

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

A1. 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

Pasadena City College is a single-college district that takes great pride in its participatory governance structures and processes, which foster broad participation among all constituency groups. Institutional leaders create and encourage innovation leading to institutional excellence regardless of employees' official title. Institutional leaders create opportunities and encourage innovation and initiative in improving practices, programs, and services in which any staff member is involved.

The Board adopted Board Goals (2014-2017), driven by the College's Educational Master Plan, in areas related to student success, collegiality, social justice, community engagement, and institutional effectiveness ([4A1.2 COLLEGE_GOALS_2014-2017](https://pasadena.edu/about/board-of-trustees/docs/COLLEGE_GOALS_2014-2017.pdf), https://pasadena.edu/about/board-of-trustees/docs/COLLEGE_GOALS_2014-2017.pdf). With an emphasis on collaboration, the Board Goals were “created with an understanding of the current strengths of the College and its opportunities for improvement. The Board is committed to these improvement efforts, recognizing that they will require the collective work of the entire college community and a significant investment in professional learning” ([4A1.2 COLLEGE_GOALS_2014-2017](https://pasadena.edu/about/board-of-trustees/docs/COLLEGE_GOALS_2014-2017.pdf), https://pasadena.edu/about/board-of-trustees/docs/COLLEGE_GOALS_2014-2017.pdf). The Board's respect for participatory governance and diverse voices has led them to provide designated spaces for shared governance representatives at the Board of Trustee meetings (BB 2170 Representation by Shared Governance Groups).

Pasadena City College leadership is committed to including all constituencies in decisions that have institution-wide implications. The “College Council,” whose membership includes executives, management, faculty, staff, collective bargaining representatives, and students, “serves as the central consultation committee and as a clearinghouse for all shared governance recommendations to the Superintendent/President” (4A1.4 College Council Guidelines, page 3, <https://pasadena.edu/governance/college-council/guidelines.php>). As iterated in AP 3005, “The College Council will ensure that there is an inclusive and transparent dialogue on core campus issues and that all campus constituent groups have an opportunity to provide input and present ideas for improving the practices, programs, and services in which they are involved that support the mission of the college” (4A1.5 AP 3005). The College Council has 12 standing committees, responsible for helping to fulfill the mission of the College. Each standing committee is co-chaired by a member of the faculty appointed by the Academic Senate or by a position within the Faculty Senate, and a member of the administration or a classified employee, appointed by the Superintendent/President (4A1.4 College Council Guidelines, page 5). The 12 standing committees cover matters related to accreditation, student success, budget and resource allocation, professional development, academic calendar, health and safety, facilities, institutional effectiveness, outcomes, strategic planning, and technology. These standing committees are the primary campus-wide venues for the exploration of innovative ideas brought forth by members of the college wide community. Representatives from each constituency group (faculty, administrators, classified staff, and students) are provided representative positions on each standing committee (4A1.4 College Council Guidelines, page 6). To ensure that all members of the campus community are aware of standing committee discussions and actions, and are able to attend meetings and provide public comment, College Council guidelines require all standing committee meeting dates, times, and agendas be publicly posted prior to each meeting (4A1.4 College Council Guidelines, page 6). To evaluate the effectiveness of each committee and to enable continuous improvement of each committee, all members of committees complete the Governance Committee Evaluation Survey annually. The College’s Office of Institutional Effectiveness administers the survey and collects survey responses for analysis of shared governance processes and efficacy.

The faculty senate executives and administrative executives also attempt to reach mutual agreement on initiatives and projects pertaining to academic and professional matters, via the “Committee on Academic and Professional Matters” (CAPM). This body is one of the primary venues through which ideas related to topics covered by the “10+1” (interpreted from AB 1725) generated in the faculty senate, are presented to the administration of the college. CAPM meeting agendas and minutes are posted to the college website so that any recommendations by the faculty senate to the administration and subsequent recommendations made by the committee to the Board of Trustees are a matter of public record; additionally, public comment during meetings is available (4A1.7 <https://pasadena.edu/governance/council-on-academic-and-professional-matters/meetings.php>).

Faculty, staff, and administrators are encouraged to propose, plan, and request resources for improvement initiatives through the normal Annual Update process (4A1.8). “Annual Updates,” required of both instructional and non-instructional units, include “Action Plan Narratives” and “Action Plan Resource Requests” that are aligned with the College’s Educational Master Plan.

