Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

IVA1. 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.

Descriptive Summary
NVC recognizes that its faculty, classified staff, and administrative/confidential staff are the most critical assets in delivering quality educational and student services programs. This shared governance approach is part of the culture and environment of the college and encourages participation of all constituent groups in accordance with need, function, and the law. NVC Board Policy D1140 outlines the college’s governance, decision-making, and responsibilities, including the manner in which all constituent groups participate in decision-making (Ev.1). The shared governance process at NVC occurs through many constituencies including the Academic, Administrative, and Classified Senates; Associated Students of NVC (ASNVC); the Planning and Budget Committees; the and the Council of Presidents. The process outlined in this policy includes clear roles and means for any member of the college community to participate in the decision-making process. The College recognizes that leadership and governance occurs at many levels throughout the organization and it is the sum of all these decisions and actions that allow the College to function and continually improve. Governance of the College is complex, with many polices, rules, regulations, agreements, and committees that are designed to facilitate decisions that support and improve institutional effectiveness. NVC has established clearly articulated policies that guide decision making and constituent group participation at all levels of the institution (Ev.1).

The college president and the Council of Presidents (COP) meet regularly to discuss suggestions and input from all constituent groups to ensure widespread participation in the governance process and institution-wide improvement (Ev.2,3). The COP is one of the key leadership groups for the college. Its membership is comprised of the college president and the presidents of the Academic, Administrative, and Classified Senates, and the president of the ASNVC. While not a decision-making group, the COP provides each constituent group with a channel for providing input to decision-making on critical issues facing the college. BP D1140 also establishes the mutual agreement (MA) process between the Academic Senate (AS) and the Board of Trustees (BOT), which is used to address the eleven academic and professional matters over which the AS has authority as defined in Title 5, §53200 of the California Code of Regulations (Ev.1).

Students participate in the shared governance process through the ASNVC, which ensures representation of students’ interests within the college. The ASNVC appoints representatives to district and Academic Senate committees to ensure that student perspectives are included in
decision-making. The ASNVC communicates to students through its officers, campus events, and the NVC Student Handbook (Ev.4).

Faculty and staff are empowered to improve services and programs through the Program Evaluation and Planning (PEP) and annual planning processes. PEP involves staff, faculty, administrators, and students in the evaluation of areas in which they are involved and allows for suggestions to improve course and program offerings. Representative verification teams review the PEP reports for accuracy and completeness. The PEP process reports are posted on the college’s website (Ev.5). In addition to cyclical program review, faculty and staff in Career Technical Education (CTE) programs meet regularly with program advisory committees to ensure that all programs offerings are appropriately aligned with current industry standards and needs (Ev.6).

NVC encourages its constituent groups to collaborate in decision-making roles and processes and has involved these groups in developing all institutional plans, including the 2015-2019 Strategic Plan (Ev.7) and the 2013-2023 Educational Master Plan (Ev.8). These broad institutional plans guide the Board of Trustees (BOT), the administration, and all programs and services as they take action to achieve the plans. The BOT receives written and oral reports on college programs and services, including formal program reviews through the Program Evaluation and Review (PEP) process (Ev.9,10).

**Self-Evaluation**

NVC meets this standard. NVC is committed to shared governance, open communication, and collaboration within the college environment and encourages all employees and students to take an active role in improving college programs and services and the learning experiences of students. The implementation of the authorities, responsibilities, and processes outlined in BP D1140 has established inclusive decision-making practices that effectively involve all campus constituent groups. BP 1140 provides clear authority and structure for systematic, participative processes. This is evidenced in the discussions and actions of the Council of Presidents, Mutual Agreement Committee, Planning and Budget Committees, District Committees, Academic Senate Committees, PEP reports, and other institutional processes in recent years, including forums to used to generate ideas for cost savings during the California budget downturn in 2010-11 (Ev.11), mission statement revision forums (Ev.12), and the Strategic Enrollment Management project (Ev.12), among other processes.

