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

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

Foothill College is engaged in ongoing and continuous efforts to support all constituencies to engage with improving practices, programs, and services regardless of their role on campus. These planning conversations occur through the College's participatory governance process and are supported by the President's Office [REF: MIPC website]. Anchored by the Mission-Informed Planning Council (MIP-C), this constituency group's membership is composed of 21 representatives from Academic and Classified Senates, Associated Students of Foothill College (ASFC), bargaining units, and affinity networks [REF: MIPC Membership].

INSERT MIP-C ORG CHART

The MIP-C steering committee, composed of the College President, Academic Senate President, ASFC President, and Classified Senate President, meet regularly to determine each meeting's agenda, priorities, and goals. Any individual can bring forward an idea for innovation and decision-making, have it agendized at MIP-C, and after discussion, a recommendation is made to the President for final determination [REF: MIPC Agenda Request]. MIP-C facilitates

participative processes related to improvement efforts that have policy or significant institution-wide implications to the College mission, including:

- Transfer (certificate/degree educational programs)
- CTE (certificate/degree workforce programs)
- Equity
- Empowerment (student activities, service leadership, etc.)
- Access
- Well-being
- Community at large (neighboring community)

Participatory governance engaged in a program review revisioning effort with the goal of improving on existing processes. The Integrated Planning & Budget (IPB) Task Force was convened by the main participatory group (then called the Planning and Resource Council) to identify areas for improvement. Membership included all constituency groups as well as the instructional and student services units. The resulting templates and processes were reviewed and discussed in governance (then called the Advisory Council) and based on the group's recommendation, were accepted by the President for adoption [REF: PR presentation to AC]. The resulting process involves program review writers, readers, and a program presentation to governance to identify themes and trends to guide College-level planning.

When the District went through budget reductions, participatory governance was engaged to identify guiding principles for reduction. These all-constituency conversations began at the annual governance retreat and continued during the academic year. The main participatory governance group (then called the Advisory Council) established guidelines reflecting the institution's values and criteria for reduction [REF: AC meeting minutes, Guiding Principles].

The dual enrollment program was established as an outreach effort to increase enrollment. Supported by state funding, participatory governance engaged in dialogue about the how this initiative supported the College mission. These conversations focused on centering student equity and achievement outcomes in addition to enrollment [REF: EE minutes; EE presentation]. This participative process ensures that any program changes are considered at the institutional-level in terms of its role in achieving institutional effectiveness.

Analysis and Evaluation
Foothill College leaders head an ongoing, systematic process of improvement across the College where all constituents can engage in innovative practices. Continuous improvement efforts to increase engagement and effectiveness yielded the current participatory governance process that became operational spring 2022.

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

Board policies outline the District's support in fostering participation for staff, faculty, and students in District and College governance [REF: BP 3250, BP 2222, BP 2223, 2224, BP 2230]. Foothill College formulates a governance structure that can include representation from the Academic Senate, Classified Senate, and the Associated Students of Foothill College (ASFC). Participation among all constituencies is broadly supported [REF: AS Resolution; CS Participation in Governance; CS Meeting Minutes]. Guiding principles and operating principles are publicly posted on the Mission-Informed Planning Council (MIP-C) website [REF: MIPC website -- NEED TO SCREENSHOT THE GUIDING PRINCIPLES AND OPERATING PRINCIPLES DUE TO THE ACCORDIAN FORMAT].

Students have a prominent role in the College participatory governance process, with five representatives to MIP-C, the main participatory governance body. These student representatives include the ASFC President, the student trustee, an affinity group member, an ASFC-appointed member, and an elected member. The ASFC President is a constituency representative to MIP-C and part of the MIP-C steering committee (along with the College President, Academic Senate President, and the Classified Senate President). As such, they have equal voice in creating the MIP-C agendas and prioritizing items for discussion and consideration. Student representation is also solicited to serve on any committees formed by the participatory governance process.

Foothill College makes continuous improvements to its participatory governance process to better facilitate the participation of all constituents in providing input on student achievement and planning outcomes. The goals outlined in the Educational Master Plan, institutional learning outcomes, and the Strategic Vision for Equity helped inform the current design and structure of MIP-C. As outlined in Standard IV.A.1, these constituency representatives work together to complete the purpose and goals of each committee. Governance meetings are open to the College community and input from administrators, faculty, staff, and students is welcomed. [REF: EMP, ILOs, SVE; MIPC Operating Procedures].

Analysis and Evaluation

Foothill College has a system of governance that is fair, transparent, and inclusive of all constituents, ensuring participation and consideration of student perspectives. Board policy and

participcatory governance allow for faculty, staff, and administrators to come together for effective and informed decision making.

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

Foothill College administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in policies, planning, and budget as related to their designated areas of expertise and responsibility. Board policies and administrative policies outline how these roles are defined and the areas of responsibility [REF: BP 2410; AP 2410]. Per Title 5 regulations, the college and district governing board is obligated to consult faculty as part of the 10+1 process, where Academic Senate is recognized as an organization whose primary function is to make recommendations regarding policy development and implementation processes [REF: ASCCC 10+1; BP 2223].

Dialog on these academic and professional matters occur throughout the participatory governance process. Faculty are represented at the Mission Informed Planning Council (MIP-C) and the various committees charged with supporting planning and institutional effectiveness. Part-time faculty are included on MIP-C and eligible for a participation stipend, and part-time faculty have elected senators to Academic Senate. Administrators and faculty are also instrumental in the resource allocation process as members of the Faculty Prioritization Committee; they also engage in other policy development through their work together on the Scheduling Committee and [ANOTHER COMMITTEE NEEDED]. These roles are defined in documents such as the governance handbook and the resource allocation guide (RAG) [REF: Draft RAG; MIPC Operating Procedures -- EMAILED SIMON/ANTOINETTE TO MOVE TO A PDF (CREATING A MODIFIED GOVERNANCE HANDBOOK) BECAUSE WEB PAGE IS ORGANIZED IN ACCORDIAN FORMAT].

The implementation of Guided Pathways across the campus demonstrates substantive voice of faculty and administrators using well-defined policies and procedures in institutional governance. A February 2022 Resolution from the College Curriculum committee details, "... Whereas, the majority of campus constituents voiced preference for the Career and Academic Pathways groupings of meta majors, and that program placement impacted by the adoption of these groupings and their names, rather than another proposed option, has been considered and approved by individual departments," indicating a process that allowed all constituents to voice preferences for the implementation of a campuswide, state-led initiative at Foothill College. This

resolution also indicates the role administrators and faculty hold in their areas of responsibility and expertise in shaping the focus of meta majors on the campus, ultimately leading to meta major mapping, or Career and Academic Pathways (CAPs). [REF CCC Resolution].

Analysis and Evaluation
Administrators and faculty have substantive voice and a clearly defined role in institutional policies, planning, and budget as related to their areas of responsibility and expertise.

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
Several board policies are explicit in identifying the role and responsibilities of faculty and administrators in making recommendations about curriculum and student learning programs and services. These policies describe Academic Senate as the primary body to develop curriculum and academic standards [REF: BP 2233; BP 4020; BP 6000].

As a subcommittee of Academic Senate, the College Curriculum Committee (CCC) is composed of representatives from division curriculum committees. The divisional faculty representatives are approved by Academic Senate as CCC members. Program and course changes, whether new or those being discontinued, are first discussed and approved within the division curriculum committees before reporting out at CCC. All policies and procedures, including resolutions, are available on the curriculum website [REF: Curriculum Committee].

Baccalaureate Degree Program
The Dental Hygiene program dedicates a full-time faculty member to serve as Program Director. This position, under the Division Dean's supervision, manages all aspects of the program, including scheduling, program assessment, budget preparation, and coordination of adequate and effective student support services. Any curriculum changes are discussed at the division curriculum committee.

Analysis and Evaluation
Academic Senate is the primary organizational structure by which faculty have responsibility to make recommendations about curriculum and student learning. Faculty work with administrators in CCC to make improvements to existing programs and courses. Existing board policies identify faculty as the discipline experts positioned to uphold academic quality.

