities Master Plan Update Parts 1 and 2, 2003
    - Computer and Information Technology Plan, 2007-10, October 4, 2007
    - Educational Master Plan, October 2010
    - Communication Recommendations, 2004 and 2005
    - Marketing Plan, 2006
    - SPBC Annual Review, 2008-09
    - A small sample of recent institutional, program, and course outcomes reports
    - A small sample of recent program reviews, both comprehensive and annual, in instructional, student services, and administrative areas
- Available College research on applicable issues

I conducted structured interviews with the following people on campus:
- Patricia Marquez, Acting Superintendent/President
- Sharon Lowry, Vice President, Academic Affairs, and acting Strategic Planning and Budget Council Co-Chair
- Mazie Brewington, Vice President, Administrative Services, and SPBC Budget Subgroup Chair
- Newton Chelette, Interim Vice President, Student Services

- Vicki Nicholson, Interim Vice President, Human Resources and Employee Relations, and SPBC Human Resources Subgroup Chair
- Aeron Zentner, Institutional Effectiveness, Research, and Planning
- Maria Clinton, President, Academic Senate, and Strategic Planning and Budget Council Co-Chair
- Pamela Ford, President, AVC Federation of Classified Employees
- Terrance Myers, President, Associated Student Organization
- Susan Lowry, President, AVC Federation of Teachers
- Ann Steinberg, President, Confidential/Management/Supervisory Group
- Fredy Aviles, Student Learning Outcomes Committee Chair
- Steve Standerfer, Director, Public and Governmental Relations, and SPBC Communications Subgroup Chair
- Doug Jensen, Director, Facilities Services, and SPBC Facilities Master Plan Subgroup Chair
- Rick Shaw, Director, Information Technology, and Information Technology Committee Chair
- Carol Eastin, Program Review Committee Chair
- Tina McDermott, Accreditation Committee Chair

I invited interviewees to complete a brief preliminary survey on participatory-governance committee practices, and analyzed the results. The survey asked respondents to indicate how often, overall, the committees on which they had served over the past two academic years demonstrated each of 12 characteristics of sound committee work:

1. The charge is well understood by members.
2. Ground rules or expectations are set at the first meeting each year.
3. Formal mentoring or training is provided each year for new members.
4. The agenda and materials for each meeting are distributed with enough advance notice that members can read them before the meeting.
5. Meetings start and end within five minutes of the scheduled times.
6. Meetings follow the agenda and stay on track.
7. Deliberations and recommendations are based on sound evidence.
8. Communication among members in each meeting is mutually respectful.
9. Members communicate issues and progress effectively back to their constituents.
10. Members bring constituent input and feedback effectively to the committee.
11. The committee annually evaluates itself.
12. The committee annually recommends improvements or goals and objectives for the next year.

In addition, I facilitated a consensus-building workshop on campus, during which participants made numerous observations about the nature of decision-making at AVC.

The findings in this report thus rest on a substantial amount of evidence, and I am confident that they accurately reflect that evidence. However, I have not read every possible document, nor have I interviewed every employee and student. To the extent that the information I have analyzed is not sufficiently comprehensive, or not entirely representative of the College's participatory governance, decision-making, and communication structures, processes, and issues, it is possible that my findings in some particulars might be subject to revision. Of course, it is up

to the President and the College to decide what weight to give those findings, and how best to respond to my recommendations.

Analysis of Current Structures and Processes

I.   Committee Charges and Composition
   A. The College Coordinating Council (CCC) bears responsibility for determining the authority, functions, and representation of participatory-governance committees, and is charged with reviewing such characteristics at least triennially, according to Administrative Procedure (AP) 2510.
   B. According to the preliminary survey, members of the participatory-governance committees on which respondents had served understood the charges of those committees only moderately well.
      1. Some committees reportedly are in need of clarification on which types of issues are properly in their domain, and which should be referred elsewhere. In fact, conveners of these committees reportedly accept virtually all suggestions for agenda items uncritically, without applying judgment on whether the items are actually germane to the committee's charge. One result of such practices is the waste of precious committee meeting time on irrelevant discussion, and another is additional delay in resolving those issues that should have been referred to other bodies from the beginning. AP 2510 assigns to the CCC the responsibility for issue management (determining "the appropriate governance committee or process to address any new issue or task"), but evidently many agenda questions never make it to the CCC. AP 2510 also provides guidance on referring issues related to collective bargaining or academic and professional matters to other bodies, but is not sufficiently detailed to help conveners decide on other types of referrals.
      2. The responsibilities and authority of some participatory-governance committees reportedly have drifted, expanded, or become unclear since the formulation of their original charges. For example:
         a. Many resource allocations used to be handled on a routine basis by the applicable offices or departments, but as a result of past fiscal crises, decisions on virtually all resource allocation requests now go through the Budget Subgroup and the SPBC; none is defined as routine or purely operational. One reported result is that resource allocations for positions too often take an inordinate amount of time.
         b. Questions have arisen in at least one committee regarding the relationship among the committee, its parent body, and its subcommittees, and the authority that each level can exercise. For example, may a subcommittee bypass the committee to which it reports and make a recommendation directly to that committee's parent body? May an action such as posting a position be implemented based solely on the subcommittee's recommendation? Are some recommendations of a subcommittee or committee not subject to review by its parent body? Such questions indicate the need for clarification of these relationships so that both members and the campus community understand them.

C. In some cases, ostensibly participatory-governance committees solicit volunteers for membership, with no confirming appointments by the applicable constituency group. Such a practice is not in accord with Title 5 regulations, nor with AP 2510.

D. The process for naming management representatives is reportedly unclear, at least on some participatory-governance committees.

E. Some classified staff reportedly perceive themselves as less valued in institutional committee work than faculty or managers, as, for example, when they are relegated to the role of note-takers almost automatically.

F. As is the case at most community colleges, a relatively small proportion of members of each constituency group (other than management) performs the vast majority of committee service, with mostly the same representatives serving year in and year out. One reported consequence is complaints that the same people keep making all the decisions, while others are left out of the process. Another potential consequence is committee burnout: Unless the responsibility of committee service is spread among more people on a regular basis, current participants might depart, or their effectiveness as representatives and leaders might suffer.

G. As is also the case at most community colleges, maintaining consistent participation by student representatives has been problematic. Reportedly, some students feel that their opinions are not really valued by the rest of the members of the committees on which they serve, and therefore have stopped participating.

H. One interviewee noted a tendency on some committees for just a few people to monopolize the discussion, while the rest sat silent, and sometimes complained afterward about not being heard. Ensuring that all participants in a committee meeting actually participate is a primary responsibility of the convener, though members also have a responsibility both to speak up and to permit others their say. If this interviewee's observation is accurate, it suggests the need for additional committee member and convener training to facilitate proper engagement in governance and decision-making.

I. AP 2510 calls for functional representation as well as constituency representation on participatory-governance committees. That is sound practice, in my judgment, particularly when each member potentially can wear both hats, so to speak.

II. Committee Documentation and Communication

A. The absence of accurate minutes can substantially affect the productivity of any committee. For example, if tasks have been assigned to members during a meeting, then accountability for getting those tasks done suffers if the record of the assignment is not available in timely minutes before the next meeting. Members who miss meetings (and there are inevitably some) can talk with other members, of course, but they cannot catch up with committee progress completely without good minutes.

B. The College has no central, easily accessible repository for committee agendas, minutes, and other materials, which makes it very difficult for members of the campus community to become informed about the important issues addressed by many of these committees. Some materials are available through the *Faculty & Staff/Campus Committees and Organizations* link on the College website; some others are available through Groups on the myAVC campus intranet. Some committees have materials on both sites, while for others, I was unable to find any materials anywhere at all.

