

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

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

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

[Note: Suggested length for Standard IV.A is 7 pages.]

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

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

BP 3260—Participation in Local Decision Making  
Program Review Process  
PRAC Process  
President's Equity Summit  
Umoja Equity Institute  
Academic Department Chair Training/Manual

#### **Analysis and Evaluation**

Fostering innovation and improvement is a strength of the College of Marin. All employees and students are encouraged to think creatively about how to better realize the College's mission to provide equitable access and foster success for all members of our diverse community. While Board Policy 3260 outlines faculty, staff, and student roles as required by law in local decision making, a culture of engagement goes beyond these requirements. The institutional program review process exemplifies this. The process is based on meaningful discussion at the program/department level and focuses on equity-minded program improvement. The Planning and Resource Allocation Committee (PRAC) process of tying program review-based goals and initiatives to both the institutional strategic planning process and the resource allocation process, creates a loop of innovation incentive and funding to support that innovation.

Multiple examples of innovation focused on equity-minded program improvement were highlighted in the President's Equity Summit, held in Fall 2021. Many of the highlighted initiatives began as grass-roots experiments and have since been institutionalized, with funding and other forms of support being committed through the PRAC process. The Umoja Equity Institute, the embodiment of the College's commitment to a more equitable campus and community, was proposed by faculty and staff, codified its alignment with the institutional strategic planning equity goals, and was supported

through the planning and resource allocation process, thus institutionalizing the effort to expand professional development, community engagement, and student support.

Examples of innovation and improvement beyond the PRAC/program review process are the creation of an academic department chair training/manual Canvas shell and the Individual Research & Development (IR&D) grant program in the UPM collective bargaining agreement. Recognizing the potential for academic department chairs to be impactful faculty leaders in hiring, assessment, and program improvement, the faculty union (United Professors of Marin, or UPM) and District negotiators worked together to codify in the contract a training program for elected department chairs. Administrators worked with current chairs to identify gaps in knowledge and skills and then developed research-based training materials in a Canvas course page that chairs can use as a manual throughout their time in the role. The IR&D grant program codifies funding available to faculty who wish to engage in individual research projects and other professional development activities which will be of mutual benefit.

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

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

BP 3260—Participation in Local Decision Making

AP 3260—Participation in Local Decision Making

BP 3250—Institutional Planning

Participatory Governance System Plan

#### **Analysis and Evaluation**

Board Policy 3260 authorizes administrator faculty, staff, and student participation in decision-making processes, including outlining the academic senate's responsibility for eleven specified areas of academic matters, commonly referred to as 10+1. Administrative Procedure 3260 further delineates how this participation occurs, referencing the academic senate, classified senate, student senate, president's cabinet, management council, and the Board of Trustees. AP 3260 also specifies how participatory governance system committees and councils must include students, faculty, staff, and administrators. The Participatory Governance System Plan includes each of these committee's and council's charges, membership, and how they intersect with each other to ensure a coherent, integrated approach to participation in decision-making. Board Policy 3250 requires the Superintendent/President to ensure the institution has and implements a broad-based, comprehensive, systematic, integrated system of planning and resource allocation that involves appropriate segments of the College community and outlines the various plans that are both created through this participatory governance and support inclusive participatory planning efforts. It is through these plans and committees that individuals have a formalized mechanism to bring forward ideas and work together on policy, planning, and other appropriate efforts.

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

**Evidence of Meeting the Standard**

BP 3260—Participation in Local Decision Making  
AP 3260—Participation in Local Decision Making  
BP 3250—Institutional Planning  
Participatory Governance System Plan  
College Council Agenda  
PRAC Recommendations Memo

**Analysis and Evaluation**

Administrator and faculty roles within the institutional governance structure are clearly outlined in Board Policy 3260 and Administrative Procedure 3260. These documents enumerate the Title 5-prescribed academic areas faculty are primarily responsible for and codify the faculty and administrator bodies the Superintendent/President and Trustees rely on for recommendations related to policy, planning, and budget. Additionally, the list of various plans the institution creates and maintains to guide its work and effectiveness in Board Policy 3250 corresponds to the college's participatory governance committee structure. This structure, outlined in the Participatory Governance System Plan, ensures administrators and faculty have substantive and clearly defined roles and a substantial voice in policies, planning, and budget. Further evidence of this voice can be found in the College Council review and approval of Board Policies and Administrative Procedures, as well as the process that leads to the Planning and Resource Allocation Committee's recommendations to the Superintendent/President, which is based on presentations from every area of the college, which are grounded in program review and strategic planning and align with the annual budget development process. Annually, administrators may request to participate on different governance committees or are assigned by the Superintendent/President to roles within governance committees based on their areas of expertise, interest, or as professional growth opportunities. Faculty and staff representatives are selected by the Academic Senate and Classified Senate, respectively.