**Evidence**

1. BP D1140
2. BP D1140: Excerpt for Council of Presidents
3. Council of Presidents Sample Agendas and Minutes.
4. ASNVC Webpage: [http://www.napavalley.edu/studentservices/ASB/Pages/default.aspx](http://www.napavalley.edu/studentservices/ASB/Pages/default.aspx)
5. PEP Webpage: [http://www.napavalley.edu/AboutNVC/Planning/PEP/Pages/default.aspx](http://www.napavalley.edu/AboutNVC/Planning/PEP/Pages/default.aspx)
6. (Sample CTE advisory committee minutes)
7. (Strategic Plan Development Process and Timeline showing input)
8. (EMP development process and timeline)
9. (BOT minutes showing receipt of PEP reports)
10. (BOT minutes showing receipt of SP and EMP)
11. (Evidence of Budget Forums used to generate cost savings ideas)
12. (Evidence from Mission Statement forums)
13. SEM Final Report

IVA2. 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.

Descriptive Summary
NVC’s Board Policy D1140 establishes the authorities and responsibilities of the Board of Trustees, College President, administrative staff, faculty, students, and staff in decision-making and governance (Ev.1). Sections I through V of BP D1140 outline the processes for implementation, including a description and delineation of the collective bargaining process, the administrative process, the shared governance process, mutual agreement process, planning and budgeting process, processes for consultation with constituent groups, including direct reports to the BOT, and establishment of the Council of Presidents. The policy also establishes the committee structure for the institution, including delineation of membership, roles, and responsibilities between various committee types. Board Policy 2510 further specifies participation in local decision-making processes for each constituent group granted rights in the California Code of Regulations, Title 5. The NVC Decision-Making Guide (DMG) currently under development includes further explanation of committee structures, duties, membership, and place in the college governance and decision-making structure (Ev.2).

BP D1140 and 2510 provide for student participation and consideration of student views, including specific areas where students must be provided an opportunity to participate in the formulation and development of district and college policies and procedures, including: grading policies; code of student conduct; academic disciplinary policies; curriculum development; course and program discontinuance; processes for institutional planning and budgeting; standards for student preparation and success; student services planning and development; and student fees under the authority of the District (Ev.3).

BP1140 specifies the process for constituent group participation in decision-making at all levels of the institution, including decisions under the purview of employee associations; administrative decision-making within the unit, across multiple units, across service segments, college-wide, and in major campus decisions; the shared governance process in which constituent groups have legally defined roles and responsibilities under state regulations; and committees, including district
committees, academic senate committees, ad hoc committees, and special task forces. In this context, shared governance includes the Planning Committee and Budget Committees, reflecting NVC’s commitment to participatory decision-making at the highest levels of the institution. This component of policy includes the roles and responsibilities of the Council of Presidents (COP), a group currently composed of the college president and the presidents of each constituent group. While not a decision-making body, COP provides a single point of contact to ensure communication and information sharing between constituent groups and the college president (Ev.1).

Self-Evaluation
The College meets the standard. BP D1140 and 2510 provide the college with clear standards for constituent group participation in decision-making. The provisions of these policies are implemented using various committees, senates, and groups, ensuring that all campus groups have an opportunity to participate in the decision-making process, bring issues and ideas forward, and work cooperatively on policies and procedures for the College. Examples of those groups and committees are;

<table>
<thead>
<tr>
<th>Committee</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning Committee</td>
<td>The committee is responsible of setting institutional planning goals through an established process that allows all College groups to have meaningful and direct input into the direction of the institution. The Committee has representatives appointed from all campus groups (Ev.4).</td>
</tr>
<tr>
<td>Budget Committee</td>
<td>The committee is responsible of setting the institutional budget goals through an established process that allows all College groups to have meaningful and direct input into the spending proprieties of the intuition. The Committee has representatives appointed from all campus groups (Ev.5).</td>
</tr>
<tr>
<td>Mutual Agreement Committee</td>
<td>The committee is responsible for addressing the eleven academic and professional matters defined in Title 5, §53200 of the Education Code. The committee has representatives from the Academic Senate and College administration (Ev.6).</td>
</tr>
</tbody>
</table>
Council of Presidents  The Council is responsible for final review of all non-academic and professional policies and as a direct line of communication between the President of the College and individual groups on campus. The Committee consists of the President of the College, and the Presidents of the Academic, Administrative, Classified Senates, and the President of the Associated Students (Ev.7).

Academic Senate  The Academic Senate represents the interests of the faculty in issues and matters that are not addressed by collective bargaining. The Senate consists of all full-time faculty (Ev8).

