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

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

Descriptive Summary
The San Diego Community College District Board of Trustees (Board of Trustees or the board) has oversight responsibility for the San Diego Community College District and thus for San Diego City College. The board is elected by the public and is responsible for ensuring the quality and effectiveness of student learning programs and services and the financial stability of the institution. The board is responsible for establishing and reviewing all district policies and procedures, and regularly receives reports from staff on the effectiveness of programs to improve student success and on the financial stability of the district. IV B-75, IV B-76

The 2009–2012 Strategic Plan was developed by the districtwide Strategic Planning Committee initiated by the chancellor and which included representatives who were appointed by the president of each college and Continuing Education. This committee was convened by the vice chancellor of instruction and served as the districtwide vehicle for initiation and coordination of an inclusive discussion including all district constituencies. After lengthy and inclusive consideration, the 2009–2012 Strategic Plan was approved by the board and published. The plan includes a description of the planning process, the mission and vision of the district, seven strategic goals that have been set, and the objectives that have been identified to meet those goals. IV B-1

The district participates in the Community College League for California (CCLC) model policy subscription service to ensure that policies are consistent with best practices in community colleges. Most board policies have been updated in the past five years, and district departments are in the process of updating policies consistent with CCLC guidelines. The duties of the board are specified in Board Policy 2200, Board Duties and Responsibilities. IV B-2 The board also has clearly defined policies for the selection and evaluation of the. IV B-3, IV B-4 Results of the evaluation are reported annually to the public at a regularly scheduled board meeting. IV B-5

Self Evaluation
The college meets this standard.

The board has established policies to assure the quality, integrity, and effectiveness of student learning programs and services and the financial stability of the institution. The board receives regular updates on college and district performance in meeting these standards. In addition, the
board has consistently met its obligations related to the hiring and evaluation of the chief administrator for the district.

Planning Agenda
None

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary
The Board of Trustees is an independent policy-making body and acts collectively in making decisions regarding the governance of the district. Decisions made by the board can only be changed through subsequent board action. The current board does not act outside of its policy-making role, and is not involved in the day-to-day management of the district or college.

Board members are actively involved in the community, and members attend many college and civic events. Board members are particularly attentive to the needs of students. The board’s Trustee Advisory Committee is very active and is another way in which the needs of the public are addressed. This committee replaced the Citizen’s Councils that were appointed by each board member. The Trustee Advisory Committee includes representation from a variety of constituents from the private sector, community-based organizations, and education. The group meets regularly, and has subcommittees to work on specific issues. The board also works closely with the Citizen’s Oversight Committee to ensure that the proceeds from bond measures (Propositions S and N) are used solely for appropriate purposes and in cost-effective ways that meet the public good.

Board members actively advocate in the interest of the district at federal and state levels. In spring 2009, members visited legislators in Washington, D.C., as part of the Association of Community College Trustees (ACCT) National Legislative Summit. IV B-6, IV B-7

Board policies that relate to actions in the public interest are many. These policies include the board’s code of ethics, which is designed to ensure that the public is served in an honest and ethical manner and that appropriate board conduct and authority are maintained. IV B-8 The board has a conflict of interest policy that prohibits board members from engaging in district-related business in which they have a financial interest. IV B-9 The board also has a policy that prohibits communication among board members related to district business other than in an open-session meeting. IV B-10

Self Evaluation
The college meets this standard.

The Board of Trustees is highly respected by the college community. Interviews with campus faculty, staff, students, and administrators were consistently positive with respect to the board. The board’s support of sustainability initiatives at the college was appreciated, and it is
noteworthy that responses included no negative comments about the board’s involvement, behavior, or its policy-making role. IV B-11, IV B-12, IV B-13, IV B-14

Planning Agenda
None

IV.B.1.b The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary
The Board of Trustees establishes and follows policies and procedures that are consistent with the district Mission Statement: “The Mission of the San Diego Community College District (SDCCD) is to provide accessible, high quality learning experiences to meet the educational needs of the San Diego community”. IV B-15 These policies and procedures are further informed by the district’s vision, shared values, and strategic goals, and govern all activities related to ensuring the quality, integrity, and improvement of student learning programs and services and resources necessary to support them and to conduct the business of the district and the colleges. IV B-15

Development and review of policies and procedures are collegial efforts that involve a variety of shared governance groups. For policies and regulations which affect academic and professional matters, the board relies primarily on the Academic Senates; on matters within the scope of bargaining interests, the board follows the requirements of collective bargaining. For administrative matters, the board relies primarily on the recommendations of administrative staff with input from staff and other constituencies in the development process. Public input to policy making is encouraged. Board meeting agendas are posted on the board’s website in advance of meetings, and public comments can be made at any open-session board meeting.

Board Policy 2200 gives the board the responsibility “to monitor institutional performance and educational quality”. IV B-2 The board monitors institutional performance through regular reports on institutional performance provided by the district departments of Instruction, Student Services, and Business Services and through presentations by college faculty, staff, and managers during on-campus board meetings. Board Policy 2200 also gives the board the responsibility to “assure fiscal health and stability” of the district. The board receives regular updates on the district’s budget status in regular session board meetings and through meetings between the board Budget Subcommittee and the executive vice chancellor of business and financial services. Similarly, the Board receives regular updates from the vice chancellor of student services on student learning programs and student outcomes through the board’s Subcommittee on Accreditation and Student Learning Outcomes. IV B-2

Self Evaluation
The college meets this standard.