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

BP 3260—Participation in Local Decision Making  
AP 3260—Participation in Local Decision Making  
BP 4020—Program, Curriculum, and Course Development  
AP 4020—Program and Curriculum Development  
Academic Senate Bylaws  
Curriculum Committee Minutes  
UPM Collective Bargaining Agreement Article 8.14  
Participatory Governance System Plan  
PRAC Presentation

**Analysis and Evaluation**

Academic administrator and faculty roles within the institutional governance structure are clearly outlined in Board Policy 3260 and Administrative Procedure 3260. These documents enumerate the Title 5-prescribed academic areas faculty are primarily responsible for. Each of these eleven areas have corresponding policies and procedures. Additionally, Board Policy 4020 and Administrative Procedure 4020 detail the faculty's and the Academic Senate's primary roles in assessing instructional

programs and approving curriculum within the Senate's established committee structure and in compliance with all applicable policies, regulations and laws. The UPM collective bargaining agreement also enumerates the department chair's responsibilities for curricular recommendations.

The Participatory Governance System Plan details not only the Academic Senate's responsibility for recommendations about curriculum, but also clearly articulates how faculty and academic administrators develop, implement, and assess recommendations about student learning programs and services. This is evidenced by the academic area presentations within the Planning and Resource Allocation Committee annual planning and resource allocation recommendation process.

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

**Evidence of Meeting the Standard**

BP 3260—Participation in Local Decision Making

AP 3260—Participation in Local Decision Making

BP 3250—Institutional Planning

Participatory Governance System Plan

Educational Planning Committee Strategic Plan Review Summary

Semesterly Student Survey

Board of Trustees Agenda

**Analysis and Evaluation**

The institution has developed structured policies and systems that ensure participatory governance processes, which in turn ensure broad and appropriate consideration of relevant and diverse perspectives. This is codified in Board Policy 3260 and further outlined in Administrative Procedure 3260. Board Policy 3250 lists the institutional plans developed through this broad system of constituent involvement. These plans also engage administrators, faculty, and staff with the appropriate expertise and responsibility to enact and assess their contents in the form of goals, objectives, and action steps. This approach is outlined in the Participatory Governance System Plan.

A good example of the appropriate consideration of relevant perspectives and timely action on plans and changes is the work of the Educational Planning Committee (EPC). EPC is responsible for leading an involving process to develop the institutional strategic plan and then annually meet with the champions of the work to be accomplished for updates and adjustments. EPC then publishes an annual Strategic Plan Review Summary, which is presented to participatory governance committees and the Board of Trustees. To further ensure appropriate consideration of student perspectives, the college administers each semester a student survey focused on needs and preferences with course offerings, modalities of instruction, educational support needs, and other topics that connect back to institutional planning efforts. Finally, the Student Senate, Classified Senate, and Faculty Senate are each afforded a monthly report to share their perspectives directly to the Board of Trustees via a standing agenda item.

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

**Evidence of Meeting the Standard**

Participatory Governance System Plan  
PRAC Letter to Area/Division Administrators  
PRAC Recommendations Memo  
President's Response to PRAC Memo  
Participatory Governance Web Page (all presentations, minutes, memos annually catalogued)

### **Analysis and Evaluation**

The Participatory Governance System Plan includes the committee structure flow chart, which illustrates the processes for decision-making at the institutional and planning level. Documents within this structure which illustrate effective communication about process include the annual PRAC letter to area/division administrators, which thoroughly outlines the process for program support and resource allocation; PRAC's annual memo to the Superintendent/President, which catalogues PRAC's resource- and non-resource-related recommendations; and the Superintendent/President's response to PRAC, in which these recommendations are either accepted and built into the tentative budget or rejected, with rationale. Each of these documents, along with the agendas, minutes, associated presentation documents, and other memos, for all participatory governance committees appear on the Participatory Governance web page, which is accessible to all members of the campus community and the general public and are shared via summary memo to the campus community. At any point anyone can access multiple years' documents chronicling the processes for decision-making and resulting decisions.

**7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

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

Participatory Governance System Plan  
Governance Review Council Charge  
Governance Digest: Governance in Action  
All COM Employees Participatory Governance Survey Results  
PRAC Minutes Reflecting Charge Discussion Adding Anti-Racism Language

### **Analysis and Evaluation**

College of Marin's Participatory Governance System Plan not only includes roles, governance structure, and decision-making procedures, it outlines policy and procedure review and the responsibilities of the Governance Review Council (GRC). GRC is charged with monitoring and evaluating the governance process to ensure the system's process are transparent and equitable, committees effectively fulfill their charges and communicate with constituents, and recommendations are consistent with the College's mission and reflect a core commitment to anti-racism. An example of this work is the recent review by each committee of their charge. Committees were asked to review their charge for accuracy and to consider it through a lens of the College's definitions of equity and anti-racism. This review and subsequent amendments to include language referencing how committee work is rooted in anti-racism is evidence of evaluation to assure integrity, effectiveness, and alignment with institutional values and mission.

GRC annually publishes a summary of each committee's work documenting governance committee activities, recommendations, actions taken, and updates. GRC then uses this Governance Digest as

the basis of ongoing assessment of the governance system, along with the results of its survey of participatory governance. This survey is administered to all College employees and seeks to understand levels of participation, motivation for participation, perceived efficacy of the governance system, and other relevant feedback. This information is posted on the institution's public web site and is used to inform committee review of charge, responsibilities, and effectiveness.