C. Where it exists, committee documentation varies considerably.
  1. AP 2510 requires every participatory-governance committee to distribute a call for agenda items five working days prior to each meeting, post an agenda two working days prior to each meeting, and post draft minutes within 10 working days after each meeting. Reportedly, these requirements are rarely met.
  2. The accessible historical records of committee deliberations appear incomplete, though of course some committees might have been inactive during certain periods. My review of the records of some 20 bodies, including the Academic Senate, showed that starting dates ranged from 2004 to 2012, with a peak in 2007-08 and 2008-09. Significant gaps in coverage existed in numerous cases, including eight in which the most recent records at the time of my review dated from 2012 or before.
  3. Some meetings had either minutes or agendas, but not both.
  4. About half the committees used one of two standard formats for their minutes, while the rest that had minutes used formats of their own devising.
  5. The minutes and agenda packets of the Academic Senate and the Academic Policies and Procedures Committee in the sample I examined were exhaustive. In contrast, the minutes of the Matriculation Committee, the Budget Subgroup, and the Information Technology Committee were typically abbreviated, while those of the rest of the committees (if they had minutes at all) fell somewhere in the middle.
  6. Some committee members have reportedly voiced dissatisfaction with the adequacy of minutes as an accurate record of deliberations and actions, and with the timeliness of posting agendas, which is essential to proper preparation for meetings. On the other hand, in the preliminary survey, respondents indicated that agendas and materials for the committees on which they had served were distributed sufficiently before meetings most of the time. In light of other findings in this report, this result is puzzling.
D. The extent to which members take information about committee work back to their constituencies, and bring feedback from those constituencies back to the committee—a crucial two-way communication feature of effective participatory governance—varies considerably, according to interviewees. One noted, for example, that half the members of a certain committee who have been charged to talk with their constituents on a serious issue will typically come to the next meeting without having done so. Overall, according to preliminary survey respondents, communication in each direction happened only some of the time in the committees on which they had served.
E. AP 2510 includes what could be construed as a partial list of committee convener responsibilities, such as assuring active participation of committee members, asking them regularly to communicate with their constituencies, and disseminating preliminary recommendations to the campus community for feedback. However, the list is not labeled as such, and its location, in an appendix labeled "Criteria for Committees to Use in Determining if an Item is an Academic and Professional Matter or a Collective Bargaining Issue," reduces the likelihood that conveners will find it.
F. AP 2510, AP 3250, and the 2010 Strategic Planning and Budget Development Process Handbook, which prescribe the work of the SPBC and its subgroups, partially duplicate each other and suffer from a lack of clarity and consistency. For example, AP 3250 specifies that the Mission and the Educational Master Plan are to be

reviewed annually "for revision and modification based on the final assessments of the ILOs," and then in the next sentence, that "Major revisions to the Educational Master Plan will occur on a three-year cycle." It also fails to identify exactly which body(ies) is/are supposed to participate in these review and revision processes.

III. Committee Training

A. Based on my interviews and committee documentation, members are sometimes uninformed or confused about their roles as participatory-governance representatives, and/or about the nature of participatory governance in the community colleges. For instance, some members are reportedly unclear on the fact that participatory-governance committees only recommend actions to the President, sometimes through a parent body; they do not give final approval.

B. Training of committee conveners and members is reportedly infrequent and unsystematic. For example, according to respondents in the preliminary survey, training or mentoring for new committee members was provided rarely in the committees on which they had served.

C. One interviewee commented that committee members "want to do good, but lack direction," and in the absence of guidance often have to figure things out as they go.

IV. Committee Procedures

A. In many committees, additions or modifications of items on the agenda are reportedly solicited at the beginning of each meeting as a matter if course. Such a practice, though not uncommon at some institutions, is not consistent with the most effective committee work. Participants and audience members come (or should come) prepared to address the issues on the posted agenda, and it is inappropriate at best to expect them to deal adequately with new or modified issues on such short notice.

B. According to AP 2510, all participatory-governance committees are required to make recommendations through consensus. (A provision specific to the CCC permits six of seven members to approve an action when consensus cannot be reached, but no corresponding provision applies to other committees.) However, at least some committees are reportedly using a majority-vote decision model instead. Reportedly, the nature and application of consensus have been matters of considerable uncertainty for many committee members; the consensus workshop I facilitated was intended to begin to address that problem.

C. In those cases, reportedly it has been common for most or all representatives of a given constituency group to vote as a bloc (sometimes by prior arrangement), and sometimes to combine their votes with those of another bloc, to carry an action over major objections of another constituency group. In some instances, such a practice has reportedly meant that an action carried or died because of the support or opposition of one or two powerful members, who had drawn sufficient bloc votes to their position. Proper application of the consensus decision model, of course, would render the practice of bloc voting irrelevant.

D. Many major participatory-governance committees meet only once per month, and reportedly often fail to get through their agendas—a vicious cycle that exacerbates the problem of delayed decision-making, especially at certain times of year.

E. One interviewee commented that committee deliberations can seem interminable, and that the need to come to a timely decision on a recommendation is too often lost in the hashing and rehashing of ideas. I found some support for that assertion in the sample of committee minutes I examined. Information-sharing and discussion are extremely important, of course, especially when the issues are complex or

contentious. However, deliberations are not an end in themselves; they need to be focused on resolving specific issues or recommending specific actions related to items on the agenda.

F. In the preliminary survey, respondents said that ground rules for the committees on which they had served were set only some of the time. Clarity on ground rules (e.g., decision model, participation requirements and guidelines, adherence to meeting etiquette) facilitates the timeliness, efficiency, and effectiveness of every committee. Groups functioning without well-understood ground rules enforced by the convener can descend into disarray and mutual recrimination surprisingly quickly.

G. Also in the preliminary survey, respondents overall reported that most of the committees on which they had served started and ended on time, stayed on track according to the agenda, and engaged in mutually respectful communication in meetings. However, the experience of administrators, managers, and supervisors in these areas had been less favorable than that of faculty and classified/confidential staff—a pattern that generally held across all characteristics of sound committee work.

H. Respondents to the preliminary survey reported that the committees on which they had served based their deliberations and recommendation on sound evidence only some of the time.

I. Some committees reportedly have informal year-end discussions of their work and of what still needs to be done, but there is no systematic, formal procedure for evaluating committee performance or setting committee goals and objectives. AP 2510 does require each committee to send to the President or the body to which it reports an annual report of its accomplishments, upcoming issues, and recommendations for changes in membership or function. However, according to interviewees, that practice has not been followed consistently in the past three years, and the preliminary survey results reflected that observation: Respondents indicated that by far, the least common characteristics of the committees on which they had served were annual self-evaluation and annual setting of goals and objectives.

V. The Academic Policies and Procedures Committee was most frequently cited by interviewees as a model of an effective and productive committee. It is not a participatory-governance committee, but rather a committee of the Academic Senate

VI. The Information Technology Committee is responsible for development and maintenance of the Computer and Information Technology Plan, which was last updated over five years ago, but is now being revised. Information technology planning and acquisition reportedly function largely independently of the annual program review and resource allocation process (e.g., see Procedures by Resource Type below). The Committee is reportedly quite active and collegial in deliberating on technology-related operational issues. Its minutes are quite abbreviated, but they are posted on the College website in timely fashion.

VII. The SPBC and Its Subgroups

A. The SPBC, with its subgroups, is arguably the participatory-governance committee with the greatest impact on College strategy and operations.

B. The SPBC was the committee uniformly cited by interviewees as a model of dysfunction as it operates now. Reportedly, it was not always so: One interviewee noted, for example, that its operation in accord with written procedures, and all its communication and documentation practices, were once fully consistent with sound

practices. Reasons for the deterioration reportedly include continuing budgetary pressures and committee leadership disruptions due to personnel departures.

C. The SPBC is supposed to be co-chaired by the Academic Senate President and one of the vice presidents, according to AP 2510; the Vice President, Administrative Services served in that capacity. About two years ago, the Dean of Institutional Effectiveness, Research, and Planning became co-chair in lieu of the vice president. (The committee itself reportedly made that decision, but AP 2510 has not been updated to reflect it.) Since the departure of the Dean last Fall, the Vice President of Academic Affairs has assumed the duties of acting co-chair.