Planning Agenda
None
IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

**Descriptive Summary**
The Board of Trustees has the ultimate responsibility for educational quality, legal matters, and the financial integrity of the San Diego Community College District and San Diego City College. As established by Board Policy 2200, the board is required to “monitor institutional performance and educational quality.” IV B-2 The board monitors institutional performance in a variety of ways. Regular reports on institutional performance are provided by district staff and by presentations from college faculty, staff, and managers. IV B-16, IV B-17, IV B-7 Board members have indicated that they have been pleased with the responsiveness of the district and college staff to their inquiries about institutional performance. The board is also responsible for approving all new curriculum and curriculum changes in the district.

Policy 2200 also requires that the board “establish policies that define the institutional mission and set prudent, ethical and legal standards for college operations” and that the board “advocate and protect the district.” The board meets this standard through regular updates on legislative matters, and through updates on pending legal issues in closed session meetings. The board is also updated on the annual district audit. The board ensures that it meets legal requirements for its conduct, meeting its own standards of conduct established by Policy 2715, as well as legal requirements related to board conduct (e.g., the Brown Act). IV B-8

Board Policy 2200 also gives the board the responsibility to “assure fiscal health and stability” of the district. The board ensures that the district adheres to applicable accounting standards (Governmental Accounting Standards Board, or GASB) and receives regular updates on the district’s budget status in regular session board meetings and through meetings between the board Budget Study and Audit Committee and the executive vice chancellor of business and financial services. IV B-2

**Self Evaluation**
The college meets this standard.

**Planning Agenda**
None

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

**Descriptive Summary**
The Board of Trustees is organized according to Board Policy 2010, Board Membership. IV B-18 All board policies related to the board’s size and composition, duties, responsibilities, structure, and operating procedures are available for review in the board office and on the Intranet. The published duties and responsibilities of the board include representing the public interest, defining the mission of the district, setting standards for operations, hiring and evaluating the chancellor, delegating authority to the chancellor, assuring fiscal health and stability, monitoring
performance and educational quality, and advocating for and protecting the district. IV B-2. The board conducts all meetings in compliance with the Brown Act.

Officers of the board are elected at the annual organizational meeting. IV B-19

**Self Evaluation**
The college meets this standard.

**Planning Agenda**
None

**IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

**Descriptive Summary**
The district has board-adopted policies that specify all aspects of board operation. Versions of these policies were reviewed, modified, and ratified by the Board of Trustees in 2006–2009. These policies specify the composition of the Board, board committees, meetings, and expected behavior and conduct. Board policies are established and reviewed on an as-needed basis, generally on request from administration or the public, or based on recommendations from the Community College League of California (CCLC) Policy and Procedure subscription service. This service has helped the board to remain current with legal requirements and good practices related to policy.

The board follows its Code of Ethics and annually evaluates its practices. Results of Board evaluations are made public in an open session of the board. IV B-8, IV B-22, IV B-23, IV B-24

**Self Evaluation**
The college meets this standard.

The board’s policies are updated on an as-needed basis, and follow recommendations for good practice as recommended by the CCLC. Examples that demonstrate the board’s continuous review, revision, and adoption of policies include the following: In fall, 2007, the board approved a number of new and revised Human Resources policies and canceled several policies, as well. During the same term, the board adopted Policy 800, Naming District Properties, Programs, and Facilities. In spring, 2008, the board adopted Policy 8100, Environmental Sustainability. In spring, 2009, the board adopted Policy 7100, Commitment to Diversity. There have been no recent actions against the board for violations of established policy.

**Planning Agenda**
None

**IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**
Descriptive Summary
New Board of Trustees members receive an orientation by the chancellor, and each of the major administrative departments and college presidents introduce them to their staff and provide a systematic overview of each of the colleges. New members attend state trustee orientation workshops sponsored by the Community College League of California (CCLC) and are provided with a copy of the CCLC New Trustees Handbook. Board members have noted that they train new members by sharing their own experiences and institutional memory. The student trustees receive a comprehensive training in the summer by their advisor, and they attend an orientation in Sacramento for new student trustees.

For continued development, board members attend annual retreats and these retreats feature a facilitator from the CCLC to ensure that members are up-to-date on issues that affect board members. Board members are active in the Association of Community College Trustees. Members also noted that they receive regular updates from the chancellor, college and continuing education presidents, and academic senate presidents. IV B-28, IV B-29, IV B-6

The board is elected by a citywide vote during primary and general elections. Each trustee serves a four-year term, and the term elections are staggered, providing for continuity of board membership. IV B-30 In addition, the Associated Student Body presidents from the three college campuses alternately share the role as student trustee. IV B-31, IV B-32

Self Evaluation
The college meets this standard.

Planning Agenda
None

IV.B.1.g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary
The Board of Trustees has a clearly defined, implemented, and published policy to evaluate itself on an annual basis. IV B-22, IV B-24 The evaluation has two components which ensure an effective review of its work: (1) the self-evaluation among board members; and (2) the periodic evaluation of board members by faculty, administration, staff, and other parties who are most knowledgeable of and involved in the board’s meetings and other functions. The board conducts this self-evaluation on an annual basis to ensure that its performance is consistent with its policies. The board uses an evaluation instrument that was developed after much research and review of other models used at institutions nationwide. A summary of the evaluations is presented and discussed at a board retreat scheduled for that purpose. The results are used to identify accomplishments in the past year and to set goals for the following year.