#### **Conclusions on Standard IV.A: Decision-Making Roles and Processes**

At College of Marin faculty, students and staff participation in planning, innovation, policy review, and decision-making are woven into the fabric of the governance structure. Faculty, staff, and students are asked to assume leadership with relevant areas of responsibility in both the development of plans and assessment of institutional efficacy. Policies, procedures, and governance documents clearly detail these roles and responsibilities and how recommendations and decisions are brought forth, endorsed, implemented, assessed, and communicated, allowing for broad engagement and encouraging innovation from all constituents.

#### **Evidence List**

[Provide list of all evidence cited within Standard IV.A.]

### **B. Chief Executive Officer**

[Note: Suggested length for Standard IV.B is 5 pages.]

- 1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

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

BP 2430—Delegation of Authority to Superintendent/President  
Superintendent/President Job Description  
Participatory Governance System Plan  
Participatory Governance Committee Organizational Chart  
Educational Master Plan/Strategic Plan  
President's Memo to PRAC  
Flex Calendar  
Board of Trustees Governance Calendar

#### **Analysis and Evaluation**

Board Policy 2430 delegates to the superintendent/president executive responsibility for administering policies, executing decisions, taking administrative action, further delegating responsibility, and fulfilling the duties outlined in the superintendent/president job description. Those duties include applying accreditation standards and all applicable laws and regulations in planning, developing, implementing, and evaluating the instructional, student support, funding resources and fiscal management, community outreach, and overall academic direction of the District educational and operational vision and service delivery.

The superintendent/president's role in planning and organizing is referenced in the College's Participatory Governance System Plan, which states all recommendations by governance committees are advisory to the superintendent/president, who provides written rationales when not following

those recommendations. The Participatory Governance Committee Organizational Chart illustrates the superintendent/president's leadership role within the institution's organizational structure. The superintendent/president's leadership in planning is further articulated in the Educational Master Plan/Strategic Plan, which the superintendent/president initiated, serving as co-chair of the 2019 strategic plan task force.

The superintendent/president's leadership in budgeting is evidenced by his role in receiving the Planning & Resource Allocation Committee's (PRAC's) resource allocation recommendations and incorporating them into the draft and adopted budgets each fiscal year. The superintendent/president responds to PRAC's recommendations with a written memorandum indicating which recommendations are accepted and his rationale for those decisions.

The superintendent/president holds final authority for hiring, and interviews every candidate for full-time faculty positions. He also provides oversight for the College's employee convocation program prior to each semester and the supplementary professional development agenda.

Finally, the superintendent/president provides leadership in assessing institutional effectiveness through oversight and coordination of accreditation activities and regular reports to the Board of Trustees on matters ranging from student success and support to community partnerships to fiscal stability, as evidenced in the Board of Trustees Governance Calendar.

**2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

**Evidence of Meeting the Standard**

BP 2430—Delegation of Authority to Superintendent/President

BP 3100—Organizational Structure

District Organizational Chart

BP 7110—Delegation of Authority, Human Resources

Board-Established Superintendent/President Goals

BP 6150—Designation of Authorized Signatures

Regular Meeting of the Board Minutes Reflecting Delegation of Signature Authority

**Analysis and Evaluation**

Via Board Policy 2430, the Board of Trustees delegates authority to the superintendent/president. Board Policy 3100 requires the superintendent/president to establish organizational charts that delineate lines of responsibility and general duties of employees within the District. The District's organizational chart illustrates how the superintendent/president meets this responsibility in practice. Board Policy 7100 illustrates how the superintendent/president is empowered to set those general duties of employees. The overall organization of the College aligns with its mission to provide equitable opportunities and foster success for all members of our diverse community, with significant human resources placed in the areas of student learning and success and other organizational areas designed to support the effectiveness of student learning and successful outcomes. The superintendent/president evaluates the administrative structure's effectiveness based on his ability to successfully carry out his duties and achieve the goals the Board sets for him annually.

Additionally, Board Policy 6150 gives authority to sign orders and other transactions to the superintendent/president and other officers appointed by the superintendent/president. Annually, the Board updates this signature authority, which illustrates how the superintendent/president delegates authority to administrators consistent with their areas of responsibility.

**3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

**Evidence of Meeting the Standard**

BP 3225—Institutional Effectiveness

AP 3225—Institutional Effectiveness

BP 3260—Participation in Local Decision Making

Educational Master Plan/Strategic Plan

Superintendent/President Communication Regarding EMP/SP

Participatory Governance System Plan

Student Achievement Standards

PRAC Guiding Principles

PRAC Cycle

Technology, Distance Education, Student Equity Plans

Governance Digest

**Analysis and Evaluation**

The superintendent/president guides institutional improvement through Board Policy 3225 and Administrative Procedure 3225, which detail the District's commitment to assessing institutional effectiveness in the areas of accreditation status, fiscal viability, student performance and outcomes, and programmatic compliance with state and federal guidelines, including assessment of goals and objectives relating to the District's commitment to equity and inclusion.