D. AP 2510, AP 3250, and the 2010 Strategic Planning and Budget Development Process Handbook confer great authority on the SPBC. Included in its functions are the following:

1. The SPBC is to provide "oversight and monitoring of the various planning documents…" (AP 2510 and 3250).

2. The SPBC is supposed to monitor and modify the College's Strategic Goals and Institutional Learning Outcomes, and "review the mission, vision, values, and practices of the institution…" (AP 2510).

   a. "Practices" is a very broad term, and what it means in this context is not clear.

   b. The Strategic Goals set forth in the Handbook evidently have not been revisited in almost three years; nor have reports of progress on them been issued. (See also Integration below.)

3. The SPBC is responsible for reviewing most of the annual resource allocation requests that arise out of program review, after they have been set in priority order initially by the Budget Subgroup, and makes recommendations to the President "to fund those requests that utilize institutional resources *most efficiently* in accomplishing the district's strategic goals and improving the institutional learning outcomes (ILOs)." (AP 3250, emphasis mine) No criteria other than efficiency are specified for SPBC recommendations. However, interviewees indicated that priority recommendations are typically based on discussions of other information, such as the President's goals, the Educational Master Plan, and the number of times a given resource has been requested.

4. The SPBC's deliberations, and those of its subgroups, are supposed to be based in part on program reviews, outcomes assessment results, feedback from the College community, fit with the Educational Master Plan, and other evidence. However, direct consultation of such documentation is reportedly inconsistent at best; for example, during deliberations on resource allocation priorities, in most cases the Budget Subgroup and the SPBC evidently rely on the assurances of the requesting unit that evidence supporting its needs assessment exists in that documentation. None of the interviewees suggested that there was any reason to doubt those assurances, but in principle, documentary evidence should be readily available and consulted as needed.

E. The SPBC has five subgroups, which are responsible for development and maintenance of five major plans: Educational Master Plan, Facilities Plan, Human Resources Plan, Finance Plan, and Communication and Marketing Plan. (Note that the names and designations of these subgroups vary depending on the documents consulted; for example, they are sometimes called subcommittees, and their names appear in different configurations. I have chosen to refer to all as subgroups, with the simplest names.)

1. The Educational Master Planning Subgroup is responsible for the Educational Master Plan, which functions as the strategic plan of the College, and is supposed to drive "instructional programs, services to students, and the college operations." (AP 3250) The group is now engaged in gathering input from all College programs for a revision of the Plan.
2. The Budget Subgroup is responsible for the Finance Plan, the last edition of which was published nearly five years ago. Theoretically the most active of the subgroups, it is also responsible for setting the initial priorities in each annual resource allocation process. However, interviewees asserted that because of budget cutbacks, the Subgroup in recent years has focused almost exclusively on reviewing hiring requests. The minutes of the 2012-13 meetings to which I had access certainly support that assertion.
3. The Facilities Subgroup is supposed to be responsible for facilities planning.
   a. Facilities planning at both strategic and operational levels reportedly functions largely independently of the annual program review and resource allocation process. (For the operational level, see Procedures by Resource Type below.)
   b. BP 3250 lists a "Facilities plan" as one of the plans required by law, and refers the reader to AP 6600 for more information, but AP 6600 mentions only the five-year capital outlay program, not the facilities plan per se. AP 2510, on the other hand, refers to the Facilities Master Plan as a responsibility of the Facilities Subgroup. However, the Facilities Subgroup reportedly played virtually no role in development of the last Facilities Master Plan (published in 2003); instead, an outside architectural firm developed it based on an analysis of the implications of the 2002 Educational Master Plan.
   c. The Subgroup develops criteria and prioritizes a substantial number of relatively small facilities projects periodically, and sends the results to the SPBC as an information item.
4. The Human Resources Subgroup, which is responsible for the Human Resources Plan (last updated just over five years ago), reportedly had been inactive for some 18 months before it was recently reconvened. The Finance Plan recommended that the annual resource allocation requests for faculty and staff be based on the Human Resources Plan, but I have seen no evidence that such integration exists. Nor does the Subgroup review position requests for consistency with the Plan, as one might expect.
5. The Communications Subgroup is charged with "disseminating information to the entire campus and general community on the process and outcomes for budget decisions."
   a. However, that Subgroup has not been very active in recent years, and most interviewees indicated that there is no mechanism for informing the campus community as a whole about the results of the annual program review and resource allocation process. (In the words of one well-informed respondent, the final allocations "disappear into a black hole called SPBC," until the budget managers whose requests made the cut receive authorization to expend the funds.)
   b. During the period from late 2004 to 2005, the Subgroup developed recommendations for improving communication on campus. They were reportedly submitted to the SPBC, but no actions resulted.

c. The Subgroup developed a Marketing Plan in 2006. I do not know whether any of its provisions were implemented, and under the fiscal pressures of recent years, the Subgroup has undertaken no update.

F. The SPBC has grown to an unwieldy 28 members. Some committees of this size and dedicated to some purposes might function well, but in my judgment and experience, a community college planning and budgeting committee is not likely one of them.

G. Other significant plans that are supposed to support the Educational Master Plan and provide data for assessing it (e.g., Basic Skills Plan, Enrollment Management Plan, EEO Plan, Student Equity Plan, Matriculation Plan) are the responsibility of other committees.

VIII. Program Review and Resource Allocation

As at most community colleges, the program review and resource allocation process is the most comprehensive and broadly participatory decision-making process at AVC, and therefore receives focused attention in this report.

A. Coordination, Evaluation, and Revision

1. Processes for program review and for institutional planning and budget development are designated as "mutual agreement" matters rather than "rely primarily" matters in collegial consultation with the Academic Senate.

2. The Academic Senate's Program Review Committee, under the leadership of the Program Review Coordinator (a .60-FTE faculty reassignment), coordinates the program review process in both instructional and noninstructional areas.

3. The Committee reportedly evaluates the program review and resource allocation process and implements revisions (e.g., template changes) annually, evidently on its own authority (although the Program Review Coordinator does report to the Academic Senate on the changes made). According to AP 2510, as I read it, approval of changes in the program review and resource allocation process appears to fall under the authority of the Mutual Agreement Council. However, an examination of the minutes of that body from July 2010 to September 2012 (the last recorded meeting) showed that in this area, only the program review schedule and the amount of reassigned time for the Program Review Coordinator have received its attention during the last three years.

B. ACCJC, in its February 11, 2013 Action Letter in response to the Fall 2012 Follow-Up Report, required the College to submit another Follow-Up Report with its October 2013 Midterm Report demonstrating resolution of three Recommendations that originated in the Fall 2010 visit. The first of those Recommendations focused on documenting the actions that have been taken in the integrated planning cycle, from assessment and action plans to budget decisions and implemented improvements. The second required, in part, more rigorous and consistent departmental self-evaluations through program review. The Commission clearly has continuing concerns about whether planning cycles at AVC have actually been completed, and not merely prescribed in written procedures, diagrams, and handbooks. (See also the Integration section below.)

C. Program Review Process and Documentation

1. Program review for both instructional and noninstructional units occurs on a four-year cycle, with a comprehensive review followed by three shorter annual reviews.

2. The Program Review Committee does review every submitted program review to ensure that the unit answered every question on the applicable template, and does

send back incomplete submissions for additional work. It evidently does not evaluate the viability or effectiveness of the program, nor make recommendations regarding additional support for a struggling program or discontinuance of a program of questionable viability. Presumably, however, program review would be used by the applicable faculty and dean in determining whether a program is declining and should enter the discontinuance process specified in AP 4021, and is one of the sources of evidence to be used by the Taskforce that coordinates that process.