The board has consistently received good ratings in all areas, and in the few instances in which suggestions were made for improvement, the board acted on recommendations. Examples include the need to increase visibility, increase attention to diversity, and the need to review and update policies more frequently. IV B-27, IV B-33 In each of these cases, the board has changed its
practices in response. Results of board evaluations are made public in an open session of the Board of Trustees.

**Self Evaluation**  
The college meets this standard.

**Planning Agenda**  
None

**IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

**Descriptive Summary**  
The Board of Trustees has a Code of Ethics that clearly states expected behavior of board members in terms of their actions, conduct, authority, and interactions with each other and the public. IV B-8 In addition, this policy specifies board accountability and prohibits conflicts of interest. Other policies related to board actions include a policy on duties and responsibilities, decorum, conflict of interest, political activity, use of public resources, and communication among board members. The board reviewed and updated its Code of Ethics in 2006. IV B-2, IV B-34, IV B-9, IV B-35, IV B-36, IV B-10, IV B-8

According to Board Policy 2715, behavior that violates the Code of Ethics will be brought to the attention of the president of the board. The board president will discuss the matter with the board member in question and may establish a review process if that is warranted, which may include officers of the district in the review. The board president will take appropriate action. If the board president's behavior is alleged to be contrary to the Code of Ethics, the board executive vice president will address the matter.

**Self Evaluation**  
The college meets this standard.

**Planning Agenda**  
None

**IV.B.1.i. The governing board is informed about and involved in the accreditation process.**

**Descriptive Summary**  
The Board of Trustees is involved in accreditation through an initial orientation presented by the vice chancellor of student services, and through briefings regarding all aspects of the accreditation process at its regular meetings. In preparation for the 2010 accreditation site visit, a special board meeting was held to answer questions of the Standard IV teams from each of the colleges and Continuing Education. In this meeting board members demonstrated their awareness of accreditation standards and how those standards apply to the board. IV B-27 In addition, board members are aware of their role in accreditation as outlined in the Community College League of California Trustee Handbook 2009. IV B-37 Board members read college mid-term reports and are aware of areas needing improvement. In an interview with the board,
members indicated that they are particularly interested in and committed to student success, particularly for underrepresented groups. The board’s level of commitment is further demonstrated by the fact that they have established a board Subcommittee on Accreditation and Student Learning Outcomes, which meets regularly to review information about accreditation and outcomes data in more depth. In addition, the board assesses its own performance using accreditation standards as outlined in Board Policy 2745. IV B-38

**Self Evaluation**
The college meets this standard.

**Planning Agenda**
None

**IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

**Descriptive Summary**
The Board of Trustees conducts the search for and selects the district chancellor as established by Board Policy 2431, Chancellor Selection. IV B-3 The process the board established for the search and selection of the current chancellor in 2004 was inclusive and thorough.

The board evaluates the chancellor annually. Although they conduct the evaluation in a closed session and the results are confidential, the board reports in open session that the evaluation was conducted as part of the renewal of the employment contract. The evaluation is based on several criteria, including the annual goals set for the chancellor, results from the management feedback instrument, findings of the board Evaluation Subcommittee, the chancellor’s self-evaluation, and the goals and objectives for the following year. IV B-4 This evaluation was last reported at the July 9, 2009 board meeting. IV B-39

The chancellor is the chief executive officer for the district. The administration of the district has been delegated to the chancellor, who is charged with administrative functions in accordance with board policies. The execution of all decisions made by the board concerning the internal operations of the district has been delegated to the chancellor. IV B-40 The current board has allowed the chancellor to implement policies without interference. IV B-41

The board and chancellor follow district procedures for the selection and evaluation of college presidents. IV B-42 The presidential evaluation includes a management feedback survey that is distributed to subordinates, colleagues, and peers.
Self Evaluation
The college meets this standard.

The current chancellor was hired after a nationwide search. The process was open and inclusive, and the hiring committee included representatives from all major constituent groups. An open forum was held to give the public a chance to hear from the finalists. Evaluations of the chancellor and the president are thorough and conducted annually per district policy.

Planning Agenda
None

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Descriptive Summary
The president is the chief administrative officer of San Diego City College. The president reports to the chancellor and is responsible for the total college program. He provides effective leadership and coordination for planning, organizing, budgeting, selecting and developing personnel, and assessing the effectiveness of the college and its programs. The president has reviewed and modified the administrative structure of the college to ensure that the mission and goals of the college are met.

The president initiates and leads planning efforts in all areas of campus functions. The president involves the campus community and local constituents in college planning, and division plans—Instruction, Student Services, and Administrative Services—inform the annual Budget and Master Planning process to tie budget to college goals. The president relies on the campus-based researcher and the district Office of Institutional Research and Planning for analysis of external and internal conditions to better inform campus program evaluation and planning.

Self Evaluation
The college meets this standard.

In the 2009 Employee Perception Survey,
  - 79% of respondents strongly agree or agree that the president provides effective leadership in planning and assessing institutional effectiveness; and
  - 73% strongly agree or agree that the president provides effective leadership in selecting and developing personnel.

