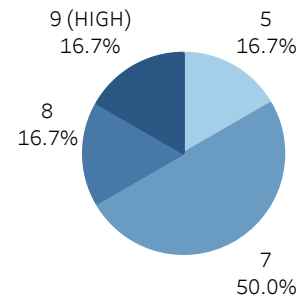


College of Marin Board of Trustees 2021-2022 Self-Evaluation Survey Results

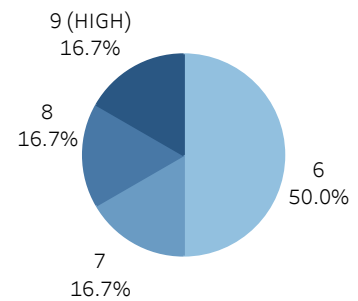
How are we doing in general?
1 is LOW, 9 is HIGH

BOARD GOVERNANCE

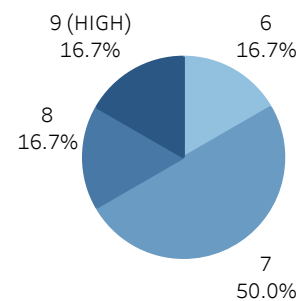
1. Information. Does the board apply critical thinking to the information it receives, and does it request more or different kinds of information when needed for effective decision-making?



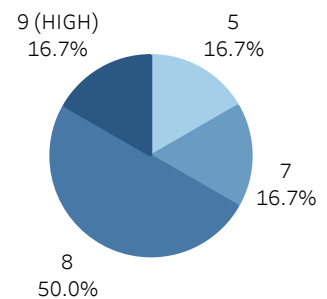
2. Policy Goals. How well are we doing in setting the overarching goals and priorities of policy and decision-making?



3. Chapter Two Policy Review. How well are we doing in reviewing and following established individual board policies in Chapter Two pertaining to the Board procedures and responsibilities?

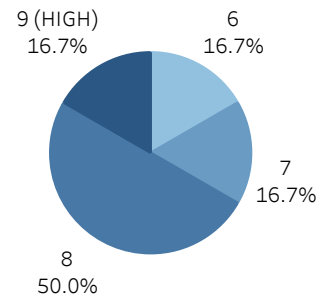


4. Oversight and Planning - Institutional. How well are we doing in providing oversight and monitoring so that District initiatives, master plans, board policies, resolutions and other actions taken are aligned with the District's defined strategic goals?

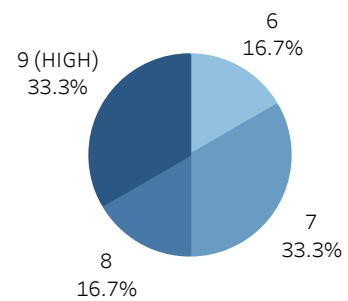


BOARD GOVERNANCE

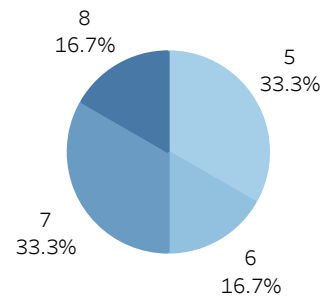
5. Time for Discussion. Do we spend enough time discussing information and items in order to make timely decisions?



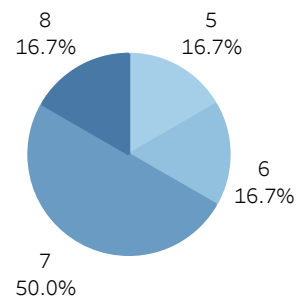
6. Procedures. Do our operating procedures allow us to conduct our business efficiently and effectively?



7. Oversight and Planning – Board. Do we monitor and evaluate Board progress in dealing with issues and completing tasks we identified at the beginning of each year and throughout the year pertaining to the Board’s work together.

