

Standard IV: Leadership and Governance

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

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

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

Evidence

- Board and other governance policies.
- Descriptions of the participation of constituencies in decision-making bodies.

Sources of Information/Data

Source	Location
Board Policy (Academic Senate)	

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Evidence

- Policy Manual
- Institutional statement of mission
- Vision or philosophy
- Institutional planning documents

Sources of Information/Data

Source	Location

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

Evidence

- Documents showing the transmission of recommendations from faculty and academic administrators to decision-making bodies.
- Descriptions of the institution’s information and decision-making process.

Sources of Information/Data

Source	Location

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

Evidence

- Copies of governance policies and procedures
- The composition of governance bodies
- Meeting minutes
- Documents showing the roles academic staff plan in reviewing and planning student learning programs and services

Sources of Information/Data

Source	Location

3. **Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.**

Sources of Information/Data

Source	Location

4. **The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.**

Sources of Information/Data

Source	Location

- 5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

Evidence

Evaluations and analyses of the conduct of the institution’s governing and decision-making processes, and the form of communication of the same to the community.

Sources of Information/Data

Source	Location

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

- 1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.**

Sources of Information/Data

Source	Location
Board Policy (Responsibilities)	
Board Policy (Evaluation of {President)	
Board Policy (Mission)	

- a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.**

Evidence

Documents describing the authority of the Board.

Sources of Information/Data

Source	Location
Board Policy	

- b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.**

Sources of Information/Data

Source	Location
Board Policy	

- c. **The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.**

Evidence

The absence of any external, higher authority than the Board.

Sources of Information/Data

Source	Location
Board Policy (Authority)	
Board Policy (Academic Senate)	

- d. **The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.**

Evidence

Published bylaws.

Sources of Information/Data

Source	Location
Board Policy (Duties)	
Board Policy (Procedures)	
Board Policy (Organization)	
Board Policy (Responsibilities)	

- e. **The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

Evidence

Board minutes or a schedule showing Board evaluation of policies.

Sources of Information/Data

Source	Location
Board Minutes	
Board Policy	

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

Evidence

- Materials from Board training workshops.
- Policy on Board membership, appointment and replacement.

Sources of Information/Data

Source	Location
Board Policy (Vacancy)	
Board Policy (Election)	

- g. **The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

Evidence

Board’s policy and instruments used for self-evaluation, analyses and reports on the last few self-evaluations completed.

Sources of Information/Data

Source	Location
Board Policy	

- h. **The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

Evidence

Board policy statement of ethics.

Sources of Information/Data

Source	Location
Board Policy	

- i. **The governing board is informed about and involved in the accreditation process.**

Sources of Information/Data

Source	Location
Board Policy	

- j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Evidence

- Board minutes
- Statements to college constituents on this delegation of authority
- Board policy manual
- Contracts with administrators that specify delegation of authority
- Board agreements with faculty bodies regarding delegation of authority

Sources of Information/Data

Source	Location
Board Policy (President Authority)	
Board Policy (President Appointment)	
Board Policy (President Evaluation)	

2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.
- a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Sources of Information/Data

Source	Location

b. The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes;**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Evidence

- Published statements of institutional goals that reference the Board’s expectations for student learning and quality of education.
- Surveys and other evaluative instruments and the results of evaluation.
- Institutional analyses of performance, including fact books, reports, web page data portfolios, publications that describe research on institutional performance.
- Written information about institutional planning processes, minutes of meetings, records of participation in institutional evaluation and planning sessions.
- Increases in rates of student progress through the institution and levels of student learning.

Sources of Information/Data

Source	Location
Student Data Profile	Office of Institutional Research Website

c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Evidence

- Descriptions of funding rules or formulas.
- Committee minutes or other documents showing the needs of the institution have been assessed.

Sources of Information/Data

Source	Location
President	

d. The president effectively controls budget and expenditures.

Evidence

- Budget documents and external audits showing ending year balances, audit exceptions (if any).
- Financial policies and manuals
- Content of internal audits and reviews
- Annual external audits
- Fiscal program reviews conducted by other agencies
- Annual Budget documents.

Sources of Information/Data

Source	Location
President	
Vice President, Business Services	

e. The president works and communicates effectively with the communities served by the institution.

Evidence

- Results of surveys
- Evaluations of the president’s activities directed toward the communities served by the institutions.

Sources of Information/Data

Source	Location