Chabot-Las Positas Community College District

Integrated Planning and Budget Model (IPBM) Retreat

Friday, August 27, 2021, 1:00 PM - 3:55 PM

SUMMARY OF FINDINGS

Led by Chancellor Ron Gerhard, the purpose of this IPBM Retreat was two-fold - (1) to carry out the district-wide annual review of the IPBM and (2) to identify opportunities for continuous improvement and establish next steps among IPBM Committee members on structure, communication, and processes.

The process was informed by the Board Priorities, the IPBM Principles, and the 2021 IPBM Survey, and this process consisted of:

1. Welcome & Overview
2. Survey Findings
3. Poll: Increasing knowledge
4. Breakout Group Overview, Work, and Report Outs
   a. Review of IPBM framework and structure
   b. Improve communication flow
   c. Clarify processes
5. Summary and Conclusion

Participation included up to 55 of the sixty-nine (69) total members of the four IPBM committees. Retreat facilitators were leveraged because of their expertise facilitating strategic work of large groups and their history facilitating CLPCCD's college education master planning and district strategic planning work, 2020-2021.

The Retreat facilitators witnessed the full engagement of all participants in this IPBM Retreat. Collectively, the participants demonstrated dedication to ensuring the integrity and continuous improvement of the governance and decision-making system of this multi-college district to effectively assist Chabot College and Las Positas College in meeting educational goals for student achievement and learning.

Attachment A provides responses to the Poll that was administered before participants were randomly assigned to break-out groups. Attachment B highlights all of the unedited notes from each of the seven (7) break out-groups.

FINDINGS FROM THE BREAK OUT GROUPS
After participants were randomly assigned to seven breakout groups, each focused on (1) increasing knowledge of the IPBM structure, (2) improving communication flow Collegewide and Districtwide, and (3) clarifying the IPBM planning process. Below is a summary of participants' key insights highlighting current practices and priorities, outstanding questions to address, and recommendations proposed to improve the IPBM structure, communication flow, and planning process.

IPBM FRAMEWORK AND STRUCTURE
Participants shared insights, questions, and recommendations to improve the IPBM Principles, including alignment with the Board Priorities while enhancing the IPBM Committees, as part of the review of the IPBM framework and structure.

IPBM Principles & Board Priorities

Key Insights

Responses to the question:

- How do the IPBM Principles support and align with the Board Priorities?
  1. Board Priorities are not widely known
  2. Alignment exists on paper but in reality, a stronger linkage could occur
  3. Changes align with priorities more than the current priorities
  4. IPBM principles are static but Board Priorities are updated every 3 years
  5. Focus not always on the Board Priorities but on granular day-to-day, example ESS is informational and makes recommendations but does not have direct funding
  6. Decisions/recommendations made based upon meetings not necessarily on Board Priorities

Key insights about the IPBM Framework, including the IPBM Principles:
  1. The committees seem to operate in silos so in order to fully understand the IPBM process you need to know what is happening in most or all committees
  2. Some committees have not done annual reports. Lack of connection between principles and operations
  3. Very PBC heavy
  4. IPBM framework document is outdated Infrequent or nonexistent review of these principles

Recommendations

Regarding how IPBM Principles support and align with Board Priorities, the Committees need to:
  1. Ensure knowledge of Board Priorities among their members
  2. Establish a formal reporting mechanism (reporting to whom?)
  3. Be aware of college/district politics and see how committees are dealing with resources versus information sharing
  4. Receive direction from the Chancellor's Council (e.g., overarching annual goals)
  5. Focus the IPBM principles more on student equity and achievement

Participants provided the following proposals for strengthening the overall IPBM principles:

1. Improve clarity of IPBM as a framework for four committees - IPBM-ESS, IPBM-PBC, IPBM-TCC, and IPBM-FC
2. Remove "of California's SB 361" in the 6th bullet
3. Update terminology, remove the use of KPI term
4. Add value statement, recognizing contributions of all members (e.g., We recognize that the best decisions for the district can be made by relying upon the collective knowledge and expertise of all constituency groups)
5. Include "student equity", diversity, and inclusion to underscore the district's and college's committee to student success
6. Outline principles that are measurable
7. Sub bullet transparency and alignment of resources
8. Sub bullet communication and trust
9. Review the principles annually to refresh and update as needed (still references SB-361 vs. SCFF)
10. Onboard new members for frequent review and use of principles
11. Ensure the flowchart is reflective in how information transfers from committee to committee
12. Produce a glossary of terms (and alignment of terms)
13. Focus on educational planning and needs including student equity and success
14. Organize aspects around themes
15. Include "student equity" intentionally
16. Make transparent "Equity, diversity, and inclusion"
17. ...aligning programs and personnel
18. Define KPIs; link these KPIs to what assessment is being done at the program/service/college/district level
19. Complete the feedback loops
20. Clean up the language so that they are stated as "The IPC Process will…"
21. Create subheadings and categories (themes)
22. Ensure that each principle can be achieved
23. Correct typos