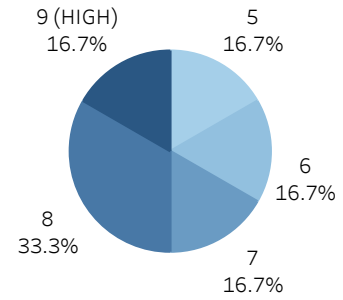


8. Attitudes. Do the attitudes we bring to our meetings foster respect and appreciation for each other, maximum participation, and optimum synergy in our work?

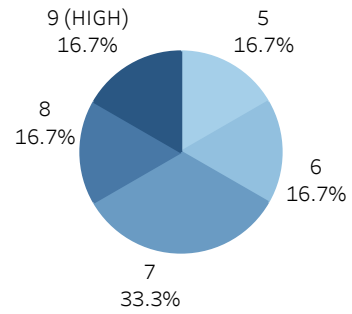


BOARD GOVERNANCE

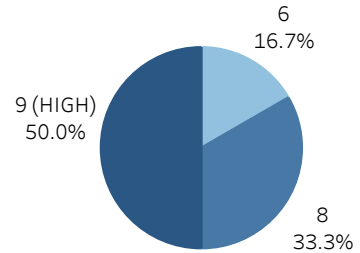
9. Working Relationship. Do we encourage all Board members to contribute, and create a space where diverse opinions are respected?



10. Professional Development. Do we all participate in trainings, such as CCCT conferences, the ETP program, online courses in leadership development and organizational behavior, as well as in-district trainings, in furtherance of our commitment to board professional development?



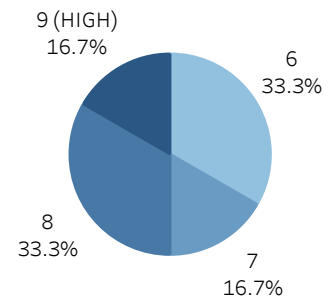
11. Board – CEO relationship. Do we honor the CEO’s leadership role (making information requests directly to the CEO and refraining from going directly to other employees of the District)?



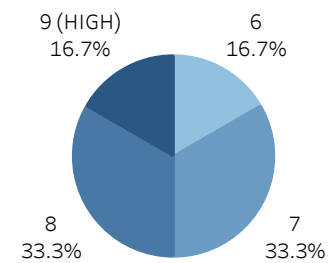
How are we doing in general? 1 is LOW, 9 is HIGH

STUDENT SUCCESS

1. Understanding. Do we understand what we, as Board members, are to monitor in order to know if all students are succeeding and which demographic(s) needs more support?



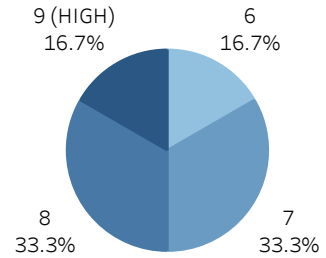
2. Measurements. Have we monitored Student Success (through multiple measurements)?



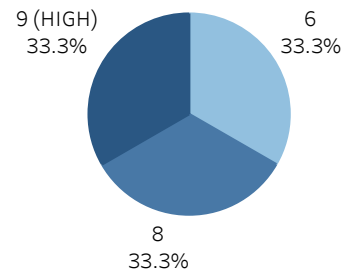
How are we doing in general? 1 is LOW, 9 is HIGH

ACADEMIC EXCELLENCE

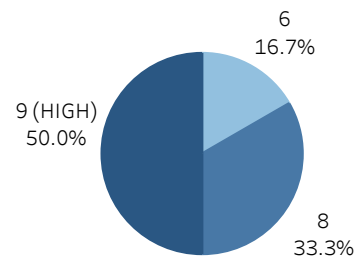
1. Planning. Have we engaged with the Education Master Plan / Strategic Plan process?



2. Enrollment. Have we monitored enrollment?



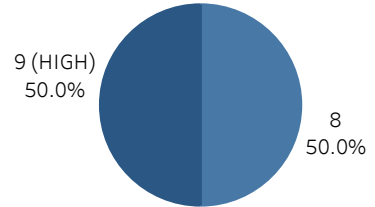
3. Accreditation. Have we provided leadership and support to assure accreditation and preparedness for the District's upcoming ISER?