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
Through its system of board and institutional governance, Foothill College fosters an inclusive and collegial approach to decision-making. Through board policy and participatory governance, the College allows for the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular changes, and other key considerations. Attendance at Districtwide and Collegewide committees by administrators, faculty, classified staff, and students allows for inclusion of a wide range of perspectives.

Board policy outlines the roles of students, staff, and faculty in governance, as well as the academic roles of faculty. The Board of Trustees relies primarily on the expertise of faculty to make responsible decisions through participatory governance and in all curricular areas. Foothill College's Operating Procedures define the roles and responsibilities of constituent groups in the decision-making process REF: Operating Procedures]. Mission Informed Planning Council (MIP-C), the College's primary participatory governance body, includes representation from all constituencies, including a student trustee from the Associated Students of Foothill College. [REF: MIPC Membership] Governance retreats assist in onboarding and informing constituencies of the governance structure [REF: ONBOARDING RETREAT].

Analysis and Evaluation
Foothill College works with the Board of Trustees and respective governance organizations within the College to ensure the appropriate consideration of perspectives, decision-making, responsibilities, and timely action of plans, policies, curriculum, and other key considerations.

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

Evidence of Meeting the Standard
Decision-making processes and resulting decisions are documented and widely communicated across Foothill College. Through committee meeting minutes and regular newsletter publications, decision-making and resulting decisions are communicated internally and posted on the College's website for transparency and public access. Minutes from key committees, such as Academic Senate and the College Curriculum Committee (CCC) are emailed weekly by local division representatives to individual departments and minutes are posted monthly on these committees' web pages. *The Parliament* newsletter is emailed weekly to all employees by the Marketing and Public Relations Office to highlight campus events, accolades, and programmatic updates. The President also communicates regularly with constituents. [Ref:

Academic Senate Archives, CCC Minutes, CCC Communiqué, The Parliament Archives, Pres. Nguyen Communiqués].

Analysis and Evaluation
Foothill College continually engages the College community in decision-making and actively documents and communicates those 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
Foothill College conducts ongoing and regular evaluations of its processes to ensure their effectiveness. After the 2017 reaffirmation process, the College identified the opportunity for improvement within the participatory governance process. Governance meeting archives show that a four-council structure was established after a year-long redesign process [REF: Governance Archives; Governance Redesign Project]. Each council was assigned a distinct charge by the President. Robust discussions regarding the evaluation approach for this structure concluded with a recommendation to the President for an external evaluator [REF: CC Evaluation Recommendation; CC Evaluation Recommendation Additional Info; President Response to CC Evaluation Recommendation].

The Research and Planning (RP) Group was engaged to assess the participatory governance process and results of this study were published in spring 2021. Key findings identified areas for improvement such as participation and engagement, trust in the governance process, and faculty inclusion in areas of academic and professional matters as identified in 10+1 [REF: Governance evaluation]. This report was publicly accessible through the governance website and was discussed in multiple settings, including Academic and Classified Senates.

Based on these results, in late spring 202 the President proposed and convened a shared governance task force reflecting all constituencies [REF: Shared Governance Task Force Proposal; AS Gov Task Force Recommendation; CS Gov Task Force Recommendation; CC Recommendation for Gov Task Force]. The group's work concluded in winter 2022, and the updated participatory governance process debuted in spring 2022 as the Mission Informed Planning Council (MIP-C) [IV.A.1_01].

Analysis and Evaluation
Foothill College regularly reviews its participatory governance and decision-making policies, procedures, and processes, making improvements based on evaluation results. Broad

engagement among all constituencies is encouraged, evidenced by representation from full and part-time faculty, students, classified staff, bargaining units, and affinity network groups. Faculty are consulted in academic and professional matters. MIP-C representatives follow operating procedures that clearly identify their roles and processes for engagement in College wide policies, planning, and resource allocation. Evaluation of MIP-C will be a priority in the coming cycles.

Conclusions on Standard IV.A: Decision-Making Roles and Processes
Foothill College encourages and provides opportunities for administrators, classified staff, faculty, and students to contribute to discussions and planning around student learning and achievement initiatives that sustain academic quality, integrity, fiscal stability, and continuous improvement. The participatory governance structure facilitates the inclusion of all constituencies and encourages their meaningful participation. These roles are clearly defined and governance policies support their ongoing engagement. Evaluation of these processes is public and shared widely to help facilitate continuous improvement efforts around governance and decision-making processes.

Improvement Plan(s)
None needed.

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

B.   Chief Executive Officer

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
The Foothill College President or Chief Executive Officer is directed by the Chancellor to have primary responsibility in all institutional aspects: planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness [REF: AP 3100]. The position provides College leadership as the chair of the Mission Informed Planning Council (MIP-C), the main participatory governance body, and is responsible for the effective functioning of the council. They ensure MIP-C facilitates an open and transparent agenda-setting process, develops inclusive procedures for participation, and operates with consensus-based decision-making processes.

The President appoints an administrator to oversee the completion of required College planning documents including, but not limited to, the Educational Master Plan, Facilities Master Plan, Technology, Plan, and Student Vision for Equity [REF: AP 3250].

Institutional Research and Planning (IRP) supports the President with regular data for planning, resource allocation, and identifying areas for improvement. These student outcome data are presented and discussed in public settings such as Administrative Council and President's Briefings [REF: IRP Student Enr & Success Data; IRP Return to Campus; IRP Fall22 Census Report; IRP Enr Comparisons].

The President's Office works with the Equity Office to develop the programming for Opening Day and Flex Day, two professional learning days aimed to promote teaching and learning. To ensure institutional effectiveness, these events are evaluated to ensure relevancy, currency, and appropriateness as supporting the College mission.

The Foothill College President's job description was updated in 2022 as part of the presidential job search process [REF: Position Announcement Qualifications].

Analysis and Evaluation
District policies, along with the Foothill College President's job description, identifies this position as having primary responsibility for the institution. The President provides leadership in guiding the College's continuous improvement efforts.

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
As noted in Standard IV.B.1, the Foothill College President reports to the District Chancellor. In turn, the President assigns authority to qualified administrators to support and align the College's work to the mission [REF: Org Chart]. The College's administrative structure is organized into areas headed by a Vice President reporting directly to the President. These three areas, which are collectively responsible for the development and implementation of College plans, are:
- Finance and Administrative Services
- Instruction
- Student Services

The President's Cabinet includes these Vice Presidents along with three Associate Vice Presidents (two reporting to the Vice President of Instruction and one to the President), and the

Dean of Institutional Equity, Inclusion, and Diversity. The President is responsible for administering a regular evaluation process that documents the administrator's accomplishments, priorities, and goals [REF: AMA Evaluation Form]. There are also four Associate Vice Presidents in each of the four principal areas who also report to the president, in addition to ten supervisors. Cabinet members meet weekly with the President, who sets the agenda to discuss progress on current efforts, to assign initiatives, and to confirm follow through.

Analysis and Evaluation
The President provides oversight, manages, and evaluates an administrative structure that is organized to support the institution's work. Administrative evaluations help the president determine whether the staffing is appropriate and reflects the position's roles and responsibilities.

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
The Foothill College President establishes a collegial process for ongoing and continuous improvement of the teaching and learning environment. The Mission Informed Planning Council (MIP-C) is the primary structure for identifying institutional standards of performance, reviewing data to inform planning, integrating review of programs and services with resource allocation, and conducting a regular cycle of review aligned with College-identified goals and priorities. Since the last site visit, these processes have occurred in different participatory governance iterations.

The President chairs the main governance body and facilitates its deliberations, whether at MIP-C or through the four-council structure that existed prior to 2020-2021. Improvements to the governance structure was chaired by the interim President and included representation from all constituencies [REF:

https://foothillcollege.instructure.com/files/7334887/download?download_frd=1&verifier=UfhJQIKRYdfb4Iopsx6REtdMKWQ64r77KHlCm4OI]. The interim President provided the group a vision of shared values and goals, as reflected in the College mission, to facilitate conversations and come to consensus for the re-imagined MIP-C structure.

