

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A Decision-Making Roles and Processes

IV.A

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

One of three colleges in the San Mateo County Community College District, College of San Mateo has institutional leaders and leadership structures at both the college and district levels. Ultimately, decision-making authority is based in the San Mateo County Community College District's elected Board of Trustees. The first responsibility of the Board of Trustees is to provide the best possible learning experiences for students at the colleges (Ref. 1). The board recognizes that ethical and effective leadership throughout the college enables and encourages broad participation of all employees and students to take an active, collaborative role in the continuous improvement of student learning and institutional processes.

In order to provide such an optimum learning environment, the board is committed to a shared governance system which ensures "faculty, staff, and students the right to participate effectively in district and college governance and the opportunity to express their opinions at the [district] level and to ensure that these opinions are given every reasonable consideration" (Ref. 6).

In the early 1990s, the administrations of the district and college established shared governance advisory bodies: District Shared Governance Council and College of San Mateo's College Council. Now well-established, each body brings together representatives from administration, faculty, classified staff, and students, from all three colleges and the district office for the district council and from College of San Mateo for the college council. Affected individuals and groups are brought into decision making through their representatives, who share information with their constituencies and provide input gathered from them. College Council also serves as the college's oversight body in master planning, including facilities projects.

Using a consensus-building model, District Shared Governance Council advises the chancellor and Board of Trustees while College Council advises the college president. A constituency's representatives on a council can bring concerns rising within that constituency to either council. Leaders of each constituent governance body are representatives on each council by virtue of their positions. Other representatives are elected or appointed by the constituent group or the leadership of that group.

All major decisions go through District Shared Governance Council or College Council, as appropriate. Initiatives for decisions may come from any constituency. Membership on committees and task forces represents all affected constituent groups. In the case of College Council, a new proposal is sent to the four constituent groups for their input; each group reports back to College Council via their representatives. If warranted, the proposal is then referred to the appropriate group for further work. College Council uses a consensus model; when warranted, the council seeks formal agreement from each constituent group. In the case of District Shared Governance Council, a proposal is referred to the colleges and the district office for input.

In academic and professional matters over which faculty have primacy, input from the three colleges' Academic Senates is channeled through District Academic Senate. In such cases, the Academic Senate seeks to dialogue with and inform the members of the relevant shared governance council but ultimately has the responsibility to make a recommendation to the appropriate institutional leaders.

Institutional leaders at CSM create an environment for empowerment, innovation, and institutional excellence in a variety of ways. A number of professional development opportunities are available for faculty, including the Trustees' Fund for Program Improvement, the President's Innovation Fund (which was introduced in 2005), and long- and short-term professional development funding, in order to provide faculty the resources and time to articulate, research, and implement work relevant to their teaching responsibilities. District policy provides for staff development of non-faculty in several ways. The Classified Staff Development Program and the Management Development Program offer classified staff and managers opportunities for professional growth that maintain and extend high performance standards (Ref. 2, 3). The Office of Human Resources has these plans.

College of San Mateo supports innovative faculty-driven projects such as the Learning Communities, Writing across the Curriculum, and Electronic Portfolios (eportfolios). The college's Learning Communities is part of the Carnegie Foundation for the Advancement of Teaching and the Association of American Colleges and Universities' Integrative Learning Project. The college was recently recognized as a Carnegie Academy of Teaching and Learning (CASTL) Institutional Leadership Campus by the Carnegie Foundation for the Advancement of Teaching for its work with integrative learning focused on supporting developmental students enrolled in transfer-level courses. The college sponsored faculty participation in many national conferences on this topic, and the college president brought lead faculty together with an outside donor to secure funding for the implementation of the Writing across the Curriculum program. Many faculty members who have worked with these integrative learning programs have

spoken with enthusiasm on the moral and fiscal support college administrators provided. They asserted that at this institution, faculty who come up with ideas and go to administrators for support do, in fact, get that support for innovation and program excellence.

