



# **NMC Governance Guide**

**An Organizational Guide to  
Participatory Governance, Planning, Assessment, and Budgeting**

September 2023

Northern Marianas College

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## NMC Mission, Vision, Values and Strategic Goals

**Mission:** "The mission of Northern Marianas College is to cultivate stewardship through scholarship. Embracing our agency and cultural identity on the global stage, the College strives to take care of our community, our resources, and our people by cultivating the structured pursuit of knowledge across the Marianas."

Vision Sailing ahead with a focus on learning, let us lift the tide for everyone.

### **Values (Source: Board of Regents Policy 2003)**

#### **Student Success:**

1. Equip all students to succeed.
2. Commit to nurturing, encouraging, and supporting students to achieve their aspirations.
3. Create and promote educational opportunities that are affordable and accessible to all who can benefit.

#### **Institutional Excellence:**

1. Strive for excellence and continuous improvement in everything we do.
2. Provide high-quality quality education with the highest standards.
3. Hire and support faculty and staff who contribute to a professional, healthy, and safe educational environment.
4. Conduct ourselves responsibly and ethically in all aspects of our daily activities.
5. Maintain open, honest, and effective internal and external communications.

#### **Community:**

1. Foster a supportive environment, respectful relationships, and shared responsibility for life-long learning.
2. Treat all individuals with respect and dignity; their ideas, input and participation will be valued.
3. Leverage our diversity to build a dynamic learning environment.

## **NMC Strategic Master Plan Goals- 2.0**

### **FIRST STRATEGIC PRIORITY: TAKE CARE OF OUR PEOPLE**

Goal 1: Empower students to succeed before and after graduation with a wider range of relevant and engaging programs, targeted student support services, and accelerated curricular and career pathways.

Goal 2: Cultivate our employees by offering competitive compensation and benefits, embracing a growth mindset in personal and professional development, and facilitating collaboration and engagement across the institution.

### **SECOND STRATEGIC PRIORITY: TAKE CARE OF OUR RESOURCES**

Goal 3: Build state-of-the-art facilities that meet the curricular and co-curricular needs of all college programs, provide a robust and secure information technology infrastructure, ensure resilience against natural disasters, and welcome all stakeholders with open, accessible, and appealing designs.

Goal 4: Secure financial vitality to better support and expand college programs by increasing and diversifying revenue streams, expanding philanthropic contributions, and solidifying more consistent funding from various sources.

Goal 5: Ensure quality across the institution by implementing systematic improvement processes, employing research-based accountability measures, and optimizing governance and organizational structures for efficiency and effectiveness.

### **THIRD STRATEGIC PRIORITY: TAKE CARE OF OUR COMMUNITY**

Goal 6: Invest in our economy with innovative, adaptive, and relevant programs that meet workforce needs, promote entrepreneurial initiatives, and cultivate creative problem-solving skills.

Goal 7: Foster a spirit of stewardship among all stakeholders to practice regenerative living that protects our environment, transformative behaviors that promote social justice, inclusion, and equity, and cultural enrichment that protects our islands' indigenous legacy, all in an effort to make our world a better place.

## **NMC Strategic Master Plan--September 2022**

### **FY 2021-23 Financial Plan**

**For the Operational Plan End Goals and Priorities, please refer to the [FY 2021-23 Interim Financial Plan](#). The Northern Marianas College Interim 2021-2022 Key Imperatives:**

1. Strengthen Facilities, Operations and Resource Development

2. Increase Relevance to CNMI Workforce
3. Accelerate Time to Completion
4. Improve Student Success and Support
5. Ensure Continued Accreditation
6. Ensure Quality Improvement

## Message from the President

September 20, 2023

Hafa Adai yan Tirow Proa Tribe!

Our ancestors navigated thousands of miles and hundreds of islands across the Pacific guided by the stars, informed by a deep seafaring heritage, and supported by collective trust in each other. In recent years, we at Northern Marianas College have continued that great tradition as we have sailed through the rough waters of catastrophic storms, a global pandemic, and fiscal crises. Through it all, we have been guided by the stars of a mission that cultivates stewardship through scholarship, and a vision to sail ahead with a focus on learning, lifting the tide for everyone. We have been informed by research-tested and evidence-based approaches to solving the great problems of our day. And we have been supported by a spirit of *inafa'maolek*, trusting that by working together in harmony, our *proa* will not sink. Rather it sails ahead, reaching for destinations yet unknown.

Likewise, this *Governance Guide* will guide, inform, and support our Proa Tribe as we sail ahead with a participatory decision-making process that respects all our stakeholders and ensures that we can achieve the strategic goals of taking care of our people, taking care of our resources, and taking care of our community. As a guide, it clarifies what role each member of our Tribe plays in reaching key decisions. As a source of information, it delineates important governance processes that structure how those decisions are made. And as a support tool, it empowers everyone with the knowledge and awareness needed to make those decisions.

Despite all the challenges, we have sailed a long journey. But that journey is not complete. With this guide, and with trust in each other, we will continue sailing ahead towards a more prosperous future for our College and our Commonwealth. Along the way, let us always remember:

Stay safe. Stay calm. And sail on.

Sincerely,

Galvin Deleon Guerrero, Ed.D.  
President

## Executive Summary

The Northern Marianas College *Governance Guide* is meant to reflect the collective contributions of the students, faculty, and staff in defining the College's organizational participatory governance structure and planning, assessment, and budgeting processes. The guide shows the structure and manner in which individuals may bring forward ideas and work together on issues that affect the academic and student support goals of NMC.

The *Governance Guide* was reviewed and adopted by the President with input from the College Council. The Guide is inclusive of input from the ASNMC, Faculty and Staff Senates, BAFC, and the Leadership Team. Further, as part of the College's commitment to continuous improvement, this guide, in addition to the Planning Handbook, Budget Process Manual and SLOCIP, shall be reviewed on an annual basis. Any recommendations for improvement shall go through the participatory governance process and forwarded to the President for final review.

The College affirms that the President is the decision-making authority and that the College Council is the recognized organization for participatory governance that allows for participation in review and recommendations of College policies and procedures with representation from ASNMC, Faculty and Staff Senates, and the Management Team.

Further, the planning, assessment, and budgeting processes described in this guide are considered institutionally appropriate and shall serve as the standard operating procedure for the College.

The participatory governance structure in addition to the planning, assessment and budgeting processes as stipulated herein shall guide developments to the PROA-SP Strategic Goals and Priority Initiative, corresponding Operational Plans, curricular changes, and in the allocation of human, physical, technology, and financial resources of the College. Moreover, the IG Guide has been developed to ensure that decision making is evidence-based, inclusive, and widely communicated towards the continuous improvement of student learning, teaching, and institutional effectiveness.

This *Governance Guide* marks the second update of the College's organizational guide to participatory governance, planning, assessment, and budgeting since 2008. It is important to note that the *Governance Guide* is a living document and will be updated periodically to reflect changes in governance make-up, policies, and/or procedures. Any recommendations for improvement and changes shall go through the respective participatory governance process for input.

# Organizational Chart:

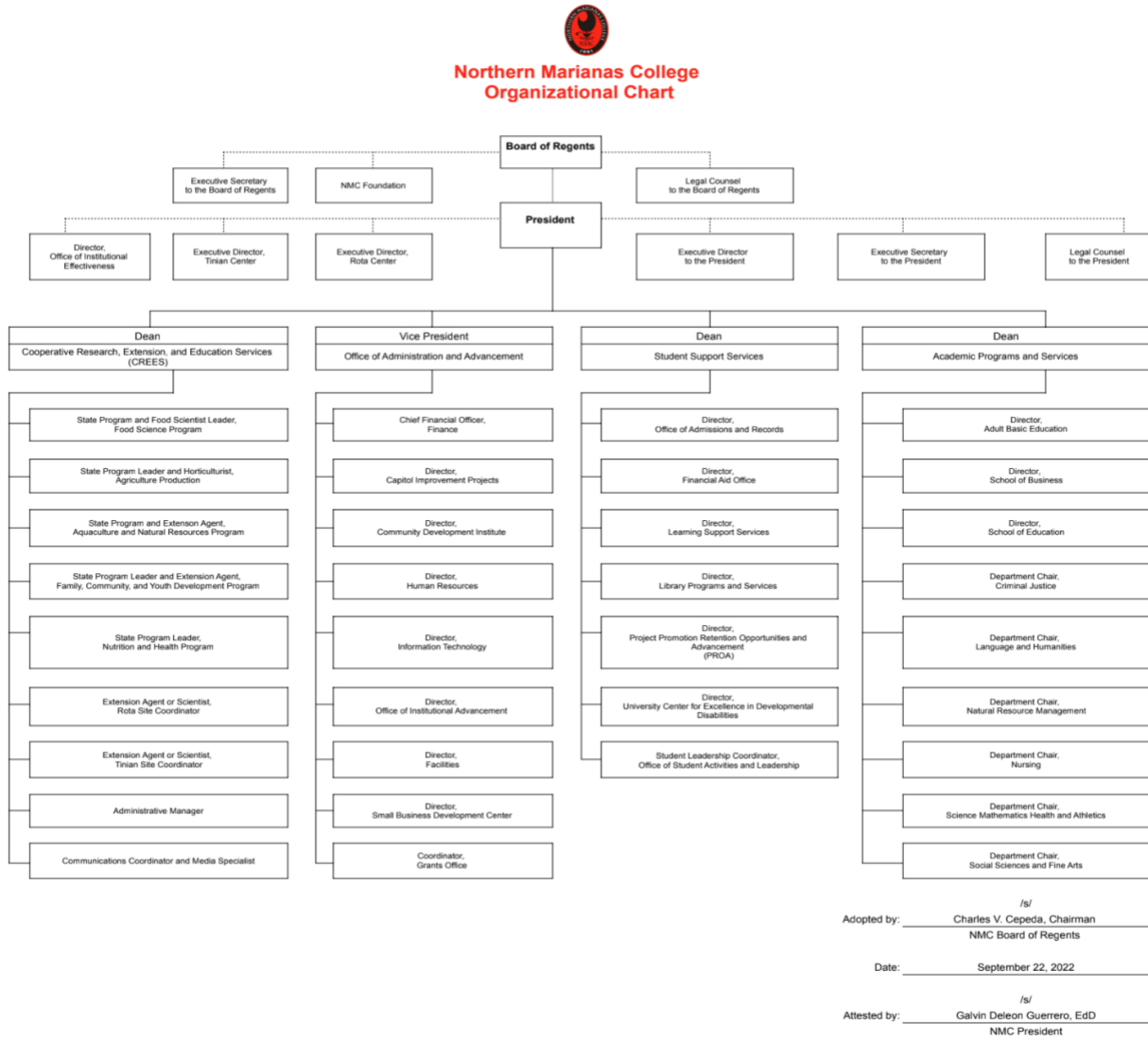


Figure 1



## Participatory Governance:

Participatory governance is a decision-making process that emphasizes inclusivity and collaboration among the College's representative bodies while also recognizing that accountability for decisions rests solely on the College administration. Inclusivity ensures that all stakeholders of the College community have mechanisms by which their voices and perspectives are heard, while collaboration underpins the collective understanding that institutional progress and strategic success stem from all members of the institution working in concert towards shared goals. However, standard practice in higher education and legal precedence have established that college administrators, not stakeholders, are ultimately held accountable for formal decisions made by the institution. As a result, the College administration reserves the final authority on decision-making.

*Governance at Northern Marianas College starts at the top of the organization.*

*The Northern Marianas College Board of Regents recognizes the importance of participatory governance and acknowledges the following:*

*The faculty shall be represented by the Faculty Assembly and the Faculty Senate, the staff shall be represented by the Staff Assembly and Staff Senate, and the students shall be represented by the Associated Students of Northern Marianas College and its officers. All procedures relating to the Faculty Assembly and Faculty Senate, the Staff Assembly and Staff Senate, and the Associated Students of Northern Marianas College and its officers shall be included in the constitutions, membership, and structure of these representative bodies.*

*The President shall develop procedures that specify the general governance role of the administrators, the faculty, the staff, and the students of the College, in terms of policy formation, decision-making and planning, and problem identification, analysis, and resolution.*

*[Source: Northern Marianas College Board of Regents Policy 1020, "Institutional Governance."]*

*Participatory governance at Northern Marianas College is achieved in the spirit of cooperation, collaboration, and collegiality. The collegial model proposes a community of stakeholders that makes recommendations in the decision-making processes involving all constituencies affected by the decisions. It promotes the mission, vision, and values of the College and ensures their achievement through policies and procedures, via a structure of governance councils, committees, senates, and constituency groups. Through effective processes of planning, implementation, and evaluation, the College is committed to student learning and success, continuous improvement and institutional excellence.*

- I. **Definitions:** [Source: Participatory Governance, ASCCC/CCLC, Simpson, Clark, Walton, Lieu, Woodruff, Lay, Viar, 2006].
  - Participating effectively in the College governance is...

- Shared involvement in the decision-making process.
- The same level of involvement by all is not required; and
- Final decisions rest with the Board of Regents or designee, the President.
- Participatory governance is the act of collegial decision-making.
- Collegial decision-making is the process of consulting with and enabling various constituencies within the College Community to be informed and to provide input that affects decisions made at the Northern Marianas College.
- The role in participatory governance is not to look out for the “best” interest of an individual constituency group, but of the whole institution and its mission.

## **II. Clarifications:**

- Participatory governance does not take away the authority from those vested with decision-making responsibility.
- Participatory governance is a process in which decision makers, whether with primary or delegated authority, are committed to involving affected constituencies in decisions when possible.
- Participatory governance is a method of organized and collegial interaction in which individuals have an opportunity to participate in thoughtful deliberation and decision-making. Individuals may participate by voicing opinions, voting, making recommendations, investigating, writing reports, evaluating leaders, serving as consultants, leading or attending forums, serving on governance councils, committees, senates, and constituency groups. All constituents are encouraged to provide input on issues that affect them.
- Governance councils, committees, senates, and constituency groups are the primary vehicles in which the opinions of individuals travel to formulate decisions for the whole group. These groups are empowered by participatory governance to make formal recommendations on issues presented to and raised by them.

## **Guiding Principles of Participatory Governance**

- All governance bodies, committees, and campus constituencies recognize that Northern Marianas College, through its commitment to student learning, provides high quality, affordable and accessible education programs and services for the individual and people of the Commonwealth.
- College-wide focus on a team approach to planning and problem-solving.
- College-wide understanding of participatory governance is to be achieved through on-going education and the implementation of participatory governance policy.