The President has a role in setting College strategic goals and priorities. In accordance with the seven-year planning calendar, they can identify institutional priorities, share them with participatory governance, and support campus efforts to ensure institutional performance standards are met [REF: https://foothill.edu/president/pdf/strategic-objectives-2018-19.pdf; https://foothill.edu/president/pdf/strategic-objectives-2019-20.pdf]. The President also communicates progress on these initiatives broadly and publicly, such as in President's Briefings and email communiques[REF: https://foothill.edu/irp/2021/FH-2021-Q1-Presentation-SuccessCARESCP.pdf].

The President collaborates with Institutional Research and Planning (IRP) to provide high–quality data and analysis for collegial discussions and decision-making regarding student learning and achievement. Additionally, the President can access multiple data dashboards that provide extensive reporting on areas such as enrollment, scheduling, course success, and disproportionate impact. The President may request IRP support to explore student achievement outcomes and share these results with the College in meetings such as the Governance Retreat, New Faculty Orientation Retreat, and Administrative Council [REF: Governance Retreat, Administrative Council agendas, https://foothill.edu/irp/2023/FH-2023-Q1-Presentation-NewFacultyRetreat.pdf].

Educational planning is integrated with resource allocation and final determination is made by the President after receiving recommendations from MIP-C. The program review process involves a comprehensive reflection by instructional and student success programs and includes the resource request form. These resource requests are expected to align with action plans outlined in comprehensive and annual program reviews. The President encourages a review and discussion of the program plans and resource allocation requests in MIP-C based on presentations from the Program Review Committee and Resource Allocation Team [REF: https://foothill.edu/gov/mipc/2022-2023/nov18/Approved%20minutes%202022nov18.pdf; https://foothill.edu/gov/mipc/2022-2023/nov18/11-18-22_MIP-C_Annual_Budget_Requests_Presentation.pdf; https://foothill.edu/gov/mipc/2022-2023/march3/Budget_Planning_2024_25_3_3_2023.pptx].

The President establishes procedures to evaluate overall institutional planning and implementation efforts to achieve the College mission. Discussions about alignment occur in participatory governance spaces for consistency and transparency. College consideration about whether the dual enrollment program is an enrollment or equity initiative was debated in this

open manner, culminating in a governance recommendation to the President [REF: https://foothill.edu/gov/equity-and-education/2019-20/jan10/dual-enrollmentpresentation_rev12-06-19.pdf; https://foothill.edu/gov/equity-and-education/2019-20/jan10/dual-enrollmentpresentation_rev12-06-19.pdf; https://foothill.edu/gov/equity-and-education/2019-20/jun12/DualEnrollment%20Recommendation.pdf].

Analysis and Evaluation
The President's leadership in participatory governance and coordination with IRP make data accessible to all constituencies and align College planning and resource prioritization with institutional goals and priorities. Evaluation of processes such as program review and resource allocation guide the President's efforts in the improvement of teaching and learning.

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
The President is responsible for appointing an Accreditation Liaison Officer (ALO). Both roles work together to ensure that the self-evaluation process and all related reports are appropriately completed [REF: CAC BP 3200 & BP 3250; BP 3200]. The ALO facilitates the Accreditation Steering Committee that is composed of College constituency members, and also reports out at regular constituency group meetings of Academic Senate, Classified Senate, and the Associated Students of Foothill College (ASFC). The Chancellor appoints a District Accreditation Liaison to ensure the District complies with accreditation Standards and processes. All accreditation reporting is reviewed and confirmed by the President.

Analysis and Evaluation
The President ensures the institution complies with all eligibility requirements, accreditation Standards, and commission policies. They identify an ALO to support the reporting requirements and guidelines set forth by the accrediting commission.

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
The President's Cabinet of senior administrators and direct reports advise and support the President's implementation of College and District policies in ways that are consistent with the

institutional mission. The President is also a member of the Chancellor's Cabinet and the Chancellor's Advisory Council, a participatory governance group that also includes the leaders of the Academic Senate, Classified Senate, student government from the two colleges, and bargaining union representatives. This latter group engages in the review and revision of board policies and administrative procedures as well the review and update of District planning documents [REF: CAC agenda item 3_26MAY23; CAC agenda item 4_28APR23]. The President ensures that the discussions and resulting planning, policies, and procedures are communicated to the College and operationalized in a consistent manner to ensure College and District alignment.

The President is responsible for the oversight and management of institution's financial resources. After the Mission Informed Planning Council (MIP-C) approves the budget request list submitted by the resource allocation team, the President makes the final determination about funding the prioritized requests. The College mission and its strategic priorities (along with District policies and regulations) inform the President's budget prioritization process. The President also reviews the funding recommendations from categorial funding, including the Student Equity and Achievement and Strong Workforce funds (in consultation with the Dean of Institutional Equity, Inclusion and Diversity for equity funding and the Associate Vice President of Workforce Development and Career and Technical Education for workforce funding). The position also signs contracts for the College, including independent contractor assignments and grant applications.

Communication from the President' Office regarding College and District statues, regulations and policies occur through multiple channels. There is an alert that can be set at the top of the College website or through the single sign-on landing page. The President also sends all-campus emails, holds listening sessions, conducts briefings, attends constituency groups' meetings, leads town halls, participates in campus events, and engages in governing board meetings.

Analysis and Evaluation
The President works to demonstrate that policies and practices are administered consistently in an open and transparent manner. They communicate statutory and compliance expectations for informed decision-making, whether as chair of the College's main participatory governance body or at Board of Trustees meetings.

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

Evidence of Meeting the Standard
The Foothill College President actively, clearly, and regularly communicates with the internal and external campus community. The President's Office maintains a web page that

communicates decisions and processes, reports and publications, strategic planning documents, governance committees, accreditation documents, and the President's communications to the College community [REF: https://foothill.edu/president/index.html; https://foothill.edu/president/messages.html].

The President's communiques relate to weekly events, ongoing priorities, and accolades for the College. The President also engages in communications via social media platforms that allow for interactive exchanges with the community [REF: ANY EVIDENCE HERE?]. The President leads College events such as Opening Day and town halls [DO WE NEED EVIDENCE HERE?]. Strategic objectives are identified and communicated to the College annually [REF: College Opening Day, ADVISORY COUNCIL].

As the Mission Informed Planning Council (MIP-C) chair, the Pesident ensures that all constituencies are informed about College priorities, opportunities, and challenges. They often attend other participatory governance meetings, including Academic Senate, Classified Senate, and Associated Students of Foothill College (ASFC). They also play a key role in championing various initiatives, such as the Mentor Mindset partnership. The president also engages in listening sessions, gathering feedback from employees to help identify College priorities for strategic planning and institutional effectiveness purposes.

The President is also engaged outside of the immediate campus and is active in the local community. [REF: NEED TO EXPAND TO FIT KRISTINA'S ROLE]

Analysis and Evaluation
The President regularly and clearly communicates with internal and external communities through a variety of modalities, including in-person and digital formats.

Conclusions on Standard IV.B: Chief Executive Officer
The College President leads the institution in its ongoing demonstration of academic quality and institutional effectiveness. The President ensures that College practices reflect the mission, vision, and values, while remaining in compliance with statutes, regulations, governing board policies, and accreditation Standards and guidelines.

The President also manages a senior administrative team and is responsible for building and evaluating these individuals. The position engages in decision-making processes that are documented and inclusive as reflected in the Mission Informed Planning Council (MIP-C) operating guidelines and procedures. Communication from the President occurs regularly and frequently, whether in person or virtually. The President maintains a community presence with local, regional, statewide, and national organizations.

Improvement Plan(s)
None needed.

Evidence List
[Provide list of all evidence cited within Standard IV.B.]

C. Governing Board

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

Evidence of Meeting the Standard

The Foothill-De Anza Community College District Board of Trustees is charged by California Education Code, Section 70902, with responsibility for establishing academic standards, approving courses of instruction and educational programs, and determining and controlling the operating and capital budgets of the District. Board policy and administrative procedures outline the role of the board [REF: BP/AP manual]. Board policy 2200 explicitly states the board, "carries out the philosophy, mission and priorities of Foothill-De Anza Community College District" [REF: BP 2200]. These responsibilities identify students and their progress as the central purpose, with the District charged to support a climate that prioritizes teaching and learning. Additionally, the Board has authority for the financial stability of the District. This responsibility includes adopting sound fiscal management principles and requires, at a minimum, quarterly reports on the District's financial and budgetary condition that are included as standing items on the Board's adopted meeting calendar [REF: BP 3000; BP 3112].