Open forums have become routine parts of certain processes such as introducing candidates for college president to the campus community and for gathering input on major facilities projects. Some forums are primarily for communication—to provide information and answer questions in special situations. Examples include consideration of certain academic programs to be placed on hiatus and presentations on budget shortfalls. Other forums are designed to gather input. For example, student learning outcomes (SLOs) were explained to the campus community, and ideas for institutional SLOs were gathered at a workshop in March 2005; the results were the basis of the College Assessment Committee’s Institutional SLOs, submitted to College Council in March 2006.

Email, CSM Internal, and announcements at appropriate governance meetings are used to inform members of the campus community of upcoming forums, to solicit participation on ad hoc committees and task forces, and to ask for input on various matters.

Members of the campus community, including faculty, administrators, classified staff, students, and alumni are recognized in the monthly executive report to the Board of Trustees from the college president. It showcases individual efforts, programs, ongoing activities, and special events and is available on the CSM Internal website. CSM Internal, a biweekly electronic newsletter, has a regular section, “Accomplishments,” with similar articles (Ref. 25).

Assessment

College of San Mateo meets this standard. The 2005 accreditation survey of faculty and administration reveals respondents are generally satisfied with their participation and influence in the learning environment; 64 percent of faculty and administration agree or strongly agree with the statement “CSM seeks input from all constituencies when reviewing instructional programs and student services” (Ref. 4, question 11). This survey of faculty and administration also shows 62 percent of respondents agree or strongly agree with the statement “Overall, the shared governance process is working well at CSM” while 24 percent disagree or strongly disagree (Ref. 4, question 14). In the same survey, 46 percent of respondents agree or strongly agree with the statement “district policies provide effective management of campus programs and services” whereas 20 percent disagree or strongly disagree (Ref. 4, question 56). As the survey demonstrates, the perception that administration, in some instances, provides inadequate prior consultation with affected constituencies does exist; this perception, however, is stronger with regard to district leaders than college leaders. On the Academic Senate Governing Council, there is concern that, on occasion, shared governance is confused with a superficial approach of inform, appear to listen, and then go ahead with the change (Ref. 28).

Affected individuals and groups are brought into decision making, either formally through the committee structure, or more informally, through task forces, user-groups, and the like. For example, science faculty participated in many aspects of the design and planning of the new science building. Other faculty, staff, and student groups have likewise been brought into the planning of the new construction being planned as part of the current Capital Improvement Project II. These multi-user groups have met with college administrators and representatives of architectural and construction firms to discuss facilities needs and have served on committees and task forces focused on planning details.

Similarly, the vice president of instruction and the Academic Senate president have worked closely to organize multiple task forces to work with the bridging architects for the multitude of new buildings planned under the Capital Improvements Program II. These task forces have representation from all affected groups and have worked extensively with the architects to articulate the various functions the new buildings will need to serve. College Council has effectively served as the oversight committee of this process, which has been a very successful example of the college's commitment to shared governance.

In an attempt to create a better dialogue-based model of shared governance and at the request of the Academic Senate and others, including the presidents and vice-presidents at the three colleges, the district hired a vice chancellor for educational services and planning in 2006. The vice chancellor acts as a liaison between the district and the colleges in matters relating to educational services and accreditation and chairs or co-chairs district-wide committees. He attends relevant Academic Senate meetings, chairs the District Shared Governance Committee, and is working to form a district-wide Flex Coordination Committee.

Plan for Improvement

None needed at this time.

IV.A.2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Descriptive Summary

Through shared governance, College of San Mateo has established a written policy that provides for faculty, staff, administrators, and students to participate in decision-making processes at the college. The policy, which is described later in this standard, articulates the roles and responsibilities of all members of the college community. District Rules and Regulations specify how each constituency is represented in governance and, in particular, on District Shared Governance Council (Ref. 12, 13).

Assessment

College of San Mateo meets this standard. The college's Vision Statement states, "We

believe in supporting open, dynamic and collaborative decision making processes with appropriate representation” (Ref. 8). The 2005 accreditation survey of faculty and administration shows that 78 percent of those responding agree or strongly agree with the statement “The role of faculty in shared governance is clearly stated and publicized” (Ref. 4, question 5).

Plan for Improvement

None needed at this time.

IV.A.2.a

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

The college and district recognize four constituencies: faculty, students, classified staff, and management. Each constituency, with the exception of classified staff members who have chosen to use their collective bargaining unit, has its own governing body at the college level.