Administrative Senate  The Administrative Senate represents the interests of the administrators and confidential employees with formal representation in determining institutional positions, policies, regulations, and procedures. The Senate consists of all administrators and confidential employees (Ev.9).

Classified Senate  The Classified Senate represents the interests of the classified in issues and matters that are not addressed by collective bargaining. The Senate consists of all classified members (Ev.10).

ASNVC  The Associated Students of Napa Valley College is a body of student-elected officers. These officers include, but are not limited to, a President, Vice President, Secretary, Chief Financial Officer, Public Relations Officer, Legislator Advisor, and several Senators representing each academic area of study, and a student trustee, who serves on the College Board of Trustees. ASNVC is responsible for appointing students representative to committees and representing the student interests (Ev.11).

D1140 and associated policies are currently being evaluated as part of a larger review of board policies. NVC can improve shared understanding of the participative processes outlined in D1140 through regular evaluation of this policy and related governance and decision-making processes and structures, to ensure that implementation of these policies is based on a shared understanding of the role of all constituent groups. The College is currently developing a DMG that illustrates the interrelated systems of committees, leadership, and governance. Likewise, the college clarified the application of D1140 through new and revised administrative regulations, including the development of AR2410, which outlines the process for policy and process policy and regulation evaluation and revision (Ev.12). Further evaluation and revisions are needed to ensure that future policy and process evaluations include explicit review of how policies and processes align with and
support the institutional mission, student learning, and student achievement. [See standards IV.A.7 and IV.C.7 for further discussion of this topic.]

**Evidence**
1. BP D1140
2. (DMG Draft)
3. BP 2510
4. Planning Committee Webpage: [http://www.napavalley.edu/AboutNVC/Planning/instplanning/Pages/PlanningCommittee.aspx](http://www.napavalley.edu/AboutNVC/Planning/instplanning/Pages/PlanningCommittee.aspx)
5. Budget Committee Webpage: [http://www.napavalley.edu/adminservices/Pages/BudgetCommittee.aspx](http://www.napavalley.edu/adminservices/Pages/BudgetCommittee.aspx)
6. (Mutual Agreement Records Archive)
7. Council of Presidents Webpage: [http://www.napavalley.edu/President/Pages/Councilof Presidents.aspx](http://www.napavalley.edu/President/Pages/CouncilofPresidents.aspx)
8. Academic Senate: [http://www.napavalley.edu/Committees/AS/Pages/default.aspx](http://www.napavalley.edu/Committees/AS/Pages/default.aspx)
9. (Documentation of Role / Membership of Administrative Senate)
10. (Documentation of Classified Senate)
11. ASNVC Webpage: [http://www.napavalley.edu/studentservices/ASB/Pages/default.aspx](http://www.napavalley.edu/studentservices/ASB/Pages/default.aspx)
12. AR 2410 Proposed Revision

IVA3. 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.

**Descriptive Summary**
NVC clearly defines the role of administrators and faculty in the College’s policy, planning, and budgeting processes. These roles are addressed, in part, in the responses to Standards IV.A.1 and 2. BP D1140 section II provides a broad introduction to the college’s philosophy on decision-making, which includes governance, planning, and budgeting processes, stating, “The Board of Trustees recognizes that governance consists of three complementary decision-making processes that function within the college: the collective bargaining process, the administrative process, and the shared governance process.” (Ev.1) Section IV of this policy outlines the administrative decision-making process, specifying, in particular, the role of administrative staff in carrying out the established policies and procedures of the College in day-to-day operations. Section V outlines Shared Governance as three distinct, but interrelated processes: mutual agreement on academic and professional matters with the Academic Senate, planning and budgeting conducted through the Planning Committee (PC) and Budget Committee (BC), and consultation with all constituent groups through the Council of Presidents. BP D1140, section V.B. grants authority for all institutional planning and budgeting to the PC and BC, respectively.
The authority and membership of the Planning Committee and Budget Committee are specified in Board Policy D1150 (Ev.2). Under this policy, the PC is co-chaired by an Academic Senate appointee and the Dean of Research, Planning, and Institutional Effectiveness and is composed of one student representative, one classified representative, and the following administrators and faculty:

- **Administrators:** Vice President of Instruction, Vice President of Student Services, Director of Facilities, 1 representative of the Administrative Senate, Director of Institutional Research.
- **Faculty:** 6 representatives of the Academic Senate

The Budget Committee is similarly structured, with the same administrators and number of faculty, and is co-chaired by an Academic Senate appointee and the Vice President of Administrative Services. The process for the development and approval of plans and budgets is detailed in BP D1140 and in III.D.3 of this self-evaluation. All plans and budgets developed through these processes are recommended for approval to the President / Superintendent and then forwarded to the Board of Trustees for final approval (Ev.3,4).