- The most effective means of developing policies and procedures are to provide opportunity for involvement by the constituent groups affected by the implementation of these policies and procedures.
- The President will solicit and consider input from the College Community and represented constituencies such as, but not limited to, College Council, Academic Council, Program Review and Outcomes Assessment Committee (PROAC) and Budget and Finance Committee (BAFC) before decisions that have a direct impact on academic policy, academic curriculum, academic procedure, budget requests and resource allocations, strategic educational master plan, and capital projects are made.
- Governance council and committee members, and constituency representatives are responsible for keeping their respective groups informed of the proceedings and recommendations of governance groups. This does not mean that committee/council members or constituency representatives must take each and every issue to their constituents for input and comment. Members may exercise “representative voting,” and shall at times place the best interests of the institution first and foremost over that of their individual constituency group or their personal interest.
- Governance council and committee members and constituency representatives may continue to represent their constituency groups even during semester breaks.
- The recommendations from major governance bodies such as, but not limited to, College Council, Academic Council, Program Review and Outcomes Assessment Committee (PROAC) and Budget and Finance Committee (BAFC) should be considered in all decisions.
- When a recommendation from a major governance body is not adopted/followed/accepted, the reasons for the decision of leadership to reject the recommendation must be provided in writing.

All constituents are encouraged to provide input on issues that are important to them in their areas of responsibility or on matters that will directly impact them.

Administrators shall demonstrate a willingness to incorporate students, faculty, and staff input into decision-making especially on those matters relating to academic and student services policies and procedures, financial, and budgetary matters.

The President, administration, campus constituency leaders, and representatives shall uphold this participatory governance model at all times.

## **Description and Roles of Decision-Making Bodies**

The following entities are decision-making bodies of the College.

### **Board of Regents**

The Board of Regents is the governing board of the Northern Marianas College. It derives its powers from and exists under the Constitution and laws of the Commonwealth of the Northern Mariana Islands. The Board has the power and responsibility to discharge any duty imposed by law upon it or upon the College and may execute any powers delegated by law to it or to the College. The Board shall concern itself with broad questions of policy, rather than with administrative details. The application of policies is an administrative task to be performed and executed by the President.

The Board of Regents is made up of seven members, appointed by the CNMI Governor with the advice and consent of the CNMI Senate. Members represent the interest of the general public within the Commonwealth on matters and policies concerning post-secondary education. Collectively, the members of the Board serve as a unit to set goals and general direction of the College, and to approve institutional policies that assist the institution in achieving its mandated mission.

### **President**

The President is the chief executive officer of the Northern Marianas College and in this capacity is charged with full administrative authority and responsibility for the College. The Board of Regents judiciously recognizes and supports the President as the major line of communication between the Board and the internal and external College Community. In this capacity as the Board's Liaison, the President informs the Board of such communications, and is guided by the policies, general directions, and financial guidelines established by the Board.

The President's fundamental responsibility is to develop and maintain an institution that fulfills the mission and achieves the goals of the Northern Marianas College in accordance with the Mission Statement. At the President's discretion, the President may choose to delegate specific responsibilities to the Leadership Team or individual Deans, and those who report directly to the President for limited duration and purposes. Descriptions of these entities follow:

### **Leadership Team**

The Leadership Team consists of Deans and the Administrative Directors who report directly to the President (Direct Reports), the Associated Students of the Northern Marianas College President, and the Faculty and Staff Senate Presidents. The role of Leadership Team (LT) is to address and coordinate issues involving college governance, student learning and success, fiscal strategies and related matters, prioritizing the need for college personnel to include salary levels, college organization, community relations, public information and information systems, policy and procedures, and strategic

planning. The team's recommendations may be placed on the agenda of other committees, or they may be forwarded directly to the President for action. At times, the President may task LT to convene a task force for a specific purpose, such as a Strategic Planning Task Force (SPTF).

### **Deans and President's Direct Reports**

For the purpose of clarification, "Direct Reports" include all Deans and Administrative Directors who report directly to the President.

The College carries out its administrative and procedural functions delegated by the President to and through the President's Direct Reports. Each respective Direct Report is responsible and accountable for specific units, divisions, departments, and programs throughout the College including the personnel and standard operating procedures necessary for such to function. These individuals and their respective teams also serve as stewards of the Board of Regents policies that affect their respective areas, and are instrumental in providing necessary recommendations on such policies to the President and to the BOR.

### **Internal Governance Structure**

[Board Policy 1020](#) "Institutional Governance" sets the framework for the governance of the College. Pursuant to that policy, authority over institutional governance is delegated to the President who shall develop procedures that specify the general governance role of the administration, the faculty, the staff, and the students of the College.

## **Description and Roles of Participatory Governance Bodies**

### **Participatory Governance Bodies**

Participatory Governance Bodies at Northern Marianas College are recognized as governance councils, committees, or constituency groups that have the final recommending authority to the President or the President's administrative designee.

Participatory governance ensures that individuals have an opportunity to participate in decision making by voicing opinions, providing input and recommendations, serving as consultants, and serving on governance councils, committees, senates, and constituency groups. All governance bodies are encouraged to provide input on issues that are important to them. The following lists the various governance bodies and groups at the College.

These bodies are further classified into major participatory governance bodies and minor participatory governance bodies. Major participatory governance bodies are involved in the ultimate recommendation to the President or decision-making entity. A minor participatory governance body provides recommendations to a major participatory governance body or a director responsible for overseeing the function.

## **Governance Groups**

### **College Council**

The College Council is a major governance body and is the recognized participatory governance body for the College that serves as an advisory and recommendation group to the President for matters pertaining to the development of college operational policies, rules, procedures, institutional governance, and other important issues affecting the operations of the College. The College Council's membership is representative of all constituencies of the College. College Council is established by the authority of the President and in keeping with [Board Policy 1020](#) "Institutional Governance" shall:

- Ensure that the different constituencies of the College Community are given an opportunity to give input into the development of revised and/or new policies for review and action by the Board.
- Ensure that different constituencies of the College Community are given an opportunity to give input to the development of administrative rules and procedures for the President's action.

The College Council is the recognized participatory governance body for the College and serves as a forum body for receiving and sharing information from and among the constituencies and the President.

The College Council may also review matters within its purview brought to its agenda by the President or any other recognized constituency groups. In addition, the College Council may seek permission from, or recommend to the President to convene a task force for a specific purpose, such as the Governance Review Task Force (GRTF).

### **Academic Council**

*Assessment committees such as this count as 2 committees.*

The Academic Council is a major governance body whose purpose is to recommend on all matters related to instructional programs and academic regulations and to assist the Dean of Academic Programs and Services. It reviews and offers recommendations on the quality of and continued need for various instructional programs and, as appropriate, offers advice on the continuation or termination of academic programs. It reviews and evaluates all academic Institutional Learning Outcomes (ILO), General Education Learning Outcomes (GELO), Program Learning Outcomes (PLO), and Student Learning Outcomes (SLO).

## **Committees**

### **Program Review and Outcomes Assessment Committee (PROAC)**

*Assessment committees such as this count as 2 committees.*

PROAC is a major governance body and is an integral advisory body with respect to NMC's ongoing efforts to improve the quality of instruction and support services

through a systematic process of planning and assessment. The committee is tasked with building and sustaining a campus-wide culture of evidence and shall concern itself with matters relative to accreditation, assessment and program review. PROAC makes recommendations to the Director of Institutional Effectiveness.

### **Institutional Learning Outcomes Committee (ILO)**

***Decision to merge with the General Education Outcomes Committee is pending.*** *Assessment committees such as this count as 2 committees.*

- The committee's task is to refine and support the college's Institutional Learning Outcomes:
- Knowledge – Students will be able to define, describe, demonstrate, and explain knowledge within a field of study.
- Skills – Students will be able to apply, as well as perform, exhibit, or demonstrate skills required of a particular field of study or field of endeavor.
- Creativity – Students will be able to plan, design, develop, find, synthesize, and create solutions, strategies, documents, and products.
- Intellect – Students will be able to exhibit the capacity for independent thought and critical thinking.
- Communication – Students will be able to communicate effectively through writing, speaking, performing, exhibiting, or other forms of expression.
- Analysis – Students will be able to acquire, interpret, analyze, assess, and evaluate information.

### **General Education Committee**

*Assessment committees such as this count as 2 committees.*

The goal of the college's General Education committee is to support the work of ensuring students acquire important general knowledge, develop basic academic skills, develop critical thinking skills, and be able to integrate their knowledge and skills so as to promote the capacity for lifelong learning.

GELO 1. Critical Thinking Upon completion of coursework, a student will be able to:

- 1.1 Make connections between two or more areas of knowledge and apply learning to daily life experiences.
- 1.2 Use critical and analytical thinking skills to solve a variety of problems.

GELO 2. Humanities Upon completion of coursework, a student will be able to:

- 2.1 Demonstrate an awareness of the scope and variety of works in the arts and humanities and articulate the value of aesthetics and creativity.
- 2.2 Make decisions in daily life based on creative thought and ethical principles.

GELO 3. Citizenship and Society Upon completion of coursework, a student will be able to:

- 3.1 Define an individual's civic, political, and social responsibilities as a member

of both the local and global community.

3.2 Recognize stereotyping, bias, and faulty reasoning in the opinions of others.

GELO 4. Technology and Information Literacy Upon completion of coursework, a student will be able to:

4.1 Collect, organize and present information from various sources, including books, periodicals and the Internet.

4.2 Use computers to access information effectively and efficiently.

GELO 5. Oral Communication Upon completion of coursework, a student will be able to:

5.1 Demonstrate oral communication proficiency in discussions, debates, and presentations.

5.2 Summarize and evaluate the oral communication of others, asking appropriate questions as necessary.

GELO 6. Quantitative and Scientific Reasoning Upon completion of coursework, a student will be able to:

6.1 Analyze mathematical problems, determine the steps necessary to solve problems, calculate solutions, and test for correctness.

6.2 Answer questions and explore observations using scientific methodology.

GELO 7. Written Communication Upon completion of coursework, a student will be able to:

7.1 Produce clear well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.

7.2 Demonstrate mastery of standard English grammar, spelling, and punctuation.

### **Recruitment Team**

The Recruitment Team plans, executes, and monitors recruitment activities that impact the College's annual enrollment and that attract students from diverse academic, professional, age, and ethnic backgrounds. The chairperson of the committee is the Director of Enrollment Services, and the vice-chair is the Admissions Counselor.

### **Graduation Committee**

The Graduation Committee is responsible for the planning, development, and implementation of College Commencement Exercises. The chairperson of the committee is the Director of Enrollment Services.

### **Budget and Finance Committee (BAFC)**

The Budget and Finance Committee is a major governance body and is responsible for providing recommendations to the Chief Financial Officer on all operational financial matters derived from the annual Operations (Tuition and Fees) Budget. It is charged with aligning institutional priorities with the allocation of resources, reviewing and adjusting the budget in accordance with present circumstances and future projections, and for reporting and making recommendations to the Chief Financial Officer. A Vice Chair is elected amongst the membership. The committee ensures that appropriate members of the College



Community participate in the development of annual operational budgets, annual strategic operational plans, new major programs and services, and major facilities planning prior to adoption by college officials.

### **Registration Committee**

The Registration Committee serves to continually improve and enhance the registration process at the College, inform the public about registration periods at the College, and improve the registration process for greater efficiency and effectiveness. The chairperson of the committee is the Director of Enrollment Services, and the vice-chair is the Registrar.

### **Technology in Education Committee**

The Technology in Education Committee is a minor governance body which plans and promotes the use of technology in support of the educational mission of the College. Committee members comprise a cross-section of the campus community. This committee also serves as an advisory committee for the College's technology grant projects and provides its recommendations to the Director of Information Technology.

### **Academic Advising Committee**

*ACTION: To be revisited, to include Strategic Plan and input from the College President.*

The Academic Advising Committee is a minor governance body that serves as a collective forum for the review of Northern Marianas College's academic advisement program to meet the needs of students and the generation of new ideas. The committee serves to build a partnership between faculty and the administrative offices as it relates to advising. The committee monitors and examines advising at the College and provides recommendations for changes and improvements to the Director of Counseling.

### **PowerCampus Data Group**

The PowerCampus Data Group is a minor governance body jointly created by OAR, IT, and OIE to improve data quality and reporting through regular meetings and working sessions. This group plays a critical role in ensuring that PowerCampus, and related data tools, can produce the data required to meet various internal and external reporting requirements, student enrollment and achievement data for program review and assessment, and to support data-informed decision making throughout the college for continuous improvement.

## **Constituency Groups**

Constituency groups act on behalf of their respective faculty, staff, or student constituency in relation to the College.

### **Associated Students of Northern Marianas College (ASNMC)**

The Associated Students of the Northern Marianas College is a major governance body which serves as the representative body of all students enrolled at the College. The ASNMC acts on behalf of and serves as a forum of the student assembly and is directly involved in participatory governance and participatory decision-making through a voting

membership on the College Council, Leadership Team, Program Review and Outcomes Assessment Committee (PROAC), Budget and Finance Committee (BAFC), Governance Review Task Force (GRTF), and Strategic Planning Task Force (SPTF).

### **Faculty Senate**

The Faculty Senate is a major governance body and the official representative body and legislative body of the Faculty Assembly of NMC. The Faculty Senate acts on behalf of the faculty, and it is accountable to the Faculty Assembly for its actions. The Faculty Senate performs the following functions in the governance process of NMC:

- (1) initiates, develops, and reviews policies on academic and administrative matters of NMC.
- (2) provides advisory comment on proposed Board of Regents policies on academic and administrative matters prior to their adoption by the Board of Regents;
- (3) participates in maintaining the integrity of the academic processes of NMC.

[Source: Constitution of the Faculty Assembly of Northern Marianas College, Article II—Purpose]

In participating in the governance process of NMC, the Faculty Senate has voting representation on the College Council and the Leadership Team. This Senate provides recommendations to the President, VP, and Deans.

### **Staff Senate**

The Staff Senate is a major governance body that serves as the official representative body of the Staff Assembly. The Staff Senate acts on the Assembly's behalf in its relations with the College and is accountable to the Assembly for its actions. The Senate provides an open forum for the concerns brought to it by the Assembly. The Senate also directly participates in the governance of the College by assisting in determining the need for, initiating and developing, and reviewing policies on administrative matters affecting the welfare of the College. Policies concerning matters considered by the Board of Regents are reviewed by the Senate for advisory comments prior to their adoption.

The Board of Regents, ASNMC, Faculty Senate, Staff Senate, President, and members of the administration collectively acknowledge and uphold the importance of assessment for accountability and continuous improvement in the delivery of education and educational support services for our students.

In participating in the governance process of NMC, the Staff Senate has voting representation on the College Council and the Leadership Team. The Senate provides recommendations to the President, VP, and the Deans.