The superintendent/president, with Board Policy 3260 as a guide, has established a collegial process to set values, goals and priorities, as evidenced by the Educational Master Plan/Strategic Plan and their participatory development as well as the Participatory Governance System Plan. The College has set institutional performance standards for student achievement, as evidenced by those standards delineated in accreditation materials. The Educational Master Plan also illustrates how evaluation and planning rely on research and analysis, as does the Participatory Governance System Plan, which outlines as a core principle data-based decisions and discussion. The Planning and Resource Allocation Committee's annual cycle of activities clearly indicates the connection between educational planning and resource allocation, as does the Committee's guiding principles, used in resource allocation deliberations. The allocation of resources is further guided by technology,



distance education, student equity, and other plans which support the overarching goals and focus areas of the educational master plan. Finally, the Governance Digest, which summarizes committee activities, recommendations, and outcomes, is used to enhance process effectiveness and ensure alignment with the mission.

**4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

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

BP 3200—Accreditation

AP 3200—Accreditation

Accreditation Steering Committee Participant List/Calls for Faculty Co-Chairs

UPM/MCCD CBA, Article 8.1

#### **Analysis and Evaluation**

Board Policy 3200 gives the superintendent/president oversight and responsibility for compliance with accreditation processes and standards. Administrative Procedure 3200 articulates that those employees responsible for the functions related to accreditation standards must be involved in the development of the self-study and that there is active, campus-wide involvement of administrators, faculty, classified staff, and students in the development of the self-study.

Also per AP 3200, the superintendent/president appoints an accreditation liaison officer, self-study co-chairs, and a steering committee to oversee the development of the self-study, which is then reviewed and approved by appropriate participatory governance groups and the Board of Trustees. The faculty collective bargaining agreement also references faculty responsibility for assuring compliance with accreditation requirements in Article 8.1, which outlines faculty professional duties.

**5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

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

BP 2430—Delegation of Authority to the Superintendent/President

BP 3275—Operational Reports

AP 6251—Reserve Fund Management

Board of Trustees Governance Calendar

Participatory Governance System Plan

PRAC Cycle

FY23 Adopted Budget

#### **Analysis and Evaluation**

Through Board Policy 2430 the Board of Trustees empowers the superintendent/president oversight of the institution, including compliance with statutes, regulations, and Board policies. Board Policy 3275 requires the superintendent/president to submit to the Board periodic reports on the operation of the District, which includes the implementation of regulations and policies in alignment with the

mission. Examples of these reports can be found in the Board of Trustees Governance Calendar. The Participatory Governance System Plan outlines how governance committees intersect with and are responsible for implementing board policies, thus assuring institutional practice is consistent with the mission and policies.

Both the Planning & Resource Allocation (PRAC) annual cycle and the adopted institutional budget are evidence of effective control of budget and expenditures. PRAC provides recommendations about budget revenue and fixed expense assumptions to Fiscal Services to guide the development of the draft annual budget. PRAC's resource allocation recommendations, which flow from all areas of the College and are tested against mission-aligned guiding principles and connections to program review and the strategic plan, are then reflected in the adoption budget if the superintendent/president accepts them. PRAC then monitors overall institutional expenditures to gauge whether the adopted budget assumptions play out each quarter of the subsequent fiscal year. This process assures effective control of budget and expenditures. Further, AP 6251 outlines the superintendent/president's duties with respect to financial reserves and fiscal management.

## **6. The CEO works and communicates effectively with the communities served by the institution.**

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

President's Office Communications Internal (Convocation Slides)

President's Office Communications External

Marin Independent Journal Annual Insert

Superintendent/President Participation in Local Groups/Initiatives

President's Forum Calendar

### **Analysis and Evaluation**

The superintendent/president works and communicates effectively with the communities served by the College. The superintendent/president has cultivated strong relationships with Marin County non-profits, industry, K-12 districts, and governmental agencies with the College's commitment to addressing race-based inequities at the center of his efforts. This cultivation comes in many forms, including his participation in a variety of groups, including Marin Promise Partnership, San Rafael Chamber of Commerce, Giving Marin Partnership, North Bay Leadership Council, Larkspur Chamber of Commerce, San Rafael Leadership Institute, College of Marin Foundation, and others. Additionally, the superintendent/president hosts annual meetings with K-12 administrators, Friends of the Indian Valley Campus, College retirees, and donors. He also has written editorials in the Marin Independent Journal and met with numerous community groups, including Canal Alliance, 10,000 Degrees, Rotary Clubs, and many others. The superintendent/president is sensitive to the needs and concerns of neighbors to both campuses and has proactively communicated about construction and other potential community/neighborhood impacts.

Internally, the superintendent/president communicates consistently with the campus community, both in email and regular presidential forums. Additionally, he provides updates on the state of the College at each semester's employee convocation and ensures other administrators communicate policy, procedure, and program updates for their areas of responsibility in a timely manner. The standing CEO Report at the monthly Board of Trustee meeting provides an additional opportunity for the superintendent/president to communicate publicly about institutional planning, updates, and assessments.