IPBM Committees

Key Insights

1. In advance of the break-out group work, participants responded to five questions via a **Zoom poll**: Most participants (33/42) understand committee roles, know members (28/42) and where to find the charges and goals of committees (36/42). While there were mixed responses regarding term lengths and limits, they were clear that there are no formalized term limits -with mixed views about the need for term limits -, and nor has there been uniformity of annual goal setting within the four IPBM committees.

2. Currently, there are four committees of the IPBM, namely: the Planning and Budget Committee, Education Support Services Committee, the Technology Coordinating Committee, and the Facilities Committee.
   - In general, each committee functions more autonomously - independent from all others - that is unless there are specific concerns or standard items agendized where information is conveyed in what has been characterized as redundant (and less strategic) ways
   - Students can feel lost or unclear when they join the committees and additional onboarding can be done to assist them; this can increase their voice and result in greater student participation and influence
   - Collaboration between colleges and the district via these committees makes a difference in support of student achievement
   - Ed Support Services Committee is rudderless
   - Planning happens at colleges, but not so much at the district because planning and budget are too broad a charge for PBC, which does budget and other fiscal recommendations very well. Technology and Facilities do more planning than PBC

Questions

1. Should there be another formal body that the four committees report to? Or should all report to the Chancellor?

Recommendations

Participants recommended the following actions and changes to the committees:

1. Commit to sharing information amongst the various committees. Create integration.
2. Review charge at the start of the year
3. Use IPBM structure for special projects instead of creating another committee
4. Stay on task to achieve the goal of the charge and the purpose of the committee
5. Reduce redundancies in terms of the practices across the committees i.e., presentations, action items
6. Structure & Collaboration
   - Re-examine the committee reporting structure
   - Document the structure to show the desired feedback loop (district->college and college->district)
   - Work together when it makes sense and individually when it makes sense
   - Each of the larger committees - IPBM-PBC, IPBM-TCC, and IPBM-FC - report on their impacts on educational services to the IPBM-ESS
   - Evaluate and better define the relationship between committees
   - Technology, Budget, and Facilities work well on their own - we don't want to create artificial relationships between committees just to make them look good on paper
7. Membership & Participation
   - Provide onboarding/orientation/training for all committee members, especially students
   - Involve a more diverse group of members
   - Limit the amount of time/frequency that individual members participate in order to encourage more participation
   - Simplify the membership process - make it more accessible
   - Clarify how district-level committees interact and collaborate with other district-level committees or with the college committees?
   - Ensure student membership on all committees

COMMUNICATION

Participants considered how information is shared and disseminated within, among, and beyond the IPBM groups.

Key Insights

Participants find the following information helpful to bring from the college committees to the district-wide committees:

1. College goals
2. Enrollment management and enrollment updates
3. Efficiency
4. Anything related to technology (Banner, etc.)
5. Educational equity milestones, approaches
6. Matters regarding "modernization"
7. Items that (could) affect everyone in the district
8. Questions that a college has in which a broader perspective could inform the conversation
9. Promising and best practices
10. Collegewide perspective to the committee, e.g., BAM example
11. Actual practices at each college -> district
12. Relevant information that is applicable to the actual agenda at the district level

Participants believe that the district-wide committees should provide to the colleges (1) information that affects how services are delivered, (2) budget reports, and (3) location of the information to be accessed by the staff

Participants also want IPBM committee members to (1) clarify the roles of members, (2) ensure student input and point of view is evident in all committees, and (3) ensure that all district committees have college feeders; currently, ESS is the only committee that does not.

Other insights:
● College Planning and Budget committee has a similar makeup as the district PBC (similar to other college and district committees)
● Facilities work well because chairs at colleges are district committee members
● In theory, the IPBM supports a system of effective communications, however, in practice that may not always happen
● In terms of the role of PBC in planning, it depends on the topic e.g., when looking at equity, how well we are doing and [with] resources?