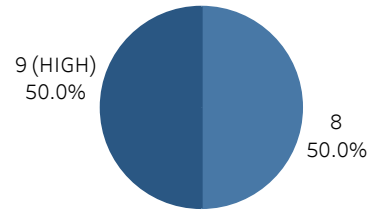
How are we doing in general?
1 is LOW, 9 is HIGH

FISCAL RESPONSIBILITY

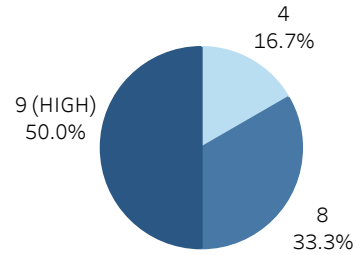
1. Budget and Reserve. Have we provided adequate budget and reserve policy oversight?



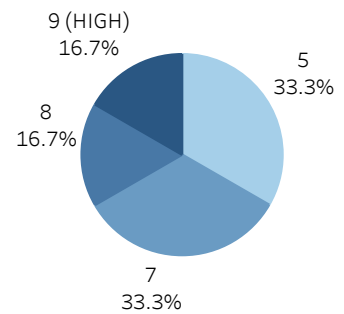
2. Assets and Liabilities. Have we provided adequate oversight of long-term debt management, monitor resource/asset management and accountability?



3. Bond Oversight. Have we provided adequate bond oversight?



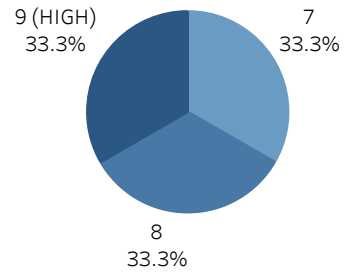
4. Fundraising. Have we paid sufficient attention to fundraising?



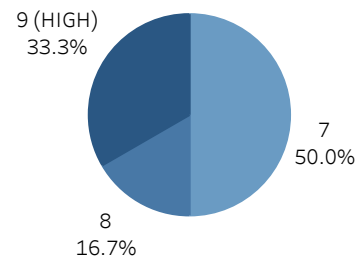
How are we doing in general? 1 is LOW, 9 is HIGH

COMMUNITY RESPONSIVENESS

1. Value of COM. Have we communicated to the community the value of COM as a community asset?



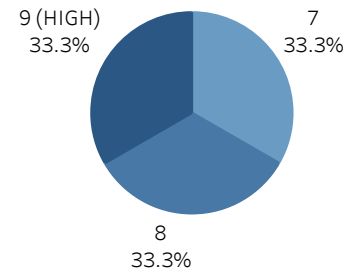
2. Board Engagement. Have board members regularly attended public events and events sponsored by the college?



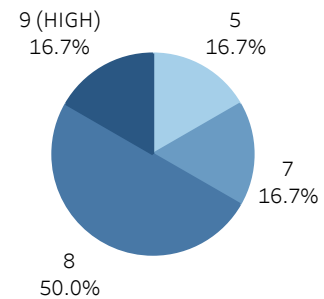
How are we doing in general? 1 is LOW, 9 is HIGH

ADDRESSING DIVERSITY, EQUITY, AND INCLUSION (DEI)

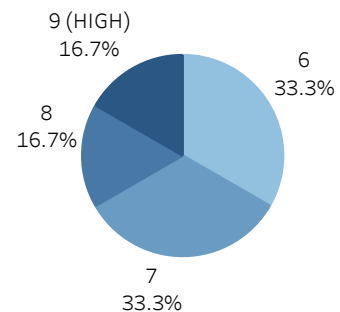
1. Institutional Oversight. Have we conducted oversight and evaluation of institutional efficacy in addressing diversity, equity, inclusion and access in relation to students, faculty, staff and classified employees, academic offerings, student support systems, policies and procedures, and community responsiveness?