### **Conclusions on Standard IV.B: Chief Executive Officer**

The superintendent/president's role is clearly established and articulated via Board Policy, Administrative Procedure, and position description. As outlined in the Participatory Governance System Plan and other documents, the superintendent/president effectively leads institutional planning efforts and has direct oversight of budgeting, personnel, and assessment of institutional effectiveness, including accreditation and compliance with regulations, policies, and accreditation standards. The superintendent/president by policy and in practice guides institutional improvement through participatory governance and a research-based, integrated focus on student achievement, aligning resources to this focus. The District enjoys strong and positive relationships with the communities it serves because of the exemplary efforts of the superintendent/president to provide regular, consistent, and meaningful communication and opportunities for community involvement in the College and its programs and initiatives.

### **C. Governing Board**

[Note: Suggested length for Standard IV.C is 10 pages.]

- 1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

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

Education Code Section 70902

Policies.marin.edu

BP 2000—Board Title and Authority

BP 2200—Board Duties and Responsibilities

BP 2410—Board Policies and Administrative Procedures

BP 6250—Budget Management

AP 6251—Reserve Fund Management

#### **Analysis and Evaluation**

The Marin Community College District has a governing board, known officially as the Board of Trustees of the Marin Community College District, per Board Policy 2000. The Board of Trustees has authority over policy creation and governance of the District as outlined in Board Policy 2200. BP 2200, revised in 2021 and with authority derived from Education Code Section 70902, articulates the Board's responsibilities to representing the public interest by establishing policies defining the institutional mission and ensuring the District operates in an anti-racist manner.

BP 2200 additionally outlines those responsibilities of the Board beyond policy creation and oversight. The Board has established and has responsibility for policies that guide the District, the Board of Trustees, the General Institution, Academic Affairs, Student Services, Business/Fiscal Affairs, and Human Resources (policies.marin.edu). These collective policies assure the quality, integrity, and effectiveness of academic, student services, and human resource programs and operations, as well as the fiscal responsibility and financial stability of the institution. Board Policy 2410 describes the process for development and regular review of Board Policies to ensure the Board maintains current and appropriate oversight of these areas. Board Policy 6250 sets forth requirements for Board approval of certain budgetary changes and transfers, and Administrative Procedure 6251 calls for the Board's annual review of the Unrestricted General Fund Reserve.

**2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

**Evidence of Meeting the Standard**

BP 2330—Quorum and Voting

BP 2715—Code of Ethics/Standards of Practice

Regular Board Meeting Minutes

**Analysis and Evaluation**

The Board of Trustees adheres to Board Policy 2715, which clearly states members of the Board are responsible to exercise authority only as a Board. All Board actions require a majority vote of the membership of the Board except for certain actions requiring a two-thirds majority, per Board Policy 2330. All Board members are oriented to their role, responsibilities, and Board policies and the Board conducts ongoing review of policies as well as an annual Board evaluation to ensure all Board members understand and adhere to the tenets of BP2715 and act collectively on behalf of the public's interest. Furthermore, the Board seeks to achieve consensus on items by discussing them during the Board meeting in order to address questions or concerns before voting on an item, as evidenced by frequent unanimous votes on action items.

**3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

**Evidence of Meeting the Standard**

BP 2200—Board Duties and Responsibilities

BP2431—Superintendent/President Selection

BP 2432—Superintendent/President Succession

BP 2435—Evaluation of the Superintendent/President

AP 2435—Evaluation of the Superintendent/President

BP 2220—Committees of the Board

Superintendent/President Evaluation Committee Meeting Agendas (August 2, 2021; July 25, 2022; August 11, 2022)

**Analysis and Evaluation**

The Board take seriously its responsibility to select and evaluate the Superintendent/President. The institution has been fortunate to have stable presidential leadership for over twelve years, so the Board has not recently engaged in Superintendent/President Selection. However, Board Policy 2200 delineates the Board's responsibility to hire and evaluate the Superintendent/President. Board Policy 2431 directs the Board to establish a fair and open search process to fill a vacancy should one occur. Board Policy 2432 further clarifies that for extended absences of the Superintendent/President of ninety days or less, the Board delegates authority to the Superintendent/President to appoint an acting Superintendent/President.

The Board evaluates the Superintendent/President annually per Board Policy 2435. The Board evaluates the Superintendent/President using a process and instrument developed and agreed to by the Board and the Superintendent/President. Administrative Procedure 2435 outlines the criteria for evaluation, which is based on a process delineated in the Superintendent/President's current contract. AP 2435 is clear that the Board maintains sole authority for the annual evaluation, utilizing

input from Board members. The Board may seek input from campus and community representatives at their discretion. One of the Board Committees delineated in Board Policy 2220 is the Superintendent/President Evaluation Committee, which is appointed by the Board President and conducts the evaluation process, which is required to include review of performance goals and objectives, with specific attention paid to those related to the District's commitment to diversity, equity, and inclusion.

**4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

**Evidence of Meeting the Standard**

BP 2200—Board Duties and Responsibilities

BP/AP 2710—Conflicts of Interest

AP 2712—Conflict of Interest Code

BP 2715—Code of Ethics/Standards of Practice

BP 2716—Political Activity

Email dated 11/16/2020

EDC\_27103

<https://www1.marin.edu/redistricting>

**Analysis and Evaluation**

The Board of Trustees has seven elected members and a student trustee elected by the student body. Board Policy 2200 notes the Board governs on behalf of the citizens of the Marin Community College District and represents the public's interest by establishing policies that define the institutional mission and ensure the District operates in an anti-racist manner. BP 2200 also clearly states the Board's responsibility to monitor institutional performance and institutional quality. The Board does this through regular, open meetings of the full board and its established committees, through regular review of policies, receiving reports on educational programs and activities, and through its own self-evaluation. The board also advocates for and protects the District as part of its established responsibilities outlined in BP2200.