The Strategic Planning Committee, a standing committee of the College Council that was formerly two committees: Planning and Priorities Committee and Enrollment Management, is charged with “providing recommendations to College Council regarding services, resources, and programs necessary to achieve optimal enrollment and services that support students in attaining their educational goals” ([4A1.4 College Council Guidelines, page 18](#)). The Strategic Planning Committee is the primary participatory governance body responsible for the initial creation of the local Vision for Success goals that were the basis for the College’s Educational Master Plan (EMP). The Strategic Planning Committee organized campus-wide retreats for members of constituency groups to provide input into the strategies included in the EMP ([41A.9 2019-6-28-End-of-Year-Summary-strategic-planning-standing-committee](#)).

Additionally, faculty and staff are encouraged participate in professional development activities and processes by proposing FLEX Day workshops. Campus wide emails invite faculty and staff to submit FLEX Day workshop ideas to the FLEX Advisory Committee. The FLEX Advisory Committee (comprised of faculty, classified staff, and administrators) then selects workshops from the submissions received ([4A1.10 Call for proposal FLEX Breakout Sessions Fall 2019](#)).

Student Services leadership utilizes several methods to encourage faculty and staff to innovate and improve practices at the College: area retreats, faculty/staff leadership on major equity initiatives, and faculty/staff applications for Student Services funds.

- Student Services Retreats: The Assistant Superintendent/ Vice President of Student Services hosts annual Student Services retreats designed to enable area faculty and staff to provide feedback about, and suggest improvements to, services for students ([4A1.13 Student Services Fall 2018 Retreat PCC World Cafe Dialogue Instructions](#)).
- Faculty and Staff Leadership on Equity Initiatives: Faculty and classified staff are encouraged to take leadership roles. For example, the LancerPantry which assists students experiencing food insecurity, CORE assist formerly incarcerated students, and Men of Color initiatives were designed and coordinated by faculty and classified staff to address the needs of the College’s historically under-served populations ([4A1.16 Email for Consolidating Efforts Helping Formerly Incarcerated Students](#), [4A1.17 Men of Color Org Structure](#); [4A1.18 Lunch and Meeting Re_ Support for Men of Color](#)).
- Student Services funds are available for faculty and staff in the form of grants for co-curricular and extra-curricular projects that advance the goals and mission of the College. All requests must align with the Educational Master Plan of the College ([4A1.19 SSF-SAF 2018-2019](#)).

Analysis and Evaluation

Pasadena City College meets the standard. College leadership, including the Board of Trustees, administrative executives, and shared-governance group leaders, consistently demonstrate a deep respect for the role that all members of the campus community play in improving practices and processes at the College. Innovation from all areas is encouraged. The governance structure of the College ensures that all campus constituencies are represented in decision-making processes that affect the institution. Planning and resource allocation processes are transparent and focus on

achieving the College's mission. Annual evaluation of governance groups fosters critical self-reflection and the impetus for continued improvement. The College community remains informed of opportunities for input and innovation, as well as the outcome of shared-governance decision making.

A2. 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

The District has established policies and procedures that ensure the broad participation of various constituent groups in decision-making processes. Board Policy (BP) 3000 - Shared Governance outlines the College's commitment to the participatory role of faculty, staff, students, and management in decision making at the college (Board Policy 3000). The College website explains how Board Policies and Administrative Procedures are created (via the appropriate constituency group), revised, and adopted (<https://pasadena.edu/institutional-effectiveness/bylaws-policies-and-procedures.php>). The District has in place administrative procedures (APs) that provide guidance on each constituency group's role in the participatory governance process and the ability to consult collegially with the Governing Board and/or its designees (3001, 3002, 3003, 3004).

AP 3001 and AP 3006 affirm the right of the faculty, via the Academic Senate and appointees of the Academic Senate, to develop recommendations on academic and professional matters; AP 3001 further establishes the Governing Board and Academic Senate shall attempt to reach mutual agreement on academic and professional matters. AP 3006 establishes the "Council on Academic and Professional Matters" (CAPM) as a primary body to discuss "items designated as mutual agreement between the Academic Senate and the Board of Trustees, or its designee(s)" (AP 3006). CAPM serves the following functions:

- review the College Council agenda to identify those matters that are of an academic and professional nature and to refer such matters to the Academic Senate Board;
- reach mutual agreement on recommendations from the Academic Senate Board on proposed policy relating to academic and professional matters to be brought before the Board of Trustees for approval;
- ratify agreement on academic and professional matters;
- transmit in writing to the Board of Trustees, those recommendations which are proposed to become District policy, having been mutually agreed to by the Academic Senate Board and the Board of Trustees or its designee(s).