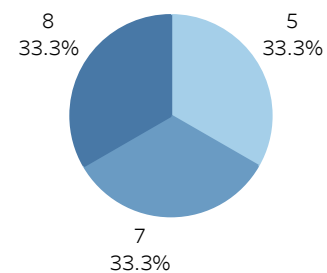
2. Tracking. How are we doing with tracking our progress towards achieving our goals for greater diversity, equity and inclusion (success measurements reported in and tracked through disaggregated data, reports concerning faculty/staff diversity becoming more aligned with our student demographics, etc.)?



3. Involvement. How are we doing with involving both internal and external stakeholders in developing implementation plans to address DEIA effectively?



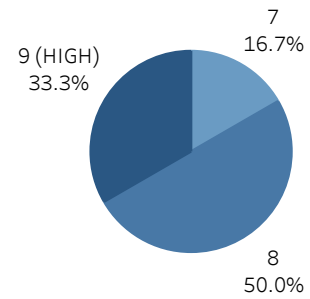
4. Board Exercises. Have we had board exercises to help us a group understand better the challenges and possible actions related to DEIA?



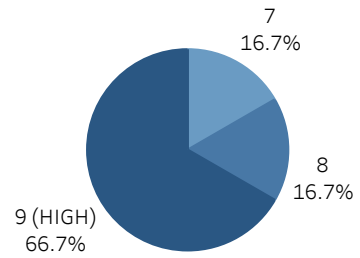
How are we doing in general? 1 is LOW, 9 is HIGH

COVID-19 RESPONSE

1. Monitoring. Have we regularly monitored the COVID-19 situation on our campuses and in our community?



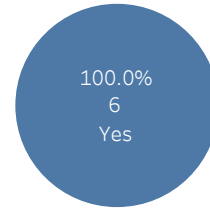
2. Support. Have we supported our President in the design and execution of our COVID-19 response amid shifting and often contradictory public attitudes?



What are three things we could do to improve the way we work together as a board?

<p>Diana Conti, Vice President</p>	<p>More respect for differing opinions and more effort to address the underlying basis of the differences. Provide opportunity for all Trustees to bring forward items they would like the BOT to consider and prioritize. We allow adequate time for thorough discussions on each topic area, but when we get to board report, etc. we tend to ramble with no clear focus.,etc., Prioritize and track strategic goals. Follow-up on progress. Still need work on addressing larger strategic community issues.</p>
<p>Philip Kranenburg, Trustee</p>	<p>Meet face to face when possible, Ensure that open items are properly followed up, Null</p>
<p>Stephanie O'Brien, President</p>	<p>Focus on meeting in person again - the dynamic is more positive, Refocus on Student Success in our discussions (hard in the time of Covid), Strategize on community engagement by Board to help inform them of our value</p>
<p>Suzanne Brown Crow, Clerk</p>	<p>Discussion should stick to topic and all members should listen respectfully, We meet to begin meeting in person as soon as possible. Many distractions with Zoom, Commit to meeting/retreat calendar in order to meet/discuss at length.</p>
<p>Wanden P. Treanor, Trustee</p>	<p>More professional development, especially around DEIA training and understanding our policy role in ensuring all students achieve and belong., It appears not everyone come fully prepared for our meetings, which causes us to waste time in our meetings., Leave egos and personal agendas at the door and come together for the good of the whole and success of all students.</p>
<p>Paul da Silva, Trustee</p>	<p>First, we can heed the counsel of renowned figures such as Mahatma Gandhi and John Dewey that education has the two related purposes of helping students achieve their full potential and improving society. We can make sure we fulfill both purposes at the same time by adopting more holistic thinking that views our current challenges as different symptoms of the same problem. Yes, we have a climate crisis, a pollution crisis, a biodiversity crisis, an equity crisis, a political crisis, a public health crisis and an economic crisis. Yet it is an illusion to think that we can make significant progress in addressing one or two without addressing the rest. As we address the crises with our actions we can make sure we fulfill the two purposes by asking ourselves before each decision, "What is the educational value of this action?" Our crises provide excellent examples of valuable learning opportunities that cannot be replicated elsewhere. They can help us improve education as we take inspiration from the famous lines of the Greek philosopher Plutarch: "For the mind does not require filling like a bottle, but rather, like wood, it only requires kindling to create in it an impulse to think independently and an ardent desire for the truth.", Second, we can more fully embrace democracy as a tumultuous yet ultimately beneficial process. We can encourage different board members to bring different viewpoints to our work and to express them vigorously. Then we can work toward the goal of reaching final agreements that will be syntheses of the best parts of these different viewpoints. The "Anatomy of a Question" article in the Spring 2022 issue of the ACCT publication Trustee Quarterly gives useful background on how we can use questions to facilitate this process. Our progress toward our goal of synthesis could be assisted by a better tracking mechanism that would give us monthly updates. Many boards include a basic "Old Business" and "New Business" breakdown for the majority of their agendas. This need not be our mechanism, but we do need regular follow-up after the general calendar is presented each January., Third, in the age of the internet and of increased challenges to democracy and our civilization, we can promote greater use of information networks. Our default information-transmission procedures are still rooted in the hierarchical (outmoded?) single-source and single-destination conduit model, while the world around us is evolving ever more branching systems to more effectively meet democratic (modern?) needs. We have the electronic capability and a tremendous richness of information in our students, faculty and staff that it can help us utilize.</p>