These district committees occupy a unique position in the NVC governance structure and decision-making processes and are frequently referred to as “shared governance” committees, emphasizing that College policy stipulates the use of the Mutual Agreement process between the Board of Trustees and the Academic Senate to determine the membership and responsibilities of these committees. As a result, both committees are 50% faculty, with the other 50% comprised of administrative, classified, and student representation. BP D1150 established this underlying philosophy for these committees and the planning and budgeting processes in 1994 (Ev.2). The College reaffirmed this through board policy review and Mutual Agreement in 2009 (Ev.2). The college is currently revising BP D1140 and repealed D1150, replacing it with BP3250. The College has not yet created new Administrative Regulations to replace the detailed language of D1150 concerning the establishment of the Planning and Budget Committees and the particulars of the planning and budget development process (Ev.5).

Administrator and faculty roles and authorities in policy development are ensured through multiple mechanisms. For faculty, D1140 specifies the ten areas where the Board of Trustees must either rely primarily on the advice of, or come to mutual agreement with, the Academic Senate, which serves as the sole representative for faculty on academic and professional matters (Ev.6). These areas are commonly referred to as the “10+1.” Through this mechanism, faculty have direct and substantive roles in the development of policies in these areas. This responsibility is largely carried out through the work of Academic Senate committees, including Academic Standards and Practices, Curriculum, and Faculty Standards and Practices. The Academic Senate, as a whole, reviews and votes on any policies covering items listed as items for Mutual Agreement in BPD1140. The bylaws and constitution of the Academic Senate outline the structure and charge of all campus committees to which it appoints faculty (Ev.7). Faculty, through the Academic Senate, also exercise a substantial voice in the development and approval of institutional policies through the mechanism of the Council of Presidents, which serves as the central point of constituent group input for all polices not
The role of faculty in governance and policy development extends to representation to the Board of Trustees through the Academic Senate. The Academic Senate works directly with the Board of Trustees on governance and policy matters that fall under the 10+1 through the mutual agreement process outlined in BP D1140 (Ev.6).

Administrators’ roles and authority in policy development are exercised through similar mechanisms. Academic Senate committees, including Curriculum and Academic Standards Practices, include administrative membership appropriate to the charge of the committee (Ev.9,10). For example, the Vice President of Instruction serves as the co-chair on curriculum and is a voting member of Academic Standards and Practices. Likewise, all District Standing committees, as defined in BP D1140, include representation from the administration. In both instances, administrators exercise a substantial voice in policy development (Ev.1).

Self-Evaluation
The College meets the standard. The structures and processes for administrator and faculty participation in policy development, planning and budgeting set forth in BPD1140 and D1150 provide a substantive and clearly defined role for both groups that is carried out in practice through the regular administrative process and District and Academic Senate committees, including the “shared governance” planning and budget committees. The selection of administrators on all committees is appropriate to the responsibility and expertise of those employees (Ev.11). Faculty roles in governance, policy development, planning, and budgeting are ensured in BP D1140, which defines the legal authority of the Academic Senate over ten specific academic or professional matters. Faculty roles and authorities are aligned with faculty responsibility, with faculty being given greatest authority in the areas of curriculum and academic standards. This authority is exercised through service on the Academic Senate, Academic Senate and District committee, and through participation on the Council of Presidents as described in the bylaws of the Academic Senate (Ev.7).

The faculty, through the Academic Senate, has a defined and substantive role in governance at all levels, including the authority to recommend action on academic and professional matters directly to the Board of Trustees. The president of the Academic Senate attends Board meetings and delivers a monthly report to the BOT (Ev.12). BP D1140 establishes the mutual agreement process whereby the Academic Senate and BOT, or its designees, collaborate and come to joint decisions on policy and governance matters that fall under the academic and professional matters, also defined in BP D1140 (Ev.13).