Questions

1. Is sharing out at the District level useful or just extra work - meeting for the sake of meeting?
2. What is it and why are we presenting in this Committee?
3. Does this Item belong/need presenting at several meetings throughout the month?
4. ESS - where is the overlap with colleges?
5. Tech - what is at the college level and what is at the district? Technology touches all college committees' work, but does all that go to district conversation? Or only from the Tech committee?
6. What is the relationship between political needs and decisions? Not just what is best for me or my site
7. Once the meeting occurs and information is shared, where does that information go?
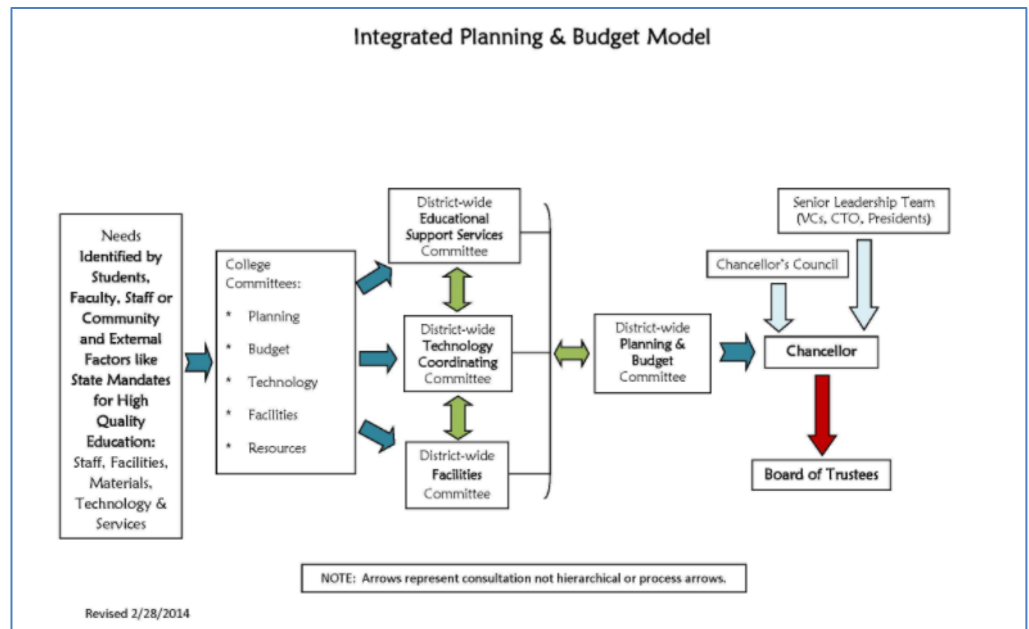8. How does the recommendation get shared with other college bodies?

Recommendations

1. Consider having committees do report outs to other committees so there is a shared understanding of what each committee is working on
2. Provide a dashboard for reporting on all IPBM committees and what they are working on. Create a summary in one place
3. Clarify how recommendations move between levels from colleges to district and within the district
4. Formalize the outreach and engagement of students on all committees
5. Clarify the charge of the various Committees (example: Recommending body versus informational only)
6. Secure input from both colleges (and all worksites) - desired at least by members of IPBM-FC
7. Ensure student input and point of view is evident at the District level on all committees
8. Propose a sea change to the student portal, increase access, increase enrollment

PLANNING PROCESSES

In clarifying the planning process, participants were asked to review the annual goal and reporting process for one committee and consider the following questions:

- Now that the 2021-2026 District-wide Strategic Plan (DSP) and Educational Master Plans (EMPs) are developed with articulated goals, what process would help the IPBM committees establish their own annual committee goals?
- What needs to be in place for IPBM committees to set annual goals while addressing the Board Priorities?
- What needs to be in place for IPBM committees to produce a year-end report to the Chancellor that reflects action in support of the DSP and EMPs?

Integrated Planning & Budget Model

NOTE: Arrows represent consultation not hierarchical or process arrows.

Revised 2/28/2014

- How could the IPBM flowchart (see insert on this page) be enhanced to accurately represent the process from ideas to Committee considerations to formal recommendations to the Chancellor?

Key Insights

Overall, participants reported their value for the IPBM framework and desire for a distributed planning model, emphasizing the sound planning that occurs at the college level. Currently, the Planning and Budget Committee (PBC) charter formalizes its "planning" role. However, in practice, PBC effectively conducts budget-related matters that ensure clarity on the state of resources for the colleges and district office, yet PBC does not lead district-wide planning.

When asked to reflect on their annual process of review of the annual goal and reporting process, many participants shared their surprise that they should be reporting out their committee(s)' performance on annual goals. Yet they efficiently shifted to focus on how to operationalize such an annual process. Below are the questions and recommendations that embody their responses.