In the last year, have you changed your perspective or position as a result of a board discussion?



Please describe briefly.

Philip Kranenburg, Trustee	Various discussions based on input from others in the meeting.
Stephanie O'Brien, President	Don't recall specifically, but I know that I have on several occasions due to hearing differing perspectives
Suzanne Brown Crow, Clerk	Listening carefully to a Board member's experiences led to my being open to a different course of action.
Wanden P. Treanor, Trustee	Our process around approving the LRC design was iterative and collaborative, but I was open to ideas of other trustees.
Paul da Silva, Trustee	When the district election maps were presented to the board, I initially was very disappointed in all of them. As a resident of Larkspur, I saw that in all of the maps, Larkspur was divided among different districts. So I was inclined to vote against them all. However, as more information was presented, I changed my mind. I was very favorably impressed by two things. First, Zach Griggy explained very clearly the logic behind his map. He made it clear that he had used multiple variables to make the different districts reflect different kinds of similarities and differences in the county. Second, my colleagues on the board who lived in different areas of the county explained why they were in favor of this particular map. Those who lived in Novato and San Rafael agreed with the divisions of those cities shown on the map. I realized that there was no "perfect solution" that would leave every city and town entire, but that the Griggy map was a very good solution to a difficult problem. So in the end, I made the motion to approve the map.

Please provide additional general comments or suggestions for improved board governance (optional):

Paul da Silva, Trustee

In discussions of the Measure C and Measure B bond construction programs, people have at times expressed concern about delays and additional costs incurred as a result of legislative mandates such as AB 52 relating to indigenous peoples. In other words, these things are seen as obstacles to the progress of the construction program. However, this reflects a type of adversarial thinking that we need to transcend. It is one example of how viewing economics, equity and environment as separate can cause us problems. We are proud that 1926 marks the founding of the College of Marin. However, the time of the initial growth of the college (the 1930's) coincides with the time that the last Coast Miwok were forced off their ancestral lands in Marin. If we try to see things from indigenous viewpoints, it is not difficult to consider all the construction that has taken place to build COM as further steps in appropriation and use of stolen indigenous land, and that we and our predecessors as trustees are the ones who have been inserting more and more obstacles – among the college community, the indigenous community and the land we now call Marin. Our goals should be a shared vision for the land and future of the college and the ability to work as partners to realize the vision. This will not come about simply by following legislative mandates. Rather, we must try to bring people together in permanent conversation about these goals. A network approach that begins with indigenous students, faculty, staff and local Miwok descendants could be a good way to proceed. Perhaps those invited to engage in the initial conversation could articulate their visions and present them to the Board of Trustees as a way for the board to begin to think more holistically about these and other issues.

Wanden P. Treanor, Trustee

Greater participation by all trustees in the excellent programs offered by CCLC. Spend more time as a board working on our chapter two board policies and for all of us to actively engage in understanding our policy role.