## **Participatory Decision-Making**

NMC recognizes the respective leadership organizations that serve to advance institutional priorities that focus upon the improvement of teaching and learning and are representative of the various constituencies of the College that include the Associated Students of the Northern Marianas College, Faculty Senate, and Staff Senate.

The President encourages the continued leadership and contributions of all major decision-making bodies of the College and all constituencies in a participatory decision-making structure. College Council is recognized by each of the constituencies as being NMC's recognized participatory governance structure serves as an advisory and recommending body to the President on issues related to the ongoing operations of the College. The College Council serves as the forum for review and information sharing of College policies and procedures affecting the College. PROAC (assessment) and the Budget and Finance Committee (operational resource allocation) are major governance bodies whose members are made up of students, faculty, and staff. The relationship between the College Council, PROAC, the Budget, and Finance Committee, Faculty and Staff Senates, and the Leadership Team is represented in Figure 2 below.

### NMC Participatory Decision-Making Model

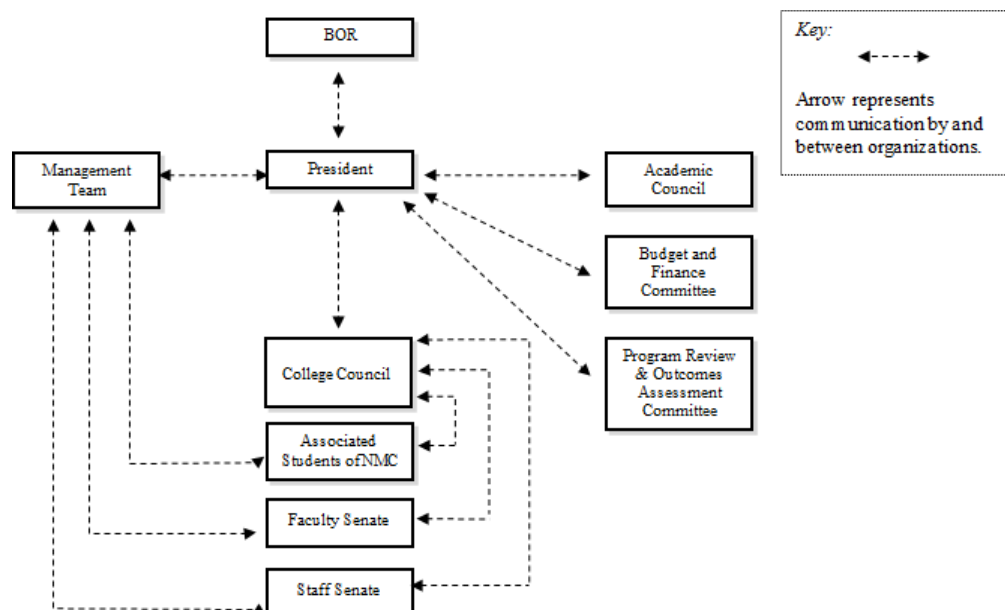


Figure 2

College Council, PROAC, Budget, and Finance Committee, and Leadership Team agenda and actions are widely communicated and subject to review. All proceedings are open to internal and external stakeholders. This is done to facilitate open, inclusive, and well-informed decision-making at all levels in order to improve student learning and services, and institutional effectiveness.

The President has the authority to create standing committees, various working groups, advisory councils, ad-hoc committees, etc. for the purposes of empowering students, faculty, and staff to exercise effective leadership and innovation in the improvement of the College. The creation of these groups ensures that information is channeled through a hierarchical structure while preserving the opportunity to contribute to the decision-making process at various levels as it flows to the higher governing bodies.

Please see the appendices for governance councils, committees, senates, and constituency groups.

## **Guidelines for Participation in the Governance Process**

### **Committed, Purposeful Membership**

For the participatory process to work, all the steps in the process must be clear, and the roles and responsibilities of individuals who are members of governance bodies must be completely understood. To ensure success, the following are necessary:

#### **Access to Meetings**

Schedules of meetings should be made available to participants. Meetings should be set on regular schedules. There should be no surprise meetings.

Committee meetings are open to all members of the College Community. Meetings should be at a set time (if possible). Recurring meetings have established and widely communicated schedules such as College Hour (e.g., every other Wednesday at 12 p.m.) to support coordination of committee scheduling across campus. Meeting times should be set by the governing bodies themselves and not an outside entity.

Faculty and Staff who serve on any governance bodies are expected to demonstrate positive attendance, when possible. Additional duties in committee settings fall within the provisions of existing contract language.

#### **Operations**

Governance bodies will establish structure and processes that are clearly understood by all its members.

- *Constituent leaders should appoint individuals, when appropriate, to membership with the expectation that they will work to successfully meet the charge(s) of their governance body.*
- *Each governance council, committee, senate, and constituency group should set its meeting schedule in advance and make the schedule publicly available to all constituents.*
- *When appropriate, governance councils and committees may have co-chairs. These co-chairs will have the responsibility for determining agendas, procedures, meeting times (if not designated previously), as well as presiding at meetings.*
- *Each governance council, committee, senate, and constituency group will establish a set procedure for voting, discussion, and consensus to determine recommendations.*
- *Matters decided by governance councils, committees, senates, and constituency groups will be acted upon irrespective of absent members, so*

*regular attendance is of great importance. In the event that a member is unable to attend a meeting, a delegated proxy is appointed by the absent member.*

- *Any individual or group should be allowed to submit ideas and agenda items to the committee chair(s) for consideration.*
- *Appointments to governance councils, committees, senates, and constituency groups will be reviewed annually.*

## **Dissemination of Information**

The work of governance councils, committees, senates, and constituency groups is important and will be shared.

- Every governance body will designate a recorder for the purpose of providing a record of the meeting.
- Notes of any meeting can be made available.
- Recommendations that are rejected, overturned, or modified by the President (or designee) shall be reported back to the governance body and appropriate representative organizations in writing as necessary.

## **Institutional Planning, Assessment, and Budgeting**

NMC has three (3) major planning activities: planning, assessment, and budgeting/resource allocation. A Planning Handbook, Student Learning Outcomes Comprehensive Implementation Program (SLOCIP), and budget process documents specify in great detail the timeframes, responsible parties, resources needed, deliverables, and the leadership team as well as the participatory governance committees involved in each step of the planning, assessment and budgeting processes, respectively.

The College also annually assesses the planning activities and the institution's official reference documents as part of its commitment to continuous improvement. This evaluation component is also specified in the referenced documents above.

For the purposes of this guide, each of the activities' policies, procedures, and timeframes are referred to as a *cycle* and, as such, are linked in a sequential process that is recurring. The planning, assessment, and budgeting/resource allocation cycles occur at different times throughout the year. See *Table 1* below.

### **Planning, Assessment, and Budgeting Timeframes**

This is pending review by various committees involved in planning, budget and the Strategic Planning Task Force (SPTF), respectively.

| <b>Cycle</b>                         | <b>Begins</b> |              | <b>Ends</b>                          |
|--------------------------------------|---------------|--------------|--------------------------------------|
| <b>Planning Review</b>               | October 1     | September 30 |                                      |
| Operational Plan (Ops Plan)          |               |              | Updated Quarterly                    |
| Strategic Plan (Strategic Plan)      |               |              | Reviewed Annually                    |
| <b>Assessment and Program Review</b> | October 1     | September 30 |                                      |
| Reporting / Evaluation               |               |              | Updated quarterly beginning December |
| <b>Budgeting</b>                     | October 1     | September 30 |                                      |

*Table 1*

The College has identified and implemented a Master Calendar that depicts each of the different processes over an academic year. This is to provide all constituencies with a visual of each cycle’s timeline and submission of major deliverables in relation to the Fall and Spring semesters. By doing so, students, faculty, and staff may plan when they may choose to participate in one or all of the processes.

The Master Calendar (*Figure 6, page 29*) provides sequential detail to explain how the results of program review and assessment in addition to operations and fiscal affairs tie into the overall strategic direction of the College.

At various stages of each of the respective processes, major decisions and findings are communicated through the participatory governance process.

By incorporating the participatory governance structure into the planning, assessment, and budgeting processes, the College is facilitating an inclusive and well-informed dialogue centered around the continuous improvement of student learning, teaching, and institutional effectiveness.

### **Process, Structure, and Timeline**

#### Planning (Strategic and Operational) Reporting and Periodic Review

Northern Marianas College’s mission is central to its strategic planning, budgeting, and resource allocation process.

## **FY 2021-23 Interim Financial Plan**

For the Operational Plan End Goals and Priorities, please refer to the [FY 2021-23 Interim Financial Plan](#):

**The Northern Marianas College Interim 2021-2022 Key Imperatives:**

1. Strengthen Facilities, Operations and Resource Development
2. Increase Relevance to CNMI Workforce
3. Accelerate Time to Completion
4. Improve Student Success and Support
5. Ensure Continued Accreditation
6. Ensure Quality Improvement

The Operational Plan (Ops Plan) supplements the PROA-SP (as described more fully below). It organizes actionable items in support of the Priority Initiatives in addition to identifying responsible parties, establishing implementation timelines, and specifying resources needed for each of those actions.

Both the PROA-SP and the Ops Plan are currently being reviewed in order to confirm progress as planned or to report variances. The Ops Plan is monitored and reported on a quarterly basis of the academic year. The PROA-SP is reviewed and reported annually consistent with the academic calendar.

The College is required to report the progress of both the Ops Plan and PROA-SP to the campus community through a process that leads to the identification and prioritization of CNMI and NMC issues. It is the responsibility of the Leadership Team to monitor and implement both plans. The Office of Institutional Effectiveness shall track such progress and publish the results in accordance with each plan’s reporting cycle. The Leadership Team has a responsibility to ensure that appropriate members of the College community participate in the development of the annual strategic plans.

It shall be the responsibility of the Leadership Team to convene an annual planning summit. The summit shall serve as a forum for reporting the progress made on the institution’s strategic plan, communicating changes made to the operational plan, and for soliciting input from the community.

Changes to either the PROA-SP or Ops Plan shall represent the collective wisdom of the community in a collaborative effort to improve the institution; such changes shall be evidence-based. In all cases, such actions shall ultimately contribute to the progress of the students of the college and advancement of the Commonwealth.

**Annual Strategic and Operations Planning Calendar**

| Aug. | Sep. | Oct.                     | Nov. | Dec. | Jan.                        | Feb. | Mar. | Apr.                     | May | Jun. | Jul.  |
|------|------|--------------------------|------|------|-----------------------------|------|------|--------------------------|-----|------|---|
|      |      | Q1<br>Ops Plan<br>Update |      |      | Q2<br>Ops<br>Plan<br>Update |      |      | Q3<br>Ops Plan<br>Update |     |      | Q4<br>Ops Plan Update<br>&<br>Annual Planning<br>Summit |

*Figure 3*

The PROA-SP is a strategic plan that will be revisited in a collaborative process in order that all stakeholders may reflect on the accomplishments of the College. Additionally, changing internal and external circumstances will be factored in so that the College may make appropriate adjustments to reflect the current needs and priorities in order to fulfill the mandates of law, its mission, or policy. This strategic plan will be revisited annually.

### **Monitoring College Effectiveness**

The Board of Regents shall monitor College effectiveness in meeting [Board Policy 2002](#) Monitoring will be done in a way to permit the Board to focus on planning the future direction of the college, its campuses, and its programs. The Board will be provided with annual reports on each of the identified data sources that will be benchmarked against regional and national data, as well as against data from comparable and peer institutions. The Board will periodically conduct an inspection of documents, activities, or circumstances which will allow for a test of policy compliance outside of the annual reporting schedule.

Data for assessing college effectiveness may include the following areas:

#### **Student, Student Achievement, and Student Learning Data**

- Student Goal Attainment
- Diversity Scorecard
- Course Completion
- Retention Rates (Term-to-Term)
- Progression to Next Course/Level
- Program Completion (for developmental programs)
- Degrees/Certificates Awarded and Completion Rates
- Transfer Rates to Four-Year Institutions
- Scores on Licensure Exams and Certification Exams
- Job Placement Rates
- Assessment Methods for Direct Evidence of Student Learning
- Indirect Evidence of Student Learning Narrative
- Students' preparedness for college
- Disaggregated demographics (age, race/ethnicity, gender, etc.)

#### **Data on Partnerships and Collaborations**

- K-12 Partnerships
- Local
- Regional



- National
- International
- Articulation Agreements with other institutions

### **Workforce Development Data**

- Percent of Market Share Produced
- Other data sources to be defined.

### **Quality Effectiveness Data**

- Percent of Commonwealth served.
- Headcount
- Student Satisfaction: Support Services and Instruction
- Public Perception
- Non-Instructional Staff FTE Ratio to Faculty FTE
- Program Mix and Vitality
- Employer Satisfaction: Graduates and Contract Training

### **Data on Human Resources**

- Growth in Capabilities
- Educational Progress
- Employee Climate Survey
- Diversity Scorecard

### **Financial Data**

- Credit Rating (linked to BOR policy 2002)
- Audit Findings and Questioned Costs
- Cost Per FTE Ranking/Comparison
- Aidable FTE (linked to BOR policy 2002)
- Grants and Contributions as Percent of Total Revenues

[Excerpt from Source: Northern Marianas College [Board of Regents Policy 2002](#), "NMC Strategic Plan and Objectives."]

### **Assessment and Program Review**

Program review is a college-wide activity that presents findings and recommendations unique to each program with the clear intent of facilitating both *improvement* and *accountability* as they relate to program effectiveness. The direct result of the institutional program review process is to meaningfully inform the College's decision-making, planning, and budgeting processes, particularly with regard to making improvements at the course, program, and institutional levels. It is a coordinated

systematic process for evaluating program effectiveness as outlined in the Student Learning Outcomes Comprehensive Implementation Program (SLOCIP), adopted in Fall 2007.

The Program Review and Outcomes Assessment Committee (PROAC) is charged with oversight of the program review process. It receives assessment and program review reports from every academic and non-academic program and provides constructive feedback to programs to improve the quality of the assessment plans and processes.

The objectives of the program review process are made clear to all programs and include identification of strengths and weaknesses of the program; analysis of current human, physical, technical and financial resources; analysis of potential areas of needed change or improvement based on data collected around outcomes for the program; and discussion of needed additional resources to either meet the stated outcomes or for improvement to the program in other areas. The program review is designed to guide the improvement of the College's overall planning and resource allocation.

Each academic and non-academic program uses the elements of the Five-Column Model in the Accountability Management System (AMS) to identify program learning outcomes (PLOs) and/or administrative unit outcomes (AUOs) for annual assessment. Programs develop specific measures and criteria for determining success for each outcome. Data are gathered and analyzed to determine if the outcomes are being met or if curricular/administrative processes need change. A program's Program Assessment Form (PAF) is incorporated into its Program Review Report (PRR) which provides a comprehensive analysis of the program's effectiveness and presents recommendations for the program and the institution based on a thorough analysis of data.