3. The format and contents of the 2012-13 comprehensive program review template, which the Program Review Committee changed substantially from those of the 2011-12 template, include the following features:
   a. Identification of the lead preparer and all participants
   b. Analysis of a standard five-year set of enrollment and student achievement data for instructional programs at the discipline level, accessible on the College website.
   c. Discipline-level analyses that are also rolled up into a program/division-level summary, with strengths, weaknesses, and opportunities for improvement
   d. Analysis of both student learning outcomes (course and program) and operational outcomes, as applicable to the program, including reporting on improvements implemented based on the analysis
   e. A stakeholder assessment, including survey data and feedback from other sources
   f. A report of progress on the program goals and objectives identified in the last comprehensive review and subsequent annual reviews
   g. Short-, medium-, and long-term program goals and objectives, as related to improving learning outcomes and/or operational outcomes
      i. The template does not include provision for goals and objectives that are not explicitly tied to outcomes improvement.
   h. Resource needs in priority order in each of five areas (human, technology, facilities/physical, financial, and professional development)
      i. Resource requests are not tied to the program goals, but the template does require an explanation of how each resource will improve outcomes and/or student achievement.
      ii. Requests are supposed to be supported by the Educational Master Plan, outcomes assessment results, and/or other data analysis, but the instructions do not make clear whether such support is to be expressly included in the response.
      iii. The template also requires identification of safety issues, enrollment consequences, or "other important concerns" that will arise if the request is not granted.
   i. Recommendations for changes in the Educational Master Plan in four specific areas
   j. Suggestions for improving the program review process itself

4. The 2012-13 annual program review template contains versions of nine of the comprehensive template questions in data analysis, outcomes, and goals and objectives, along with updated resource requests. It also asks CTE programs to analyze applicable EDD labor market projections, a prompt not included in the comprehensive template.

a. Question 10 in the template asks programs to "review" the program goals and objectives in the last comprehensive review and subsequent annual reviews, but does not specify whether "review" means simply that, or also an evaluation of progress.

D. Resource Requests, Prioritization, and Allocations

1. According to the Strategic Planning and Budget Development Process Handbook and the Fall 2012 Follow-Up Report, programs seeking additional resources must submit with their Budget Request Form a Budget Narrative Form (separate from their program review resource requests), which requires them to provide a list of their annual goals. For each resource requested, it also requires them to describe how it supports a student learning, operational, or institutional outcome, and how it ties to their program plan (presumably equivalent to the program goals in this context). This form appears to duplicate at least in part the resource request section of the program review templates.

2. I have not yet seen thorough documentation of a complete resource allocation cycle, from program review resource requests through approved allocations, so I am unable to comment on the efficacy or status of that cycle as a whole, and as actually implemented.

3. Procedures by Resource Type

a. Faculty Positions

i. The procedure for requesting faculty resources depends on whether the positions are considered "new" or "replacement." During the last several years, many faculty positions that became vacant due to retirements or resignations have been shifted to other disciplines in which the need was regarded as greater, which is common practice in the community colleges, especially in the midst of hard times. However, the College has maintained a list of all vacated positions by their original discipline, and designates as replacements all positions requested in disciplines that appear on that list. Consequently, the procedure for replacement requests described below has applied to virtually all faculty hiring in recent years. (Reportedly, faculty hiring overall has been steady enough for the College to remain consistently above its Faculty Obligation Number.)

ii. Requests for faculty positions originate in and are supported by program review. The SPBC reportedly recommends the amount of funds available for hiring in the applicable year.

(A) For replacement positions, Certificated Staff Position Requests are prepared by the applicable Dean; prioritization takes place in discussions between Dean and faculty, then in discussions between the applicable Vice President and the deans. The final recommendation to the President is reportedly made by a group consisting of the President, the Academic Senate President, the Vice President for Academic Affairs, and the Vice President for Student Services.

(B) Requests for new positions, if they were to arise, would reportedly go through the Budget Subgroup and SPBC prioritization process, as described below under Classified and Confidential-Management-Supervisory (CMS) Positions.

iii. The Request form requires the reporting of much supporting evidence, including FTES in the area over the past five years, the FT/PT ratio, growth trends and potential, scheduling challenges, adjunct availability, mandates, and regional standards and practices, some of which duplicates data in the program review template. Among the major planning processes, the annual faculty hiring process reportedly comes closest to completing the planning and resource allocation cycle from evidence-based request through prioritization through fulfillment.

iv. Academic Affairs has recommended a revision to the Request form that would add Yes/No questions about completion and assessment of SLOs and PLOs and about need documented in program review. The revision would also require that the form be forwarded to the Budget Subgroup and the SPBC, presumably only in cases of requests for new positions.

b. Classified and Confidential-Management-Supervisory (CMS) Positions

i. Requests for all replacement and new positions originate in and are supported by program review. The applicable manager submits the request to the Budget Subgroup, which makes a recommendation for action to the SPBC, which makes the final recommendation to the President. This three-step approval process causes time lags in posting positions, sometimes of two months or more, in part because both the Subgroup and the Council meet only monthly. However, if the President deems the position critical, he or she can approve the request directly.

ii. The Human Resource Subgroup has proposed to SPBC a new approval process for existing budgeted positions, under which such positions would be approved for recruitment by the President upon recommendation of the applicable Vice President and/or Executive Council; requests for new positions in existing classifications would still go through the Budget Subgroup and the SPBC. This process would reportedly closely resemble the one that applied to positions before the budget crisis.

c. Other Management Positions

i. Each request to fill a certificated management position, such as a dean or vice president, originates with the applicable administrator, and goes through the Budget Subgroup and SPBC prioritization process, as described above under Classified and Confidential-Management-Supervisory (CMS) Positions.

d. Facilities

i. Facilities alteration and improvement requests that originate in program review reportedly go directly to the Facilities Office, not to the Facilities Subgroup, the Budget Subgroup, nor the SPBC. That Office can fulfill some requests within its existing budget and staffing. If additional resources are needed, that Office, presumably in conjunction with the originating program, seeks them from the applicable vice president, grants, or other available funding sources.

e. Other Resource Types

    i. As noted above, because of budget cutbacks, Budget Subgroup consideration of resource requests in recent years reportedly has been confined largely to hiring requests. (Because documentation of the Subgroup's meetings is so spotty, I have been unable to confirm whether or not that assertion is entirely accurate.) The last budget year for which a full array of resource requests was submitted was reportedly 2008-09. Examination of sample Budget Subgroup materials from that year indicated that technology, hourly support, equipment, supplies, and professional development requests, as well as hiring requests, were based on program review and went through the Budget Subgroup (and presumably the SPBC) prioritization process, as described above under Classified and Confidential-Management-Supervisory (CMS) Positions.

    ii. When additional funds become available with the anticipated easing of fiscal pressures, resource requests other than hiring will no doubt increase in frequency, and the College will need to decide what process such requests should follow.

    iii. Technology Requests

        (A) Recent major technology purchases reportedly have not gone through the Budget Subgroup and the SPBC. Nor have they been reviewed by the Information Technology Committee, nor the Distance Education Technology Committee. (For example, the College purchased 480 pieces of computer equipment within the past year, none of which was reviewed or recommended by the Information Technology Committee.) Instead, the applicable manager has initiated the purchase of new or replacement/renewal hardware or software out of whatever budget he or she has had. The Director of Information Technology has signed off on such purchases only to signify that they met campus configuration standards.

        (B) The responsibility for technology acquisition and maintenance is split between Information Technology and user departments. However, in the interests of efficiency, the Director has initiated efforts to centralize these functions to a greater degree (e.g., licensing of Adobe software), which is an effective model at many community colleges.

        (C) The Director is developing a recommendation for a more systematic process of departmental assessment of technology needs, analysis of resources required, prioritization of requests for both refreshed and new technology according to a rubric, initiation of budget requests through the SPBC, and implementation of approved projects.

        (D) The evaluation team's Recommendation 2d, reiterated in the Commission's February 11, 2013 Action Letter, requires the College to "adjust its technology advisory committee structure to ensure that the needs of administrative and instructional computing are equally well addressed, and that this dialogue then results in

equitable priorities, implementation and budget allocations for all technology needs."

4. Finding clear documentation of the link from program reviews and other evidence through decision-making (including resource allocations) and implementation reportedly remains a struggle.