In support of the District mission and continuous improvement at the College, the governing board consults collegially with the Academic Senates on academic and professional matters and to ensure the joint development of policies in critical areas such as educational program development and program review. Following the recommendation of the Academic and Professional Matters Committee, which includes leaders of the College and District Academic Senates and administration, the Board adopts policies on a wide range of matters, including curricular offerings, graduation requirements, and program discontinuance [REF: BP 2223].

The Board of Trustees ensures the financial stability of the District through adoption of annual budgets. Adhering to policy, the process starts with analysis of the Governor's Proposed Budget, continues with the approval of the tentative budget, and concludes with a public hearing. Presentations to the governing board provide detailed information and multi-year projections [REF: BP 3100; BP 3110; Tentative Budget Approval; FY23 Budget Adoption].

Analysis and Evaluation

As established in policy and documented in practice, the Foothill-De Anza Community College District Board of Trustees has authority over and responsibility for regularly reviewed policies that ensure the academic quality, integrity, and effectiveness of student learning programs and services and the financial stability of Foothill College.

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

The Board of Trustees pledges in its philosophy statement, "to work together on behalf of our community in a spirit of cooperation and collaboration." The pledge is underscored in the Board's code of ethics policy, which requires trustees to "work with fellow Board members in a spirit of harmony, respect and cooperation, acknowledging that differences of opinion will arise," "base personal decisions upon all available facts in each situation, vote honest conviction in every case, and respect the final majority decision of the Board," and "remember at all times that an individual Board Member has no legal authority outside the meetings of the Board and conduct all relationships with the college staff, students, local citizenry and media on the basis of that fact." [REF: BP 2200; BP 2715]

While the governing board does not always vote unanimously, trustees accept and support the decision of the majority. The Board's own self-evaluation reflects an unanimous opinion that trustees are adhering to the philosophy statement and to the code of ethics statements that relate to collective action [REF: Board Self-Eval Agenda Item; Board Self-Eval Summary 2021-22].The Board's commitment to this ethos is reflected in the adoption of a resolution changing from at-large to trustee area elections and the approval of a final trustee area map plan and sequence of election. The minutes of the meeting reflect debate over the final map plan and sequence of elections. The final vote was not unanimous; however, following the vote, individual trustees have acted in support of the Board's collective decision [REF: Transition to Area Elections; BOT Meeting minutes 2/14/2022; MINUTES SCREENSHOT (ITEM 14).

Analysis and Evaluation
The governing board has adopted policies that acknowledge its responsibility to act as a collective entity. The Board demonstrates support for its policies and decisions and meets the high standards set for the conduct of its members included in its philosophy and code of ethics.

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

The Board has clearly defined policies for the selection and evaluation of the District Chancellor. Board policy 2431 states that, "in the event of a Chancellor vacancy the Board shall establish a search process to fill the vacancy" [REF: BP 2431]. The governing board adopts a timeline for a

nationwide search and approves the search committee composition, the committee charter, and the search profile [REF: Search Timeline & Committee Charter; Search Committee Roster; Search Profile].

Board policy requires that the Chancellor be evaluated at least annually, and performance goals and objectives developed jointly between the Chancellor and Board [REF: BP 2435]. Institutional performance is a key indicator of the chancellor's success in performance of duties. An example of this expectation is the requirement that the chancellor align goals with the Board's equity and student success priorities and report to the Board on progress in meeting the goals at least twice per year.

The governing board meets in closed session at the beginning of each fiscal year to conduct a written evaluation of the Chancellor and to set performance objectives related to the goals and mission of the District. The Chancellor's annual and mid-year evaluations and progress reports are part of the Board's comprehensive meeting calendar approved in August of each year [REF: BOT Calendar: Feb & Sept ; BOT Minutes 08/02/21 – REPLACE LANDING PAGE LINK WITH MINUTES—ALREADY UPLOADED IN CANVAS; BOT Minutes 02/14/22 – REPLACE LANDING PAGE LINK WITH MINUTES—ALREADY UPLOADED IN CANVAS].

Analysis and Evaluation

The governing board has clearly defined policies for the selection and evaluation of the chancellor. In keeping with the Chancellor selection policy, a comprehensive, fair, and open process is established followed by the Board to select the next chancellor. A process for evaluating the Chancellor is defined in policy, and the Chancellor's evaluation, which includes annual goal setting, is conducted in accordance with policy.

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

The Foothill-De Anza Community College District Board of Trustees is an independent, policy-making that reflects the public interest in the institution's educational quality. The governing board consists of five publicly elected trustees selected by voters from five geographic areas within the District's boundaries and two student trustees, one from Foothill College and one from De Anza College, selected annually by the student body [REF: Trustee Area Map Adoption]. Citizens of the District are appointed to the Board's Audit and Finance Committee and Citizens' Bond Oversight Committee. The Board has also taken the initiative to include community members on major search committees such as those for the Chancellor and college Presidents [REF: Chancellor Search Committee members].

The governing board has regularly reviewed policies that address conflict of interest, expectations for ethical behavior, political activity, and communication among board members [REF: BP 2710; BP 2712 ; BP 2715 ; BP 2716 ; BP 2720]. The conflict of interest policy requires trustees to disclose potential conflicts and prohibits trustees from financial interest in any

contracts made by the Board. Trustees annually file a Statement of Economic Interests form required by the Fair Political Practices Commission and kept on file with the Santa Clara County Clerk of the Board of Supervisors and the District Chancellor's Office.

Analysis and Evaluation

The Board of Trustees regularly encourages and enables citizens' participation in public meetings and on appropriate committees. The Board is a strong advocate for the colleges, and trustees are actively involved in local, state, and national efforts to improve student success, strengthen legislation, and increase funding for community colleges. The Board is independent, with members elected by eligible voters who reside within five trustee areas. The Board also works to shield the colleges from undue influence and 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

Board Policy 4020 regarding program, curriculum, and course development states that "programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency." [REF: BP 4020]. Board policies related to fiscal management, preparation of the budget, and reports on the District's financial condition further define the governing board's responsibility to safeguard the financial integrity and stability of the District [REF: BP 3000; BP 3110; BP 3112].

The District Strategic Plan includes priorities related to student achievement, learning and support services, and fiscal responsibility [REF: District Strategic Plan 2017-2023]. The plan incorporates priorities derived from the District mission and supported by goals and strategies aligned with the colleges' educational master plans and the District's defined planning cycle [REF: District Planning Cycle].

Minutes of governing board meetings provide evidence that the district adheres to its policies to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them board policy and that the Board bears ultimate responsibility for educational quality, legal matters, and financial integrity and stability. Curriculum and fiscal matters appear on agendas with regularity, conferences with legal counsel are included on closed session agendas when necessary, and the governing board seeks and acts on the advice of legal experts in matters such as bond issuance and the California Voting Rights Act.

Analysis and Evaluation

The District's governing board has established policies consistent with the District mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. Regular in-depth discussions regarding student achievement and resource allocation are conducted at governing board meetings, and institutional plans are approved by the Board. Board policies and meeting minutes provide proof that the governing board retains ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

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

The governing board publishes an online Board Policy and Administrative Procedures Manual that is displayed prominently on the Board of Trustees section of the District website [REF: BP/AP Manual; BOT Website – ALREADY UPLOADED SCREENSHOT INTO CANVAS]. Chapter 2 of the manual includes policies specifying the Board's size, duties, responsibilities, and operating procedures [REF: BP 2010; BP 2015; BP 2110; BP 2200; BP 2305; BP 2310; BP 2330; BP 2340; BP 2640].

Analysis and Evaluation

The Board makes its policies available to the public in an online Board Policy and Administrative Procedure Manual that includes policies defining the Board's size, duties, responsibilities, structure, and operating procedures.

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

Minutes from each Board of Trustees meeting are posted on the Board's website and document decisions and actions that align with board policies. Examples include adherence to fiscal, public participation, and student services policies.