Interviews of faculty, staff, and administrators show that the president is respected as a college leader. Respondents indicate that the president is supportive of faculty and staff; that he is open to new ideas about how to improve programs, practices, and services; and that he is supportive of shared governance and collegial decision making. A frequent method of communication between the president and college community is the president’s weekly email update—the News and Notes from the President. Survey responses include no negative responses about the president, his decisions, or his leadership of the college.
Planning Agenda
None

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary
San Diego City College’s administrative structure adequately reflects the purpose, size, and complexity of the institution. The administrative structure of the college is provided in the “Governance and Administrative Structure” organizational chart in the Campus Handbook. IV B-46
The president worked with faculty and staff to review the governance and administrative structure of the college. This resulted in the hiring of a full-time faculty position in 2004 to coordinate off-campus programs. In addition, an administrative reorganization approved in 2006 resulted in the addition of an instructional dean position for Health and Exercise Science. However, the state budget crisis of 2008–2010 has necessitated temporary change to the administrative structure. One instructional dean was promoted to vice president of instruction and that dean position was not filled. Duties of the position were temporarily distributed to other instructional deans. Additionally, the campus was unable to permanently fill the full-time positions of dean of information and learning technology and the dean of arts, humanities and communications, both of which are filled on an interim basis at the time the self-study was completed in spring, 2010. IV B-47 However, search processes are underway to fill both dean positions permanently for the 2010–11 academic year.

Three vice presidents report directly to the president, and the president delegates authority to these administrators as appropriate. The vice president of instruction is responsible for matters relating to teaching and learning; the vice president of student services is responsible for student affairs and student development; and the vice president of administrative services has responsibility for matters pertaining to budgets and facilities. Vice presidents, deans, faculty, and staff work collegially on four councils that report to the President’s Council. These councils—Instructional Services, Student Services, Master Planning and Resource Oversight, and Information Technology—serve as decision-making bodies for primary functions.

Self Evaluation
The college meets this standard.

With input from college constituent groups, the president has made changes to the administrative and reporting structures of the college that have improved efficiency, communication, and service to students. In addition to the aforementioned administrative reorganization, the president has changed the reporting structure of the library/Learning Resource Center and athletics to better integrate instruction and student services. The president also streamlined the committee structure of the college and replaced committees that were no longer effective. Results of the 2009 Employee Perception Survey show that 61% of respondents strongly agree or agree that the college’s administrative structure is organized and staffed to reflect the institution’s purposes, size, and complexity. IV B-48
Planning Agenda
None

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

1) Establishing a collegial process that sets values, goals, and priorities;
2) Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
3) Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
4) Establishing procedures to evaluate overall institutional planning and implementation efforts.

Descriptive Summary
The president is a collegial leader who is focused on student success. He communicates the college’s values, goals, and direction at events which include convocations, graduation ceremonies, award ceremonies, and recognition events. He meets regularly with faculty and staff leaders, and ensures that efforts to promote student success are recognized.

In 2008 the president initiated a collegewide discussion on the development of an updated Academic Plan. Incorporated into this plan are college and program student learning outcomes and methods of evaluation of those outcomes. The president involved the entire campus community in the development of this plan, as well as external stakeholders. This instructional plan will inform planning for future academic programs and activities of the college, and will be used in conjunction with the annual Budget and Master Planning process to tie budget to college goals. This plan will be reviewed and updated on a regular basis, and progress toward meeting the objectives of the plan will be evaluated. IV B-49

A full-time campus-based researcher (CBR) was hired by the district and assigned to San Diego City College in 2008 to improve the research and analysis of external and internal conditions, and to better inform program evaluation and planning. This researcher works closely with college faculty, staff, and the district Office of Institutional Research and Planning (IRP) to provide information that is used in college planning processes, and provides regular reports to the college Research Committee. In fall, 2009, the CBR coordinated the adoption of a Research Agenda in conjunction with the Research Committee. IV B-50 This significant expansion of research-based information has helped to shape instructional and student services’ programs, informed the academic and master planning processes, and have contributed to the development and assessment of student learning outcomes. The IRP conducts studies that are used by the president to review college performance in the areas of student success, retention, completion, and transfer. IV B-51 The district also coordinated an external scan which helped the president to better understand the local community and trends that affect the college, and it publishes a City College Fact Book each year. IV B-52, IV B-53

The president, along with faculty, staff, and managers, supports the college’s program review and master planning funding cycle. Through this process, educational planning is integrated with
resource planning and distribution. After years of preparatory work, the college developed a comprehensive Facilities Master Plan, which culminated in the publication of the City College 16th Street Precise Plan. This plan was integrated with the academic and master planning process to ensure that new facilities built using Propositions S and N funds are consistent with the long-term needs of the college and community. Due in large part to the extraordinary efforts of the president in mobilizing voter support, these bonds were passed by local voters in 2002 and 2006, and construction is underway on several buildings.

**Self Evaluation**
The college meets this standard.

In the 2009 Employee Perception Survey,
- 78% of respondents strongly agree or agree that the college facilitates an ongoing dialogue about improving student learning and instructional processes; IV.B.55
- 79% strongly agree or agree that the president provides effective leadership in planning and assessing institutional effectiveness; IV.B.44 and
- 71% strongly agree or agree that program review is integrated into the college planning process. IV.B.56

The president encourages faculty leadership in the development of student learning outcomes, and interviews among faculty and staff consistently praise the president for his collegiality and support.

**Planning Agenda**
None

**IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**

**Descriptive Summary**
The president works with the vice presidents of instruction, student services, and administrative services to implement and monitor laws, regulations, and board-adopted policies at San Diego City College. The president also encourages managers to become familiar with the collective bargaining agreement as well as college and district policies and procedures. The president consults with district staff in the areas of law and policy on an as-needed basis, and is an active participant on the Chancellor’s Cabinet and the District Governance Council. In addition, the president involves faculty and staff leaders in efforts to ensure that the college meets the requirements of laws and policies in day-to-day operations, and that practices are in support of the college’s mission and goals.