District Rules and Regulations specify how each constituency is represented in governance and, in particular, on District Shared Governance Council (Ref. 6). This representation gives the various constituencies a clearly defined, substantial voice in various issues like budget decisions and changes in district policies. The District Committee on Budget and Finance has representatives of the district and colleges and of all four constituencies. The District Committee on Budget and Finance advises the district office on budget issues. In 2004-2006, the district chief financial officer created a new resource allocation model for allocating funds among the three colleges, the district office, and district facilities. Through the District Committee on Budget and Finance, all constituencies actively collaborated in the development of the model.

College Council recognizes and respects the functions and responsibilities of the four constituencies. College Council serves as the principal forum in which the college addresses issues related to planning and programs and services. It also oversees the development of the institutional budget and advises administration on college-wide budget decisions (Ref. 7). All constituencies represented on College Council are also represented in its two major subcommittees: the Strategic Planning Committee and the Budget Subcommittee. All committees of College Council are advisory to College Council, which in turn is advisory to the college president, who makes the final decisions.

Management Council represents college managers, which together with the President’s Cabinet, is the administrative voice on campus. Management Council meets bimonthly and is made up of all the college deans and program directors. President’s Cabinet is made up of the president, vice president of instruction, vice president of student services, and the dean of administrative services. The new college president has

extended an open invitation to the Academic Senate president to attend President's Cabinet.

The Board of Trustees recognizes the Associated Students at each college as representing students in governance and grants them the powers asserted in Title 5, §51023.7 (a), including having their own selection procedures for representatives on governance bodies and having effective participation in decisions affecting them (Ref. 10, 11). The Associated Students of the College of San Mateo (ASCSM) take positions on issues at their own initiative and, as one of the four constituency groups, on issues considered at College Council and District Shared Governance Council. Many college committees have allocated seats to representatives of ASCSM; examples include College Council, Academic Senate Governing Council, Student Services Leads, Diversity In Action Group, College Auxiliary Services Advisory Committee, Enrollment Management Committee, and College Assessment Committee (Ref. 7). In addition, students serve on District Shared Governance Council. It is district policy to try to schedule meetings at times when students can attend.

The Board of Trustees recognizes the California State Employees Association (CSEA) as the organization representing classified staff in shared governance. The California State Employees Association has representatives on District Shared Governance Council, College Council, and other committees including two of the Academic Senate's standing committees, AB 1725 Staff Development Committee, Student Services Leads, Diversity In Action Group, College Auxiliary Services Advisory Committee, Classified Staff Planning Committee, Enrollment Management Committee, and College Assessment Committee.

The district has agreed to rely primarily on faculty expertise in academic and professional matters (Ref. 15). Administrators are frequent consultants and resources at Governing Council meetings.

Assessment

College of San Mateo meets this standard. College of San Mateo's Vision Statement asserts, "We believe in supporting open, dynamic and collaborative decision making processes with appropriate representation" (Ref. 8). The 2005 accreditation survey of faculty and administration reveals that 66 percent of those responding agree or strongly agree with the statement "All constituency groups work collaboratively towards the achievement of college goals" while 22 percent disagree or strongly disagree (Ref. 4, question 7). Forty-five percent of those responding agree or strongly agree with the statement "College budget decisions are based upon input from all college constituencies" while 36 percent disagree or strongly disagree (Ref. 4, question 12).

Plan for Improvement

None needed at this time.

IV.A.2.b

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

Since the passage of AB 1725, Board of Trustees policy has been to consult collegially with Academic Senate on the academic and professional matters listed in Title 5, §53202.b. In 2003, the Board of Trustees agreed to rely primarily on faculty expertise on those matters through established Academic Senate processes (Ref. 13). Academic and professional matters include curriculum, degree, and certificate requirements; grading policies; educational program development; standards or policies regarding student preparation and success; faculty roles and involvement in accreditation processes, including the self-study and annual reports; processes for program review; and processes for institutional planning and budget development (Ref. 15).

The Committee on Instruction, a permanent committee of Academic Senate, advises the vice president of instruction on curriculum planning and procedures. The chairs of the curriculum committees of the three colleges in the district meet as the District Curriculum Committee, which addresses district-wide issues such as uniform course numbering, prerequisites, and degree requirements.