Board Policy 2410 indicates "policies of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority vote. Proposed changes or additions shall be introduced not less than one regular meeting prior to the meeting at which action is recommended." The governing board conducts an annual self-evaluation assessing its efforts to support the district mission, uphold ethics and behave in manner consistent with policy and bylaws [REF: Board Self-Eval Agenda Item; Board Self-Eval Summary 2021-22].

The District has long held a contract with the Community College League of California (CCLC) for its policy and procedure service. The CCLC's service provides policy and procedure templates that are vetted by legal counsel and updated twice per year to reflect changes in laws and regulations. Because the District's policy numbering system and base policy structure differ significantly from the CCLC system, efforts at keeping policies and procedures up-to-date and relevant have met with limited success. For this reason, the District is in the process of systematically reviewing all policies and procedures [DO WE NEED TO CITE EVIDENCE HERE? MAYBE JUST A LIST OF THE BP/AP REVIEWED THIS YEAR?]. Despite consistent progress, a full review of all policies and procedures has been delayed by limited staff in the Chancellor's Office, turnover of key personnel, and competing priorities among committee members.

Analysis and Evaluation

The governing board acts in a manner consistent with its policies. The Board has a process for the regular assessment of its policies in fulfilling the mission and revises them as necessary. Despite imited staff and personnel turnover, the District is prioritizing the review of all policies and procedures by methodically bringing each up for review at Chancellor's Advisory Council, sharing with key constituencies for feedback, and seeking Board approval on any revisions and updates.

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

The governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality. Progress reports on student metrics that include numbers of College Promise Grant recipients, Pell Grant recipients, AB 540 students, associate degrees and credit certificates, four-year college and university transfers, completers of transfer-level math and English within the first year, completers of nine or more career education units, and alumni who have attained the regional living wage, are provided at the Board of Trustees retreat [REF: BOT Retreat Metrics Review].

Board Policy 3250 charges the Chancellor to seek Board approval of institutional plans, a process that requires an examination of multiyear trends, institutional goals, and discussions about student learning and achievement data [REF: BP 3250 ; SEP 2019 BOT Approval; BOT Agenda SEP 2.0 ; BOT Agenda SEP 2022 ; BOT Meeting Minutes 12/12/22].

Analysis and Evaluation

The governing board regularly reviews and discusses student performance data and sets aside time for in-depth examination of college plans for improving academic quality and student success.

9. **The governing board has an ongoing 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

The Board of Trustees has an ongoing program for board development that includes regularly scheduled study sessions; attendance at conferences, workshops and webinars related to effective trusteeship and advocacy; participation in College and Districtwide professional development; and a comprehensive new trustee orientation. Governing board members complete sexual harassment and discrimination prevention training every two years and complete ethics training as part of orientation [REF: Discrimination/Harassment Training Email ; 9/5/18 New trustee orientation email https://foothilldeanza-my.sharepoint.com/:b:/g/personal/20139018_fhda_edu/EUOWjIcL0ChMifkfX3AZa2UBE5qSr1XoBmMVRNi9LQbvwg?e=Baq1qj –THIS LINK DOES NOT WORK].

The annual meeting calendar includes scheduled retreats, and the conference calendar lists conferences trustees are authorized to attend each year without separate advance approval [REF: BP 2740 ; BOT 2023 Calendar; BOT Conference Calendar]. Trustees provide a report of workshops and conferences attended during regular meetings [REF: BP 2735]. Trustees regularly participate in professional development opportunities offered by the colleges and District, including Opening Day activities and workshops. Board members also attend a special meeting on their roles and responsibilities for accreditation [REF: BOT ACCJC Training; ACCJC Training Minutes].

Two trustees participate in a year-long Trustee Fellowship and Trustee Fellowship Intersession Project, designed by the California Community Colleges Chancellor's Office in partnership with the Aspen Institute College Excellence Program and Foundation for California Community Colleges [REF: 6/19/20 Trustee Fellowship agenda Trustee Fellowship Participant Agenda June 19 - IVC9.pdf; 7/24/20 Trustee Fellowship agenda Trustee Fellowship Participant Agenda - July_IVC.docx].

All governing board candidates are provided with publications prepared by the Community College League of California related to California community college governance and a list of online resources to help them learn more about the District and its two colleges. Candidates are also invited to an orientation session that covers the mission of the District, opportunities and challenges, roles and responsibilities, and District and College governance. The Board President, executive administrators, and faculty, staff, and student leaders give brief presentations and answer questions during the orientation session.

Orientation begins immediately upon trustee confirmation and requires attendance at the Community College League of California's Effective Trustee Workshop; completion of sexual harassment and discrimination prevention, ethics, and accreditation trainings; and review of materials relevant to the role of a trustee [REF: Candidate Orientation Invitation; New Trustee Orientation Email]. New student trustees are encouraged to attend the Community College League of California's Student Trustee Workshop each August and other conferences throughout their terms of office.

Board members are elected to four-year terms pursuant to Board Policy 2100 [REF: BP 2100]. In keeping with the requirement for staggered terms, trustee areas 2 and 4 were elected in November 2022, and elections to fill trustee areas 1, 3, and 5 will be held in 2024.

Analysis and Evaluation

The governing board has a comprehensive process for trustee orientation and a documented commitment to board development. Formal policies provide for staggered terms of office and continuity of membership.

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

Board Policy 2745 defines the governing board's commitment to and process for annual self-evaluation [REF: BP 2745]. The Board has a consistent record of conducting its annual self-evaluation with full participation from all elected members. The evaluation instrument asks trustees to measure individual and collective performance ~~related to the Board's philosophy, mission, and ethics statements and to identify strengths, weaknesses, and ways to improve~~ [REF: Board Self-Eval Agenda Item; Board Self-Eval Summary 2021-22]. In odd years, the governing board solicits feedback from the Chancellor's Advisory Council, public members of the Citizens' Bond Oversight Committee, Audit and Finance Committee, and the executive committee of the Foothill-De Anza Foundation Board of Directors. In 2021, feedback from the student trustees who served during the evaluation period was also included for the first time. The Board uses retreats to discuss suggestions for improvement.

Analysis and Evaluation

The governing board has a defined process for evaluation that is consistently applied. The evaluation includes assessment of the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness, both from the perspective of trustees and from stakeholders. Results of the annual self-evaluation are shared with the public during the July regular meeting, prior to the development and adoption of Board priorities in August.

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. (ER7)

Evidence of Meeting the Standard

The Board of Trustees has a long-standing code of ethics policy that clearly outlines the standards expected of all governing board members [REF: BP 2715]. ~~The Foothill-De Anza Community College District is a public institution formed under state law and governed by a locally elected board of trustees.~~ In accordance with state law and board policy, Board members are prohibited from employment with the District and may not hold an incompatible office [REF: BP 2010].

The District's governing board adopted a conflict of interest policy that ensures governing board members disclose financial interests and do not financially benefit from Board decisions [REF: BP 2710; AP 2710]. Trustees routinely file annual statements of personal financial interest pursuant to the conflict of interest policy, the conflict of interest code, and the Political Reform Act. Statements of economic interest are kept on file in the district Chancellor's Office and with the Santa Clara County Clerk of the Board of Supervisors.

Analysis and Evaluation

Trustees are elected by the public, prohibited from having employment or financial interest in the District, and disclose all potential conflicts. The governing board's long-standing policies on both conflicts of interest and ethics demonstrate a deep and abiding commitment to the highest ethical standards. The governing body of the District complies with an established code of ethics, a conflict of interest policy, and relevant statutory law as to the conduct, notice, and reporting of meeting actions and information.

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

~~Consistent with Board Policy 2430 Delegation of Authority to Chancellor, the Board of T~~ The governing board delegates the District Chancellor the executive responsibility to administer board policies and execute all decisions requiring administrative action [REF: BP 2430]. The Chancellor may delegate any powers and duties entrusted to them, including the administration of each college and center, but is specifically responsible to the Board for the execution of such delegated powers and duties. The Chancellor is held accountable for the operation of the District through regularly scheduled performance evaluations [REF: BP 2435]. The Chancellor is also empowered to reasonably interpret board policy. As such, board members will remind the public that the Board's role is oversight, not creating plans for the colleges [REF: BOT Minutes – #18 Highlights].