The Board as a whole and each Board member individually protects the institution from undue influence or political pressure. Board Policy 2715 broadly defines the Board's standards of ethical conduct, including preventing conflicts of interest and the perception of conflicts of interest. Board Policy and Administrative Procedure 2710 defines conflicts of interest and requires Board members to file statements of economic interest and seek counsel from the District's general counsel in any case where questions arise. Administrative Procedure 2712 further delineates expectations and processes related to disclosures of economic interests and other potential conflicts. Examples of the Board's commitment to avoiding any undue influence include the Board's research into potential conflicts related to campaign contributions in 2020 (email dated 11/16/2020) and the Board's review of Education Code in 2018 when two employees were running for seats on the Board (EDC\_27103). Both examples involved seeking legal counsel, ensuring all members of the board shared common understanding and appreciation of their obligations, and show adherence to BP 2710.

The Board also abides by Board Policy 2716, which prohibits members of the Board from using any District resources to engage in or support political activity. This policy also outlines when the Board

may have legitimate interest in expressing the Board's collective position on ballot measures, but protects the Board from political pressure.

**5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

**Evidence of Meeting the Standard**

BP 2200—Board Duties and Responsibilities

BP 2410—Board Policies and Administrative Procedures

[policies.marin.edu](http://policies.marin.edu)

Board of Trustees Governance Calendar

Regular Board Meeting Agendas

**Analysis and Evaluation**

The Board of Trustees is responsible for establishing, maintaining, and updating institutional policies. Board Policy 2200 outlines the Board's responsibility to establish policies that define the institutional mission and ensure the District operates in an anti-racist manner, which is consistent with the College's mission to provide equitable opportunities and foster success for all members of our diverse community. Additionally, BP 2200 charges the Board with the responsibility for setting ethical and legal standards and assuring institutional quality, fiscal health, and stability.

Board Policy 2410 further authorizes the Board to adopt policies necessary for the efficient operation of the District. The Board regularly assesses its policies in fulfilling the District's mission. The Board has established and has responsibility for policies that guide the District, the Board of Trustees, the General Institution, Academic Affairs, Student Services, Business/Fiscal Affairs, and Human Resources ([policies.marin.edu](http://policies.marin.edu)). These collective policies assure the quality, integrity, and effectiveness of academic, student services, and human resource programs and operations, as well as the fiscal responsibility and financial stability of the institution.

The Board's exercises its responsibility for educational quality, legal matters, and financial integrity and stability through regular reports at its scheduled meetings. The *Board of Trustees Governance Calendar*, a standing information item on each Board agenda, provides an overview of reports scheduled for the upcoming six-month period. Categories on the calendar include policy, planning, fiscal, capital projects, student success, personnel, community outreach, accreditation, and board development, among others. Reports, both written and oral/visual, allow Board members to ask questions and offer input directed at compliance with policy and alignment with the College's mission and strategic objectives. The Board regularly considers legal matters, including active and anticipated litigation, during closed session as permitted under the Brown Act.

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

**Evidence of Meeting the Standard**

Board Size

BP 2010—Board Membership

BP 2100—Board Elections  
BP 2110—Vacancies on the Board

Board Duties and Responsibilities  
BP 2200—Board Duties and Responsibilities  
BP 2210—Officers  
BP 2220—Committees of the Board  
BP 2410—Board Policies and Administrative Procedures

Board Structure  
BP 2000—Board Title and Authority  
BP 2210—Board Officers  
BP 2220—Committees of the Board

Board Operating Procedures  
BP 2305—Annual Organizational Meeting  
BP 2310—Regular Meetings of the Board  
BP 2315—Closed Sessions  
BP 2320—Special and Emergency Meetings  
BP 2330—Quorum and Voting  
BP 2340—Agendas  
BP 2345—Public Participation At Board Meetings  
BP 2350—Speakers  
BP 2355—Decorum/Conduct  
BP 2360—Minutes  
BP 2365—Recording  
BP 2430—Delegation of Authority to Superintendent/President

### **Analysis and Evaluation**

The Board of Trustees publishes all of its policies ([policies.marin.edu](http://policies.marin.edu)), including those specifying the board's size, duties, responsibilities, structure, and operating procedures. Additionally, the Board develops, reviews, and approves policies consistent with Board Policy 2410 and through its Policy Review Committee, referenced in Board Policy 2220.

**7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

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

BP 2220—Committees of the Board  
BP 2410—Board Policies and Administrative Procedures  
BP/AP Review Process/Timeline Presentation  
Regular Board Meeting Agenda  
Policy Review Committee Minutes  
College Council Meeting Agenda  
Board Self-Evaluation (June 24, 2022 Board Retreat)

### **Analysis and Evaluation**

The Board of Trustees consistently follows its policies, both those outlining its structure and operating procedures, as well as those it creates to govern fiscal, ethical, human resource, and other matters. Board and Committee meeting minutes reflect this consistent adherence to policy.