AP 3002 outlines the rights of students in participatory governance via the Associated Students, which “shall make recommendations to the administration of the College and to the Governing Board of the District with respect to policies and procedures that have or will have significant effect on students” (AP 3002). As outlined below, membership of the College Council and all College Council standing committees includes student representatives appointed by the Associated Students. Further, Board Bylaw 2010 (BB 2010) on District Governing Board membership, establishes the inclusion of a “Student Trustee” who is elected by the student body of the college. Board Bylaw 2015 (BB 2015) further clarifies the rights of the Student Trustee, establishing that the “Student Member shall be seated with the members of the Board and shall be entitled to attend all non-closed session Board meetings, including receiving all materials presented to the Board members (except for closed session materials) and shall be entitled to participate in the questioning of witnesses and the discussion of issues. The student member shall be entitled to any mileage allowance necessary to attend Board meetings to the same extent as publicly elected trustees” (BB 2015).

AP 3003 ensures the right of the classified staff to be represented by their elected Classified Senate Board in making recommendations to the administration of the College and the Governing Board of the District with respect to policies and procedures that affect or will affect, staff in areas of governance structures related to staff, policies for staff professional development activities, and institutional planning and budget development processes.

AP 3004 explains the role of management in participatory governance, represented by the Management Association of Pasadena City College, including the right to consult with the designee of the Governing Board in matters related to management professional development activities, evaluation procedures, hiring procedures, and management wages, hours, and conditions of employment.

As discussed in Standard IV A.1, the College Council and its standing committees are the primary groups responsible for participatory-governance recommendations to the Superintendent/President. As stated on the College Council website, the “College Council provides a forum where representatives from all segments of the college will bring issues of collegewide interest” (<https://pasadena.edu/governance/college-council/index.php>). AP 3005 establishes that the “College Council will ensure that there is an inclusive and transparent dialogue on core campus issues and that all campus constituent groups have an opportunity to provide input and present ideas for improving the practices, programs, and services in which they are involved that support the mission of the college” (AP 3005). The College Council’s voting membership includes representatives from all campus constituency groups, including collective bargaining representatives: Superintendent/President, four Academic Senate representatives, one Faculty Association (union) representative, three Associated Students representatives, three Classified Senate representatives, one California Federation of Teachers – classified (CFT) representative; one California School Employees Association (CSEA) representative, one Police Officers Association (POA) representative, one Confidentials representative, one Instructional Dean (appointed by Management Association in consultation with Superintendent/President), and two managers (appointed by Management Association in consultation with Superintendent/President). Non-voting resource members of the College Council include the Chief Student Affairs Officer, Chief Business Officer, Chief Instructional Officer, and a co-chair

of each of the nine College Council Standing Committees. The “College Council Guidelines” outlines the functions of the College Council and its standing committees, their membership, and their decision-making processes. The guidelines ensure that “each standing committee will be composed of the membership necessary to inform the work of the committee. Representatives from each constituency group, faculty, administrators, classified staff, and students will be provided representative positions on each standing committee” (Guidelines).

Participation of representatives from all College constituency groups is also included in Superintendent/President and administrator hiring decisions. AP 7250 (Administrator Hiring Procedure) outlines the membership of administrator hiring committees, and stipulates that there shall be representatives from administration, faculty, classified staff, students, and affected collective bargaining units. BB 2431 (Superintendent/President Selection Process) requires representatives from administration, faculty, classified staff, and students on both the application screening committee and the interview committee in the Superintendent/President selection process.

Additional input into College decision-making is obtained through the Superintendent/President’s advisory committees and councils. The advisory committees and councils represent a broad range of interests and include membership from campus constituencies as well as community members from the Pasadena City College service area. Examples of the advisory committees include the African American Advisory Committee, the Asian and Pacific Islander Advisory Committee, the Latino Advisory Committee, the President’s Advisory Council on Education and Facilities Master Planning, the Retirees’ Association, and the Parent, Teacher, and Student Association (<https://pasadena.edu/about/president/advisory-councils-and-committees/index.php>).

Analysis and Evaluation

The College meets the standard. Board bylaws, Board policies, administrative procedures, as well as college committees and practices, have clearly articulated membership requirements that include wide representation from all relevant constituency groups. Decision-making processes are outlined on the College website as well as in the various documents specific to each committee and council, such as the College Council Guidelines. The College supports the right, both philosophically and in practice, of all affected constituency groups to express their opinions, develop policies and procedures, and participate meaningfully in decision-making at the institution.