### General process

The process of program review involves several steps. By the third Friday in August, the PROAC chair sends out a Program Review and Assessment Call to the College. By the third Friday in September, every program submits to PROAC its assessment plan (ESIP, outcomes, means of assessment and criteria for success) for review by PROAC. After feedback from PROAC, every program implements its assessment plan. A summary and the use of the assessment results to improve outcomes are documented in the PAF in the AMS by the first week in May. Finalized PAFs are incorporated into the PRR. The PRR is completed and submitted via AMS on a 3-year cycle.

After careful evaluation of all Program Review Reports, PROAC's decisions on program recommendations are compiled by OIE in the *Composite Report*. The *Composite Report* is submitted to the Budget and Finance Committee, College Council, Leadership Team and the President to inform the decision-making process with the goal of improving student learning at the College.

## Annual Assessment and Program Review Calendar

| Nov. | Dec. | Jan. | Feb. | Mar. | Apr. | May   | Jun. | Jul.  | Aug.  | Sept.   | Oct.  |
|------|------|------|------|------|------|---|------|---|---|---|---|
|      |      |      |      |      |      | Program<br>Assess-<br>ment<br>Form<br>(PAF) due |      | Program<br>Assess-<br>ment<br>Form<br>(PAF) due | Assess<br>ment<br>and<br>Program<br>Review<br>Cal | <b>Progr<br/>am<br/>Revi<br/>ew<br/>Rep<br/>ort<br/>due</b> | <b>Assessment<br/>and Program<br/>Review Call</b> |

*Figure 4*

### Budget Development

The NMC budget process is designed to provide an open, inclusive, and objective process by which to allocate Northern Marianas College resources. NMC budget and procedures are based on Public Law 3-68, as amended, “The Planning and Budget Act of 1983” and the College’s annual Operations Budget and Financial Plan.

The allocation of resources involves linking, prioritizing, and funding program review results, planning, and fiscal year priorities. The PROA-SP and annual strategic operational plan serve as foundational documents that guide resource allocations for the College. Each year, the Budget and Finance Committee shall develop a list of Institutional Priorities to further guide the allocation of resources based on the College’s annual *Composite Report*. The budget plan is also in compliance with WASC expectations of how a college campus creates its annual budget. It is also designed to distribute resources to programs and departments based on institutional priorities, goals, and objectives.

### General process

The planning process for allocation of personnel and operations financial resources typically begins with an Annual Budget Call for individual offices and departments to prepare their respective budgets in accordance with guidelines and criteria as specified in the budget call memo, budget manual, or both.

The College maintains two separate budget cycles:

- 1) the Legislative Appropriations Budget and
- 2) the Operations Budget (for non-personnel costs).

The Budget and Finance Committee is concerned only with the Operations Budget. All programs shall participate in the annual Operations Budget Call.

The respective deans and directors are responsible for developing program budgets. The Budget and Finance Committee is tasked with providing oversight to the Operations Budget preparation process by holding open hearings for each submission. Budget justifications are expected to be consistent with program review results, Institutional Priorities, and the annual strategic operational plan the NMC’s strategic

plan. The annual Operations Budget shall go through the Budget and Finance Committee composed of representative members of the College. Recommendations by BAFC shall be made to the Chief Financial Officer and forwarded to the President for review and/or approval before submission to the Board of Regents for final action.

### Annual Budget and Finance Planning Calendar

|                 | Feb. | Mar. | Apr. | May                | Jun.                                | Jul. | Aug.                         | Sept. | Oct. | Nov. | Dec. | Jan. |
|-----------------|------|------|------|--------------------|-------------------------------------|------|------------------------------|-------|------|------|------|------|
| Leg. Budget Due |      |      |      | Annual Budget Call | Draft Operations Budget Due to BAFC |      | Operations Budget Due to BOR |       |      |      |      |      |

Figure 5

### Linkages and Master Calendar

NMC’s planning, assessment, and budgeting cycle is guided by a Master Calendar based on the academic year. See *Figure 6*, below. The calendar provides for greater opportunity for students, faculty, and staff to identify when they may choose to participate in each of the processes either at the beginning or anytime through the end of the traditional academic year, typically May and August, respectively.

### Master Calendar: Combined Planning, Assessment, and Budgeting Cycles

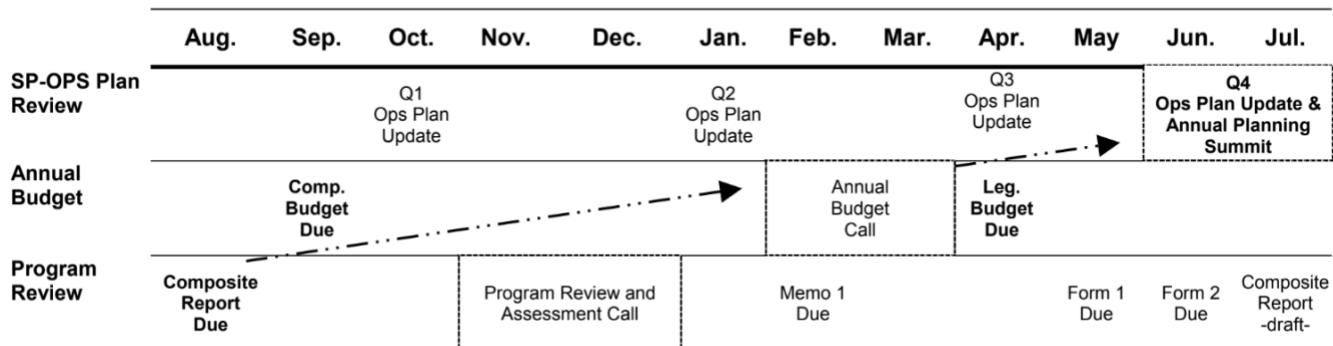


Figure 6

### Combined Planning, Assessment, and Budgeting Cycles Linking Program Review and the Annual Budget

The assessment and program review process is designed to evaluate program effectiveness. The Annual Program Preview and Assessment Cycle commences in October and ends in September.

The published results, known as the *Composite Report*, are meant to inform the College’s decision-making, planning, and budgeting processes using data and evidence. The results also serve as a foundational piece to the subsequent Annual Budget Cycle.

## **Linking the Annual Budget to the Strategic and Operations Plan**

The Annual Budget is made up of two parts: 1) the Legislative Appropriations Budget, which is due to the Office of the Governor by February; and 2) the Operations Budget derived from tuition, fees, and other revenues. The College does also receive a significant amount of revenue from its federally funded programs and services; however, these federal revenues and expenditures do not go through the formal governance process for budgeting. The annual budget cycle is two parts and commences with an Annual Budget Call that is issued in May and ends with the approval of an Operations Budget and an Appropriations Budget for the following fiscal year by the Board of Regents on or near the end of September and by February of the next year respectively.

The formulation of the Annual Budget is done with serious consideration given to program review results and continued fiscal year spending priorities as indicated in the strategic or operational plans of the College.

# Appendices

**Appendix A: Governance Councils, Committees, Senates, and Constituency Groups**

**Appendix B: [NMC-BOR Policies](#)**

**Appendix C: “Different Jobs, Different Tasks: Board and CEO Roles and Responsibilities” *Community College League of California (2000)***

**Appendix A: Governance Councils, Committees, Senates, and  
Constituency Groups**

## COLLEGE COUNCIL

|                            |  |
|----------------------------|--|
| <b>Charge/<br/>Mission</b> | <p>The College Council is the recognized participatory governance body for the College that serves as an advisory and recommendation group to the President for matters pertaining to the development of college operational policies, rules, procedures, institutional governance, and other important issues affecting the College. The College Council's membership is representative of all constituents of the College.</p> <p>College Council is established by the authority of the President and in keeping with <a href="#">Board Policy 1020</a> Institutional Governance shall:</p> <ul style="list-style-type: none"> <li>• ensure that the different constituencies of the College Community are given an opportunity to give input into the development of revised and/or new policies for review and action by the Board.</li> <li>• ensure that different constituencies of the College Community are given an opportunity to give input into the development of administrative rules and procedures for the President's action.</li> </ul> <p>The College Council is the recognized participatory governance body for the College and serves as a forum body for receiving and sharing information from and among the constituencies and the President.</p> <p>The College Council may also review matters within its purview brought to the agenda by the President or any other recognized constituency groups. In addition, the College Council at times may convene a task force for a specific purpose, such as the Governance Review Task Force (GRTF).</p> |
| <b>Authority</b>           | Authority is derived from Northern Marianas College Board Operations Policy No. 1020, "Institutional Governance."  |
| <b>Chairperson</b>         | College Council Chair and Vice-Chair   |
| <b>Composition</b>         | <p>Voting Members:</p> <ul style="list-style-type: none"> <li>• Students (ASNMC President and 1 student appointed by ASNMC)</li> <li>• Faculty (Faculty Senate President or proxy and 2 faculty members appointed by Faculty Senate)</li> <li>• Staff (Staff Senate President and 2 staff members appointed by Staff Senate)</li> <li>• 3 Administrators appointed by the President</li> </ul>   |
| <b>Meeting Schedule</b>    | Monthly or as needed   |
| <b>Adopted</b>             | December 4, 2020   |
| <b>Revised</b>             | August 2012 / December 2020  |
| <b>Notes</b>               |  |



## ACADEMIC COUNCIL

### Charge/ Mission

The purpose of the Academic Council (AC) shall be to assist the Dean of Academic Programs and Services (APS) and to recommend to the President on all matters related to instructional programs and academic regulations.

The Academic Council shall:

- Review and recommend to the College Council policies concerning the College's curricula.
- Conduct an annual review of those courses that have not been taught for two consecutive years.
- Organize and oversee all course review activities related to the course review process (e.g., course assessment and course guide review).
- Oversee the course guide review and publication process for the institution.
- Ensure compliance with the Academic Council's *Guide to Preparing Program Proposals and Course Guides*.
- Establish ad hoc committees as needed.
- Review and offer advice on the quality of and continued need for various instructional programs, and, as appropriate, offer advice on the change of status of instructional programs.
- Review and offer advice on proposed curriculum for new instructional programs and assure that a curriculum proposal is well-developed and that its supporting materials adequately supplement the proposal prior to submission to the Dean of Academic Programs and Services for approval by the President and the Board of Regents.
- Review and offer advice on the requirements for the various degrees and certificates offered by NMC, both new and existing programs. This review refers specifically to:
  - core course requirements
  - general education requirements
  - program requirements
  - specific courses that fulfill electives requirements and that are considered advisable for a particular degree
  - course sequencing course prerequisites.
- Review curriculum and program changes and offer advice on new course offerings before they are listed in the College Catalogue.
- Review and offer advice on revision/change of status of existing courses and ensure the periodic updating of course guides;
- Assist in the development of academic rules and regulations.

|                         |   |
|-------------------------|---|
|                         | <ul style="list-style-type: none"> <li>• Offer advice on other academic matters which may be referred to the Council by the President, Vice Presidents, or Deans.</li> <li>• Develop and regularly review and revise its procedural rules, subject to approval by the President.</li> <li>• Consider suggestions and/or recommendations from the President, the Faculty Senate, or any other properly constituted agency of the College.</li> </ul>   |
| <b>Authority</b>        | Dean of Academic Programs and Services Academic Procedure 3008.1  |
| <b>Chairperson</b>      | Duly elected from the faculty members of the council (see bylaws)   |
| <b>Composition</b>      | <p><u>Voting Members:</u></p> <ul style="list-style-type: none"> <li>• One instructional faculty representative from each academic department (L&amp;H, SSFA, SMHA, BUS, NUR, SOE)</li> <li>• Two at-large instructional faculty representatives</li> <li>• Dean of Academic Programs and Services</li> <li>• The Registrar</li> <li>• One representative from Distance Learning Education</li> <li>• The coordinator/director from each of the Liberal Arts, Criminal Justice, and Natural Resource Management programs</li> </ul> <p><u>Non-voting Members:</u></p> <ul style="list-style-type: none"> <li>• Director of Library Programs and Services</li> <li>• Director of the Office of Institutional Effectiveness</li> <li>• Assessment Specialist</li> <li>• Director of Enrollment Services</li> <li>• Director of Information Technology</li> <li>• President of the Associated Students of Northern Marianas College (ASNMC) or an Officer of ASNMC designated by the ASNMC President</li> <li>• Rota Program Coordinator</li> <li>• Tinian Program Coordinator</li> <li>• One representative from CREES</li> </ul> |
| <b>Meeting Schedule</b> | Bi-weekly or as needed per semester   |

|                |   |
|----------------|---|
| <b>Adopted</b> | College Council adopted for recommendation Procedure #3008.1 on January 22, 2014<br>President approved on February 27, 2014                                   |
| <b>Revised</b> | 04.09.2021  |
| <b>Notes</b>   | Considered 2 committees (contractual obligation for faculty). <b><i>(Needs to be documented in a comprehensive Faculty Workload Policy and Procedure)</i></b> |

**PROGRAM REVIEW AND OUTCOMES ASSESSMENT  
COMMITTEE (PROAC)**

|                       |  |
|-----------------------|--|
| <b>Charge/Mission</b> | <p>PROAC is an important part of NMC's ongoing efforts to improve the quality of instruction and support services through a systematic process of planning and assessment. This Committee is tasked with building and sustaining a campus-wide culture of evidence and shall concern itself with matters relative to accreditation and assessment and with monitoring the fidelity of initiatives and other actions being implemented as recommended through program review, other means of assessment, and as provided in NMC's strategic plan or other plans generated by the College. PROAC makes recommendations to the Director of Institutional Effectiveness.</p>   |
| <b>Authority</b>      | <p>Student Learning Outcomes Comprehensive Implementation Program (SLOCIP)</p>   |
| <b>Chairperson</b>    | <p>Director, Office of Institutional Effectiveness</p>   |
| <b>*Composition</b>   | <p><u>Voting Members:</u></p> <ul style="list-style-type: none"> <li>• Administrators: 2 appointed by the President. <ul style="list-style-type: none"> <li>○ Director of OIE (chair) and</li> <li>○ Vice President of OAA or designee</li> </ul> </li> <li>• <u>Student (1 student):</u> <ul style="list-style-type: none"> <li>○ President of ASNMC or designee</li> </ul> </li> <li>• <u>Faculty (4 Faculty):</u> <ul style="list-style-type: none"> <li>○ Faculty Senate Vice President or designee/proxy</li> <li>○ 3 Faculty members appointed by the Dean of Academic Programs and Services</li> </ul> </li> <li>• <u>Staff (4 Staff):</u> <ul style="list-style-type: none"> <li>○ Assessment Specialist</li> <li>○ Staff Senate Vice President or if the VP declines, it is open to another senator or a member of the staff assembly, approved by two-thirds of the Staff Senate.</li> <li>○ Staff member from Tinian (appointed by the Tinian Executive Director)</li> <li>○ Staff member from Rota (appointed by the Rota Executive Director)</li> </ul> </li> </ul> <p><u>Non-Voting Members/Ex-Officio:</u></p> <ul style="list-style-type: none"> <li>• Accreditation Liaison Officer (ALO)</li> <li>• College President</li> <li>• Dean of Academic Programs and Services</li> <li>• Dean of Student Support Services</li> </ul> |

|                         |   |
|-------------------------|---|
| <b>Meeting Schedule</b> | Every second and fourth Wednesday during college hour   |
| <b>Adopted</b>          |   |
| <b>Revised</b>          | 4.12.23   |
| <b>Notes</b>            | <p>Considered 2 committees (contractual obligation for faculty).<br/> <i>(Needs to be documented in a comprehensive Faculty Workload Policy and Procedure.)</i></p> <p>*Composition based on <a href="#">PROAC Bylaws</a> (pending review by College Council, but approved by College President 4.12.23).</p> |