**Self Evaluation**
The college meets this standard.

**Planning Agenda**
None

360
IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary
The president, working with the vice presidents of instruction, student services, and administrative services, ensures that expenditures are within the budget allocated through the district’s allocation process. During the budget crisis of 2008–2010, the president played a lead role in communicating the extent of the problem to faculty and staff, and worked collegially to determine modifications to be made to programs and services. The president is well-versed in community college budgeting and has provided leadership on developing innovative ways to come to consensus on ways to reduce expenditures without sacrificing class section offerings. The president is an advocate for the college at the district level and has been successful in ensuring that the unique needs of San Diego City College are known to the district Budget and Planning Committee.

Self Evaluation
The college meets this standard.

Planning Agenda
None

IV.B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary
The president regularly attends college events and frequently represents the college and the district on local, state, and national committees. The president is actively involved with the local Chamber of Commerce and other downtown San Diego organizations and advisory committees, and is a resident of the downtown area. The president emphasizes the importance of publicizing college programs and activities in the community through distribution of the class schedule and through mail and electronic distribution of publications such as the district “With Excellence” periodical. The president supports the use of the college website as a means of effective communication with the community as well, and he encourages all managers, faculty, and staff to take an active role in community organizations.

The president works closely with the college public information officer to ensure that staff, faculty, and student accomplishments are appropriately recognized. The president is very visible on campus and regularly attends student events, program completion ceremonies, ribbon cutting ceremonies, and represents the college at numerous other public functions. Internally, the president communicates weekly to faculty and staff via his News and Notes from the President’s Office email.

In addition to his work with local communities, the president has served on numerous state and national committees. His most recent service has been as a Board Member for the League for Innovation in the Community Colleges (2001–2010); Member, American Association of Community Colleges Commission on Research and Emerging Trends (2002); Member, American Council for Education Commission on Leadership and Organizational Development (2002); Board Member, Chief Executive Officers of the California Community Colleges (2005–
2010); and Chair of the Board of Directors, Community College League of California (2009–2010).

**Self Evaluation**
The college meets this standard.

**Planning Agenda**
None

**IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.**

**Descriptive Summary**
The provision of educational programs, student support services, staff development, direct campus operations, and various ancillary functions are the responsibility of the colleges. The District Administration Organization Chart and Board Policy 0010 delineate the responsibilities and functions of the colleges and district; IV B-57, IV B-46 District Procedure 0003.8 describes the budgetary process. IV B-58

**Self Evaluation**
The college meets this standard.

**Planning Agenda**
None

**IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.**

**Descriptive Summary**
The San Diego Community College District’s *Administration and Governance Handbook* delineates the function of the district and the responsibilities of the college in the delivery of instructional and student services. IV B-59 Faculty and staff representation is involved at all levels of the delivery system. Evaluation of the delineation of responsibilities is assessed by the 2009 *Employee Perception Survey*. IV B-60

The chancellor manages district resources and implements policies set by the board. The district is organized to provide centralized services to the colleges and centers within the district. College interaction with the district office often occurs through councils related to instruction, student services, administrative services, and governance. In general, functions that are the responsibility of the district are intended to provide for efficiency and continuity of services. Functions that are statutorily required are also provided by district operations. IV B-59
Self Evaluation
The college meets this standard.

Planning Agenda
None

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary
The vice chancellors of instructional services, planning and technology, student services, and business services meet regularly with their counterparts at San Diego City College to ensure that both the district and the college provide effective services to support the institution’s mission and functions. Districtwide councils and committees coordinate functions and services in support of the district and college missions. These councils and committees consist of representatives from the district and the colleges, and report to the Chancellor’s Cabinet. Recommendations from the Chancellor’s Cabinet, in turn, flow to the board. The district councils and committees include the Budget Development and Institutional Planning Advisory Committee, District Governance Council, District Marketing and Outreach Committee, Districtwide Strategic Planning Committee, Districtwide Research Committee, Curriculum and Instructional Council, Management Services Council, Student Services Council, and Trustee Advisory Council.

The president is the institutional chief executive officer of the college. The president reports to the chancellor. The president is responsible for the day-to-day operation of the total college program and provides leadership and coordination for the college community. The president and chancellor provide overall leadership and authority on all of the functional areas that follow, as specified in the district’s Administration and Governance Handbook. IV B-59

Budget Development
The Board of Trustees delegates budget development to the district administration, under the leadership of the executive vice chancellor of business services. While the board retains its fiduciary responsibility for fiscal oversight, the district office is responsible for establishing and maintaining the budget, in consultation with the vice presidents of administrative services, as well as other college leadership. Budget is developed in a collaborative manner. A formula for the distribution of funds to the colleges, Continuing Education, and other district operations has been established through a participatory process. This formula has been refined annually with input from the districtwide Budget Development Committee, comprised of faculty leaders and administrators from throughout the district. Once funds are distributed, the colleges and administrative departments are responsible for the expenditure and monitoring of funds within the constraints of local, state, and federal laws. Audits and fiscal controls are the responsibility of the district administrator.

Cafeteria/Bookstore (ABSO)
The cafeteria and bookstore are managed and operated as a separate business enterprise of the district—the Auxiliary Business Services Organization (ABSO). ABSO is the responsibility of the executive vice chancellor of business services. All cafeteria and bookstore operations are
managed centrally and have indirect consultative relationships with the vice president of administrative services. The vice president of administrative services is responsible for indirect oversight of the orderly, day-to-day bookstore and cafeteria operations.