Analysis and Evaluation

The governing board establishes policies that delegate authority to the Chancellor to implement and administer board policies and provide for a clearly defined separation between the roles of the governing board and CEO. The Chancellor provides leadership for the District and implements and administers policies without Board interference. The governing board holds the Chancellor accountable through an evaluation process documented in board policy and sets expectations for regular reports on institutional performance through policy and its adopted meeting calendar.

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

The Board of Trustees recognizes the importance of accreditation and its participation in the process [REF: BP 3200]. Trustees are provided the Commission's "Guide to Accreditation for Governing Boards," and a liaison is appointed as part of the process [REF: BOT Agenda Accreditation Liaison]. New trustees are encouraged to view the accreditation resources on the Commission's website as part of their orientation [REF: New Trustee Email].

The governing board held a special meeting to receive training from the ACCJC regarding the roles and responsibilities of the governing board related to accreditation [REF: Accreditation BOT Roles; BOT Meeting minutes 09/16/21]. Trustees also participated in a comprehensive review of the accreditation process that covered the purpose of accreditation, the accreditation cycle, components of the Institutional Self Evaluation Report, and team roles and timelines [REF: BOT Minutes ISER Presentation Item 16 – REPLACE THIS LINK WITH PDF MINUTES—ALREADY UPLOADED IN CANVAS]. The Board of Trustees is informed of the College's accredited status and related ACCJC communication, and also reviews and approves all institutional accreditation reports [REF: BOT Midterm Rprt Approval].

Analysis and Evaluation

The governing board is informed and actively involved in the accreditation process. Board members review and approve all institutional accreditation reports.

Conclusions on Standard IV.C. Governing Board

The Foothill-De Anza Board of Trustees has a clearly delineated role within the District. Board policies identify the governing board's authority over and responsibilities for policies that ensure student learning and achievement as well as the financial stability of the College. The governing

board supports the allocation of resources that reflect the District and College mission and adequately support and sustain the College.

Additionally, the Board is responsible for selecting and evaluating the Chancellor. The Board has a regular process for evaluation and feedback to assess its own effectiveness in promoting and sustaining academic quality and institutional effectiveness. Trustees participate in ongoing professional development to improve performance, and staggered terms of office ensures leadership continuity. Board members receive orientation and trainings on accreditation-related requirements, policies, and process, including the trustees' role in the accreditation process.

In exercising its authority, the Board ensures policy development reflects public and student interests in educational quality. The Board regularly reviews policies and revises them as necessary. As District staff stabilizes, recent efforts are leading to a more regular continuous process of review.

The governing board's role also includes reviewing key indicators of student learning and achievement along with institutional goals and objectives aimed at improving academic quality. The board works collaboratively with the College to enact policies and initiatives to support equitable outcomes for all students as it approves institutional-level planning documents, such as the Educational Master Plan, Strategic Vision for Equity, Student Equity Plan, and Facilities Master Plan. The board also develops and supports its own district mission and a strategic plan that is supported by a defined planning cycle.

The governing board functions as an independent body and operates with integrity. Trustees are expected to uphold a code of ethics and conflict of interest policy that list consequences should these policies be violated. 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.

D. Multi-College Districts or Systems

1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/ system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard
The Foothill-De Anza Community College District Chancellor establishes and communicates expectations of educational excellence and integrity through both direct and indirect

communication channels. The Chancellor convenes weekly Cabinet meetings with the college Presidents, Vice Chancellors, Senior Advisor to the Cshancellor, and coordinator of communications and public affairs to set expectations and engage senior leadership in communicating expectations and setting priorities.

The effective operation of the College is supported through an organizational structure with multiple layers of reporting responsibility that ultimately culminate in the Chancellor's leadership and oversight. The related administrative procedure charges the college Presidents and Vice Chancellors with determining the lines of management and supervisory responsibility within their operational units. [REF: Board policy 3100 Organizational Structure http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9MB5EN743F6C; Administrative procedure 3100 Organizational Structure http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TVP4E609F91]

Despite the delegation of authority, the Chancellor carries executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board that necessitate administrative action. The Chancellor is empowered to reasonably interpret board policy and to take action where Board policy does not exist or is lacking. The Chancellor also must ensure compliance with relevant laws and regulations and that required reports are submitted in a timely fashion. [REF: Board policy 2430 Delegation of Authority to Chancellor http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9MFQTN60C8CE]

Regular meetings of the Board of Trustees, Chancellor's Advisory Council, Academic and Professional Matters Committee, all administrators and supervisors, and senior administrators provide additional forums for the Chancellor to provide leadership in setting and communicating expectations.

The Chancellor's open office hours provide an opportunity to emphasize the District's commitment to excellence, spotlight the work of the campuses, provide operational updates, and share important statewide and national educational trends in an informal format. Traditionally held once per quarter on each campus, the open office hours were changed to weekly Zoom meetings at the start of the pandemic to facilitate communication and community. Throughout the pandemic, the meetings were routinely attended by 200-300 employees as well as students and community members.

These regular leadership meetings allow the chancellor to establish alignment between the colleges and district and provide a forum to openly discuss challenges and opportunities and come to agreement on recommendations for supporting the colleges, ensuring effective operations. The chancellor also conducts individual meetings with the college presidents and vice chancellors on a regular basis to ensure that roles and responsibilities are clearly communicated and that the district remains proactive in addressing emerging issues.

Analysis and Evaluation

The Chancellor communicates expectations for educational excellence and integrity and ensures support for effective operations through regular and ongoing meetings and events across the District. The Chancellor has established structurally clear roles of authority and responsibility between the colleges and the District to ensure effective functioning.

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

The Chancellor delineates, documents, and communicates operational responsibilities and functions of the District from those of the colleges and adheres to this delineation in practice. The District's organizational structure administrative procedure outlines operational responsibilities for and delegates ~~to the college presidents and the vice chancellors of Business Services, Human Resources & Equal Opportunity, and Technology~~ the responsibility for delineating lines of management and supervisory roles. [Evidence: Board policy 3100 Organizational Structure http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9MB5EN743F6C; Administrative procedure 3100 Organizational Structure http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TVP4E609F91)

A delineation of functions map that clarifies responsibilities of the colleges and Central Services in meeting accreditation standards was developed in consultation with the vice chancellors and colleges and shared districtwide. The functional map was discussed with the Board of Trustees, as well as reviewed and accepted by the Chancellor's Advisory Council [REF: 9/12/22 Board of Trustees meeting agenda item 16. Accreditation Update http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=CHYUNW7CEEE1 10/28/22 Chancellor's Advisory Council meeting agenda packet https://www.fhda.edu/_about-us/_participatorygovernance/_102822CACagendapacket.pdf 4/28/23 Chancellor's Advisory Council meeting agenda packet and meeting summary (not yet posted https://www.fhda.edu/_about-us/_participatorygovernance/_cac-agenda-and-meeting-summaries.html ; District Functional map https://research.fhda.edu/_downloads/2023%20District%20Delineation%20of%20Functions%20-%2005.09.23.pdf].

The chancellor meets weekly with the college presidents and vice chancellors and at least once per quarter with the district and college senior to ensure adequate resources are deployed in support of the college missions.

Districtwide participatory governance groups facilitate communication between the district and colleges, provide a forum for expressing concerns about district services that support the colleges in achieving their missions, and act as a feedback mechanism to provide assessment of the effectiveness of district services. Districtwide participatory governance groups also are instrumental in developing and approving the districtwide plans that support the college missions.

The Chancellor advises on district plans including the district technology plan, the districtwide strategic plan, facilities, energy, and sustainability plans, which are designed to support the needs of the colleges, differentiate the responsibilities of the colleges and district, and provide data-driven metrics for measuring success.

To support the college missions, Central Services, which includes the Chancellor's Office, Business Services, Human Resources, and Educational Technology Services, provides high-quality services to both colleges that serve to minimize costs, ensure consistency, and avoid duplication of effort.