## BUDGET AND FINANCE COMMITTEE

|                       |  |
|-----------------------|--|
| <b>Charge/Mission</b> | The Budget and Finance Committee is responsible for providing recommendations to the Chief Financial Officer on all operational financial matters relating to the College's Operations Budget for non- personnel financial matters. It is charged with aligning institutional priorities with the allocation of operational resources; reviewing and adjusting the Operations Budget in accordance with present circumstances and future projections; and reporting and making recommendations to the Chief Financial Officer. A Vice Chair is elected amongst the membership. The committee ensures that appropriate members of the College Community participate in the development of annual operational budgets, annual strategic plans, new programs and services, and major facilities planning prior to adoption by college officials.  |
| <b>Authority</b>      | Authority is derived from Northern Marianas College <a href="#">Board of Regents Operations Policy 1020</a> , "Institutional Governance."  |
| <b>Chairperson</b>    | Chief Financial Officer  |
| <b>Composition</b>    | <p><u>Voting Members</u></p> <ul style="list-style-type: none"> <li>● Chief Financial Officer</li> <li>● Budget Officer Representative</li> <li>● Staff Representative, Tinian Center</li> <li>● Staff Representative, Rota Center</li> <li>● 2 Faculty Representatives (Appointed by Faculty Senate)</li> <li>● 2 Staff Senate Representatives (Appointed by Staff Senate)</li> <li>● Director of Office of Institutional Advancement</li> <li>● Director of Institutional Effectiveness</li> <li>● Director of Information Technology</li> <li>● Director of School of Education</li> <li>● 1 Representative, Student Services (Appointed by the Dean of Student Support Services)</li> <li>● ASNMC Representative</li> <li>● 1 Representative, Academic-Programs and Services (Appointed by the Dean of Academic Programs and Services)</li> <li>● 1 Representative, Administrative Services (Appointed by Vice President of the Office of Administration &amp; Advancement)</li> <li>● 1 Representative, Disability Support Services</li> <li>● 1 Representative, School of Business</li> </ul> <p><u>Non-voting Members</u></p> <ul style="list-style-type: none"> <li>● Dean of Academic Programs and Services</li> <li>● Dean of CREES</li> <li>● Dean of Student Support Services</li> <li>● HRO Representative</li> <li>● Vice President of the Office of Administration &amp; Advancement</li> </ul> |

|                         |                        |
|-------------------------|------------------------|
| <b>Meeting Schedule</b> | Quarterly or as needed |
| <b>Adopted</b>          |                        |
| <b>Revised</b>          |                        |
| <b>Notes</b>            |                        |

## GRADUATION COMMITTEE

|                         |  |
|-------------------------|--|
| <b>Charge/Mission</b>   | The Graduation Committee is responsible for the planning, development, and implementation of the annual Commencement program.  |
| <b>Authority</b>        | Dean of Student Support Services   |
| <b>Chairperson</b>      | Director of Enrollment Services  |
| <b>Composition</b>      | <p><u>Voting Members</u></p> <ul style="list-style-type: none"> <li>• Enrollment Services Director</li> <li>• Marketing Director</li> <li>• Registrar</li> <li>• IT Director</li> <li>• Facilities Director</li> <li>• Financial Aid Director</li> <li>• Office of Student Activities and Leadership Coordinator or representative</li> <li>• Student Representative (Appointed by ASNMC)</li> <li>• Financial Aid Officer</li> <li>• Administrative Services Representative</li> <li>• Office of the President Executive Director/Executive Assistant</li> <li>• Project PROA Director</li> </ul> <p><u>Non-voting Members</u></p> <ul style="list-style-type: none"> <li>• Dean of Student Support Services</li> <li>• Dean of Academic Programs and Services</li> </ul> |
| <b>Meeting Schedule</b> | Monthly or as needed   |
| <b>Adopted</b>          |  |
| <b>Revised</b>          |  |
| <b>Notes</b>            |  |



## RECRUITMENT COMMITTEE

|                         |   |
|-------------------------|---|
| <b>Charge/Mission</b>   | The Recruitment Committee is charged with oversight of the development and implementation of long-term strategy, policy, planning and process relating to all student recruitment and admissions.   |
| <b>Authority</b>        | Dean of Student Support Services  |
| <b>Chairperson</b>      | Director of Enrolment Services  |
| <b>Composition</b>      | <p><u>Voting Members</u></p> <ul style="list-style-type: none"> <li>● Enrollment Services Director (Chair)</li> <li>● Admissions Counselor (Vice-Chair)</li> <li>● Marketing Director</li> <li>● Office of Student Activities and Leadership Coordinator or representative</li> <li>● Student Representative (Appointed by ASNMC)</li> <li>● Financial Aid Officer</li> <li>● Chief Accountant</li> <li>● Academic Program Heads</li> </ul> <p><u>Non-voting Members</u></p> <ul style="list-style-type: none"> <li>● Dean of Academic Programs and Services</li> <li>● Dean of Student Support Services</li> </ul> |
| <b>Meeting Schedule</b> | Monthly or as needed  |
| <b>Adopted</b>          |   |
| <b>Revised</b>          |   |
| <b>Notes</b>            |   |

## REGISTRATION COMMITTEE

|                         |   |
|-------------------------|---|
| <b>Charge/Mission</b>   | <p>The Registration Committee serves to continually improve and enhance the registration process at the College, inform the public about registration periods at the College, and improve the registration process for greater efficiency and effectiveness.</p> <p>This committee provides its recommendations to the Director of Enrollment Services.</p>   |
| <b>Authority</b>        | Dean of Student Support Services  |
| <b>Chairperson</b>      | Director, Enrollment Services   |
| <b>Composition</b>      | <p><u>Voting Members</u></p> <ul style="list-style-type: none"> <li>● Director, Enrollment Services (Chair)</li> <li>● Registrar (Vice-chair)</li> <li>● Student Representative (Appointed by ASNMC)</li> <li>● Financial Aid Officer</li> <li>● Director of Marketing/Manager</li> <li>● Chief Accountant</li> <li>● Academic Program Heads</li> <li>● Database Administrator</li> </ul> <p><u>Non-voting Members</u></p> <ul style="list-style-type: none"> <li>● Dean of Student Support Services</li> <li>● Dean of Academic Programs and Services</li> </ul> |
| <b>Meeting Schedule</b> | Monthly or as needed  |
| <b>Adopted</b>          |   |
| <b>Revised</b>          |   |
| <b>Notes</b>            |   |

## ACADEMIC ADVISING COMMITTEE

|                         |  |
|-------------------------|--|
| <b>Charge/Mission</b>   | The Committee on Academic Advising serves as a collective forum for the review of the Northern Marianas College academic advisement program to meet the needs of students and the generation of new ideas. The committee serves to build a partnership between faculty and the administrative offices as it relates to advising. The committee monitors and examines advising at the college and provides recommendations for changes and improvements to the Dean of Student Services.  |
| <b>Authority</b>        | Authority is derived from Northern Marianas College Student Development: Academic Advisement Policy No:8003.3  |
| <b>Chairperson</b>      | Director of Counseling Programs and Services   |
| <b>Composition</b>      | Representative from: <ul style="list-style-type: none"> <li>● ABE</li> <li>● Science, Mathematics, Health &amp; Athletics</li> <li>● Language and Humanities</li> <li>● Social Science and Fine Arts</li> <li>● Academic Programs and Services</li> <li>● Nursing Department</li> <li>● School of Education Department Business Department</li> <li>● Natural Resource Management ASNMC</li> <li>● Liberal Arts Coordinator Admission/ Retention</li> <li>● Counselor Financial Aid Office</li> <li>● Student Success Counselor</li> </ul> |
| <b>Meeting Schedule</b> | Monthly or as needed   |
| <b>Adopted</b>          |  |
| <b>Revised</b>          |  |
| <b>Notes</b>            | To be revisited, per Dean Charlotte Cepeda 1.28.2022, to include Strategic Plan and input from the President Galvin Deleon Guerrero, EdD.  |

## TECHNOLOGY IN EDUCATION COMMITTEE

|                         |   |
|-------------------------|---|
| <b>Charge/Mission</b>   | The Technology in Education Committee plans and promotes the use of technology in support of the educational mission of the College. This Committee also serves as an advisory committee for NMC's technology plan and provides its recommendations to the Director of Information Technology. Committee members are composed of a cross-section of the campus community.   |
| <b>Authority</b>        | President   |
| <b>Chairperson(s)</b>   | Director of Information Technology (IT)   |
| <b>Composition</b>      | <ul style="list-style-type: none"> <li>• IT Department Staff</li> <li>• Staff Senate Representative</li> <li>• Faculty Senate Representative</li> <li>• Student Representative appointed by ASNMC</li> <li>• Distance Learning Representative</li> <li>• CREES Representative</li> <li>• CDI Representative</li> <li>• APS Representative appointed by APS Dean</li> <li>• SSS Representative appointed by SSS Dean</li> <li>• OAA Representative appointed by OAA VP</li> <li>• Disabilities Services Coordinator</li> </ul> |
| <b>Meeting Schedule</b> | Monthly or as needed  |
| <b>Adopted</b>          |   |
| <b>Revised</b>          | 8.24.21   |
| <b>Notes</b>            | Committee has been inactive. Plans are to restart the committee in Fall 2021.   |

**ASSOCIATED STUDENTS OF THE  
NORTHERN MARIANAS COLLEGE (ASNMC)**

|                         |  |
|-------------------------|--|
| <b>Charge/Mission</b>   | <ul style="list-style-type: none"> <li>• The Associated Students of the Northern Marianas College serves as the representative body of all students enrolled at the College. The ASNMC acts on behalf of and serves as a forum for all students and is directly involved in participatory governance and participatory decision-making through a voting membership on the College Council, Budget and Finance Committee, Program Review and Outcomes Assessment Committee, Strategic Planning Task Force, and Leadership Team.</li> <li>• ASNMC works closely with the Office Student Activities and Leadership to develop and implement various student events and activities.</li> <li>• Students Clubs are managed by ASNMC as well.</li> </ul> |
| <b>Authority</b>        | NMC Board of Regents Policy No. 8004. 1  |
| <b>Chairperson</b>      | ASNMC President  |
| <b>Composition</b>      | <ul style="list-style-type: none"> <li>• ASNMC President</li> <li>• ASNMC Vice President</li> <li>• ASNMC Secretary ASNMC Treasurer</li> <li>• ASNMC Senators (3)</li> </ul>   |
| <b>Meeting Schedule</b> | Bi-Weekly or as needed   |
| <b>Adopted</b>          |  |
| <b>Revised</b>          | 9.12.12  |
| <b>Notes</b>            | By Governance Review Task Force  |

## FACULTY SENATE

|                         |   |
|-------------------------|---|
| <b>Charge/Mission</b>   | <p>The Faculty Senate shall serve as the official representative body of the Assembly. The Senate acts in the Assembly's behalf in its relations with the College and shall be accountable to the Assembly for its actions.</p> <p>The Senate shall provide an open forum for the concerns of faculty brought to it by the Assembly.</p> <p>The Faculty Senate shall directly participate in the participatory governance of the College by (1) determining the need for, (2) recommending, and (3) reviewing proposed and existing policies on academic matters and academic administrative matters affecting the welfare of the College.</p> <p>Through review and discussion, the Senate shall participate in maintaining the quality, equity, and integrity of academic processes and academic administrative matters of the College. These matters shall be reviewed by the Senate for advisory comment and shared with the faculty membership, as appropriate. <i>(from the Constitution of the Faculty Assembly of Northern Marianas College, Article II—Purpose)</i></p> <p>In participating in the governance process of NMC, the Faculty Senate has voting representation on the College Council and Leadership Team,</p> |
| <b>Authority</b>        | Dean of Academic Programs and Services Academic Procedure 3008  |
| <b>Chairperson</b>      | Faculty Senate President  |
| <b>Composition</b>      | The Senate shall consist of nine (9) at-large Senators.   |
| <b>Meeting Schedule</b> | Meeting schedule is voted on every semester to accommodate faculty teaching and committee commitments.  |
| <b>Adopted</b>          | April 2021  |
| <b>Revised</b>          | February 2021   |
| <b>Notes</b>            |   |

## STAFF SENATE

|                         |  |
|-------------------------|--|
| <b>Charge/Mission</b>   | <p>The Staff Senate serves as the official representative body of the Staff Assembly. The Staff Senate acts on the Assembly's behalf in its relations with the college and is accountable to the Assembly for its actions. The Senate provides an open forum for the concerns brought to it by the Assembly. The Senate also directly participates in the governance of the college by assisting in determining the need for, initiating and developing, and reviewing policies on administrative matters affecting the welfare of the College.</p> <p>The Senate also participates in maintaining the integrity of academic processes of the College. Policies concerning matters considered by the Board of Regents are reviewed by the Senate for advisory comment prior to their adoption.</p>               |
| <b>Authority</b>        |  |
| <b>Chairperson</b>      | Staff Senate President   |
| <b>Composition</b>      | <p><u>Voting members:</u> Nine elected senators</p> <p>Senators are elected from the staff of each of the following divisions of NMC:</p> <ul style="list-style-type: none"> <li>• Cooperative Research Extension and Education Services (CREES): 1 Senator</li> <li>• Learning and Student Success: 2 Senators as stated below: <ul style="list-style-type: none"> <li>○ 1 Staff Senator from Academic Programs and Services</li> <li>○ 1 Staff Senator from Student Support Services</li> </ul> </li> <li>• Office of Administrative and Advancement: 2 Senators</li> <li>• Office of the President: 1 Senator</li> <li>• Senators At- Large: 3 Senators</li> </ul> <p><u>Non-voting member/Ex-officio:</u></p> <ul style="list-style-type: none"> <li>• Representative from Human Resources Office</li> </ul> |
| <b>Meeting Schedule</b> | The Senate meets monthly and as otherwise needed.  |
| <b>Adopted</b>          | 6.15.21  |
| <b>Revised</b>          |  |
| <b>Notes</b>            | Staff Senate Constitution and Bylaws amended & adopted on June 15, 2021 (updated from 2014)  |