**Information Technology**

Information technology and computing services support have been contracted out for many years. This organization has provided support for the district’s administrative computing, networking/telephony, data center operations, web services, desktop computing, and a 24/7 Help Desk. Beginning July, 2010, Information Technology will be incorporated into a district-level organizational structure reporting to the director of information technology. The Information Technology department will continue to support administrative computing, networking/telephony, data center operations, web services support for all faculty and staff computers, as well as a 24/7 Help Desk. Application support for the library is provided under contract by the vendor of the library system. Support for instructional labs at the college is provided by technicians from Information Technology that report to the college leadership. Additional instructional technicians, located on campus, also provide support for instructional computing. The director of information technology reports to the executive vice chancellor of business services. Operational responsibility for the Administrative Finance System, the Human Resources System, and the Student Information System resides with the respective vice chancellor for each functional area.

**Legal Services and Equal Employment Opportunity (EEO)**

The director of legal services and EEO is responsible for legal mandates related to compliance and employment. EEO reporting, monitoring, and training are the responsibility of the district office. Discrimination complaint investigations and resolutions are also the responsibility of the district office, in consultation with the site compliance officer at the college. The site compliance officer is the first responder to complaints and issues on campus, in consultation with the president, and may resolve certain complaints as appropriate.

**Facilities and Planning**

The district administration has responsibility for procurement, construction, maintenance and operations of all district facilities and construction projects. The vice chancellor of facilities management coordinates contracts, leases, facilities planning, construction, maintenance, and operations. The college developed a facilities master plan and scheduled maintenance priorities that reflect the educational and student support needs of the institution. These plans form the basis for master planning and facilities development in the district.

The college vice president of administrative services is responsible for facilities maintenance and operations along with facilities planning at the college. The vice president of administrative services oversees the daily operation of the physical plant of the campus, including maintenance, construction projects, and operations of facilities.

The district administration is also responsible for two major construction bond projects (Propositions S and N), including the procurement and construction of several major facilities throughout the district. The district office works with San Diego City College, under the leadership of the president and vice president of administrative services, along with faculty and staff, in the design, planning and build-out of each project. The district administration is also
responsible for reporting and responding to the Propositions S and N Citizens’ Oversight Committee on all matters pertaining to the bond projects.

**College Police**
Campus safety and parking operations are the responsibility of the district office. The college Police Department is a centralized operation reporting to a chief of police who reports to the vice chancellor of facilities management. The Police Department includes P.O.S.T. Certified Police Officers assigned to the college and a central dispatch for emergency operations. The onsite college police staff interacts directly with the president and vice president of administrative services who serves as the college administrative officer responsible for campus safety and parking operations. Resources are managed and deployed centrally to the college, with coverage 24 hours/7 days a week. The chief of police is also responsible for the development, maintenance, and execution of emergency response operations for the district.

**Fiscal Oversight**
The district office has the primary responsibility for administering policies and procedures related to the expenditure of funds and has full audit compliance responsibility. Once a budget is developed and approved by the Board of Trustees, the college has autonomy in determining campus expenditures so that it can fulfill the college mission. The district office is responsible for the annual audit and works with San Diego City College to ensure that revenue and expenditure management conforms to model accounting practices and statutes. The district office provides for central coordination of purchasing, accounting, grants and contract management, and accounts payable activities. The district office also has an internal auditor who is responsible for monitoring accounting practices and internal controls throughout the organization. The district is fiscally independent.

**Public Information and Government Relations**
The district has substantial involvement with city, county, state, and federal agencies along with other representatives that interact with and impact the needs of the district. The director of public information and government relations works directly with the chancellor to build partnerships, guide legislative advocacy, and maintain relations with federal, state, and local agencies and officials, including the media. Direct assistance has been given to the college to enhance public awareness. San Diego City College has a public information officer who works closely with the president and who also maintains liaison with local, city, and county organizations, as well as state and national agencies, to promote public and media relations and activities. The district office is responsible for several major publications designed to ensure that the community is informed of college operations and initiatives, including an Annual Report, Economic Impact Report, Propositions S & N Report, Board and Chancellor’s Cabinet Reports (monthly), and the *WE – With Excellence*, a quarterly report on current programs and activities. The district office also maintains the content of the district website, a source of information for both external and internal constituents.

**Institutional Research**
Institutional Research is a districtwide operation reporting to the vice chancellor of student services. It consists of a central component responsible for districtwide studies and information, as well as a campus-based researcher at San Diego City College. The campus-based researcher reports to the college vice president of student services for work direction and research priorities,
and has a formal reporting relationship with the district office for training, evaluation, research protocols, database management and additional support for projects. The central office is responsible for annual accountability reporting, enrollment projections, state reporting, and developing a culture of evidence for the district. It provides data and information support to district and college planning efforts. Research includes Program Review, Accreditation, Basic Skills, Strategic Planning, ARCC, and Enrollment Management. The office maintains a comprehensive website and the staff provide support to the chancellor and Board of Trustees.

The department is also responsible for establishing an annual research agenda for the district and supporting the college in development of its research agenda.