Other Insights:

1. The 3 Committees do not generally talk to each other (IPBM-ESS, IPBM-TCC, and IPBM-FC)
2. Non-financial details may not have to go through PBC
3. Members of the IPBM committees believe they are recommending directly to the Chancellor

Questions

1. Where should "planning" be situated if not with the PBC? In particular, where should the district-wide annual goal-setting take place? Should it be established by the Chancellor or another committee that reports to the Chancellor?
2. Since there is no college-level committee that feeds into the IPBM-ESS Committee (ESS), should ESS be a committee? Would it be best to have the "Education" in ESS changed to "Equity", then ensure each college has a committee complement that informs the work of this committee?

3. What is the recommending line versus the reporting/sharing line?
4. Are there 3 [committees] reporting to the District Planning [PBC] or should there be four committees on the same level that report directly to the Chancellor?
5. There are issues with the directionality of information and/or recommendations. The current flow chart indicates communication to other IPBM committees that don't really exist. What communication needs to occur?

Recommendations

Now that the 2021-2026 District-wide Strategic Plan (DSP) and Educational Master Plans (EMPs) are developed with articulated goals, what process would help the IPBM committees establish their own annual committee goals?

1. The committee goals should be aligned with the DSP and EMP goals within the constraints of the committee charter. A review of the DSP and EMP should be done within the committee.
2. Review the Plans and determine which items the committee should address and which need to be collaborated on
3. As college committees close out their year, have them do a look ahead at what they will be working on the following year. Bring this information to the appropriate district committee.
4. Design standard forms and schedule for having them submitted [for goal setting and reporting]
5. Produce a well-developed and articulated calendar
6. Review the DSP and EMP goals during the first meeting of the year and make sure that we align the IPBM goals to them

What needs to be in place for IPBM committees to set annual goals while addressing the Board Priorities?

1. Review the Board Priorities within the committees. The Board Priorities could be listed on the agendas within each committee as a constant reminder for committee members
2. Identify the steps that need to happen to achieve the goal
3. Create a timeline to accomplish each goal (reasonable)
4. Look at charge and membership so it is not happening midstream
5. May need to carve out extra time [on the agendas' of the committees]
6. When membership changes, the time necessary to bring everyone up to speed
7. Have a committee in charge of implementing charge (ownership)
8. Need to know and understand board priorities
9. Provide a template with BoT priorities, District-wide Strategic Directions, EMP Goals, and then create space for committees to name their annual goals in direct connection
10. Ensure a clear understanding of the board goals by the entire committee

What needs to be in place for IPBM committees to produce a year-end report to the Chancellor that reflects action in support of the DSP and EMPs?