## Leadership TEAM

|                         |  |
|-------------------------|--|
| <b>Charge/Mission</b>   | The Leadership Team consists of the President's direct reports, the Associated Students of the Northern Marianas College President, the Faculty and Staff Senate Presidents. The role of the Leadership Team (LT) is to address and coordinate issues involving college governance, student learning and success, fiscal strategies and related matters, hiring of personnel, community relations, public information and information systems, policy and procedures, and strategic planning. The team's recommendations may be placed on the agenda of other committees, or they may be forwarded directly to the President for action. At times, the President may task LT to convene a task force for a specific purpose, such as Strategic Planning Task Force (SPTF). |
| <b>Authority</b>        | NMC President  |
| <b>Chairperson</b>      | NMC President  |
| <b>Composition</b>      | <ul style="list-style-type: none"> <li>● NMC President</li> <li>● Vice President of the Office of Administration &amp; Advancement</li> <li>● Chief Financial Officer</li> <li>● Dean of Student Support Services</li> <li>● Dean of Academic Programs and Services</li> <li>● Director of Human Resource</li> <li>● Director of Institutional Effectiveness</li> <li>● Dean of CREES</li> <li>● Director of the Tinian Center</li> <li>● Director of the Rota Center</li> <li>● Faculty Senate President</li> <li>● Staff Senate President</li> <li>● ASNMC President</li> </ul>  |
| <b>Meeting Schedule</b> | Weekly   |
| <b>Adopted</b>          |  |
| <b>Revised</b>          |  |
| <b>Notes</b>            |  |



**POWERCAMPUS DATA GROUP**

|                         |  |
|-------------------------|--|
| <b>Charge/Mission</b>   | The PowerCampus Data Group is a minor governance body jointly created by OAR, IT, and OIE to improve data quality and reporting through regular meetings and working sessions. This group plays a critical role in ensuring that PowerCampus, and related data tools, are able to produce the data required to meet various internal and external reporting requirements, student enrollment and achievement data for program review and assessment, and to support data-informed decision making throughout the college for continuous improvement. |
| <b>Authority</b>        |  |
| <b>Chairperson(s)</b>   | Elected by membership  |
| <b>Composition</b>      | <ul style="list-style-type: none"> <li>• Director of Information Technology</li> <li>• Database Administrator</li> <li>• Director of Enrollment Services</li> <li>• Records Administrator</li> <li>• Director of the Office of Institutional Effectiveness</li> <li>• Institutional Researcher</li> </ul>  |
| <b>Meeting Schedule</b> | Monthly or as needed   |
| <b>Adopted</b>          |  |
| <b>Revised</b>          | Revised 8.24.21  |
| <b>Notes</b>            |  |

| <b>General Education Committee</b> |  |
|------------------------------------|--|
| <b>Charge/Mission</b>              | The General Education Committee is an important part of NMC's ongoing efforts to improve the quality of instruction and support services through a systematic process of planning and assessment of General Education Learning Outcomes. This Committee is tasked with building and sustaining a campus-wide culture of evidence and shall concern itself with matters relative to accreditation and assessment and with monitoring the fidelity of initiatives and other actions being implemented as recommended through program review, other means of assessment, and as provided in NMC's strategic plan or other plans generated by the College.   |
| <b>Authority</b>                   | Dean of Academics Programs and Services  |
| <b>Chairpersons</b>                | Appointed by the Dean of Academic Programs and Services  |
| <b>Composition</b>                 | <p><u>Voting Members</u></p> <ul style="list-style-type: none"> <li>• Staff Representative Rota Center</li> <li>• Staff Representative Tinian Center</li> <li>• Faculty Senate Representative (1)</li> <li>• Student Representative (Appointed by ASNMC)</li> <li>• Faculty Representative for School of Education (1)</li> <li>• Faculty Representative for School of Business (1)</li> <li>• Faculty Representative for Nursing (1)</li> <li>• Faculty Representative for Criminal Justice (1)</li> <li>• Faculty Representative for Language &amp; Humanities (1)</li> <li>• One Faculty Representative for Adult Basic Education (1)</li> <li>• One Faculty Representative for Science Math Health &amp; Athletics (1)</li> <li>• One Faculty Representative for Social Sciences &amp; Fine Arts (1)</li> <li>• Director, Library Programs and Services</li> <li>• Assessment Specialist, Office of Institutional Effectiveness</li> <li>• Staff Representative, CREES (1)</li> <li>• Staff Representative, Student Support Services (1)</li> <li>• Staff Representative, Information Technology (1)</li> </ul> <p><u>Non-voting Members</u></p> <ul style="list-style-type: none"> <li>• Dean of Academic Programs and Services</li> <li>• Dean of Student Support Services</li> <li>• Chief Financial Officer</li> <li>• Director Office of Institutional Effectiveness</li> </ul> |

|                         |  |
|-------------------------|--|
| <b>Meeting Schedule</b> | Monthly or as needed   |
| <b>Adopted</b>          |  |
| <b>Revised</b>          |  |
| <b>Notes</b>            | Considered 2 committees (contractual obligation for faculty). <b><i>(Needs to be documented in a comprehensive Faculty Workload Policy and Procedure.)</i></b> |

## Institutional Learning Outcomes Committee

|                         |  |
|-------------------------|--|
| <b>Charge/Mission</b>   | The Institutional Learning Outcomes Committee is an important part of NMC's ongoing efforts to improve the quality of instruction and support services through a systematic process of planning and assessment of Institutional Learning Outcomes. This Committee is tasked with building and sustaining a campus-wide culture of evidence and shall concern itself with matters relative to accreditation and assessment and with monitoring the fidelity of initiatives and other actions being implemented as recommended through program review, other means of assessment, and as provided in NMC's strategic plan or other plans generated by the College.   |
| <b>Authority</b>        | Dean of Academic Programs and Services   |
| <b>Chairperson</b>      | Appointed by the Dean of Academic Programs and Services  |
| <b>Composition</b>      | <p><u>Voting Members:</u></p> <ul style="list-style-type: none"> <li>● Staff Representative Rota Center</li> <li>● Staff Representative Tinian Center</li> <li>● One Representative form Faculty Senate</li> <li>● Faculty Representative, two-year program</li> <li>● Faculty Representative, four-year program</li> <li>● Faculty Representative, arts and sciences</li> <li>● Representative, Student Support Services</li> <li>● Director, Library Programs and Services</li> <li>● Assessment Specialist</li> <li>● Staff Representative, CREES</li> <li>● Staff Representative, Information Technology</li> <li>● Student Representative (Appointed by ASNMC)</li> </ul> <p><u>Non-voting Members</u></p> <ul style="list-style-type: none"> <li>● Dean of Student Support Services</li> <li>● Vice-President Office of Administration &amp; Advancement</li> <li>● Director, Office of Institutional Effectiveness</li> </ul> |
| <b>Meeting Schedule</b> | Monthly or as needed   |
| <b>Adopted</b>          |  |
| <b>Revised</b>          |  |
| <b>Notes</b>            | Decision for ILO Committee to merge with the General Education Committee is <b>pending</b> . Considered 2 committees (contractual obligation for faculty). <b><i>(Needs to be documented in a comprehensive Faculty Workload Policy and Procedure.)</i></b>  |

## **Appendix B: NMC-BOR Policies**

### **Policy 1020 Institutional Governance**

Northern Marianas College  
**Board of Regents Policy**

|                               |  |                     |                                 |
|-------------------------------|--|---------------------|---------------------------------|
| <b>SUBJECT:</b>               | <b>Board Operations</b>  | <b>EFFECTIVE:</b>   | <b>August 8. 2013</b>           |
| <b>SECTION:</b>               | <a href="#"><u>1020</u></a>  | <b>POLICY NAME:</b> | <b>Institutional Governance</b> |
| <b>ACCJC Standard/Policy:</b> | <b>Standard IV.A.3</b>   |                     |                                 |
|                               | <p>The Northern Marianas College Board of Regents recognizes the importance of participatory governance and acknowledges the following:</p> <p style="padding-left: 40px;">The faculty shall be represented by the Faculty Assembly and the Faculty Senate, the staff shall be represented by the Staff Assembly and Staff Senate, and the students shall be represented by the Associated Students of Northern Marianas College and its officers. All procedures relating to the Faculty Assembly and Faculty Senate, the Staff Assembly and Staff Senate, and the Associated Students of Northern Marianas College and its officers shall be included in the constitutions, membership, and structure of these representative bodies.</p> <p>The President shall develop procedures that specify the general governance role of the administrators, the faculty, the staff, and the students of the College, in terms of policy formulation, decision-making and planning, and problem identification, analysis, and resolution.</p> |                     |                                 |
| <b>HISTORY:</b>               | <b>Replaces Board Policy No. 1026</b>  |                     |                                 |
|                               |  |                     |                                 |

Northern Marianas College  
Board of Regents Policy

|  |  |                     |   |
|--|--|---------------------|---|
| <b>SUBJECT:</b>  | <b>College Operations (Organization)</b> | <b>EFFECTIVE:</b>   | <b>August 8, 2013</b>                     |
| <b>SECTION:</b>  | <u><a href="#">2002</a></u>              | <b>POLICY NAME:</b> | <b>NMC Strategic Plans and Objectives</b> |
| <b>ACCJC Standard/Policy:</b>  | <b>Standard I.A.4.a, B.1-7</b>           |                     |   |
| <p>The College's mission is central to institutional planning and decision making.</p> <p>1. The Board will charge the president with the preparation of the strategic plan and shall adopt a strategic plan which shall include a vision, strategic goals and objectives to be achieved, or for which substantial progress may be made, over a period of years. Objectives shall be specific, measurable, and actionable with assigned responsibility and time frames. The College's strategic planning process shall include:</p> <ul style="list-style-type: none"> <li>a. Input from a broad range of internal and external stakeholders;</li> <li>b. Approval of a vision for the College;</li> <li>c. Approval of strategic goals to achieve the vision for the College;</li> <li>d. Approval of specific, measurable objectives related to each goal and linked to accountability measures as appropriate that are to be achieved over a period of four to six years; and</li> <li>e. Periodic review and consideration of a revised or updated plan</li> <li>f. An integrated planning and resource allocation process.</li> </ul> <p>2. The Board shall periodically review and assess performance in attaining and the obtainment of its objectives and update or revise the objectives as deemed necessary.</p> <p>3. The Board of Regents shall monitor College effectiveness in meeting Board policies. Monitoring will be done in a way to permit the Board to focus on planning the future direction of the college, its campuses, and its programs. The Board will be provided with annual reports on each of the identified data sources that will be benchmarked against regional and national data, as well as against data from comparable and peer institutions. The Board will periodically conduct an</p> |  |                     |   |

|  |  |
|--|--|
|  | inspection of documents, activities, or circumstances which will allow for a test of policy compliance outside of the annual reporting schedule. |
|--|--|



Northern Marianas College  
**Board of Regents Policy**

Data for assessing college effectiveness may include the following areas:

**Student, Student Achievement, and Student Learning Data**

- Student Goal Attainment
- Diversity Scorecard
- Course Completion
- Retention Rates (Term-to-Term)
- Progression to Next Course/Level
- Program Completion (for developmental programs)
- Degrees/Certificates Awarded and Completion Rates
- Transfer Rates to Four-Year Institutions
- Scores on Licensure Exams and Certification Exams
- Job Placement Rates
- Assessment Methods for Direct Evidence of Student Learning
- Indirect Evidence of Student Learning Narrative
- Students' preparedness for college
- Disaggregated demographics (age, race/ethnicity, gender, etc.)

**Data on Partnerships and Collaborations**

- K-12 Partnerships
- Local
- Regional
- National
- International
- Articulation Agreements with other institutions

**Workforce Development Data**

- Percent of Market Share Produced
- Other data sources to be defined

**Quality Effectiveness Data**

- Percent of Commonwealth served
- Headcount
- Student Satisfaction: Support Services and Instruction
- Public Perception
- Non-Instructional Staff FTE Ratio to Faculty FTE
- Program Mix and Vitality
- Employer Satisfaction: Graduates and Contract Training

Northern Marianas College  
**Board of Regents Policy**

**Data on Human Resources**

- Growth in Capabilities
- Educational Progress
- Employee Climate Survey
- Diversity Scorecard

**Financial Data**

- Credit Rating
- Audit Findings and Questioned Costs
- Cost Per FTE Ranking/Comparison
- Aidable FTE
- Grants and Contributions as Percent of Total Revenues

**HISTO  
RY:**

Replaces Board Policy No. 202.3 (August 17, 2012)

**Appendix C:**

**“Different Jobs, Different Tasks: Board and CEO Roles and Responsibilities”**

***Community College League of California (2000)***

## **Board and CEO Roles: Different Jobs, Different Tasks**

### **Introduction**

Local boards of trustees and chief executive officers play different roles and have different responsibilities in leading their districts. Boards of trustees exert leadership through governing the college on behalf of the community. Chief executives lead by administering and managing the institution in accordance with board governing policies.

This publication identifies many of the different, yet complementary, roles and tasks of district CEOs and boards. It is designed to help boards and district CEOs define their own roles and expectations of each other and clarify what each contributes to their institutions. The areas addressed include:

- Board and CEO Relationship
- Leader the Organization
- Educational Programs
- Fiscal Affairs
- Human Resources
- Community & Legislative Relations
- Legal Affairs

The board of trustees and the CEO are both responsible for building and maintaining a strong board/CEO partnership. Respect, communication, and honoring the different responsibilities are the basis for the trust that is essential to be an effective governing/leadership team.

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### **Advisory Committee on Education Services**

1998-1999 Chairs: Ann Foxworthy, Superintendent/President, Allan Hancock CCD;  
Jerry Patterson, Trustee, Coast CCD

1999-2000 Chairs: Floyd Hogue, Superintendent/President, Fremont-Newark CCD;  
Nancy Palmer, Trustee, Sierra Joint CCD

Staff to Committee: Cindra Smith, Director of Education Services

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## **Authority in Law**

Education Code Section 70902 authorizes local boards of trustees for the community colleges and defines their powers.