The Board also regularly assesses its policies. Board Policy 2220 establishes the Policy Review Committee of the Board, which meets regularly to review and update its policies. At each regular meeting the Board conducts first- and second-readings of all updated policies to ensure thorough vetting prior to adoption. Upon adoption amended/reviewed policies are updated to include the latest date of review. This work occurs in conjunction with and is informed by the College's participatory governance review of policies and procedures. Academic, Classified, and Student Senate reviews of policy and procedural updates lead to a review by the College Council, after which they are taken to the Board. The Office of the Superintendent/President maintains a policy and procedure review schedule, which is presented to the Board. Minutes from Committee and Board meetings reflect this process. In addition, in its self-evaluation, the Board evaluates its performance in reviewing, following, overseeing, and monitoring Board Policies in various respects.

**8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

**Evidence of Meeting the Standard**

BP 3275—Operational Reports  
Board of Trustees Governance Calendar  
Regular Board Meeting Minutes  
Board Enrollment Report  
Board Update on Strategic Planning

**Analysis and Evaluation**

Board Policy 3275 requires the Superintendent/President to submit to the Board of Trustees periodic reports on the operation of the District, including recommendations for immediate and long-range priorities. The standing Board agenda item, the CEO Report, is the typical forum for the Board to receive and review these reports, which provide updates on key indicators of student learning, achievement, and plans for improving academic quality. Additionally, the Board's monthly meeting includes a Study Session for more in-depth Board analysis and discussion of topics related to student learning, fiscal, facilities, and strategic planning.

The *Board of Trustees Governance Calendar*, a standing information item on each Board agenda, provides an overview of reports scheduled for the upcoming six-month period. Categories on the calendar include policy, planning, fiscal, capital projects, student success, personnel, community outreach, accreditation, and board development, among others. Reports, both written and oral/visual, allow Board members to ask questions and offer input directed at compliance with policy and alignment with the College's mission and strategic objectives. These reports also inform the Board's goals for the coming year.

Two representative examples of reports and Board discussion related to student achievement and institutional plans for improving academic quality are the July 2022 Enrollment Report and the **DATE XXX** Strategic Planning Update.



**9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

**Evidence of Meeting the Standard**

BP 2740—Board Education

BP 2735—Board Member Travel

BP 2100—Board Elections

AP 2110—Vacancies on the Board

Excellence in Trusteeship Certificates

Regular Meeting Minutes—Trustee Reports on Professional Development Activities

New Board Member Orientation Materials

**Analysis and Evaluation**

The Board of Trustees is committed to its ongoing professional development as a Board and to educational programs, including orientation for new Board members, as noted in Board Policy 2740. All trustees are encouraged to achieve certification in Community College League of California's (CCLC) Excellence in Trusteeship program and ### current trustees have this certification. Trustees regularly report on their professional development activities, as evidenced in regular meeting agendas (standing "Board Reports" item) and meeting minutes. The Board receives training together during Board meetings to ensure a shared understanding of important topics. Recent examples of trainings include those on sexual harassment prevention training and the Brown Act, Ethics, and Conflicts of Interest.

The Board ensures new Board members are oriented to their role both by the current Board Officers and the Superintendent/President, who schedules meetings with executive staff and others to discuss District structure and policies, the College's strategic plan, student demographic and enrollment information, and others. In addition to this local orientation, Board Policy 2735 requires newly elected Trustees in their first year of service to participate in the CCLC Effective Trustee Workshop, the cost of which is covered by the District. Furthermore, during the contested election in 2018, the District held an orientation for Board candidates.

The Board ensures continuity of membership and staggered terms of office through Board Policy 2100 and Administrative Procedure 2110. BP 2100 requires each trustee's term of office to be four years and that elections will be held every two years, in even-numbered years. Terms of trustees are staggered so that three trustees' terms end at one election and four at the next election. AP 2110 ensures continuity of board membership by outlining the procedure for filling a vacancy by appointment should a trustee position become open outside of an election cycle. A person appointed to fill a vacancy holds the office only until the next regularly scheduled election for Board members, at which point the election will fill the vacancy for the remainder of the unexpired term.

**10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

**Evidence of Meeting the Standard**

BP 2745—Board Self-Evaluation  
BP 2220—Committees of the Board  
BP 2735—Board Member Travel  
Regular Board Meeting Agenda  
Regular Board Meeting Minutes  
Board of Trustees Self-Evaluation Committee Minutes  
Board Evaluation Survey

### **Analysis and Evaluation**

The Board of Trustees is committed to annually assessing its own performance to identify strengths and areas in which it may improve its functioning in support of institutional effectiveness. Board Policy 2745 establishes the process for Board evaluation, which includes the annual appointment of the Self-Evaluation Committee. Board Policy 2220 charges the committee with conducting the annual Board Evaluation Survey and developing recommendations for the Board to become more efficient and effective. The self-evaluation includes performance goals and objectives related to the District's and the Board's commitment to anti-racism, diversity, equity, and inclusion. The Board also conducts regular training on topics ranging from sexual harassment prevention to Brown Act compliance, in addition to supporting Trustee participation at conferences related to Board effectiveness. Per BP 2735, Trustees are expected to provide a report on conference participation at a meeting of the Board within sixty days of conference attendance.