5. Reportedly, adherence to established procedures for implementing the recommendations that come out of the annual program review and resource allocation process is uneven, in part because some elements of those procedures are not entirely clear. For example, in Fall 2012, SPBC minutes indicated that two position announcements were issued before they had been approved through the Budget Subgroup and SPBC process described above.

6. Some members of the campus community reportedly have the perception that behind-the-scenes deals often render the deliberations in the Budget Subgroup and the SPBC irrelevant. Even if that perception is entirely inaccurate, its existence undermines the credibility of the process, and must be addressed.

E. A review of a small sample of 2011-12 comprehensive program reviews (which, of course, were based on the previous template) and 2012-13 annual updates indicated the following:

1. The streamlined version of the templates for 2012-13 represent an improvement in clarity and utility over the previous version.

2. Program personnel often still view program review primarily as a means to obtain additional resources, rather than as a means to identify program improvements, some of which might require additional resources. (The distinction is crucial, particularly in tough economic times, in establishing and maintaining the credibility of the program review process.) For example:

   a. Many program goals are actually resource requests (e.g., constructing facilities, hiring faculty), which reflects a misunderstanding of the nature of improvement goals that is unfortunately quite common in the community colleges.

   b. In one annual update, the writer expressed the opinion that prior program reviews had been "a waste of time and effort" because requested resources had not been granted. Similar opinions were expressed by numerous respondents in the June 2010 campus survey that focused on the link between program review and budget.

   c. Responses to the request for suggested changes in the program review process included laundry lists of facility and equipment upgrades and repairs,

3. Departments in the sample found it difficult to show a direct linkage from outcomes assessment results to past resource allocations or other changes intended to improve those outcomes (comprehensive template questions 3.1 and 3.2 and annual template question 8). In some cases, that was due to the lack of such results; in others, it was due to an apparent misunderstanding of the question.

4. According to the Fall 2012 Follow-Up Report, both comprehensive and annual program reviews are supposed to include the action plans that are based on outcomes assessment. However, application of SLO and PLO assessment results and other student achievement data to program review and resource allocation requests was less common and less robust than I would have expected based on Administrative Procedures, interviewee comments, and my examination of a sample of SLO and PLO reports, particularly in light of the implications of the

evaluation team's Recommendation 1. Some programs were much stronger than others in applying such information.

F. In general, program review results do not enter directly into planning discussions at the strategic level. For example, there is no thematic summary of program review goals and objectives provided to the Executive Council, the CCC, or other groups. However, departments completing the data forms used as input for the Educational Master Plan update now underway likely rely on their program reviews in preparing their responses.

G. WEAVEonline originally focused on documenting course-level outcomes, assessments, and action plans, but most of, if not all, the annual program reviews for 2012-13 were submitted using that tool. A quick examination of its features indicates that it might well have the components necessary to document multiple aspects of integrated planning and resource allocation, including completion of the whole cycle at all levels. In fact, plans reportedly call for moving all program review documentation to WEAVEonline, though a schedule for that move has not been set.

IX. Integration

A. A comprehensive evaluation of AVC's integrated planning systems and procedures was not requested by the College, and is thus beyond the scope of this report. However, the evidence I have analyzed for this project does indicate some deficiencies in integration, and I have commented elsewhere on the particulars of those deficiencies. Here and in the corresponding Recommendations section, I will take the liberty of making a few more general observations on the nature of integration and on improving its application at AVC.

B. Integration is a central concept in the ACCJC Standards and in the practices of the most effective institutions. In those institutions, it demonstrably applies to a wide variety of relationships among planning and related processes and structures, including the following:

1. Between evidence and evaluation (e.g., the use of outcomes assessment results and other performance measures in program review)

2. Between evaluation and plans for improvement (e.g., improvement goals that are clearly linked to identified weaknesses)

3. Among planning, resource allocation, and actual implementation of improvements (e.g., from improvement goals whose achievement requires specific additional resources, through requests for and allocation of those resources, to implementation of the planned improvement)

4. Between reevaluation after improvements and implementation of further changes as warranted

5. Between evidence and other institutional decision-making

6. Between decision-making processes and communication with the campus community about the decisions involved

7. Among levels of planning (e.g., consideration of thematic summaries of unit program reviews in institutional strategic planning updates)

8. Among major plans (e.g., linkages among strategic, technology, human resources, financial, and facilities plans)

9. Between planning and the institutional mission

10. Between written procedures and practices that actually follow them

C. As noted in several places elsewhere in this report, written procedures are sometimes ignored, forgotten, or selectively observed at AVC, which undermines institutional

effectiveness in the long run. In addition, where written procedures do not exist, reportedly some (though not all) significant decisions have been made with little or no prior discussion, and with little or no explanation accompanying them. These gaps in transparency are troubling. Sometimes urgent issues require quick action, of course, and discussion of some decisions is constrained by confidentiality or other rules. Nevertheless, communicating about issues and supplying a rationale for decisions where it is possible to do so—preferably before the fact—represent sound practice, and help maintain the foundation of trust and openness that is so essential to institutional effectiveness.

D. The SPBC used to issue an Annual Review to inform the campus community about its activities at the strategic level, but has not done so since 2008-09. About half the contents of that publication were superseded by the Strategic Planning and Budget Development Process Handbook. However, the other half consisted of a progress report on annual institutional goals in the categories of Budget, Communications, Facilities, and Human Resources, and a new set of goals for the following year. The provenance of those goals is unclear to me (for instance, they do not appear to correspond with the goals in any of the subgroups' plans to which I had access), but the concept of setting meaningful goals and issuing regular progress reports on them to the campus community was certainly sound. I do not know the reasons for the lapse of this practice.

E. No group is charged with monitoring, evaluating, and recommending improvements in the integration of major planning and decision-making structures and processes at AVC. For example, one might expect the SPBC to have that responsibility, but as noted above, it is to provide only "oversight and monitoring of the various planning *documents*...." (AP 2510 and 3250, emphasis mine) An Institutional Effectiveness Subgroup recently proposed to the SPBC would evaluate and recommend improvements in the planning and budgeting process, but the scope of that group as proposed appears too limited to cover the issue comprehensively.

X. Campus Communication

A. Reportedly, a lack of transparency and of mutual trust have characterized relations among the constituency groups at AVC, and between those groups and executive administration, although relations have improved in some respects in recent years. As is often the case in community colleges, past slights, or perceived favoritism in allocating resources, or departures from accepted procedures are remembered for a long time, and tend to color current perceptions.

B. Most interviewees indicated that programs and groups often operate in silos, protecting their turf and their resources against encroachment, rather than seeing themselves as members of a college-wide team. Too often, committee members reportedly look first not at what is best for AVC and its students, but at what is best for their group or department. One interviewee went so far as to say that "people don't know each other across department boundaries unless their job requires it," and noted that there was little camaraderie on campus. The pattern has reportedly worsened as the College has grown, and especially so during the fiscal crisis of the last few years.

C. Moreover, communication about important issues is reportedly too often unclear, tardy, selective, or otherwise inadequate, which does little to prevent or contain the spread of rumors or misinformation, which in turn undermine communication of accurate information. Communication between executive leadership on the one hand

and middle managers and the rest of the College community on the other was cited by some interviewees as particularly problematic. Sometimes the people most directly affected by a decision find out about it only when they have to deal with its implications; in other instances, those who supposedly participated in reaching a decision find out later that it has been reversed or changed.

D. Dissemination of information about committee work has reportedly declined in the last few years.

E. Some opportunities to share important information have also declined in the last few years. For example, the Administrative Council reportedly used to meet two or more times per month, and participants heard reports from numerous departments across the campus. Now, the Council meets once per month (if it is not cancelled), disseminates few reports, and is regarded by many participants as a waste of time.

F. How decisions are actually made, and how certain processes (e.g., requesting a position) actually work, remain mysteries to many members of the campus community—especially, though not exclusively, those who choose not to participate in governance activities. Some efforts are underway to provide more clarity in these areas (e.g., an Administrative Services publication on how best to use its services).