A3. 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

- Through Board Policies, Administrative Procedures, and the participatory governance committee structure, the District guarantees substantive participation of administrators and faculty in institutional governance, and substantial voice in institutional policies, planning, and budget. Board Policy (BP) 3000, Shared Governance, clarifies the role of administrators and faculty in institutional governance “through an ongoing consultative process” (4A3.1 BP 3000). Administrative Procedures (AP) 3001-3004 outline the process for each of the College’s constituent groups—faculty (4A3.2 AP 3001), students (4A3.3 AP 3002), classified staff (4A3.4 AP 3003), and management (4A3.5 AP 3004)—to participate in the participatory governance process. AP 3005 establishes the role and composition of the central body where the individual participatory governance groups convene, College Council (4A3.6 AP 3005). College Council is chaired by the Superintendent/President and includes members from the Academic Senate (4), the Faculty Association (1), the Associated Students (3), the Classified Senate (3), the respective classified unions (4), and the management (3). Additional regularly attending resource members include the vice presidents of instruction, student services and business, as well as the co-chairs of standing committees, as needed.
- The primary responsibilities of College Council are the following:
 - a) To discuss issues brought from constituent groups
 - b) To formulate recommendations to the Superintendent/President on campus-wide issues
 - c) To guide the work of the standing committees
 - d) To advise the Superintendent/President on the development and review of Board policies and administrative procedures that are neither collective bargaining nor academic and professional matters.
 - e) To advise the Superintendent/President on issues where no existing committee or group exists
 - f) To set up ad-hoc committees or groups, when needed, to deal with issues not addressed by the standing committees.
- Each of the 12 standing committees of the College Council has faculty and management co-chairs. These 12 standing committees ensure opportunities to gather information from all shared governance groups in areas such as student equity (Student Success Committee), planning (Strategic Planning Committee), budget (Budget and Resource Allocation Committee), program review (Institutional Effectiveness Committee), and technology (District Technology Committee).

The College’s process for developing, revising, and adopting Board policies and administrative procedures makes certain that policies are developed and vetted by the appropriate constituent group and that all constituent groups, including faculty and management, have an opportunity to provide input (4A3.7 Bylaws Procedures Explanation; <https://pasadena.edu/institutional-effectiveness/bylaws-policies-and-procedures.php>). AP 3001 contains specific language that identifies the role of the Academic Senate to “develop policy recommendations on academic and

professional matters through collegial consultation with the administration of the College and the Governing Board.” The Academic Senate further delineates its role in policy development in its bylaws (4A3.8 Academic Senate Bylaws, <https://pasadena.edu/governance/academic-senate/docs/academic-senate-bylaws.pdf>), which state that the Senate will “Represent the District’s faculty, as required by state regulations, in negotiations with the Board of Trustees or its designee in order to reach mutual agreement on all policies and procedures involving academic and professional matters as outlined in the CA Education Code, Title 5” (Article 2.1, page 1). The Academic Senate membership guarantees substantial representation of the faculty voice by including representation from each of the 13 instructional divisions as well as non-credit faculty and five members of the adjunct faculty. The faculty voice in policy development is also included through subcommittees of the Academic Senate including the Educational Policies Committee, which develops recommendations to bring to the Senate on policies on academic standards, program review, grading, course enrollment management, classroom behavior management, educational program changes, record keeping and forms, and textbooks (4A3.9 Educational Policies Committee Charge <https://pasadena.edu/governance/academic-senate/educational-policies-committee/index.php>). Any differences of opinion between faculty and the administration regarding policy can be brought to the “Council on Academic and Professional Matters” (CAPM) as a primary body to discuss “items designated as mutual agreement between the Academic Senate and the Board of Trustees, or its designee(s)” (4A3.10 AP 3006).

In September 2018, College Council approved a new committee, the Strategic Planning Committee, which replaced the former Planning and Priorities Committee. This committee, which is co-chaired by the Academic Senate President and a senior executive appointed by the Superintendent/President, is charged with providing “oversite of the college’s integrated planning process that includes development, implementation, and evaluation of the College’s annual, master and strategic plans.” This committee also provides a forum for members of all constituent groups to provide input on all major planning documents include the Facilities Master Plan, Technology Master Plan, and, of course, the Educational Master Plan. [https://pasadena.edu/governance/college-council/docs/Guidelines for the PCC College Council.pdf](https://pasadena.edu/governance/college-council/docs/Guidelines%20for%20the%20PCC%20College%20Council.pdf) (minutes)

Board Policy 6200 outlines the College’s policy on budget preparation, and Board Policy 6250 states the process for budget management. In addition, the college’s integrated planning model <https://pasadena.edu/integrated-planning/planning-and-resource-allocation/index.php> ensures that planning and budget resource allocation are complementary processes and that all constituents are provided opportunities to participate in the process. Each fall, members of the key participatory governance committees involved in both processes including the Strategic Planning Committee, Budget and Resource Allocation Committee, and Institutional Effectiveness Committee (program review), along with representatives from the executive committees of the Academic Senate, Classified Senate, Associated Students, and Management Association, participate in the Fall Planning Retreat. These members reconvene in spring for the Annual Budget Retreat. All constituents have additional opportunities to learn about the budget and contribute their opinions through participation on the Budget and Resource Allocation Committee, a subcommittee of College Council which is co-chaired by the Academic Senate president or designee, and the Assistant Superintendent/Vice President, Business and College

Services, and whose membership includes three additional members of the faculty and the management, as well as students and classified staff members. Further, the Assistant Superintendent/Vice President, Business and College Services regularly reports on the state of the budget and solicits input from College constituents, including the Academic Senate and administration (College Council Minutes).