The instructional administrators meet twice a month to review, recommend, and coordinate instructional matters, as do the student service administrators in matters relating to student services.

Assessment

College of San Mateo meets this standard. In 2003-2004, the Committee on Instruction developed a policy for program improvement and viability, which was accepted by the Board of Trustees (Ref. 14): “In consultation with the college president and vice president, or designees, the Academic Senate of each college approves the processes for the establishment, review, modification, and discontinuance of courses or educational programs consistent with Title 5 and the Education Code.” The committee also has worked closely with the assessment coordinator to support and develop student learning outcomes at the course, department/program/unit, and college level.

Plan for Improvement

None needed at this time.

IV.A.3

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

Descriptive Summary

Constituencies are represented equally on College Council and District Shared Governance Council, the primary college and district shared governance bodies.

Membership on other committees is determined by the extent to which constituencies are affected by the decisions of those committees.

The culture of the college and district supports participation by affected groups in decision making. For example, the Academic Senate president is invited to instructional deans' meetings when issues directly affecting faculty are discussed and he/she has a vote on new faculty positions and equipment funding. The subcommittee of Academic Senate Governing Council that modified program review procedures in 2005-2006 expanded to include administrators to assure that the process the committee developed would be feasible and have administrative support. In 2005, the Associated Students of the College of San Mateo undertook to invite representatives from other constituencies to sit as non-voting members on their committees.

Each year the Strategic Planning Committee updates strategic objectives and the action steps and then monitors and reports to College Council progress on the action steps (Ref. 9, dated 9-21-05). The committee reviews the college Mission, Vision, and Values Statements. The Mission Statement was modified in spring 2005 to give prominence to assessment (Ref. 8, 9, dated 2-2-05). Through College Council, Strategic Planning Committee proposals are submitted to the four constituency groups for input, and College Council makes the final decision.

Academic Senate Governing Council discusses issues, often over a series of meetings, before taking action on them. Members are encouraged to speak with colleagues in the divisions they represent. Interested faculty, students, classified staff, and administrators come to Governing Council meetings to hear and participate in discussions. District Shared Governance Council has considered proposed changes to District Rules and Regulations in a number of areas, including §6.26 on transfer credit and graduation requirements, §7.35 on academic standards (Ref. 5, minutes 3-12-02), §2.35 on academic freedom, §6.15 on program viability, §7.28 on student records, §2.20 on equal opportunity, §2.06 on the role of the Senate, and §2.09 on District Shared Governance Council itself. The district council is currently discussing a possible mutual respect policy, §2.24.

Cooperation between Local 1493, American Federation of Teachers, the bargaining agent for faculty, and the Academic Senate has increased, particularly in areas where academic and professional matters overlap with collective bargaining issues. A union representative regularly attends Governing Council meetings.

Assessment

College of San Mateo meets this standard. All constituencies are represented in District Shared Governance Council and College Council. Minutes of the meetings are posted (Ref. 9), and representatives are encouraged to communicate with their constituents.

The 2005 accreditation survey of faculty and administration shows that 64 percent of those responding agreed or strongly agree with the statement "CSM seeks input from all constituencies when reviewing instructional programs and student services," while 25 percent disagree or strongly disagree (Ref. 4, question 11).

Plan for Improvement

None needed at this time.

IV.A.4

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

College of San Mateo has long-standing cooperative relationships with a variety of external agencies. A considerable amount of information flows between the Office of the Chancellor of the California Community Colleges and the college and district, especially regarding issues such as budget, curriculum, and student equity. For example, district policy is to comply with attendance-reporting requirements to the state chancellor's office (Ref. 16).

The college complies with Accrediting Commission standards, policies, and guidelines as well as commission requirements for public disclosure. The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, evaluates the college every six years. College of San Mateo takes action to respond expeditiously to accreditation team recommendations and submits interim and midterm reports on the progress and results of these efforts.