The membership of the Planning and Budget Committees and the development process for plans and budgets rely on the participation of faculty and administrators at all levels (Ev.14). At the committee level, faculty are represented through Academic Senate appointees. In 2009, the College reaffirmed its philosophy for the planning and budgeting processes, including the membership and authority of the Planning and Budget Committees (Ev.15). In 2013, the College began the process of reviewing and revising BP D1150 to split the board policies into separate policy and administrative...
regulation (Ev.16). The college supports the faculty’s role in institutional governance by providing 40% reassigned time to the Academic Senate president and 10% reassigned time for the faculty co-chairs of both the Planning and Budget Committees. Other reassigned time is provided to faculty members for duties such as curriculum, faculty evaluation, accreditation, and program review, as identified on the Faculty Reassigned Time and Other Special Assignments document.

Faculty and administrators in individual programs or in academic divisions play a primary role in the annual planning and budgeting process and in long-range planning through Program Evaluation and Planning (PEP) aligned with their program responsibilities and authority. Faculty work with Division Deans or faculty-elected Division Chairs to analyze budgets and program resources and develop annual plans and budget requests that are submitted to the administration for review. Division Chairs and Deans, in turn, present program planning and budget requests to the Instruction Council for discussion and action.

The policies and governance structures established by the College are clear in their intent to ensure appropriate representation; however, the ongoing effectiveness of those appointments, including faculty and administrator roles, is only periodically evaluated. To increase institutional effectiveness, the college needs to regularly review the placement and roles of administrators and faculty in all college processes, including the planning and budget process, and on all college committees to ensure that their participation is effective and makes efficient use of their expertise and time, in support of the mission and student learning and student achievement.

**Action Plan**

- To increase effectiveness, NVC will develop a system for regular evaluation of the roles of constituent groups in institutional governance as related to their areas of responsibility and expertise.

**Evidence**

1. BP D1140
2. BP D1150 and BP3250
3. (Planning Process)
4. (Budget Development Process)
5. BOT Minutes, January showing D1150 action.
6. D1140: excerpt on 10+1
7. Academic Senate Bylaws
8. D1140: Council of Presidents
9. Curriculum Committee Handbook: Roles and Responsibilities (for admin)
11. (Chart of all admins and placement on committees)
12. (AS President Report to Board)
13. (Mutual Agreement Archive)
IVA4. 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.

Descriptive Summary
Faculty and academic administrators have distinct, but complementary roles and responsibilities for recommendations about curriculum and student learning programs and services. These responsibilities are defined in the Curriculum Committee Handbook (CCH) and the following Board Policies (BP) and Administrative Regulations (AR) (Ev.1, 2):

- BP4020: Program, Curriculum, and Course Development
- AR4022: Course Approval
- BP4025: Philosophy and Criteria for Associate Degree and General Education
- BP4040: Library Services
- BP4050: Articulation
- BP4100: Graduation Requirements for Degrees and Certificates
- BP4106: Nursing Programs
- BP4220: Standards of Scholarship
- BP4260: Prerequisites and Co-requisites

The Curriculum Committee of the Academic Senate is the primary body responsible for the implementation of these policies and for managing the curriculum development and review process. The responsibilities and membership of this committee are specified in the bylaws and constitution of the Academic Senate (Ev.3). The CCH maintained by this committee outlines the specific responsibilities of faculty and administrators at all levels of the curriculum development and approval process, including the specific roles and responsibilities of program faculty in developing curriculum proposals, division chairs or deans in reviewing proposals, and the specific roles of the Curriculum Committee faculty memberships, Faculty and Administrative Co-chairs, Articulation Officer, and other faculty and staff membership (Ev.1). All decisions of the Curriculum Committee are regularly presented to the Board of Trustees for approval. The Board relies primarily on the recommendations of the Curriculum Committee on all curriculum decisions (Ev.4).

Faculty and administrators share responsibility for recommendations on student learning programs and services through annual planning and budgeting and through the PEP process. Faculty and staff within instructional programs and support services identify areas for short- and long-term improvements or modifications to programs / services. Area administrators and the VPI review and
sign each PEP reports associated with their areas and assignments. [The PEP process is discussed in
detail in standard I.B.5.]