Analysis and Evaluation

The College meets the standard. Board Policies and Administrative Procedures establish and define clear roles for each of the participatory governance groups, including the faculty and management, to actively participate in institutional governance. Furthermore, Board Policies, Administrative Procedures, college committees, and documented processes clearly establish multiple opportunities for both faculty and managers and other constituent groups to actively participate in the development and revision of school policies, planning, and the budget.

A4. 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

Pasadena City College places primary responsibility for curricula, student learning programs, and student learning services on faculty and academic administrators. With respect to curricula, this responsibility is codified in Board Policy 4020, Program, Curriculum, and Course Development: “The expertise for curriculum development and innovation resides, though not exclusively, with the faculty within educational units” (BP 4020).

Per AP 3001 on the faculty role in shared governance, the Academic Senate develops policy recommendations on academic and professional matters through collegial consultation with the administration of the College and the Governing Board. Academic and professional matters include curriculum (including establishing prerequisites and placing courses in disciplines), degree and certificate requirements, grading policies, educational program development, standards or policies regarding student preparation and success, and processes for program review (AP 3001).

The Curriculum and Instruction Committee (“C&I”), a standing committee of the Academic Senate, is “the college-wide group charged with the dispensation of curriculum proposals at Pasadena City College” (Administrative Procedure 4020). The specific charges of C&I include the following (AP 4020):

- review, evaluate, and approve curriculum proposals and educational programs
- review the requirements for the Associate in Arts Degree, the Associate in Science Degree, Associate in Science (CTE) Degree, the Associate Degree for Transfer, General Education Certification, Majors, Areas of Emphasis, Certificates of Achievement,

Occupational Skills Certificates, and in noncredit, Certificates of Completion, Certificates of Competency, and the Adult High School Diploma

- change catalog course descriptions and/or inactivate courses based on the recommendation of faculty
- forward recommendations on curriculum proposals to the Chief Instructional Officer
- complete the C&I curriculum review process in sufficient time for the approval of the C&I actions by the Chief Instructional Officer and the Pasadena College Board of Trustees
- promote a college wide review and study of the literature on curriculum development, discipline placement, and to evaluate innovative proposals generated from any college with the objective of making recommendations to the administration or divisions for curriculum development.

C&I's leadership and membership include a combination of faculty, academic administrators, and campus resource experts (AP 4020).

The Academic Senate's other standing and operational committees also encompass areas of student learning and student services (<https://pasadena.edu/governance/academic-senate/committees.php>). These committees, via the committee's chair, make recommendations on policy, procedure, and practices directly to the Academic Senate Executive Board for consideration (Academic Senate Bylaw 10.2.C, page 10). If recommendations are approved by the Academic Senate Board, collegial consultation processes for the purpose of reaching mutual agreement are initiated via the Council on Academic and Professional Matters and/or the College Council.

Standing committees of the College Council also serve as the college-wide forums for discussion of educational programs and services. In some cases, representatives from corresponding Academic Senate subcommittees may serve as members and/or co-chairs of the College Council standing committee. In this way, continuous and collegial dialogue between different campus constituencies is maintained, and recommendations from committees can be vetted by all appropriate groups before final adoption.

Analysis and Evaluation

The College meets the standard. Through District policies, administrative procedures, Academic Senate bylaws, and well-defined committee structures with clear reporting channels, the College ensures that faculty and academic administrators maintain primary responsibility for making recommendations about curriculum, programs, and learning services at the institution. The committee leadership and composition fosters meaningful and cooperative dialogue among faculty and academic administrators in curriculum and student learning decisions.

A5. 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

The College has, through institutional Board policies and administrative procedures, ensured appropriate consideration of relevant perspectives and decision-making aligned with expertise and responsibility. The College has defined clear roles for each of the participatory governance groups, including faculty and management, to actively participate in institutional planning, policy development, curricular changes, and other key considerations for decision-making.