Foothill-De Anza Community College District has allocated funds based on full-time equivalent students (FTES) using a 40/60 percent split of FTES produced annually. Foothill College receives 40 percent of the total revenue allocation for both colleges, and De Anza College receives 60 percent. Members of the District Budget Advisory Committee, Chancellor's Cabinet, and the governing councils of Foothill and De Anza review the process regularly and have been considering changes to the allocation process as part of the district's overall reimagining effort [REF: Resource allocation graphic (to be posted here once approved by the Chancellor's Advisory Council) https://research.fhda.edu/planning.html ; Board Priorities 2022-2023 http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=CHB3UB088A41].

Beyond the metrics included in institutional plans and feedback received through the governance process, district services are assessed through a variety of surveys and reports. External auditors conduct an annual financial audit of all Foothill-De Anza's funds, books, and accounts, and the district contracts for an annual performance audit of the bond program and periodic performance audits [REF: Annual audited financial statements https://business.fhda.edu/financial-reports/index.html; Measure C and G financial and performance audit reports https://bonds.fhda.edu/annual-reports/].

Other mechanisms in place to assess the effectiveness of district services include regular reports on risk management and environmental compliance services; the Measure G and C Citizens' Bond Oversight Committee annual report, which provides an independent assessment of the District's construction bond program; and surveys administered by Educational Technology Services and Facilities to determine user satisfaction with regard to help requests. [REF: 12/12/22 Board of Trustees meeting agenda item 25. 2022 Annual Risk Management Report http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=CJNSK472D88112/13/21; Board of Trustees agenda item 22. Environmental Compliance Annual Update http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=C9DPZ466FDD1); 3/13/23 Board of Trustees agenda item 2. 2021-2022 Citizens' Bond Oversight Committee Annual Report http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=CPKVM98161B3]

Finally, each administrative unit evaluates its support for the institutional mission through administrative unit reviews that include an assessment of progress toward meeting goals related to the District Strategic Plan and a realignment of objectives supporting goals. [REF: Administrative unit reviews https://research.fhda.edu/planning.html; Chancellor's Office AUR].

Analysis and Evaluation

The Chancellor has created an organizational structure that sets forth the authority of each operational unit and has cooperatively developed and widely shared a functional map that delineates operational responsibilities and functions of the colleges and the District. The District employs multiple data-driven measures to evaluate the effectiveness of District services and to ensure that the colleges receive adequate support in achieving their missions.

3. **The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the college and district/system. The district/system CEO ensures effective control of expenditures.**

Evidence of Meeting the Standard
Board policies entrust the District Chancellor with overall responsibility for sound fiscal management and responsible stewardship of resources. ~~to ensures effective control of expenditures as outlined in policies that entrust the chancellor , including the duty to "provide responsible stewardship of available resources; maintain fiscal planning processes that address short- and long-term educational missions, goals and objectives and include constituency input; maintain adequate cash and fund balance reserves to meet short-term and long-term needs, obligations and liabilities; and implement and maintain effective internal controls."~~ District budgets are required for resource allocation planning, and the Chancellor must report to the Board at least quarterly regarding the District's financial and budgetary condition. ~~"allocation of resources to instructional and support programs consistent with the District's mission, goals and priorities" and reflect "a balance between resources and expenditures." The chancellor is~~

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required by policy to report in detail . [REF: Board policy 2200 Board Philosophy, Mission, and Roles and Responsibilities http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9M9UA668AFEB; Board policy 3000 Principles of Sound Fiscal Management http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TTLNL57597E; Board policy 3100 Budget Preparation http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TTM6J59B51B; Board policy 3112 Reports on District's Financial Condition http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9TTMK45B85E7]

The District Budget Advisory Committee (DBAC), a Districtwide participatory governance body, meets multiple times throughout the year to discuss resource allocation policies and strategic issues. Committee members report back to constituent groups, and the Chair provides periodic reports to the Chancellor's Advisory Council. Management, faculty, and staff are given appropriate opportunities to participate in and influence the development of College financial plans and budgets. Personnel resource planning is closely integrated with budget planning. When the district receives its state allocation, it is reviewed by many district and college groups before being allocated to the colleges and Central Services. The involvement of multiple college and district committees helps ensure that the process is fair, well understood, and reflects a realistic assessment of needs and priorities of each institution. [REF: Resource allocation graphic (to be posted here once approved by the Chancellor's Advisory Council https://research.fhda.edu/planning.html] [REF: District Budget Advisory Committee website https://www.fhda.edu/_about-us/_participatorygovernance/district-budget-advisory-committee-@dbac~/].

 The vice chancellor of Human Resources sits on the District Budget Advisory Committee with the vice chancellor of Business Services. Additionally, both vice chancellors serve on the Chancellor's Advisory Council (CAC) with its districtwide constituency representation.

Analysis and Evaluation

The Distric has policies for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the College and District. The District follows a resource allocation process that is College-centered and provides opportunities for constituency review and feedback. The Chancellor is responsible for effective control of expenditures.

The District and the two colleges follow standards of best practices that include establish annual financial projections, issue quarterly budget reports, maintain adequate cash and fund balance reserves, following responsible investment practices, and maintaining a balanced budget. External auditors provide annual audit reports and have issued clean, unmodified opinions for more than a decade. To ensure a process that is fair, well understood, and realistic in assessing

the needs of each college, the district follows a resource allocation process that is college-centered and provides opportunities for constituency review and feedback.

4. **The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.**

Evidence of Meeting the Standard

The Chancellor has delegated full responsibility and authority to the college Presidents to implement and administer delegated District policies without interference. The delegation is documented in District policies and procedures. The chancellor is permitted by board policy to "delegate any powers and duties entrusted to him/her by the Board including the administration of each college and center" and required to "establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District." [REF: Board policy 2430 Delegation of Authority to Chancellor http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9MFQTN60C8CE; Board policy 2100 Organizational Structure http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=9MB5EN743F6C]

Administrative procedure and the delineations of functions map delegates the administration of each college to its President and requires the president to delineate the lines of management and supervisory responsibility within their organizational units. The delineations of functions map further documents the separation of District and College responsibilities. [REF: AP 3100; District Functional Map].

Analysis and Evaluation
Per board policy, the Chancellor delegates full authority and responsibility to the college Presidents and holds them accountable for the operation of the colleges. The college Presidents implement and administer delegated policies in a manner that ensures the quality and integrity of programs, student services, and financial stability.

5. **District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.**

Evidence of Meeting the Standard
The District has established integrated processes for strategic, financial, facilities, and technology planning to optimize student learning and achievement. Planning is integrated with resource allocation at the district level through the budget review process.

District Strategic Plan priorities and goals are derived from the District mission statement and aligned with the colleges' educational master plans. The ~~colleges and the~~ District uses outcome metrics ~~in their respective planning documents~~ to determine the effectiveness of the integrated planning process. [REF: Planning cycle graphic https://research.fhda.edu/_downloads/Planning%20Cycle%209-19-22%20v2.pdf); Resource allocation cycle graphic (updated graphic to be posted here upon approval by Chancellor's Advisory Council https://research.fhda.edu/planning.html); District Strategic Plan (updated plan to be posted here upon approval by Chancellor's Advisory Council and Board of Trustees https://www.fhda.edu/_about-us/_planning-documents.html -- HAVE UPLOADED INTO CANVAS THE FIRST READ VERSION THAT WAS PRESENTED AT THE CAC MTG]

At the colleges, ~~level the~~ goals are developed through ~~the respective~~ participatory governance groups. The integration of these goals with the District's goals is documented in the District planning cycle. ~~with the district updating its plans immediately following the colleges to allow the colleges to establish their goals which may then be integrated into district plans. The District Strategic plan includes district goals as well as the integration of college goals~~ (updated plan to be posted here upon approval by Chancellor's Advisory Council and Board of Trustees https://www.fhda.edu/_about-us/_planning-documents.html).

Responsible parties are assigned to oversee District and College plans. Those parties are responsible for implementing the plans, collecting evidence of progress in attaining goals, and documenting activities and outcomes on an annual basis [REF: Refer to Standard I.C.5; District: ???]. The progress is shared annually with the College's governance bodies [REF: Refer to Standard I.C.8; and the Board of Trustees (REF:???)].