**Instructional Services**
Curriculum development, as well as provision of the academic program, is the responsibility of the college vice president of instruction. Coordination and alignment of curriculum, including compliance with Title 5 and policy and procedure development related to instruction, is the responsibility of the district office, in consultation with the college’s academic leadership and administration. Coordination of grants and contracts, economic development, online education, International Education, Military Contract Education, and several categorically funded career technical programs are also the responsibility of the district office. Grant development is a collaborative responsibility between the colleges and the district office with resources provided by the district office. The district administration has primary responsibility for developing and maintaining relationships with industry and a Corporate Council to address workforce needs. Oversight of the district’s large online education program, including training, website development, and maintenance, is the responsibility of the district office in coordination with the college.

**Human Resources**
The Board of Trustees has delegated the responsibilities for Human Resources management to the district administration. The functional responsibilities include collective bargaining, contract management, hiring procedures and processes, worker’s compensation, benefits, employee records, payroll, legal services and risk management. The vice chancellor of human resources serves as the chief negotiator for the district, representing the Board of Trustees. Policy and procedure development affecting Human Resources is also coordinated through this office. Job classifications and descriptions are developed and maintained by the district office. The hiring process is managed and monitored by the district office. The president and chancellor are responsible for final hiring decisions. College departments have defined responsibilities for participating in hiring procedures, staff evaluation, and contract administration as it relates to supervisory responsibilities. Payroll is also a collaborative effort between the district office and the college vice president of administrative services. Legal services related to personnel issues are coordinated through the vice chancellor of human resources, in consultation with the chancellor.

**Risk Management**
Risk management, including workers’ compensation claims and legal matters related to district operations, are the responsibility of the vice chancellor of human resources. The Risk Management office works in consultation with the Chancellor’s Cabinet for all legal matters, as
well as with the college vice president of administrative services for workers’ compensation and liability matters.

**Student Services**

Student Services program development and operations are the responsibility of the vice president of student services at San Diego City College. The vice chancellor of student services is responsible for policy development and oversight, program development, student records, state reporting, state and federal compliance and audit, and institutional research. Policy review and development are coordinated with the college’s academic and student services leadership. Administrative computing related to students and services, including self-service systems (web-based) and access to student information is also the responsibility of the vice chancellor of student services, in coordination with the vice president of student services. Compliance with state and federal laws, including legal services related to students and records are also the responsibility of the district office.

**Self Evaluation**

The college meets this standard.

Results from the 2009 Employee Perception Survey show that the majority of college employees are satisfied with services provided by the district office. Questions 93–100 on the survey address specific service areas, and responses to the statement “The district office provides sufficient support to the colleges in the following areas” are as follows:

- 55% strongly agree or agree in regards to business and fiscal services;
- 62% strongly agree or agree in regards to public relations/communications;
- 55% strongly agree or agree in regards to facilities services;
- 62% strongly agree or agree in regards to human resources;
- 61% strongly agree or agree in regards to information technology;
- 62% strongly agree or agree in regards to instructional services;
- 59% strongly agree or agree in regards to student services; and
- 54% strongly agree or agree in regards to institutional research and planning.

In addition, interviews with faculty, staff, administrators, and students reveal that opinions of most district services are satisfactory. However, concerns have recently arisen among college faculty regarding district-level decision-making processes used in finalizing the design features of new campus buildings funded through the bond program. In several instances, changes were made to the final design that the college-based Project Task Force Design Teams, composed principally of the faculty and related administrators who will occupy each new or remodeled facility, were not aware of or which were contrary to what the task force believed to be in the best interest of faculty and students. This has prompted a call by the Academic Senate to strengthen the college-district collaboration on these designs, and to more fully include the faculty perspective in final decisions related to them. Additionally, the Academic Senate called on the district to include faculty members on the district-level committees that select the architectural firm for each project, in line with district Board Policy 7990.

Faculty and classified staff have also expressed concern with recent district changes in the assigned duties of Facilities staff members assigned to San Diego City College, in particular the
reduction or elimination of those staff members’ ability to move equipment and furniture and to unlock classroom and office doors. Because the changes are new, their impact on the college’s day-to-day operations have not yet been evaluated. There is a clear need to do so.

Planning Agenda
None

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary
The district uses a consistent data-driven FTES-based method to distribute resources to the colleges. The methodology is reviewed monthly by a districtwide Budget Development Committee that consists of representatives of different constituency groups and from each college. All members of the Budget Development Committee provide commentary and recommendations on the adequacy of the methodology and resources that are planned to support their specific college’s operations.

Statewide budget reductions have had a major impact on the committee’s operations as it relates to maintaining the formula established by FTES. With the cooperation of the executive vice chancellor of business services, the committee has been able to ensure that each college receives funding support from the formula that is adequate and at the same time addresses statewide budget impacts that have adversely hit all of California’s community colleges.

San Diego City College uses the majority of discretionary funds to support instruction. Changes to the college’s budget as such are primarily made by adjusting the number of course sections offered within a given time frame. Deans and department chairs work with the vice president of instruction and the vice president of student services to prepare a class schedule that best reflects the college’s mission and addresses budget constraints derived from the funding formula.

Self Evaluation
The college meets this standard.

Planning Agenda
None

IV.B.3.d. The district/system effectively controls its expenditures.

Descriptive Summary
In addition to the parameters of the district’s online accounting system, San Diego City College has a clearly defined control mechanism in place with a hierarchy of approvals and reviews to control its expenditures. These control mechanisms have enabled the college to effectively manage adverse budget impacts that have come from the state legislature. In fact as a result of the control mechanisms, which reduced operational costs by more than a million dollars, and the initiatives of deans and department chairs to effectively manage course offerings, the college ended FY 08–09 with a positive ending balance.
In addition to the control mechanisms utilized by the college, the district is audited annually as required by state law. The board received the 2007–08 audit reports in spring, 2009. In accepting the reports, the board emphasized the fact that all four audits were unqualified (the highest rating) and contained no negative findings.  