G. On the other hand, some interviewees praised recent improvements. For example, the availability of accurate information on the budget is substantially better this Spring than in past years. Some committees have broadened their membership to improve communication about their work.

H. Interviewees (almost all of whom were exceedingly well informed themselves, of course) indicated that in general, people who take the trouble to look for information about important issues and decisions can find it by asking colleagues or delving into the website or intranet for minutes.

I. However, they also indicated that finding that information could not be characterized as easy, and that the majority of people on campus were not particularly well informed about those issues and decisions. When asked about the College website, which is maintained by the Public and Governmental Relations Office, most interviewees voiced dissatisfaction. At present, however, there are no systematic plans for improving it.

J. Some procedural information (e.g., the counseling manual) is maintained on open websites or in other accessible locations, but colleagues or supervisors are reportedly the most commonly consulted resource for answering the question, "How do I do X?"

K. Dialogue in most committees is reportedly robust on the student learning and institutional effectiveness issues that come before them (e.g., Academic Policies and Procedures Committee, Basic Skills Committee), and many departments engage in regular dialogue about improving their own work in support of student achievement (e.g., Counseling, English). However, interviewees acknowledged that *campuswide* dialogue about improving student learning and institutional effectiveness is neither systematic nor ongoing nor pervasive, in part because opportunities for such communication are limited. For example:

1. Welcome-back flex days do kick off each semester, and include breakouts and departmental working sessions, but overall they focus more on delivering information to participants than on promoting dialogue among them across organizational boundaries. All full-time faculty are required to attend, while adjunct faculty and staff are invited.

2. Reportedly, professional development workshops on student learning outcomes are held regularly, but they are not well attended.
3. According to some interviewees, the College often takes action in *reaction* to a compliance issue (e.g., an accreditation reporting requirement, standard, or recommendation), rather than engaging in dialogue and initiating change *proactively* in the interests of institutional effectiveness or student learning.

L. The President has held monthly open dialogues with anyone who wished to attend, and has reportedly maintained an open-door policy, so that any member of the campus community has been able to make an appointment with him easily.

M. Interviewees varied in their opinions of what mass communication methods work best: Printed newsletters, email blasts, targeted emails, flyers in mailboxes, and personal notes all had their partisans.

N. Acknowledgment of deficiencies in campus communication dates from at least the October 2004 accreditation team report, and Communications Subgroup recommendations to improve it on a systematic basis date from at least November 2004. However, reportedly little, if any, action has been taken to implement those recommendations in the intervening nine years.

O. See also the Committee Training section above.

Recommendations

I.   Committee Charges and Composition

    A. In Fall 2013 if feasible, but no later than Spring 2014, the CCC should undertake a thorough evaluation of the "purpose/function and scope of decision-making/recommending authority" (AP 2510) of the CCC, the SPBC, the Mutual Agreement Council, and each of the campus-wide participatory governance committees listed in AP 2510. Included in this evaluation should be the composition of each committee/council; the accuracy, appropriateness, and scope of its charge; and the extent to which documentation indicates that it has fulfilled that charge over the last two years. The CCC should then make recommendations for any warranted changes to the President. This evaluation and improvement process should be repeated without fail at least once every three years.

        1. The composition of each committee should represent a suitable balance of representation (both constituency and functional as applicable) and optimal size, to maximize its effectiveness. (See also The SPBC and Its Subgroups below.)

        2. Each charge should include at a minimum the following elements:

           a. Purpose and/or list of specific responsibilities (including self-evaluation and improvement)

           b. Membership, including both constituency and functional representation as applicable, and determination of the chair or co-chairs

           c. Member terms, with provisions covering service beyond one term

           d. Reporting line(s) and scope of authority. In common practice, subcommittees submit their recommendations to their immediate parent body for action, and those actions may include (but are not limited to) approval, approval with modification, disapproval, or return for more work. It is especially important to document in the charge any departure from this common practice.

        3. See also the recommendations under Integration below.

    B. Each participatory-governance committee should devote part of the first meeting every academic year to the review and discussion of the charge, to ensure that all participants understand it well. That discussion should include delineation of the types of issues that are germane to the applicable committee's work.

    C. The CCC should remind all conveners of their responsibilities at the beginning of each academic year, including (but not limited to) the following:

        1. Facilitating members' understanding of the charge, ground rules, and their own responsibilities on an ongoing basis

        2. Ensuring that each committee's agenda items are appropriate to that committee's charge, and for referring suggested items about which they are in doubt to the CCC for disposition

        3. Ensuring that the voices of all members are heard and meaningfully considered in deliberations, regardless of the constituency group or function that they represent. As part of that responsibility, they should exert their proper authority to minimize monopolization of discussion by a small number of members.

        4. Keeping the committee on task, and ensuring that decisions on recommendations are reached expeditiously

        5. Contacting applicable constituency group leadership for corrective action or replacements if representatives fail to meet the ground rules for attendance and active participation

D. The CCC, with the active support of the President and the leadership of all constituency groups, should initiate a campaign in Fall 2013 to increase significantly the proportion of each constituency group who serve on at least one participatory-governance committee, and to reduce where feasible the number of committees on which each representative serves to three or fewer.

E. The CCC, through recommendations for changes in administrative procedures as needed, should permit *ex officio* members of participatory-governance committees to specify appropriate designees to serve in their stead, where such designees would not reduce the effectiveness of the applicable committee or of the institution.

F. The College should consider methods of streamlining institutional decision-making as appropriate, especially in the area of resource allocations, where delays impede institutional effectiveness.

1. In many cases, such streamlining involves careful advance specification of which types of resource allocation actually should require direct participatory-governance committee approval, and which should not. For example, existing contractual obligations, utility increases, and insurance costs rarely require such approval. The question becomes, then, what other types of resource allocations should reasonably be included in this "routine" or "unavoidables" category. Other colleges—through careful planning and resource management, with full participatory-governance endorsement of the *process*, and periodic evaluation— have successfully employed the following approaches to such categorization, among others, to ease committee burdens and improve timely fulfillment of institutional needs:

   a. A replacement cycle of specified length, automatically applied to computers and other equipment with a predictable useful lifespan, and drawing on funding set aside specifically for that purpose every year. The lifecycle model now in development represents a small step in this direction.

   b. Annual comprehensive inspection of classroom equipment (e.g., chairs, desks, maps and charts, data projectors and screens, and so on), and automatic replacement of critical items before classes start each Fall, again drawing on funding set aside specifically for that purpose every year

   c. As part of recovery from years of stringent financial circumstances, a comprehensive initial adjustment of existing departmental budgets (which does go through the full committee approval process) for hourly support, equipment, supplies, professional development, and the like in accord with reasonable program needs as demonstrated in program reviews, accompanied by guidelines for allowable augmentations in subsequent years using designated funding

   d. Executive-committee prioritization of planned position replacements using a rubric based on justifications provided in program review and the human resources plan, with dissemination of the results to the campus community through the college council or other appropriate means. A version of this approach has been introduced in the SPBC this Spring, but that group has made no recommendation yet.

   e. Identification of a specific set of positions or functions critical to college programs and services, and automatic posting and filling of such positions as the need arises.

2. In conjunction with the charge and composition evaluation recommended above and the committee self-evaluations recommended below, the CCC should evaluate the 12-month meeting schedule of each committee involved in the prioritization and allocation of resources, and make recommendations for changes that will improve the timeliness of decision-making.

G. The College should ensure that all representatives on participatory-governance committees (including, to be explicit, councils, committees, and standing subgroups) are appointed, or at least confirmed, by the applicable constituency group leader, and that the process for each constituency group is clearly defined and communicated to the campus community.

H. See also recommendations on Committee Procedures below.

II. Committee Documentation and Communication

A. By the end of Summer 2013, the College should move all current and historical documentation of participatory-governance committee proceedings, including agendas, minutes, and other materials, to one central, easily accessible repository, and then in early Fall provide adequate training to applicable committee members in posting those documents. The CCC should notify the campus community at least annually of how to access the repository.