E. C. 70902 authorizes board responsibilities in the following areas:

- college plans
- program approval
- academic standards and graduation requirements
- personnel and employment practices
- budgets
- tax and bond elections
- district property
- local decision-making process
- student conduct
- fees
- grants, gifts, and scholarships
- auxiliary services
- academic calendar
- Board of Governors' consultation

Chief executives gain their authority from boards. E.C. 70902 and 72400 state that boards may delegate authority for the above to the chief executive officer and other college staff and committees. Other sections of the Education Code identify more specific board responsibilities.

Title V of the Administrative Code also defines tasks for the board, CEO and others. The Chancellor's office is responsible for monitoring whether colleges fulfill these conditions.

The Community College League of California's Policy and Procedure Service identifies mandated board policies and administrative procedures (available by subscription in summer, 2000). Please contact the League for more information.

## **Policy**

Most of the board tasks listed in this document refer to the board's policy role. "Policy" defines the general goals and acceptable practices for an institution. The board is responsible to discuss the general values and priorities that should be reflected in policy. The CEO and staff usually draft policy statements that incorporate these values and present them to the board for discussion and approval. The CEO also alerts the board about external factors that may require policy changes.

## Strengthening the Board and CEO Relationship

Governing boards and CEOs are partners in leading the institution. As partners, they have the following tasks:

- Goal Setting and Evaluation
- Communication
- Board Operations

| Board Support for CEO   | CEO Support for Board  |
|---|--|
| <b>Goal Setting and Evaluation</b>  |  |
| <ul style="list-style-type: none"> <li>• Establish goals and expectations in consultation with the CEO</li> <li>• Periodically evaluate the CEO</li> <li>• Engage in periodic board self-evaluation</li> </ul>  | <ul style="list-style-type: none"> <li>• Establish goals and expectations in consultation with the board; regularly report progress</li> <li>• Ensure that there are CEO and board self-evaluation processes</li> </ul>  |
| <b>Communication</b>  |  |
| <ul style="list-style-type: none"> <li>• Maintain open communication</li> <li>• Direct the CEO only as a board, not as individual trustees</li> <li>• Keep the CEO informed of major issues and questions; follow the “no surprises” rule</li> <li>• Establish and follow processes for board and staff communication that honor the CEO’s leadership role; do not direct staff</li> <li>• Call the CEO before board meetings if there are questions about agenda items</li> <li>• Refer complaints and comments to CEO; listen impartially</li> <li>• Always publicly support the CEO and college staff</li> <li>• In multi-campus districts, notify the chancellor before approaching college presidents</li> </ul> | <ul style="list-style-type: none"> <li>• Maintain ongoing communication via e-mail, written, or phone updates</li> <li>• Keep all board members informed of issues and major events; follow the “no surprises” rule</li> <li>• Accommodate different communication styles as feasible</li> <li>• Treat all board members equally and respectfully</li> <li>• Provide the same information to all board members</li> <li>• Contact all board members before each board meeting to address any questions</li> <li>• Follow up when the board refers comments or problems</li> <li>• Always publicly support the board</li> <li>• In multi-campus districts, keep college presidents informed of board issues and concerns</li> </ul> |
| <b>Board Operations</b>   |  |
| <p>Adopt and follow policies that:</p> <ul style="list-style-type: none"> <li>• Define structure and role of the board and its officers</li> <li>• Establish standards for trustee and board behavior</li> </ul>  | <ul style="list-style-type: none"> <li>• Provide adequate support for the board to follow its governing policies</li> <li>• Work with the chair to uphold the standards of practice</li> <li>• Work with the board chair to develop meeting agendas</li> </ul>   |

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| <ul style="list-style-type: none"><li>• Define meetings and meeting practices</li><li>• Define the level of information and support desired from the CEO; study and discuss the information provided</li><li>• Attend conferences and other events to maintain own knowledge and skills</li></ul> | <ul style="list-style-type: none"><li>• Prepare meeting agenda items that engage trustees in broad policy-level discussions</li><li>• Provide sufficient information to empower boards to make wise policy decisions</li><li>• Support and manage trustee and board development</li><li>• Invite and accompany trustees to conferences and events</li></ul> |
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# Organizational Leadership

Governing boards and CEOs play important and complementary roles in leading the organization.

Task areas in organizational leadership include:

- General Oversight
- Policy Making
- Planning
- External Leadership Roles
- Organizational Structure
- Decision Making

| Board Role and Tasks   | CEO Role and Taks  |
|--|--|
| <b>General Oversight</b>   |  |
| <ul style="list-style-type: none"> <li>• Lead the institution through effective governing policies</li> <li>• Work in partnership with the CEO</li> <li>• Support the CEO as the institution's leader</li> <li>• Create a positive climate for effective leadership through supporting institutional leaders and modeling integrity, vision, and ethical behavior</li> </ul> | <ul style="list-style-type: none"> <li>• Lead and administer the institution</li> <li>• Implement and comply with board policy</li> <li>• Work in partnership with the board; support the governing role of the board</li> <li>• Ensure that board policies are up to date and followed</li> <li>• Create a positive climate and provide effective leadership by modeling integrity, vision, and ethical behavior</li> </ul> |
| <b>Policy Making</b>   |  |
| <ul style="list-style-type: none"> <li>• Identify and discuss board policy-level values inherent in issues before the board</li> <li>• Reference and use current policy when making decisions</li> <li>• Provide thoughtful input early in the policy drafting process</li> <li>• Periodically review policies to ensure they are up to date</li> </ul>                      | <ul style="list-style-type: none"> <li>• Identify broad policy implications inherent in issues and agenda items presented for board discussion</li> <li>• Reference current policy when presenting items for board action</li> <li>• Seek general input form the board prior to drafting policy</li> <li>• Establish and manage a system for periodic review of broad policy</li> </ul>                                      |
| <b>Planning</b>  |  |



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| <ul style="list-style-type: none"> <li>• Adopt policies that require and set parameters for effective planning</li> <li>• Be knowledgeable about future community needs and interests</li> <li>• Contribute to the development of the policy direction (mission, vision, and goals)</li> <li>• Ensure that public and community interests are represented in the mission, vision and policy goals</li> <li>• Ensure that the policy direction meets current and future community needs</li> </ul> | <ul style="list-style-type: none"> <li>• Anticipate and articulate future trends and needs</li> <li>• Lead and manage a visionary and comprehensive planning processes</li> <li>• Articulate the mission, vision, and goals; work in partnership with the board</li> <li>• Ensure that planning responds to current and future community needs</li> <li>• Ensure that all district plans are linked</li> <li>• Ensure that college operations and budgets are aligned with plans</li> <li>• Keep the board informed on progress toward accomplishing plans and goals</li> </ul> |
| <b>External Leadership Roles</b>  |   |
| <ul style="list-style-type: none"> <li>• Be active in the community</li> <li>• Actively support the college(s) in the community</li> <li>• Participate in state conferences and, as time permits, in state and national community college associations</li> </ul>   | <ul style="list-style-type: none"> <li>• Be an active community leader</li> <li>• Participate in state and/or national associations and conferences</li> <li>• As time permits, become involved in state and/or national leadership positions</li> </ul>  |
| <b>Organizational Structure</b>   |   |
| <p>Establish policies that:</p> <ul style="list-style-type: none"> <li>• Define criteria for the organizational structure</li> <li>• Delegate authority to CEO to determine the organizational structure</li> <li>• Periodically review organization structure to ensure it meets board criteria</li> </ul>   | <p>Determine, in consultation with key college personnel, an organizational structure that:</p> <ul style="list-style-type: none"> <li>• Is designed to achieve institutional goals</li> <li>• Meets board standards for effective organization</li> <li>• Reports to the board on the effectiveness of the organizational structure in meeting board goals and standards</li> </ul>  |

**Decision Making**

- Establish and follow policies that define administrative, faculty, student, and classified staff roles in policy development and decision making
- Establish and maintain formal processes for open communication with academic senate, classified staff and student leaders
- Be aware of the scope of offerings of the district

- Develop and administer clear processes for administration, faculty, classified staff, and student participation in policy development and decision making
- Ensure that information and training are provided to facilitate effective participation by college constituencies in decision-making processes

## Educational Programs and Services

This area includes teaching and learning and the instructional and student services programs of the district. Academic Senates play a major role in these areas through their responsibility for the “academic and professional matters” specified in Title 5.

Task areas in educational programs and services include:

- General Oversight
- Treatment of Students
- Academic Programs & Services and Student Support Services
- Institutional Effectiveness

| Board Role and Tasks  | CEO Role and Tasks   |
|---|--|
| <b>General Oversight</b>  |  |
| <ul style="list-style-type: none"> <li>• Adopt policies that define and delegate clear and appropriate authority and responsibility for educational programs and services to CEO, as well as the Academic Senate</li> <li>• Review and approve significant changes to programs as required by state law and board policy</li> </ul> | <ul style="list-style-type: none"> <li>• Lead and administer the delivery of high-quality educational programs and services, including planning, development, program review, and staffing</li> <li>• Inform the board about the major programs and services of the college</li> <li>• Seek approval from the board as required</li> </ul> |
| <b>Treatment of Students</b>  |  |
| <ul style="list-style-type: none"> <li>• Adopt policies that define clear criteria for student status and progress</li> <li>• Adopt policies that ensure fair and equitable treatment of students</li> <li>• Determine whether or not the board wishes to be a court of appeal for student grievances</li> </ul>                    | <ul style="list-style-type: none"> <li>• Ensure that student progress and goal achievement are appropriately recorded and recognized</li> <li>• Ensure that procedures exist and are followed for fair and equitable treatment of students, including discipline, due process, and grievances</li> </ul>                                   |
| <b>Academic Programs &amp; Services and Student Support Services</b>  |  |
| <ul style="list-style-type: none"> <li>• Monitor that programs are aligned with policy direction and plans</li> <li>• Require program review or other processes that address ongoing evaluation and improvement of programs</li> <li>• Be aware of the scope of offerings</li> </ul>  | <ul style="list-style-type: none"> <li>• Ensure that the delivery of educational programs, curriculum, and student services are in accordance with district plans</li> <li>• Establish and maintain processes that foster quality, effectiveness,</li> </ul>   |

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| of the district  | relevancy, and efficiency  |
| <b>Institutional Effectiveness</b>   |  |
| <ul style="list-style-type: none"> <li>• Define “student success”</li> <li>• Require the CEO to develop accountability and evaluation programs and processes</li> <li>• Monitor how effective the institution is in achieving its goals and student success</li> </ul> | <ul style="list-style-type: none"> <li>• Ensure a comprehensive program to monitor institutional effectiveness</li> <li>• Keep the board informed on progress toward accomplishing plans and goals</li> <li>• Provide reports to the board that enable it to be accountable to the local community and state and federal agencies</li> </ul> |

# Fiscal Affairs

Boards of trustees and chief executive officers share the responsibility to ensure that the district enjoys fiscal health and stability. Fiscal affairs include:

- General Oversight
- Budgeting
- Financial Activity
- Asset Protection and Management
- Fundraising and Grants
- Monitoring Fiscal Health

| Board Role and Tasks   | CEO Role and Taks  |
|--|--|
| <b>General Oversight</b>   |  |
| <ul style="list-style-type: none"> <li>• Establish policies that set standards for fiscal affairs</li> <li>• Approve budgets and expenditures as required by laws and board policy</li> <li>• Monitor the fiscal health of the institution by establishing a monitoring schedule and studying reports</li> <li>• Require long-range projections of the fiscal status</li> </ul>  | <p>Establish and enforce administrative procedures that:</p> <ul style="list-style-type: none"> <li>• implement board policy and ensure the legal, ethical, and prudent management of college resources</li> <li>• Present clear and informative budgets and reports to the board</li> <li>• Keep the board informed about the financial status of the district</li> </ul>   |
| <b>Budgeting</b>   |  |
| <p>Adopt policies that require and define standards in the areas of:</p> <ul style="list-style-type: none"> <li>• Budget assumptions</li> <li>• Balanced budgets</li> <li>• Adequate reserve</li> <li>• Long-range revenue projections</li> <li>• Long-range projections for expenditure commitments (e.g. personnel, salaries and benefits, equipment, contracts)</li> <li>• Facility needs and maintenance</li> <li>• Approve the budget using board policy standards as criteria</li> <li>• Require short and long-term fiscal impact information on relevant agenda items such as equipment purchases, loans, and investments</li> </ul> | <ul style="list-style-type: none"> <li>• Develop and use a set of assumptions in budget planning</li> <li>• Develop and implement an inclusive budget planning process</li> <li>• Present and interpret a budget to the board using policy criteria and assumptions</li> <li>• Analyze current financial position and present to the board long-range financial needs and proposals</li> <li>• Alert the board about significant changes in the budget; submit for approval as required by policy</li> <li>• Ensure that budget planning is linked to college and program plans</li> </ul> |

| <b>Financial Activity</b>   |  |
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| <ul style="list-style-type: none"> <li>• Adopt policies that contain standards for:               <ul style="list-style-type: none"> <li>○ Fund transfers</li> <li>○ Purchase of equipment</li> <li>○ Hiring and changes in status of personnel</li> <li>○ Contracts</li> <li>○ Bid proposals and contracts</li> <li>○ Paying obligations</li> <li>○ Filing financial reports</li> </ul> </li> <li>• Adopt policies that define when board approval is required for fiscal actions</li> <li>• Approve contracts and expenditures as required by law and board policy, including real property transactions</li> <li>• Approve TRANS and other major cash management strategies</li> </ul> | <ul style="list-style-type: none"> <li>• Develop procedures that ensure that expenditures and accounting processes are prudent, efficient and adhere to law, board policy, and auditing principles</li> <li>• Monitor income, expenditures, and cash flow</li> <li>• Monitor adherence to procedures for expending and accounting for funds</li> <li>• Present contracts, expenditures, and other fiscal items to the board for approval as required</li> <li>• Review the need for and propose TRANS and other cash management programs in a timely manner</li> </ul> |
| <b>Asset Protection and Management</b>  |  |
| <ul style="list-style-type: none"> <li>• Adopt policies that define and require:               <ul style="list-style-type: none"> <li>○ Sound investment practices</li> <li>○ Sound cash flow management</li> <li>○ Adequate protection and security</li> <li>○ Adequate liability and insurance coverage</li> <li>○ Risk management programs</li> </ul> </li> <li>• Monitor that policies are being followed</li> </ul>  | <ul style="list-style-type: none"> <li>• Ensure that investment and cash flow management practices meet board criteria</li> <li>• Ensure that college assets and personnel are adequately protected and secured</li> <li>• Ensure that liability and insurance coverage meet board policy standards</li> <li>• Establish an adequate risk management program</li> </ul>  |
| <b>Fundraising and Grants</b>   |  |
| <ul style="list-style-type: none"> <li>• Determine the need for, approve, and actively support bond elections</li> <li>• Provide leadership to create a foundation and establish links between the district and foundation boards</li> </ul>  | <ul style="list-style-type: none"> <li>• Prepare information that helps the board determine the need for and approve bond elections</li> <li>• Lead and administer various fundraising efforts, including the foundation and asset management</li> </ul>   |