The district adheres to state law and to its policies related to budget preparation and sound fiscal management.  

**Self Evaluation**  
The college meets this standard.

**Planning Agenda**  
None

**IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.**

**Descriptive Summary**  
District policy clearly specifies the roles and responsibilities of the chancellor and president. According to policy, “The President is a key position of educational leadership and is responsible for the total program assigned. He/she shall be responsible to the chancellor. The authority of the Presidents is delegated to them by the chancellor who in turn has received authority from the board. The overall responsibility is to provide leadership and coordination which will encourage the staff, the community and the students to work together toward the best program which they can conceive.”

The chancellor delegates full authority and responsibility to the presidents of the colleges and does not interfere in any way. College presidents are expected to strictly adhere to all district policies, and the chancellor asks that communication between the college and the district be thorough and regular.

**Self Evaluation**  
The college meets this standard.

**Planning Agenda**  
None

**IV.B.3.f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.**

**Descriptive Summary**  
Districtwide councils and committees consist of representatives from the district and the colleges, which report to the Chancellor’s Cabinet. Recommendations from the Chancellor’s
Cabinet, in turn, flow to the Board of Trustees. A brief description of district councils and committees follows.

**District Instructional Council**
This council “reports to the Chancellor’s Cabinet and consists of members who meet to review and coordinate instructional matters. The council is charged with providing for the coordination of the curriculum districtwide and for development of districtwide guidelines for the improvement of instruction in the colleges and centers of the district. It is also charged with providing for a districtwide review of all procedures and activities related to instructional programs.” IV B-67

**Student Services Council**
This council “reports to the Chancellor's Cabinet and consists of the Chief Student Services officers from each college and Continuing Education. The Council is charged with the establishment, development and maintenance of all student services policies, procedures, and related matters districtwide.” IV B-68

**Governance Council**
This council “serves as the districtwide communication, planning, and review forum on matters pertaining to major issues affecting the district. The District Governance Council (DGC) is a standing council comprised of students, faculty, and staff representatives from throughout the district. The council will meet to share information and review matters concerned with educational programs and services.” IV B-69

**Management Services Council**
This council is a forum at which “districtwide staff and administrative representatives meet to review matters concerned with the district’s management services which include: Business Services, Human Resources, and Facilities Services.” IV B-70

**Information Technology Council**
Matters pertaining to districtwide technology issues are discussed by this council, which exists to “review, monitor and recommend policies, procedures and practices relating to the needs, uses, resource allocations and information control measures for information technology districtwide.” IV B-71

In addition to the aforementioned councils, other participatory governance councils include the Budget Development and Institutional Planning Advisory Committee, District Marketing and Outreach Committee, District Strategic Planning Committee, Districtwide Research Committee, and Trustee Advisory Council. IV B-59 The board evaluates district processes to ensure that they assist the colleges in meeting their educational goals on an as-needed basis. The Chancellor’s Cabinet regularly informs college and district staff of issues discussed at the meeting through the widely disseminated Chancellor’s Cabinet Report. Communication from district councils to college constituents occurs through email, and through the following reports at the President’s Council and at the Instructional Cabinet:

- Chancellor’s Cabinet Report
- Board Report
• Chancellor’s Report
• President’s News and Notes IV B-72

The chancellor regularly sends electronic messages districtwide that focus on important and timely topics such as enrollment growth, budget issues, facilities development, legislation affecting the district, etc.

Self Evaluation
The college meets this standard.

San Diego City College employees are satisfied with communication between the district office and the college, as 64% of employees strongly agree or agree that the district office uses effective methods of communicating with college staff and faculty. IV B-73

Planning Agenda
None

IV.B.3.g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as a basis for improvement.

Descriptive Summary
The Board of Trustees evaluates district governance, decision-making structures, and processes on an as-needed basis to ensure that they assist the colleges in meeting their educational goals. As part of the accreditation self-study, San Diego City College faculty and staff were also surveyed to determine whether the governance and decision-making structures were effective. Processes and procedures are reviewed at the various district council meetings and recommendations are forwarded to the Chancellor’s Cabinet to be considered for recommendation to the board.

Self Evaluation
The college meets this standard.

Results from the 2009 Employee Perception Survey show that the majority of employees strongly agree or agree with the statement “The district office provides sufficient support to the colleges in the following areas:” IV B-60

• 55% strongly agree or agree in regards to business and fiscal services;
• 62% strongly agree or agree in regards to public relations/communications;
• 55% strongly agree or agree in regards to facilities services;
• 62% strongly agree or agree in regards to human resources;
• 61% strongly agree or agree in regards to information technology;
• 62% strongly agree or agree in regards to instructional services;
• 59% strongly agree or agree in regards to student services; and
• 54% strongly agree or agree in regards to institutional research and planning.

In addition, in an interview with the Board of Trustees on April 16, 2009, board members detailed the processes they use to evaluate district role delineation and governance and decision-making structures and processes. The board indicated that they receive regular reports on the effectiveness of the district in assisting the colleges in meeting educational goals.

In the 2009 Employee Perception Survey, 64% percent of respondents strongly agree or agree that the district office uses effective methods of communicating with college staff and faculty (and 17% neither agree nor disagree). IV B-74

Planning Agenda
None
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