College Council, the primary participatory-governance body for the College, has 12 standing committees that are composed of membership from each constituent group and appropriately reflect the knowledge and expertise to fulfill the charge of each standing committee. As discussed extensively in Standard IV A.1, the College Council has 12 standing committees, each with representatives from faculty, classified, management, and student constituency groups. Each administrative co-chair of the College Council standing committees is appointed by the Superintendent/President of the College, and each faculty co-chair is either appointed by the Academic Senate or serves as the Academic Senate President's designee (4A1.4 College Council Guidelines, page 5). Administrative members of standing committees are appointed according to expertise, classified members are appointed by the Classified Senate, and faculty members are appointed by the Academic Senate (4A1.4 College Council Guidelines, page 6). This process ensures that the College Council standing committees' members and leadership are selected according to the expertise and criteria each constituency group finds appropriate.

Faculty and classified constituencies both have Senates (Academic Senate, and Classified Senate, respectively) comprised of representatives from the diverse areas within each of those groups. Councils and subcommittees of the College Council and Senates establish more specific purview on college issues and projects so that individuals with particular interests and expertise can contribute more precisely and meaningfully (Standard IV A.4 discusses the purview of several of the subcommittees of Academic Senate and College Council). Further, each committee has formal governing documents, (as discussed in Standard IV A.4, Academic Senate has a constitution and bylaws which guarantee representation of each instructional division in Senate, and a process by which members of subcommittees are approved by the Senate Board: 4A3.8 Academic Senate Bylaws, <https://pasadena.edu/governance/academic-senate/docs/academic-senate-bylaws.pdf>; as discussed in Standard IV A.1, College Council has a set of approved Guidelines by which members of the College Council standing committees are appointed: 4A1.4 College Council Guidelines, <https://pasadena.edu/governance/college-council/guidelines.php>), which ensure that their representatives are again drawn from diverse and relevant areas of the College, including management, faculty, classified, and student positions.

The membership, responsibilities, and roles of each governing body are established in Board bylaws for the Board of Trustees and administrative procedures for college participatory governance committees. For example, a series of Board bylaws govern the Board of Trustees:

- BB 2010, Membership (BB2010),
- BB 2200, Duties and Responsibilities (BB2200),

· BB 2310, Regular Meetings ([BB2310](#)).

The Board ensures respectful consideration of all perspectives through several additional policies, including student membership on the board ([BB 2015](#)), representation at board meetings of shared governance groups ([BB 2170](#)), and public participation at board meetings ([BB 2345](#)). Further, as stated on the PCC website, “Prior to taking action, the Board of Trustees consults and gives respectful consideration to the opinions expressed by each section of shared governance.” The specific process for this consultation is contained in [Policy 3000, Shared Governance](#).

The Academic and Classified Senates similarly value the voice and expertise of other governing bodies by including reports from each of the major constituent groups at every meeting.

As discussed in Standard IV A.2, and more extensively in Standard IV B.6, the Superintendent/President at PCC has institutionalized input from key community members through the establishment of various presidential advisory groups consisting of all constituents, including students and community members. In addition to the long-established President’s Latino, African-American, and Asian-American Advisory groups, our current president recently created an LGBTQ advisory group (<https://pasadena.edu/about/president/advisory-councils-and-committees/index.php>).

Although each of the governing bodies maintains their individual roles and responsibilities, as described on the Governance and Committees’ webpage (<https://pasadena.edu/governance/index.php>), the primary group where all policies, procedures, and institutional plans are vetted and recommended to the Superintendent/President before being forwarded to the Board of Trustees, is the College Council. The College Council includes student, faculty, classified, and management representatives and provides a space where each of these constituent groups can contribute their perspectives before any policy or plan is moved forward. One of the key responsibilities of the College Council is recommending Board policies that have gone through the various governing bodies to be moved forward to the Board of Trustees for final approval. The process for the regular review and revision of Board policies and administrative procedures is outlined in Board Bylaw 2410, Board Policies and Administrative Procedures, which specifies the following ([BB2410](#)):

Each year the Superintendent/President will notify the appropriate parties of the chapters or specific BBs, BPs or APs to be reviewed.

Responsibility for the review process is as follows:

Chapter 1 – Superintendent/President

Chapter 2 – Superintendent/President and the Board of Trustees

Chapter 3 – Superintendent/President and the Executive Committee

Chapter 4 – Chief Instructional Officer

Chapter 5 – Chief Student Affairs Officer

Chapter 6 – Chief Business Officer

Chapter 7 – Vice President

To further ensure regular policy review, the College, as a subscriber to the Community College League of California (CCLC) Policy and Procedure Service, receives biannual updates with recommended policy and procedure language that help to facilitate the process.