The college continues to foster good relations with external agencies. The college has a number of ongoing programs with funding from external agencies. In fall 2005, for example, the college had 13 such programs (Ref. 17, page 50) such as Disabled Students Program and Services, Extended Opportunity Programs and Services, Matriculation, CCC Live Caption, Health Services, US Postal Service Contract Ed, NOVA Workforce Investment Board, Peninsula Symphony, Community Ed, and Terra Firma Diversion. Many of these involve ongoing relationships. A dental hygiene program with some external funding is under consideration.

Fire technology and administration of justice programs work closely with local police and fire agencies through their program advisory committees, and adjunct faculty members are hired from the ranks of active police and firefighters. The nursing program is accredited by the California Board of Registered Nursing, and the cosmetology program is approved by the California State Board of Cosmetology.

College of San Mateo worked in cooperation with local police agencies in planning and construction of the new Moore Regional Public Safety Center. The college has a cogeneration plant in cooperation with PG&E, has long-standing relationships with vendors, and in the past five years has developed solid relationships with architects and contractors in connection with bond issue construction.

Assessment

College of San Mateo meets this standard. The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, regularly evaluates the college to ensure its integrity and effectiveness. As required in fall 2002, College of San Mateo submitted its interim report on its progress in compliance with 2001 visiting team recommendations and its midterm report in spring 2004. College Council and the four constituent groups reviewed each report, and the Board of Trustees approved each of them. Submitted in a timely manner, each report was subsequently accepted by the Accrediting Commission for Community and Junior Colleges.

The 2002 interim report in response to the 2001 accreditation team recommendations addressed creating a climate of evidence, developing a strategic plan, fully implementing program review, developing and implementing an enrollment management plan, and developing long-range technology and financial plans. The 2004 midterm report contains a comprehensive description of responses to the 2001 recommendations. Letters of acceptance from the commission are on file in the President's Office. The previous self study, the accreditation team report, and the interim and midterm reports are available in the library, on the college's website (Ref. 26), and in division offices. The present self study is available in these locations as well.

Plan for Improvement

None needed at this time.

IV.A.5

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The voters of San Mateo County elect five of the six members of the Board of Trustees. Students annually elect a student trustee, who has an advisory vote on the board (Ref. 18). An annual board evaluation process identifies areas of board function that are working well and those that need improvement (Ref. 19). The Board of Trustees evaluates the chancellor annually, and other managers undergo annual evaluations. A purpose of management evaluation is to identify areas of performance needing improvement and areas for general management training (Ref. 20). Academic supervisors are evaluated annually (Ref. 21).

An essential duty of the Board of Trustees is to provide policy guidelines for staff through adoption and annual review of the District Mission and Goals Statement (Ref. 1). District Rules and Regulations specify ethical standards regarding general board conduct (Ref. 19) and financial conflict of interest (Ref. 22) for members of the Board of Trustees. A stated purpose of District Shared Governance Council is to advise the Board of Trustees on ethical standards (Ref. 6).

Academic Senate modified its bylaws in fall of 2005 (Ref. 5, minutes 9-13-05) to cover the simultaneous vacancy of both the presidency and vice presidency after the president-

elect became a division dean and the vice president-elect accepted a position at another college. Academic Senate voted in spring 2002 to make the Library/Learning Resources Committee a permanent committee of Academic Senate, after discussing its changing role.

Assessment

College of San Mateo meets this standard. While no formal regularly scheduled procedures are in place for evaluating college governance and decision-making structures and processes, from time to time governing bodies modify their own structures and functions in response to changing needs. In recent years, District Shared Governance Council has considered proposed changes to specific sections of District Rules and Regulations. For example, in 2005-2006, District Shared Governance Council undertook a review of District Rules and Regulations relating to Human Resources and considered a review of all District Rules and Regulations (Ref. 24). District Shared Governance Council expanded its membership in 2004 to include collective bargaining representatives.

Minutes or meeting notes of a number of college and district institutional committees, including College Council, District Shared Governance Council, District Committee on Budget and Finance, and District Auxiliary Services Advisory Committee, are posted in a timely manner on the CSM Internal website or are accessible by links on the district portal webpage (Ref. 23, 25, 27). In the case of some other committees, however, considerable delays can occur at times between the date of the meeting at which the minutes are approved and their actual posting.