**Self-Evaluation**
The College meets the standard. Faculty and administrators work collaboratively through clearly
defined curriculum and program review processes. The Board of Trustees relies on the expertise of
faculty and administrators for recommendations on curriculum. The responsibilities defined in
policy are implemented in practice as supported in the minutes and agendas of the Curriculum
Committee, in PEP reports, and BOT agendas and minutes (Ev.4, 5, 6, 7). In 2014, the Curriculum
Committee approved a new curriculum approval process and timeline that allowed for more
frequent approvals and updates to curriculum. This change was implemented in response to an
increased need for more frequent revisions and modifications of curriculum to ensure timely
response to changes in articulation and transfer standards, training and occupational needs, and
expectations for student preparation.

**Evidence**
2. (Table of Board Policies and Administrative Regulations)
3. By-laws and Constitution of the Academic Senate
4. (BOT approval of Curriculum Packet)
5. (CC minutes.)
6. (Sample PEP report and presentation to Joint Com.)
7. (BOT minutes showing approval of PEP Reports)

IVA5. 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.

**Descriptive Summary**
Decision-making at the College ranges across a continuum from unit-level to college-wide decisions.
The individuals or committee making the decision are expected to make decisions in an open,
participatory way, conferring with those affected by the decisions as appropriate, and in accordance
with the level and type of operational decision. BP D1140 specifies timelines for decision-making to
ensure that all constituent groups affected by a decision are provided sufficient time and notice for
input before decisions are made, except in emergencies (Ev.1).

Board Policy D1140 provides clear structures and means for the effective participation of all
constituent groups through the shared governance process, the collective bargaining processes, and
the administrative decision making process. The administrative decision-making process provides for
leadership in making decisions and being responsible for carrying out all of the day-to-day
operational matters in units or divisions. It recognizes that administrators possess specialized expertise, including familiarity with the laws governing their respective functions, long-term knowledge about past practice and issues, education and training in their areas and in management principles. Many committee appointments are based upon the expertise of the individual and the need of the committee, which helps to align roles with decision-making responsibilities.

BP D1140 in section II: Philosophy and Basic Principles of Decision Making at NVC states,

> The Board of Trustees embraces the concept of open communication and collaboration in decision making in a spirit of trust as a fundamental policy of the college, while retaining its own rights and responsibilities as the ultimate authority in all areas defined by state laws and regulations. The Board of Trustees and all constituent groups are committed to an open process of decision-making, which allows and encourages participation of all constituent groups in accordance with need, function, and the law as outlined in this policy.

The College is in the process of developing a Decision Making Guide (DMG) to provide a clearer understanding of the implementation of BP D1140, how decisions are made, and how the results of those decisions are communicated (Ev.2).

The recently revised BP and AR 2410 specify the timeline for action on institutional decisions, including the timeframes for gathering feedback from all constituent groups (Ev.3). Curriculum revisions are reviewed and acted on monthly by the Curriculum Committee and the BOT. The timeline for review and approval of institutional plans can vary depending on the type of planning. The processes for Strategic Plan Development and the annual planning and budget development process and approval are specified in policy. Detailed timelines are created for specific projects related to institutional plans (Ev.4). Timelines for policy development and approval are likewise specified in BP2410. Policies that fall under the mutual agreement clause of BP D1140 follow a separate timeline for development, review, and action, driven by the yearly calendars of District and Academic Senate committees.

**Self-Evaluation**

The College meets the standard. The effectiveness of the D1140 and the governance process is verified through agendas and minutes of District and AS committees and through the administrative implementation of policies and procedures. The College is in the process of developing a Decision Making Guide (DMG) to provide a clearer understanding of how policy translates into practice, how decisions are made, and how the results of those decisions should be communicated (Ev.2).