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| <ul style="list-style-type: none"> <li>• Support the foundation and fundraising efforts</li> <li>• Adopt policies that set criteria and priorities for grants</li> <li>• Accept or approve grants as required by law</li> <li>• Understand the short and long-range implications of grants</li> </ul> | <p>activities</p> <ul style="list-style-type: none"> <li>• Keep the board informed about grants sought and awarded, including their implications for the college</li> <li>• Present grants for board approval as required</li> </ul> |
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**Monitoring Fiscal Health**

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| <ul style="list-style-type: none"> <li>• Require periodic reports to monitor fiscal control policies and accounting processes</li> <li>• Require regular reports on the fiscal status of the institution</li> <li>• Become educated about financial statements and their implications</li> <li>• Define broad expectations for the independent audit of the district accounts and business procedures</li> <li>• Set criteria for an auditing firm to conduct the annual audit</li> <li>• Review the audit report</li> <li>• Discuss deviations (if any) and give appropriate direction to CEO</li> </ul> | <ul style="list-style-type: none"> <li>• Periodically, report to the board compliance with fiscal control policies</li> <li>• Periodically report the fiscal condition of the institution; provide a summary that clearly shows the relationship of expenditures to budget</li> <li>• Educate the board on how to read financial statements</li> <li>• Assist the board with the selection of an auditing firm</li> <li>• Cooperate with and auditor so the audit is thorough</li> <li>• Assist the board in reviewing the audit report</li> <li>• Correct deviations (if any) found as a result of the audit</li> </ul> |
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## Human Resources

The area of human resources includes all personnel and employment issues and is subject to numerous state and federal laws and regulations. The board and CEO work together to address:

- Hiring and Other Personnel Practices
- Treatment of Personnel
- Professional Development
- Salaries, Benefits, and Collective Bargaining

| BOARD ROLE AND TASKS   | CEO ROLE AND TASKS  |
|--|---|
| <b>Hiring and Other Personnel Practices</b>  |   |
| <ul style="list-style-type: none"> <li>• Establish policies that require:</li> <li>• Selection of the best qualified personnel</li> <li>• Administrative, faculty, and staff diversity</li> <li>• Competitive salaries and working conditions within budget constraints</li> <li>• Set policy regarding which positions require board approval</li> <li>• Compliance with equal employment and affirmative action laws</li> <li>• Ratify hires as required by law (based on compliance with policy)</li> </ul> | <ul style="list-style-type: none"> <li>• Ensure that personnel recruitment and hiring processes are:</li> <li>• Fair, legal, comply with laws</li> <li>• Result in good applicant pools</li> <li>• Reflect well on the institution</li> <li>• Seek to achieve that staff diversity reflects college and community populations</li> <li>• Forward personnel actions to the board as required; inform the board about other key personnel changes</li> </ul>          |
| <b>Treatment of Personnel</b>  |   |
| <ul style="list-style-type: none"> <li>• Establish policies that require:                             <ul style="list-style-type: none"> <li>○ Fair and effective evaluation and supervision processes</li> <li>○ Safe and pleasant working environment</li> <li>○ Clear grievance procedures</li> <li>○ Due process in employee discipline and termination</li> <li>○ Academic freedom</li> <li>○ Protection of privacy</li> </ul> </li> <li>• Adopt policies that guide implementation of ADA and</li> </ul> | <p>Ensure that:</p> <ul style="list-style-type: none"> <li>• Personnel regulations and procedures are fair, legal, and equitable and meet board policy criteria</li> <li>• Personnel manuals and handbooks are current and public</li> <li>• Personnel procedures are implemented and followed</li> <li>• Grievance procedures are clear, equitable, and followed</li> <li>• Discipline and termination are for demonstrable cause and follow procedures</li> </ul> |



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| <p>harassment laws</p> <ul style="list-style-type: none"> <li>• Adopt policies that ensure appropriate consultation with and delegation of authority to employee groups</li> <li>• Establish clear processes for board/staff communication that do not abrogate the board/CEO relationship</li> <li>• Support CEO recommendations on disciplinary action or terminations when cause is demonstrated, and procedures have been followed</li> </ul>  | <ul style="list-style-type: none"> <li>• Seek legal counsel when needed; share information with the board</li> <li>• Alert the board early to personnel problems that may become public or reach the board level</li> <li>• Provide adequate information to the board about personnel problems and recommendations</li> </ul>   |
| <b>Professional Development</b>  |   |
| <ul style="list-style-type: none"> <li>• Establish policy expectations for staff orientation and ongoing professional development</li> <li>• Publicly recognize staff achievements</li> <li>• Engage in trustee and board development</li> </ul>   | <ul style="list-style-type: none"> <li>• Ensure that resources are allocated for professional and staff development</li> <li>• Encourage professional development and staff recognition programs</li> <li>• Engage in ongoing learning</li> <li>• Support trustee education and development</li> </ul>  |
| <b>Salaries, Benefits, and Collective Bargaining</b>   |   |
| <ul style="list-style-type: none"> <li>• Delegate clear authority to the CEO or other agent to engage in collective bargaining on behalf of the board</li> <li>• Set criteria for salaries and benefits that establish competitive, fair wages and that protect current and future district resources</li> <li>• Ask the CEO to provide options and analyses on negotiating positions and their implications</li> <li>• Participate in training on positive bargaining practices</li> <li>• Provide clear direction to the CEO, including parameters for negotiations</li> <li>• Set and adhere to positive bargaining practices; stay on the “high road”</li> </ul> | <ul style="list-style-type: none"> <li>• Engage in positive bargaining practices; follow board standards and criteria</li> <li>• Provide the board with an analysis of the implications of various options in the bargaining process</li> <li>• Provide training in collective bargaining approaches for all those involved in the process, as well as the board</li> <li>• Inform the board of union proposals</li> <li>• Maintain good communication with the board regarding the status of the negotiations</li> <li>• Delegate clear authority to the negotiating agents and ensure that they understand board parameters and budget constraints</li> </ul> |

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| <ul style="list-style-type: none"><li>• Maintain the confidentiality of bargaining positions</li></ul> |  |
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## Community Relations

Governing and leading community-based institutions requires boards and CEOs to be active participants in their communities and ensure strong college-community connections. Community relations roles and tasks are in the areas of:

- General Oversight
- Community Involvement
- Marketing and Media Relations
- Foundation Support

| BOARD ROLE AND TASKS   | CEO ROLE AND TASKS  |
|--|---|
| <b>General Oversight</b>   |   |
| <ul style="list-style-type: none"> <li>• Ensure that general interests of the external communities are represented in board decisions</li> <li>• Advocate for and support the colleges in the community</li> <li>• Maintain links with business, government, and community leaders</li> <li>• Adopt policies that govern:                             <ul style="list-style-type: none"> <li>○ Community relations</li> <li>○ marketing and public relations</li> <li>○ foundations and fundraising</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Ensure that district programs respond to community needs</li> <li>• Advocate for and support the colleges in the community</li> <li>• Maintain links with business, government, and community leaders</li> <li>• Lead and administer programs that                             <ul style="list-style-type: none"> <li>○ Reflect a positive image for the college</li> <li>○ Engender community support for the college</li> <li>○ Ensure strong college and community connections</li> </ul> </li> </ul> |
| <b>Community Involvement</b>   |   |
| <ul style="list-style-type: none"> <li>• Seek out various community perspectives</li> <li>• Establish and engage in systematic methods to link with community representatives and policy-makers including:                             <ul style="list-style-type: none"> <li>○ K-12 boards</li> <li>○ local governments</li> <li>○ community and business policy boards</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• Establish a culture that fosters responsiveness to community needs and positive relations with the public and community groups</li> <li>• Actively seek and foster professional relationships with education, government, business, and other community leaders</li> <li>• Participate in community events and service organizations</li> </ul>  |

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| <ul style="list-style-type: none"> <li>○ higher education policy and advisory boards</li> <li>● Adopt policies that: <ul style="list-style-type: none"> <li>○ Ensure community input into strategic planning and institutional evaluation</li> <li>○ Encourage partnerships and relationships with community organizations</li> <li>○ Define community use of college facilities</li> </ul> </li> <li>● Set the policy direction for community service</li> </ul> | <ul style="list-style-type: none"> <li>● Encourage partnership programs with K-12 and higher education institutions</li> <li>● Ensure that planning processes assess and respond to community needs</li> <li>● Ensure a comprehensive program of community services and events</li> <li>● Establish and monitor procedures for public use of and participation in college facilities, programs, services, and events</li> </ul> |
| <b>Marketing and Media Relations</b>  |   |
| <p>Adopt policies that:</p> <ul style="list-style-type: none"> <li>● Set parameters for marketing and public relations programs</li> <li>● Establish standards of good practice (ethics) for trustee relations with the public and media</li> </ul>   | <ul style="list-style-type: none"> <li>● Establish and administer comprehensive public relations operations; ensure the accuracy and quality of communication to public</li> <li>● Keep board informed about <ul style="list-style-type: none"> <li>○ Issues that may result in media contacts</li> <li>○ Public relations and marketing efforts</li> </ul> </li> </ul>   |
| <b>Foundation Support</b>   |   |
| <ul style="list-style-type: none"> <li>● Adopt policies that establish the direction and parameters for a foundation</li> <li>● Support and monitor the foundation</li> <li>● Establish links with the foundation board of directors</li> </ul>   | <ul style="list-style-type: none"> <li>● Establish a foundation and ensure that it is effective</li> <li>● Actively support foundation activities through personal involvement</li> </ul>   |

## Legislative Relations

Legislative support is important for institutional success. The board and CEO play key roles in working with legislators and garnering support. The area of legislative relations includes:

- Understanding Policy Trends and Issues
- Establishing and Communicating Priorities and Needs
- Advocating on Behalf of the Institution

| Board Role and Tasks  | CEO Roles and Tasks  |
|---|--|
| <b>Policy Trends and Issues</b>   |  |
| <ul style="list-style-type: none"> <li>• Engage in ongoing study of policy issues and trends through reading and conference attendance</li> <li>• Allocate time at board meetings and hold study sessions to discuss policy issues, trends, and system priorities</li> <li>• Understand the impact of state and national policy on local mission and goals</li> </ul> | <ul style="list-style-type: none"> <li>• Establish processes to stay up to date on policy issues and trends</li> <li>• Monitor and gather relevant information</li> <li>• Ensure the board is aware of policy issues and trends:                             <ul style="list-style-type: none"> <li>○ Provide summaries of key points Forward legislative alerts and other relevant information to the board</li> <li>○ Design board agendas to allow time to discuss issues</li> </ul> </li> <li>• Provide background and analysis of key initiatives to enable the board to take a position</li> </ul> |
| <b>Local Priorities</b>   |  |
| <ul style="list-style-type: none"> <li>• Allocate time to study and understand local community needs and priorities</li> <li>• Adopt positions that further the ability of the district to achieve its goals</li> <li>• Discuss local priorities and issues with the CCCT board of directors and the Community College League staff</li> </ul>                        | <ul style="list-style-type: none"> <li>• Provide information and analysis to the board of local trends and issues that may require legislative response</li> <li>• Inform the board of the impact of state and national legislative initiatives on local priorities</li> <li>• Forward positions to state associations and the Chancellor's Office</li> </ul>  |
| <b>Legislative Advocacy</b>   |  |
| <ul style="list-style-type: none"> <li>• Identify and make key contacts with legislators</li> </ul>   | <ul style="list-style-type: none"> <li>• Manage the board's legislative advocacy activities</li> </ul>   |

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| <ul style="list-style-type: none"> <li>• Ensure that the CEO and all board members are introduced to key contacts</li> <li>• Study issues to ensure effective communication with legislators</li> <li>• Maintain ongoing and appropriate communication with legislators</li> <li>• Advocate on behalf of the college and its contributions to the community</li> <li>• Support board positions, as well as state system and association positions where not in conflict</li> </ul> | <ul style="list-style-type: none"> <li>• Identify and make key contacts with legislators; ensure board members are introduced to key contacts</li> <li>• Identify a legislative liaison on the staff</li> <li>• Arrange for legislators to visit the district; include board members in these visits</li> <li>• Provide information to the board for advocacy purposes</li> <li>• Inform the board of Chancellor's Office, state and national association positions</li> </ul> |
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## Legal Affairs

Governing boards and CEOs share the responsibility to ensure that the district:

- Abides by Local, State, and Federal Laws and Legal Intent
- Uses Legal Counsel Prudently

| Board Role and Tasks  | CEO Role and Tasks  |
|---|---|
| <b>Laws and Regulations</b>   |   |
| <ul style="list-style-type: none"> <li>• Adopt policies specifically required by law and regulation</li> <li>• Delegate authority to the CEO and require that procedures exist that comply with local, state and national laws and regulations</li> <li>• Monitor compliance</li> <li>• Follow laws related to board practices, including conflicts of interest, open and public meetings, confidentiality of closed sessions, and political practices</li> </ul>                           | <ul style="list-style-type: none"> <li>• Be aware of laws and regulations that affect the institution</li> <li>• Inform the board and new trustees about major laws and regulations</li> <li>• Ensure that administrative procedures exist and are followed to comply with law and regulation</li> <li>• Monitor compliance and report to the board</li> <li>• Advise the board about laws and regulations that affect the board</li> </ul>   |
| <b>Legal Actions and Counsel</b>  |   |
| <ul style="list-style-type: none"> <li>• Request legal counsel only as a board, work through the CEO</li> <li>• Request legal advice well in advance of potential problems</li> <li>• Accept and expect realistic assessments of the board's legal position</li> <li>• Establish policies that guide the CEO's response to lawsuits and threats of legal action</li> <li>• Adopt policies that insure and protect the assets and personnel of the district, as well as the board</li> </ul> | <ul style="list-style-type: none"> <li>• Recommend appropriate legal counsel to advise the board</li> <li>• Inform the board of legal counsel used to advise the college</li> <li>• Inform the board of threats of legal action and lawsuits</li> <li>• Keep the board informed of progress on and outcomes of legal matters</li> <li>• Prepare summaries and analyses that review all options for the board when board action is required on legal issues</li> <li>• Ensure that the district has adequate liability protection</li> </ul> |