All Board members complete the evaluation survey and after review by the Self-Evaluation Committee a summary is presented and discussed in open session at a regular Board meeting, the minutes of which are publicly available. The results are then used to identify accomplishments, areas for improvement, and goals and objectives for the following year. This work is evidenced in regular Board meeting agendas and minutes. Additionally, to foster on-going Trustee assessment of the Board's effectiveness, Board Meeting Evaluation is a standing item on every regular Board meeting agenda. Each Trustee offers their immediate reaction to that Board meeting and its efficiency and effectiveness. This information is used to ensure subsequent meetings focus on continual improvement.

**11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)**

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

BP 2715—Code of Ethics/Standards of Practice  
BP 2710—Conflict of Interest  
AP 2710—Conflict of Interest  
AP 2712—Conflict of Interest Code  
Annual Form 700

### **Analysis and Evaluation**

The Board of Trustees has adopted a code of ethics, evidenced by Board Policy 2715. This policy authorizes the Board President and the Superintendent/President to consult with legal counsel when they are aware of or informed about actual or perceived violations of law or regulations, including conflict of interest, open and public meetings, confidentiality of closed session information, and use of public resources. Additionally, the Board upholds a conflict of interest policy, Board Policy 2710, which addresses and defines financial interests, disclosure of remote interests, and prohibition of employment or activity which conflicts with or is inconsistent with duty as a Board member. BP 2715 clearly delineates how the Board is to deal with behavior that violates the code of ethics.

No Board member has employment, family, ownership, or other personal financial interest in the institution. Administrative Procedure 2710 clearly outlines incompatible activities, strict limits of financial interests, that no employment is allowed by a Board member, procedures to be followed when there is a financial interest in a decision, strict limits related to gifts, and prohibition of representation as agent or attorney within one year of relinquishing a Board position. Administrative Procedure 2712 further delineates specific procedures and timelines for reporting potential conflicts of interest. All Trustees annually complete California Form 700, publicly disclosing their interests.

**12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

**Evidence of Meeting the Standard**

BP 2200—Board Duties and Responsibilities

BP 2430—Delegation of Authority to Superintendent/President

**Analysis and Evaluation**

In Board Policy 2200 the Board commits to delegating power and authority to the Superintendent/President to effectively lead the District. Board Policy 2430 then outlines in detail those specific powers and expectations delegated. These include overall responsibility for administering adopted policies, executing all decisions of the Board requiring administrative action, further delegating powers as appropriate, reasonably interpreting Board Policy, fulfilling the duties outlined in the Superintendent/President job description, ensuring all relevant laws and regulations are complied with, and making available information/reports requested by the Board of Trustees as a whole. The Superintended President is empowered by the Board to develop and enforce administrative procedures in support of Board Policy.

The Board holds the Superintendent/President accountable for the operation of the District through expectations outlined in the Board self-evaluation and goal-setting process and the evaluation of the Superintendent/President, as outlined in Board Policy 2435 and Administrative Procedure 2435.

**13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

**Evidence of Meeting the Standard**

BP 2200—Board Duties and Responsibilities

BP 3200—Accreditation

### **Analysis and Evaluation**

One way the Board of Trustees is committed to its responsibility to monitor institutional performance, institutional quality, fiscal health, and stability as required in Board Policy 2200 is through ensuring the College maintains its accredited status. Board Policy 3200 requires the Superintendent/President to ensure the District complies with the accreditation process of ACCJC. This includes keeping the Board informed of accreditation status and reports and ensuring the Board is involved in the accreditation process. Administrative Procedure 3200 further outlines the Board's role in reviewing and approving the institutional self-study report prior to submission.

At its November 2022 meeting the College's ACCJC Liaison provided training to the Board on accreditation and governing board roles and responsibilities. An accreditation update is a standing item in the CEO report, as evidenced in both agendas and meeting minutes, affording the Board an opportunity to understand and engage with the accreditation process in an on-going basis. The Board engaged in an in-depth discussion about Standard IV at their **DATE**, 2023 meeting and reviewed and approved this document at their **DATE**, 2023 meeting.

### **Conclusions on Standard IV.C: Governing Board**

Marin Community College District has a Board of Trustees with authority over and responsibility for policies assuring the academic quality, integrity, and effectiveness of programs and the financial stability of the institution, taking very seriously their responsibility to the public's interest in the College. The Board has established policies outlining their composition, duties, and ethical responsibilities. Additionally, the Board regularly hears reports and engages in discussions about institutional processes and activities related to learning, support, planning, and resource allocation to aid it in fulfilling its responsibilities.

The Board acts as a collective entity, delegates authority to the Superintendent/President, and has clear policies and procedures governing the Superintendent/President's hiring and evaluation. The Board also seeks to improve through consistent, regular self-evaluation and goal setting, with a focus on the College's mission and strategic planning. Board members collectively and individually are committed to their professional development and training, which is delineated in policy and procedure and evidenced in publicly available minutes and reports.