**Evidence**

1. BP D1140
3. BP and AR 2410, draft.
4. Planning and Budget Development Timelines (including constituent group participation)
IVA6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Descriptive Summary

Board Policy D1140 outlines the various decision-making process and also provides general guidance regarding the type and scope of committees and task forces and their assigned areas of responsibility (Ev.1). Decisions made in committee and through regular governance and decision-making processes are communicated to the campus community through minutes, agendas, and packets of supporting documents. All District committees established by board policy, the Academic Senate, and all Academic Senate committees adhere to open meeting laws for public agencies as set forth in §54952 of the California Government Code, also known as the Brown Act. As Brown Act compliant entities, all committee actions are announced in advance, all meetings are conducted in public, and materials used in deliberations and discussions are distributed publicly and are available on the committee webpages on the NVC website (Ev.2). The chairs or co-chairs of all Academic Senate committees and Planning and Budget committees provide monthly reports for the Academic Senate that are delivered orally and in writing at public meetings of the Academic Senate (Ev.3). The written reports are also distributed through campus email (Ev.4). The Planning and Budget Committees take the additional step of holding regular public forums for the Strategic Plan, annual budgets, annual planning priorities, and other matters that affect the entire campus (Ev.5, 6, 7).

Decisions made through administrative processes that are not under open meeting laws, such as discussions and decisions at the Instruction or Student Services Councils and decisions taken by President’s Cabinet, are communicated to the campus through a variety of means. The Division Chairs and Deans who comprise the membership of the Instruction Council communicate discussions and decisions from that meeting directly to faculty and staff in their divisions through emails and presentations at regular division meetings (Ev.8). Likewise, program coordinators and area administrators communicate actions and discussions from the Student Services Council to faculty and staff in their respective programs (Ev.9).

The Office of the President provides summaries of BOT meetings and decisions taken at President’s Cabinet, through direct emails and newsletters to the entire campus community and through the vice-presidents to their areas (Ev.10). The Council of Presidents (COP) is also used as a single point of communication for some campus matters, but that function as delineated in BP D1140 has not been fully realized in practice (Ev.11). The current proposal to add additional members to the COP is specifically aimed at broadening this particular function (Ev.12). The Office of the President is also the primary liaison between the Board of Trustees (BOT) and the campus community, communicating the discussions of the Council of President and President’s Cabinet to the Board, and communicating board actions and discussions to campus constituencies (Ev.13). Additionally, the presidents of the Academic Senate, Administrative Senate, Classified Senate, Associated Students of
NVC, and presidents from each of the bargaining units deliver monthly reports to the BOT in open session at regular board meetings (Ev.14).

Self-Evaluation

NVC meets this standard. The College documents decision-making processes and resulting decisions and communicates them widely across the campus, through webpages, newsletter, emails from the President, communication from constituent group Presidents, public announcements at the governing board meetings, and through regular communication with the public through the Office of Institutional Advancement. The primary document that outlines decision-making at the college, BP D1140 is accessible on the NVC webpage (Ev.15). NVC is currently developing a Decision Making Guide (DMG), which provides a means for clarifying the process and responsibilities for campus decisions, from the departmental, individual, and operational areas, as well as all administrative functions including the role of the Board of Trustee in decision-making (Ev.16). To increase institutional effectiveness, NVC will review established communication processes against current communication practices and develop methods for ensuring ongoing alignment and full communication of all decision-making results.

Action Plan

- Finalize Decision-making Guide and distribute throughout campus and use to develop and communicate a shared understanding of policies and practices.
- Improve online access to decision-making policies and the results of significant decision-making processes.
- Improve frequency, clarity, and uniformity of communication of decisions.

Evidence

1. BP D1140
3. (Planning and Budget Co-chair Reports to AS in agendas or minutes)
4. (AS President Email with committee reports attachment.)
5. (Strategic Plan Forum documentation)
6. (Annual Budget Development Forum documentation)
7. (Annual Planning forum documentation)
8. (Division Agenda or Minutes with IC Report)
9. (Student Services Council agenda or minutes with report on institutional issues)
10. (President’s email or newsletter to campus with BOT updates)
11. COP Webpage:[http://www.napavalley.edu/President/Pages/CouncilofPresidents.aspx](http://www.napavalley.edu/President/Pages/CouncilofPresidents.aspx)
12. (COP Revision proposal presentation to AS. )
13. (President’s Report to BOT)
14. (BOT minutes / agendas showing constituent group reports)
15. NVC Board Policies: [http://www.napavalley.edu/AboutNVC/Trustees/Pages/policiesandregs.aspx](http://www.napavalley.edu/AboutNVC/Trustees/Pages/policiesandregs.aspx)
IVA7. 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.