Analysis and Evaluation

The College meets the standard. There is broad and diverse representation from all constituency groups on college wide participatory governance committees. Representatives are appointed by their respective constituency groups, Senates, or the Superintendent/President of the College, ensuring the expertise of membership and leadership of governance committees. Items vetted through governance bodies are brought before College Council when college wide consideration or action is required, and the College Council makes recommendations to the Superintendent/President for the Board of Trustees' consideration.

A6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The College documents and communicates decision-making processes and resulting decisions in multiple ways to ensure the information is widely communicated across the institution. An overview of the decision-making process for the College is posted to the College's website (4A6.1 Explanation of Board Bylaws, Policies & Administrative Procedures, <https://pasadena.edu/institutional-effectiveness/bylaws-policies-and-procedures.php>). Additionally, the administrative procedures discussed previously in Standard IV A outline decision-making purview according to constituency group and the College Council.

Constituency groups are provided a page on the PCC website to post meeting agendas and minutes.

- Academic Senate Meeting Website: <https://pasadena.edu/governance/academic-senate/senate-board/meetings.php> (screenshot of meeting webpage for 2018/19 AY: 4A6.2 Senate Board Meeting Website 2018.2019; screenshot of meeting webpage for 2019/20 AY: 4A6.3 Senate Board Meeting Website 2019.2020)
- Classified Senate Meeting Website: <https://pasadena.edu/governance/classified-senate/meetings.php> (screenshot of meeting webpage for 2018/19 AY: 4A6.4 Classified Senate Meeting Website 2018.2019 AY, screenshot of meeting webpage for 2019/20 AY: 4A6.5 Classified Senate Meeting Website 2019.2020 AY)
- Associated Students Executive Board Meeting Website: <https://pasadena.edu/campus-life/associated-students/meetings.php> (screenshot of AS meeting website for 2019/20 AY: 4A6.6 Associated Students Meetings 2019.2020 AY)
- Board of Trustees Meeting Website: <https://pasadena.edu/about/board-of-trustees/meetings.php> (screenshot of Trustee meeting website for 2018/19 AY: 4A6.7 Board of Trustees Meeting Website 2018.2019 AY, screenshot of Trustee meeting website for 2019/20 AY: 4A6.8 Board of Trustees Meeting Website 2019.2020 AY)

Meetings are open to the public and provide the opportunity for public comment (as indicated on all meeting agendas). In addition to posting agendas and minutes, the Board of Trustees posts a link to meetings so that members of the public can watch Board meetings in real-time online, or view past meetings on YouTube (see [Board of Trustee Meeting Website link above](#), or go to <https://pasadena.edu/about/board-of-trustees/meetings.php>).

Standing committees of the Academic Senate and Associated Students publicly post agendas prior to the meeting and post minutes from meetings on the respective committee websites. In the case of Academic Senate, these committees, via the committee's chair, make recommendations on policy, procedure, and practices directly to the Academic Senate Executive Board for consideration, in accordance with Academic Senate bylaws (4A6.9 Academic Senate Bylaws, Bylaw 10.2.C, page 10; Senate Committees web index: <https://pasadena.edu/governance/academic-senate/committees.php>).

College Council, the college wide deliberative body responsible for making recommendations to the Superintendent/President of the College, also posts agendas and minutes on the College website per the shared governance guidelines, <https://pasadena.edu/governance/college-council/guidelines.php> Minutes of College Council meetings include action taken on any voting item, and most meetings are also recorded, with the video posted to the committee's website (website: <https://pasadena.edu/governance/college-council/meetings.php>, screenshot of College Council meeting website for 2018/19 AY: 4A6.11 College Council Meeting Website 2018.2019 AY, screenshot of College council meeting website for 2019/20AY: 4A6.12 College Council Meeting Website 2019.2020 AY). Standing committees of the College Council also have their own webpage (web index of committees available here: <https://pasadena.edu/governance/college-council/committees.php>), where community members can find agendas for upcoming meetings and minutes of past meetings (see examples for each subcommittee below).

The Office of Strategic Communications and Marketing provides regular email newsletters (Inside PCC) to inform the campus community of campus events, items of interest, and meeting dates and locations of all major shared governance deliberative bodies (4A6.23 Inside PCC Newsletters). The Office of Strategic Communications and Marketing also issues a monthly email update about actions taken at the Board of Trustees meetings.

Analysis and Evaluation

The College meets the standard. Through administrative procedures, Academic Senate bylaws, committee guidelines, and well-defined committee structures with clear reporting channels, the College ensures that all members of the campus community are able to understand decision-making processes at the College. Each deliberative body posts agendas and meeting minutes to the College website so that members of the public remain informed of any action taken during meetings. Meetings are open to the public and provide time for public comment. College Council meetings and the Board of Trustees' meetings are recorded and viewable online. The institution uses college wide email communication to regularly update the campus community of decisions and upcoming meetings.