Analysis and Evaluation

District and College planning and evaluation are integrated to improve student learning and achievement and institutional effectiveness. The planning cycle allows for evaluation, reflection, and alignment between planning efforts. District plans are developed with Districtwide participation and are linked with College plans.

~~District planning starts with the college plans and goals, incorporates the district mission and plans accordingly for district-led initiatives. This includes district-level program review, administrative unit outcomes and resource allocations, and district goal setting, implementation and evaluation. The District makes an effort to integrate college goals into district goals and align district goals with college goals when appropriate.~~

~~At the college level, each campus engages in its own planning cycle within the seven-year accreditation cycle which also includes a review and update of its mission, strategic planning, program review, student learning outcomes assessment, resource allocations and goal setting and~~

~~evaluation. Each entity, college or district, oversees the respective plans, collect evidence, monitor implementation, evaluate achievement of goals, and share out progress on goal attainment.~~

6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

The Chancellor, Vice Chancellors, and college Presidents meet weekly in Chancellor's Cabinet to ensure effect operation of the colleges. Communication on important and complex topics is timely, accurate, and complete to allow for effective decision making.

The Chancellor's Advisory Council (CAC), serves as the primary governance group for the District. Members serve as a conduit for cross-District communication on a wide variety of issues, represent the interests of their constituency, and solicit feedback from their respective groups. CAC's membership includes the chancellor, college presidents, vice chancellors, and leaders of the academic and classified senates, employee groups, and student organizations, ensuring that all of the district's constituencies are given the opportunity to participate in district decisions that impact the colleges and are provided relevant information for college decision-making in a timely manner. Agendas and minutes for CAC meetings are posted publicly. [REF: CAC Agendas/Minutes]. Reporting to the CAC are six districtwide committees: District Budget and Advisory Committee, District Diversity and Equity Advisory Committee, Educational Technology Advisory Committee, Energy and Sustainability Advisory Committee, Human Resources Advisory Committee, Police Chief's Advisory Committee, and one task force on Affordable Housing.

The Chancellor reinforces and supplements communication ~~is reinforced and supplemented by the chancellor~~ through regular email updates, open office hours, District Opening Day gatherings, the District website, and Districtwide informational meetings. [REF: Chancellor's Messages to Faculty and Staff https://www.fhda.edu/_chancellor/chancellor-messages.html; Districtwide Informational Sessions https://www.fhda.edu/_chancellor/InformationalSessions.html]

The District Governance Survey, conducted in spring 2017, 2019, and 2022, provides evidence that discussions in districtwide participatory governance committees are facilitated in a way that provides adequate opportunities for all constituency groups to participate and that the sharing of committee decisions/discussions occurs most often in person, by email, and in updates in committee meetings. [REF: FHDA Governance Survey Summary 2022

https://www.fhda.edu/_about-
us/_participatorygovernance/_FHDAGovernanceSurveySummary2022.pdf]

~~In addition to districtwide participatory governance groups, other committees/workgroups meet regularly and provide a conduit for information sharing. The Academic and Professional Matters Committee, which includes the academic senate leadership from both colleges, the chancellor, the college presidents, and the college instructional vice presidents and associate vice presidents, is one such committee. Chancellor's Cabinet, all administrators and supervisors, and senior administrators also meet regularly to support the flow of information critical to decision making and effectiveness.~~

~~The Chancellor holds monthly online office hours which are highly attended and to provide a means of communication, leadership and guidance to the colleges in addition to accurate and complete information to all employees. These office hours are placed on all employees' Outlook calendars and are open to all employees and trustees to attend. Traditionally held once per quarter on each campus, the open office hours were changed to weekly Zoom meetings at the start of the pandemic to facilitate communication and community. Throughout the pandemic, the meetings were routinely attended by 200-300 employees as well as students and community members. Chancellor's Open Office Hour [REF: https://www.fhda.edu/_chancellor/chancellor_chat_links.html].~~

Analysis and Evaluation
The organizational structure of the District ensures timely, accurate, and complete communication for effective operation of the colleges. Chancellor's Cabinet meetings provide a forum ~~between the Chancellor, Vice Chancellor's, and the college presidents~~ to discuss operational policies, procedures, and challenges. The Chancellor uses multiple means to disseminate information and gather feedback from all constituency groups. ~~through the open office hour, monthly CAC meetings, which meeting agendas and minutes are posted online. Other means include Opening Day presentations, All Administrator and Manager meetings, and emails directly from the Chancellor to all employees.~~

The CAC engages representatives from each college and the District, with representatives from each of the employment groups — including students — and bargaining units to work on key operational areas in order to provide recommendations to the Chancellor. This governance structure with representatives from each campus, the district, and among each employee group and bargaining unit, ensures that information is timely (at least monthly), accurate (informed by the expertise of each member representing their area or constituency group), and complete (feedback and input is representative of all groups). The committee's recommendations on policies and procedures are presented at the governing board for approval.

7. **The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

Evidence of Meeting the Standard

Under the Chancellor's guidance, the District regularly evaluates the effectiveness of District and College role delineations, governance, and decision-making processes. In spring 2023, the Chancellor's Advisory Council evaluated its delineation of functions map. [REF: District Functional Map]. The District planning cycle provides a timeline for regular evaluation and revision of District and College strategic plans. [REF: District Planning Cycle].

The District Strategic Plan documents decisions made during a districtwide collaborative planning process that draws from and builds upon the colleges' educational master plans, and the The planning process also provides an opportunity for the collective community to engage in analysis and discussion of District and College strategies, goals, and metrics for tracking progress with college goals (Evidence: District Strategic Plan (updated plan to be posted here upon approval by Chancellor's Advisory Council and Board of Trustees https://www.fhda.edu/_about-us/_planning-documents.html)].

The District Governance Survey, conducted in spring 2017, 2019, and 2022, shows general agreement that constituency groups are adequately represented in participatory governance committees, roles and responsibilities of committee members are clear, the work of the committees effectively supports the mission of the District, discussions allow adequate opportunity to participate, and decisions are made in an appropriate manner [REF: FHDA Governance Survey Summary 2022 https://www.fhda.edu/_about-us/_participatorygovernance/_FHDAGovernanceSurveySummary2022.pdf].

Feedback received through participatory governance and Board of Trustees meetings on increasing effectiveness in governance and decision-making processes resulted in the creation of the Affordable Housing Task Force and the evolution of the Police Chief's Advisory Council

into a Districtwide participatory governance committee [REF: 4/5/21 Board of Trustees meeting minutes item 12. Campus Safety Evaluation and Staffing IV.D.7 4-5-21 BOT minutes.pdf; 5/3/21 Board of Trustees meeting minutes item 15. Student and Employee Housing Prioritization IV.D.7 5-3-21 BOT minutes.pdf].

The Districtwide reimagining process initiated in summer 2021 included a series of information gathering sessions in spring, summer, and fall 2022 that surfaced priority areas of developing a new budget allocation model, creating a District Enrollment Management Committee, and improving business processes and alignment between the colleges. As a result of the research findings, the District Budget Advisory Committee began a review of alternate approaches to budget allocation, and the District Enrollment Management Committee launched in winter 2023 [REF: 12/12/22 Board of Trustees meeting agenda item 13. Reimagining Initiative Update http://go.boarddocs.com/ca/fhda/Board.nsf/goto?open&id=CLPQN86969F2; Reimagining initiative website https://www.fhda.edu/_chancellor/_reimagining/].
[Does this link back to the Standard which asks about how it assists the colleges in meeting educational goals for student achievement and learning?]

Analysis and Evaluation
The District Governance Survey assesses the College's awareness of the District's planning and decision-making processes. ~~The results are used to inform the Chancellor about how well the District's planning and decision-making processes are known and understood by constituencies.~~ District Institutional Research and Planning provides regular enrollment reports to the colleges. Review of these strategic metrics have occurred as part of the District reimagining effort.
[Other colleges talk about the strategic metric getting reviewed and reported out annually here, but we do not do this.]

Conclusions on Standard IV.D: Multi-College Districts or Systems