To facilitate the discussion of ideas and effective communication among the college’s and district’s constituencies, committees should make a concerted effort to post their minutes online in a timely fashion and to notify their members. Users need to know to look online in CSM Internal to find information about college committees. SharePoint, used to develop this self study, is now being used for meeting notes and record-keeping purposes by some standing and working committees.

Plan for Improvement

None needed at this time.

Evidence – Standard IV.A

Ref. #	Title of Document	Source
1	District Rules and Regulations, 1.10 Duties and Responsibilities of the Board	< http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/1_10.pdf >
2	District Rules and Regulations, 4.22 Classified Staff Development Program	< http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/4_22.pdf >
3	District Rules and	< http://smcweb.smccd.net/portal/District%20Info

	Regulations, 5.04 Nonrepresented Employees: Staff Development Programs	http://www.smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/5_04.pdf >
4	CSM Accreditation Survey (Standard IV), Faculty and Administration, Fall 2005	< http://www.smccd.net/accounts/csmresearch/Accreditation%20Related%20Surveys/Faculty/FacultyStd_4.pdf >
5	Academic Senate Governing Council Meetings and Minutes, September 13, 2005	< http://www.collegeofsanmateo.edu/academicsenate/meetings_minutes.html >
6	District Rules and Regulations, 2.09 District Shared Governance Process	< http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/2_09.pdf >
7	College of San Mateo Compendium of Institutional Committees, 2005-2006	< http://collegeofsanmateo.edu/csminternal/resources/reference_backup/Compendium%20of%20CSM%20Committees%200506.pdf >
8	CSM's Mission, Vision, Values and Diversity Statements	< http://collegeofsanmateo.edu/csminternal/resources/reference_backup/College%20Statements.htm >
9	College Council Meeting Summary	< http://collegeofsanmateo.edu/csminternal/committees/committees%20file%20folder/cc_minutes.htm >
10	District Rules and Regulations, 2.18 Student Participation in District and College Governance	< http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/2_18.pdf >
11	District Rules and Regulations, 2.09.7 District Shared Governance Process	< http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/2_09.pdf >
12	District Rules and Regulations, 2.06.3 Academic Senate	< http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/2_06.pdf >
13	District Rules and Regulations, 2.06.6 Academic Senate	< http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/2_06.pdf >
14	District Rules and Regulations, 6.15 Curriculum Development, Program Review, and Program Viability	< http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/6_15.pdf >
15	District Rules and	< http://smcweb.smccd.net/portal/District

	Regulations, 2.06 Academic Senate	Information/Rules And Regulations/2_06.pdf >
16	District Rules and Regulations, 8.08 Attendance Accounting	< http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/8_08.pdf >
17	San Mateo County Community College District, 2005-2006 Mid- Year Budget Report	http://www.smccd.edu/portal/Finance/Budget/2005-06%20Mid-Year%20Budget%20Report.pdf
18	District Rules and Regulations, 1.05 Student Trustee	< http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/1_05.pdf >
19	District Rules and Regulations, 1.35 Board Member Conduct	< http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/1_35.pdf >
20	District Rules and Regulations, 5.16 Managers: Evaluation	< http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/5_16.pdf >
21	District Rules and Regulations, 5.26 Academic Supervisors: Evaluation	< http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/5_26.pdf >
22	District Rules and Regulations, 2.45 Conflict of Interest	< http://smcweb.smccd.net/portal/District%20Information/Rules%20And%20Regulations/2_45.pdf >
23	District Portal webpage	< http://www.smccd.net/accounts/portal/ >
24	District Shared Governance Council, Summary of Meeting 12- 5-2005	< http://www.smccd.edu/accounts/smccd/committees/dsgc/files/District Shared Governance Council Notes from 12-05-2005 Meeting.pdf >
25	CSM Internal	< http://collegeofsanmateo.edu/csminternal/ >
26	CSM Accreditation 2007	< http://www.smccd.edu/accounts/csmaccredit/ >
27	District Shared Governance Council	< http://www.smccd.edu/accounts/smccd/committees/dsgc/ >
28	Academic Senate Governing Council Meetings and Minutes, February 7, 2006	< http://www.collegeofsanmateo.edu/academicsenate/meetings_minutes.html >