B. By the end of Spring 2014, the CCC should develop and recommend to the President revisions to AP 2510, and/or a handbook to be incorporated by reference in AP 2510, to guide all participatory-governance committees in adhering to best practices. The revision or handbook should be based in part on the results of the charge and composition evaluation recommended above, the results of the committee self-evaluations recommended below, and the contents of the intensive training recommended below, and should include the following provisions, among others:

1. Members' responsibilities, including (but not limited to) two-way communication with their constituencies
2. Convener responsibilities, including (but not limited to) those specified in the CCC reminder recommended under Committee Charges and Composition above
3. Establishment and observance of ground rules and behavioral expectations, including attendance, active participation, and mutually respectful communication
4. Reliance on quantitative and qualitative evidence in deliberations
5. Proper application of the consensus decision model, with unambiguous provisions that apply when consensus proves unattainable for a given proposal
6. Adherence to best practices in committee documentation, including agendas, minutes, and other materials (see also recommendations below)
7. Procedures for each committee to evaluate its own performance on an annual basis and report the results to the CCC, which may recommend appropriate actions to improve that performance over the following year
8. Procedures for each committee to set its goals and objectives for the following year
9. Facilitating continuity of practice, institutional memory, and leadership. Examples might include the following:
   a. Review of committee purpose, goals, objectives, and ground rules at the first meeting each year
   b. Mentoring of new committee members
   c. Selection of conveners-elect before the end of the predecessor's term, with shadowing of each convener by the convener-elect

10. Clear explication of reporting lines and authority, including the route of recommendations through parent bodies, the parameters of the parent bodies' consideration of those recommendations, and the appropriate distinction between and use of recommendations and information items. Grounds for any exceptions to standard practice should be spelled out explicitly.

11. Alignment of committee work with that of other major committees and with major planning processes

C. The CCC should remind all participatory-governance committees before the first meeting of every academic year that they must abide by the AP 2510 requirements for posting agendas and minutes in timely fashion.

1. After timely posting of agendas, additions and modifications should be permitted only in specified emergency situations.

2. If any note-takers require assistance in improving their technique or the timeliness of their work, the College should offer appropriate training at the beginning of each academic year. For example, the CCC could request that successful note-takers share their expertise with those in need of help, and could provide on its website both a well-designed, ready-to-use template (one of those already developed, or perhaps an improved version) and examples of excellent minutes prepared by AVC committees (at least some of which should be based on the template).

3. The CCC should review a representative sample of minutes from each participatory-governance committee (including itself) at least annually, and make concrete recommendations for improvement where warranted.

D. If it has not already done so, the College should establish a systematic review and revision process for ensuring that administrative procedures and associated handbooks are accurate, complete, up to date, and clear. In the context of this project, corrections should be applied first to AP 2510, AP 3250 and the Strategic Planning and Budget Development Process Handbook, after any modifications related to the recommendations in this report have been approved.

III. Committee Training

A. The College should provide regular training for all participatory-governance committee conveners and members in all aspects of best practices. (For a list of many of those aspects, see the provisions to be set forth in the revised AP 2510 or handbook recommended under Committee Documentation and Communication above.)

1. Initial intensive training for all conveners and members should take place no later than early Fall 2013, to facilitate adherence to best practices during all of 2013-14 and beyond. Such training should also cover the context of participatory governance, including Title 5 requirements and local procedures for decision-making.

2. Continuing training might include periodic brief workshops for conveners, in which the conveners of committees that function well could share their techniques, and all participants could help each other improve their own and their committees' effectiveness.

IV. Committee Procedures

A. After the initial intensive training in best practices recommended immediately above, all participatory-governance committees should adhere to those best practices. The SPBC, because it is so widely regarded as dysfunctional, and because it should be so

crucial to effective integrated planning and decision-making at AVC, should be especially scrupulous in observing these practices, as should its subgroups.

B. No later than Spring 2014, each of the following committees/councils should perform a thorough, properly designed self-evaluation: the CCC, the SPBC and each of its subgroups, the Mutual Agreement Council, and the campus-wide participatory governance committees listed in AP 2510. The self-evaluation thereafter should take place annually each Spring.

    1. The self-evaluation should include at minimum the following elements:
        a. Charge and fulfillment of that charge
        b. Existence of and progress on committee goals and objectives
        c. Composition, including size and representation
        d. Meeting frequency in light of committee tasks
        e. Quality of deliberations and decision-making, including active engagement by participants, meaningful and mutually respectful dialogue, reliance on evidence, effectiveness of communication both within and outside of meetings, efficiency, reaching conclusions in timely fashion, and application of consensus
        f. Documentation, including timely availability of agendas, minutes, and other materials
        g. Communication to and from constituency groups
        h. Communication to and from the wider College community
        i. Training or mentoring of members
        j. Establishment of and adherence to ground rules
        k. Alignment of committee work with that of other major committees and with major planning processes
    2. Each committee should submit a copy of the self-evaluation analysis and results to the CCC by the end of the semester in which the evaluation has taken place.
    3. If the self-evaluation identifies needed improvements, the committee should implement them by the beginning of the following semester. If any improvements require the approval of any other participatory-governance entity or the President, the recommendations and request for such approval should be submitted along with a copy of the self-evaluation analysis and results in time for approval and implementation of the improvements by the beginning of the following semester.

V. Information Technology Committee

A. The Information Technology Committee should complete its update of the Information Technology Plan as soon as possible, consistent with an excellent product.

B. The Information Technology Committee, in close consultation with Information Technology, should evaluate the current process for reviewing and recommending priorities on technology requests (whether originating within or outside program review), and develop a recommendation for improvements to the SPBC accordingly. (See also the recommendations under Committee Charges and Composition above regarding streamlining through a lifecycle process.)

VI. The SPBC and Its Subgroups

A. The CCC, in consultation with the SPBC, should clarify the meaning of "practices" in AP 2510's description of the SPBC's responsibilities, and recommend revision of that administrative procedure accordingly.

B. During 2013-14 and annually thereafter, the SPBC should evaluate progress on AVC's Strategic Goals with input from the campus community, recommend appropriate updates to the Goals, and disseminate information about the process and its results to the campus community. (See also the recommendations under Integration below regarding the Annual Review.)

C. The applicable subgroups should complete updates of the Educational Master Plan, Human Resources Plan, and Finance Plan during 2013-14. In those updates, the subgroups should incorporate explicit provisions for evaluation and revision of the plans on an appropriate periodic schedule.

D. The Educational Master Planning Subgroup, in consultation with the Program Review Committee, should consider whether its triennial data requests should be merged into the comprehensive and annual program review templates, to eliminate the necessity of a separate data-gathering process.

E. In preparation for better times ahead, the Budget Subgroup should develop and recommend to the SPBC a formal prioritization rubric for resource allocation requests in all applicable categories that is robust and flexible enough to accommodate both lean years and fat. Once approved, the rubric should be applied by both committees, and should be evaluated and revised as needed on an annual basis.

F. Once program review and resource allocation requests are fully integrated in WEAVEonline (a project that the College should complete as quickly as feasible, assuming that the system's features prove suited to the task), the Budget Subgroup and the SPBC should consult the evidence of needs in the applicable program reviews (including outcomes assessment results) as they deliberate on resource requests. In the meantime, programs should be asked to incorporate, either by citation or by cut-and-paste, the specific program review sections that support each resource request on their Budget Request Forms, so that they are immediately available to the SPBC and the Budget Subgroup.

G. The Facilities Subgroup, in close consultation with Facilities Services, should evaluate the current process for reviewing and recommending priorities on facilities requests (whether originating within or outside program review), and develop a recommendation to the SPBC accordingly.

H. The Facilities Subgroup should also develop a recommendation on the process and schedule for updating the Facilities Master Plan (including its own role in that process).