Descriptive Summary
NVC periodically evaluates leadership roles; institutional governance; and decision-making policies, procedures, and processes. Since the 2009, the college leadership has conducted several informal reviews of leadership roles, governance, and decision-making processes and structures in response to changes in senior management, including the hiring of two President / Superintendents. The college is currently reviewing all board policies, clarifying college decision-making policies and processes, and reviewing the structure of college leadership committees, including the Council of Presidents, and the planning and budget development processes. Board Policy D1140, the policy that outlines the structure and processes for governance and decision-making, is currently in the evaluation and revision process (Ev.1). The basis for periodic evaluation of governance roles and processes is established in BP D1140, which states, “Shared governance at NVC is a dynamic process that reflects the specific needs of the college and is subject to periodic review.” (Ev.2)

In 2014 the college began a process of reviewing all existing committees to create a picture of how committees are currently operating, current committee membership, and the scope of committee authority and responsibility. Each committee was asked to evaluate the policy or bylaws authorizing the committee membership and functions and create “is” and “should” analyses to identify areas for expansion or improvement. This evaluation is being used in the development of the decision-making guide (Ev.3).

In 2012, the Academic Senate (AS) conducted a comprehensive review of its structures, including the composition and responsibilities of all Academic Senate Committees, faculty assignments on district committees, and the composition of the Planning and Budget Committees. Through this process, the AS conducted a thorough evaluation of faculty roles in governance and all decision-making processes at the college. While the Senate ultimately decided not to make any significant changes, the process established a template for future, regular evaluations of faculty leadership and governance roles at the college (Ev.4).

The Council of Presidents is charged with the responsibility to review and recommend revisions to all District Committees. Section 5.C.2.b.3 of BP D1140 establishes this responsibility, stating, “The Council of Presidents will conduct a biennial evaluation of the committee structure of non-academic and professional committees (see definitions in Section VI) and make recommendations to the college president and Board of Trustees of findings and recommended changes no later than May 15.” (Ev.2)

The Council of Presidents and the Academic Senate are the primary channels for communicating the results of evaluations of leadership, governance, and decision-making. The Council of Presidents is
composed of the college president and the presidents of each of the four identified constituent groups, or their designee. Communication of information on federal, state, and local issues, discussions, and decisions is the primary charge of this committee. The composition and role of this committee is currently under evaluation with an eye towards increasing its effectiveness as a central point of communication for campus leadership (Ev.5).

**Self-Evaluation**

NVC meets this standard, but at a basic level. The College conducts periodic evaluations of all leadership roles, governance, and decision-making policies and processes and has used these results to implement changes in process. However, review of recent evaluations indicates that while individual constituencies and committees conduct evaluations, these reviews are not regular or systematic and tend to be focused on structure and process rather than effectiveness. With the exception of the current discussion about the role of the Council of Presidents and the recent evaluation of college committees, institutional evaluations are not sufficiently geared towards evaluating the effectiveness of institutional structures and processes in achieving the College mission in support of student learning and achievement. Likewise, evaluations are often limited in scope and do not include broad or effective analysis of the entire system of governance, leadership, decision making, policies, structures, and processes and the consequences of changing any particular component.

To increase institutional effectiveness, NVC will develop a plan for regular evaluation of leadership roles and decision-making policies, procedures, and processes to ensure their integrity and effectiveness. The recent move to update all board policies, including the establishment of a regular timeline for evaluation, can provide a good template for this review. Further, these evaluations should focus on the effectiveness of leadership, governance and decision-making roles and structures in supporting the mission of the college and student learning and achievement. The findings in this standard are consistent with the findings in standards IB.7, IC.5, and IV.C.7 and are a primary component of the third action plan in the Quality Focus Essay.

**Action Plan**

- To increase institutional effectiveness, NVC will develop a plan for regular evaluation of leadership roles and decision-making policies, procedures, and processes to ensure integrity and effectiveness.
- To increase institutional effectiveness, NVC will use regular evaluations or roles, policies, and processes.
- Improve mechanism and method for communicating results.

**Evidence**

1. BP D1140
2. BP D1140: excerpt outlining Shared Governance process
3. (Committee Function Analysis spreadsheet)
5. COP Webpage: http://www.napavalley.edu/AboutNVC/Trustees/Pages/policiesandregs.aspx