A7. 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

Pasadena City College is committed to regular evaluation of the governance and decision-making structures and processes. The College widely communicates the results of these evaluations and uses them for improving institutional effectiveness. BB 2745 outlines the procedure for the self-evaluation of the Board of Trustees (4A7.1 BB 2745). An instrument to guide this annual process was adopted in 2016 and has been used for annual self-evaluation. The Board discusses the results of their self-evaluation in a public meeting.

PCC's major participatory governance bodies take responsibility for regularly evaluating their performance and effectiveness. The Academic Senate creates annual goals at their fall retreats and evaluates their progress on those goals at Senate meetings. During the Spring Senate Retreat, the Academic Senate engages in a self-evaluation of its own values based on a "competing values" framework (2.25.19 Academic Senate Agenda, page 2; Senate Spring Retreat Item C Reflection Assessment for Senate Competing Values Framework; Senate Self-Assessment of Competing Values Brief Explanation of Values Quadrants), and the extent to which the Senate wishes to change its "values emphasis" in the future (Future Goals Assessment Tool for Senate Competing Values Framework). The Academic Senate Executive Committee is evaluated by the Senate body half-way through the Executive Committee's term (each term is one year) at the Spring Senate Retreat (Mid-Year Evaluation Tool of Senate Executive Committee), and the Executive Committee reports and uses the results to make changes to their procedures (example: Senate Agenda for April 8, 2019, Item F2 and Share Out Senate Agenda 4.8.19 Item F2 Executive Committee Eval Results on Communication).

The College Council has created a system for annual evaluations of each of its 12 standing committees (Standing Committee Self-Evaluation Tool). Each committee reviews the results of their assessment and uses it to guide processes and goals for the next academic year.

Board Bylaw 2410 provides guidelines for review of board policies and administrative procedures (BB 2410). Furthermore, the Campus Climate Survey is administered regularly, and results are posted to the College's website (for a list of all Campus Climate Survey Results from 2015, 2016, 2017, and 2018, see <https://pasadena.edu/institutional-effectiveness/surveys/campus-climate-survey.php>). The results are used to guide changes in governance structures and decision-making processes and communication practices. For example, responses from the 2015 Campus Climate Survey indicating a lack of understanding of the budgeting and resource allocation processes resulted in the institutionalization of the Spring Budget Retreat, which has been held since 2016. In 2017, seven questions were added to the Campus Climate Survey to study the relationship between employees and senior leadership (https://pasadena.edu/institutional-effectiveness/surveys/docs/campus-climate/Spring_2017_Campus_Climate_Survey_Summary.pdf page 5), and in response to several areas in which faculty and staff expressed concern, adjustments have been made:

In response to concerns expressed in the survey by faculty and staff regarding communication, College Council meetings are now recorded and can be viewed on the College website. Additionally, the Office of Strategic Communication and Marketing sends out updates via email to all campus constituency groups immediately following every Board of Trustees meeting on actions taken and general information conveyed during the meeting.

To address faculty and staff concerns over senior leadership showing genuine interest in the well-being of faculty, administration and staff, the previous Superintendent/President began holding monthly town hall meetings; the current Superintendent/President holds dedicated office hours for all constituency groups at all campus locations and has a clear "open door" policy. The College's self-evaluation processes, including self-assessment, surveys of constituencies, and regular review and update of policies and administrative procedures, are working to assist the College in continuously improving its governance practices.

Analysis and Evaluation

The College meets the standard. Board policies and administrative procedures ensure regular evaluation of administrative leadership. The Campus Climate Survey ensures a comprehensive evaluation of all governance structures and processes, and individual governance constituents regularly conduct their own evaluations.

Conclusions on Standard IV.A. Decision Making Roles and Processes

The PACCD institutional and district leadership support and contribute to the college's equity-minded learning environment for all members of the college community. The shared governance structures promote an environment of collaboration, empowerment, and institutional excellence. Pasadena City College is dedicated to meaningful participation of all constituencies to assist in decision making for the college. The college adheres to policies and procedures to organize and clearly define each constituency group's role in institutional governance. The Academic Senate, Classified Senate, Associated Students, and Management Association each contribute independently to this collaborative process, and each group is represented on College Council, which serves as the primary body responsible for ensuring timely decision making and recommendations to the Superintendent President of the College and the Board of Trustees. Decisions, plans, and actions are widely communicated to the college community through public posting of committee agendas, meeting minutes, and updates on each respective committee's portion of the PCC website. Leadership effectiveness, and the institutions' governance and decision-making policies, procedures, and processes are all subject to regular evaluation to serve as the basis for continuous improvement.

Improvement Plan(s)

None.