I. The Human Resources Subgroup should review all hiring requests for consistency with the Human Resources Plan, and make recommendations accordingly to the applicable body.

J. The Communications Subgroup, in consultation with the SPBC and the President, should develop and implement a mechanism for reporting the results of the program review and resource allocation process to the campus community in timely fashion every year. It should issue the first report in early Fall 2013, and subsequent reports either at the end of the Spring semester or the beginning of the Fall semester.

K. See also the recommendations under Campus Communication below.

L. As part of its evaluation of charge and composition, the CCC should consider changing the composition of the SPBC and its subgroups to improve their effectiveness. Options might include reducing the number of representatives of each constituent group while maintaining reasonable equity under the consensus decision

model, converting some functional representatives to resource persons, splitting the Council, and/or reconstituting some of or all the subgroups as separate committees.

VII. Program Review and Resource Allocation

A. The Mutual Agreement Council (which is composed of Executive Council and Academic Senate leadership) should consider whether the Program Review Committee should bring recommended revisions in the program review and resource allocation process to it for final approval. The question is particularly relevant because the process encompasses every program and service in the College, not just those involving faculty.

B. Tying program goals and objectives to the improvement of outcomes is excellent practice, and is certainly consistent with the evaluation team's Recommendation 1. However, some perfectly legitimate goals and objectives might be designed to maintain already excellent program elements, or to improve, say, efficiency of workflow or use of resources rather than outcomes. The Program Review Committee should consider permitting such goals and objectives, in addition to those related to outcomes improvement, where appropriate to the identified needs of the program.

C. The College should expedite moving all program review and resource allocation documentation to WEAVEonline (assuming that its features prove suited to the task). Doing so should enable it to do the following:
   1. Eliminate the redundant Budget Narrative Form.
   2. Eliminate existing redundancies between program review templates and certificated staff position requests.
   3. Strengthen the line from program evaluation (including outcomes assessment results and other performance measures), through improvement goals and objectives, to resource allocation requests (including the anticipated consequences of denying the requests) and implementation of improvements.
   4. Provide easily accessible, thorough, ongoing documentation of completion of the program review, resource allocation, and implementation cycle.

D. The Program Review Committee should incorporate the EDD labor market projections, which now appear only in the annual template, into the comprehensive template.

E. See also the recommendations under Committee Charges and Composition above regarding streamlining institutional decision-making.

F. See also the recommendations under Information Technology Committee and The SPBC and Its Subgroups regarding review of technology, facilities, and hiring requests.

G. If they have not already done so, the CCC and the Information Technology Committee, in consultation with the Accreditation Committee, should develop, implement, and document the improvements in structure, dialogue, and results called for in the evaluation team's Recommendation 2d.

H. See also the recommendations under Integration below regarding documentation of and adherence to procedures.

I. Additional Program Review Committee Guidance
   1. At the kickoff of the next program review cycle, the Program Review Committee should provide all programs with a written refresher on the distinction between improvement goals and the resources needed to achieve them. In particular, the refresher should point out that resource requests should never be entered as goals.

2. The Program Review Committee each year should encourage all programs to formulate at least some improvement goals that do not require additional resources. Programs can pursue and achieve such goals even in years in which additional resources are nonexistent. This approach will help participants understand that the primary purpose of program review is not acquisition of resources, but program improvement, and thus will help enhance the credibility of the process.

3. The Program Review Committee should provide additional written guidance on how to answer comprehensive template questions 3.1 and 3.2, annual template questions 8 and 10, and any other questions that its review of this year's submissions indicated had caused misunderstandings or other difficulties for respondents.

4. The Program Review Committee and the Office of Institutional Effectiveness, Research, and Planning, if they do not already do so, should offer workshops at each flex day on applying outcomes assessment results and other student achievement data appropriately in program review and improvement. Participants in programs whose submissions failed to meet expectations in this respect in the last cycle should receive a special invitation to the workshop.

J. The Mutual Agreement Council should consider requiring development of a thematic summary of all program reviews each year for consideration in strategic/educational, fiscal, human resources, facilities, and technology planning. The use of such thematic summaries would help integrate planning at all levels of the institution.

VIII. Integration

A. Judging from my findings to date on governance, decision-making, and communication, the College should establish a systematic process to monitor, evaluate, and recommend improvements in the integration and effectiveness of major planning structures and processes at AVC on a regular basis. The first evaluation should take place during 2013-14.

1. The ACCJC's Planning and Program Review Institutional Effectiveness Rubrics should serve as one gauge of integration and effectiveness.

2. The process should pay particular attention to the following:
   a. Accurate and accessible documentation of planning and decision-making procedures
   b. Adherence of committees, groups, departments, and individuals to those procedures
   c. Maximizing transparency through dissemination of accurate information about all resource allocation decisions as openly and widely as possible

3. Results of the CCC's triennial evaluation of the charge and scope of participatory-governance committees, and results of the committees' own annual self-evaluations, both of which are recommended above, should serve as inputs into this process.

4. Alternatively, the College could choose to combine the systematic evaluation and improvement of the integration and effectiveness of major planning structures and processes, the CCC's triennial evaluation of the charge and scope of participatory-governance committees, and the committees' own annual self-evaluations into a single systematic, periodic, integrated process, and update AP 2510 accordingly.

B. The SPBC should consider restoring some version of the Annual Review, issue an annual update of the Strategic Planning and Budget Development Process Handbook,

or by other appropriate means inform the campus community systematically about progress on integrated planning processes and goals. (See also recommendations under The SPBC and Its Subgroups above regarding evaluating progress on and updating Strategic Goals.)

IX. Campus Communication

A. Beginning in Fall 2013, the Communications Subgroup, with appropriate augmentation of its active membership, should evaluate communication practices on campus and develop a new Communication Plan containing concrete recommendations for improvement with respect to the issues identified in this report. It should submit the Plan through the SPBC to the President no later than the end of Spring 2014, for dissemination and implementation beginning in Summer 2014.

   1. The Subgroup should consider in its deliberations the recommendations contained in this report, as well as the 2004 and 2005 recommendations cited above, many of which are still applicable.

   2. The Subgroup should consider the following as goals in the Plan, and in consultation with the Office of Institutional Effectiveness, Research, and Planning, should develop and implement a well-designed survey for measuring progress on the goals annually.

      a. A campus community that is more well-informed about important issues and processes

      b. Improvement in cross-departmental collegiality and connections, both personal and professional

      c. Improvement in transparency in decision-making processes

      d. Improvement in mutual trust among the various groups on campus

B. The President, in consultation with the whole administrative team, should revamp the Administrative Council to make it an effective and engaging tool for systematic communication about important issues across organizational lines, and in particular between the executive level and middle managers. Participants should be held accountable both for attending the improved Council meetings and for sharing the information they acquire with their home departments as appropriate.

   1. The Administrative Council, in consultation with the Communications Subgroup, should establish as a goal for 2013-14 the development and implementation of processes for improved timely communication about forthcoming decisions to and from the entities most likely to be affected by them.

C. See also the recommendations under Committee Documentation and Communication above regarding disseminating information about participatory-governance committee work.

D. Building on Administrative Services' recent efforts and in consultation with appropriate departments, the Communications Subgroup should develop and maintain a small set of Q&A publications or similar information resources on the processes it regards as most significant for the greatest number of campus community members. These resources should explain in understandable layperson's terms how to initiate, engage, or participate in such processes, and where to get additional authoritative information. Their scope and level should be appropriate for orientation of new employees on campus, but should also be useful for current employees. The Subgroup could revise or add resources as the need arises.

E. The Information Technology Committee should undertake an evaluation of the College website, drawing on input from the wider campus community, and make

concrete recommendations for improvement no later than Spring 2014. After approval by the President, the College should implement those improvements as quickly as possible.

F. The CCC, at its first available meeting, should consider the issue of enhancing systematic campuswide dialogue about improving student learning and institutional effectiveness, and refer the matter to the appropriate group(s) for actions to be implemented during 2013-14.