1. Pull out main action items done throughout the year and compile them into a report. Post in an easy-to-find portion of the webpage. Tie action items to the charge of the committee.
2. Build-in an assessment (throughout the year). This would also help us identify shortcomings
3. Create and use standard forms and schedule for having reports submitted
4. Establish a template to assist in developing a report. Utilize a template for reporting out. Brief template, easy to complete. The template should involve a plan for the following year
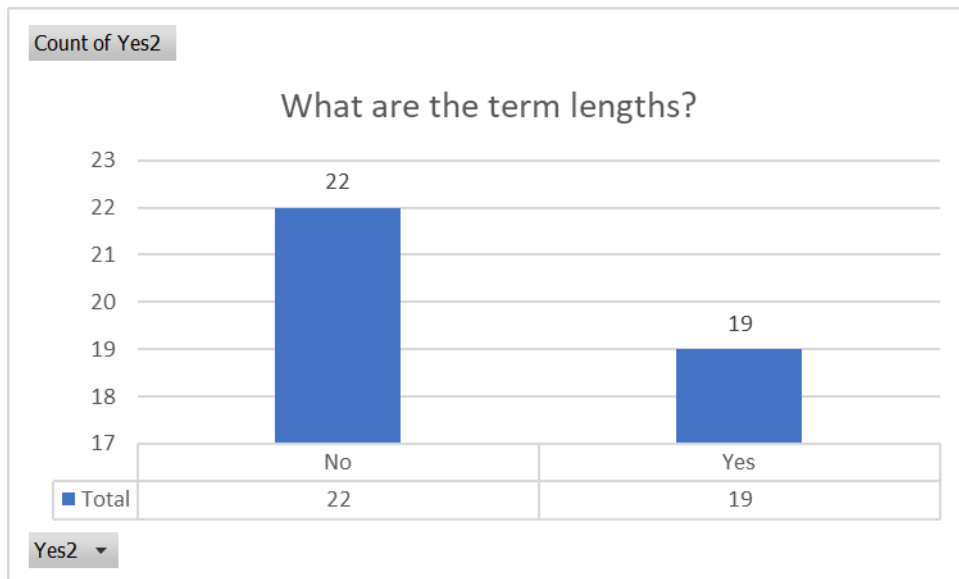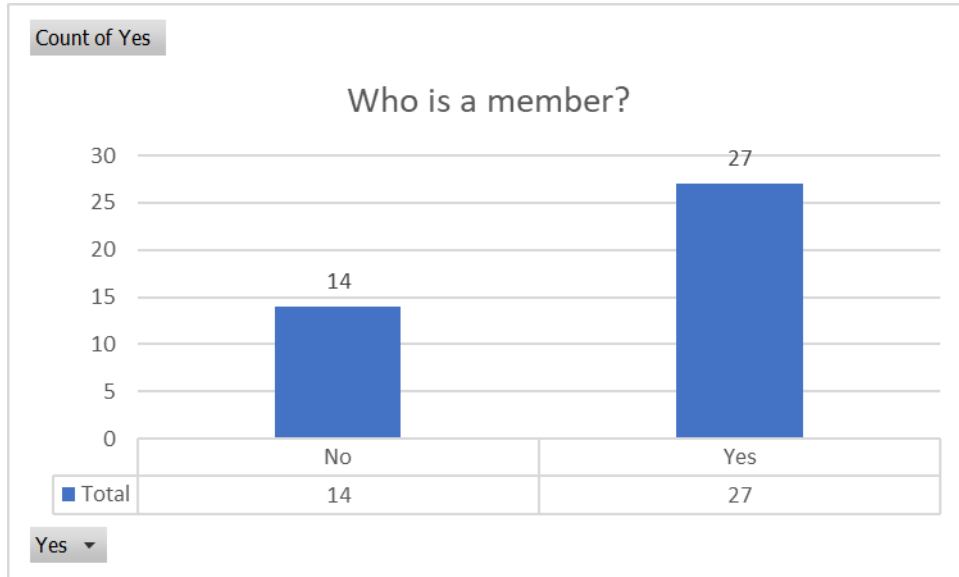
How could the flowchart be enhanced to accurately represent the process from ideas to Committee considerations to formal recommendations to the Chancellor?

1. Update the flowchart with all recommendations

2. Provide the answer to *How does the IPBM-ESS, IPBM-FC, and the IPBM-TCC make recommendations directly to the Chancellor or to the District Planning and Budget Committee?*
3. Identify and map out the exact reporting relationships between the college committees that report to the District level committees
4. Use arrows to reveal the information flow between the colleges' committees and district committees
5. Identify which college committees communicate with which district committees
6. Indicate communication from the district to the college committees
7. Identify areas for collaboration/consulting between committees
8. Reduce the number of committees that report back to a single committee. This makes the single meeting too impacted with information. There should be a more direct link to the chancellor instead of going through an intermediary.

SUMMARY OF IPBM RETREAT POLL RESPONSES TO KNOWLEDGE QUESTIONS

Do you know...

Count of Yes

Who is a member?

	No	Yes
■ Total	14	27

Yes ▾

Count of Yes2

What are the term lengths?

	No	Yes
■ Total	22	19

Yes2 ▾

Count of Yes3

What are the term limits?

	No	Yes
Total	31	10
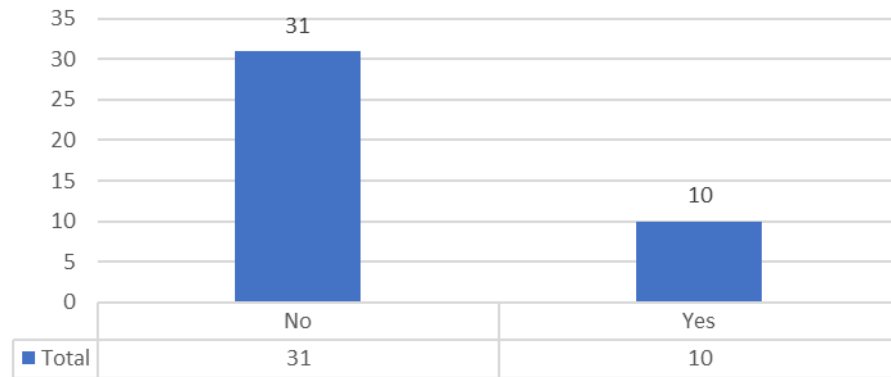
Yes3 ▼

Count of Yes4

What are the roles that members are expected to play?

	No	Yes
Total	9	32
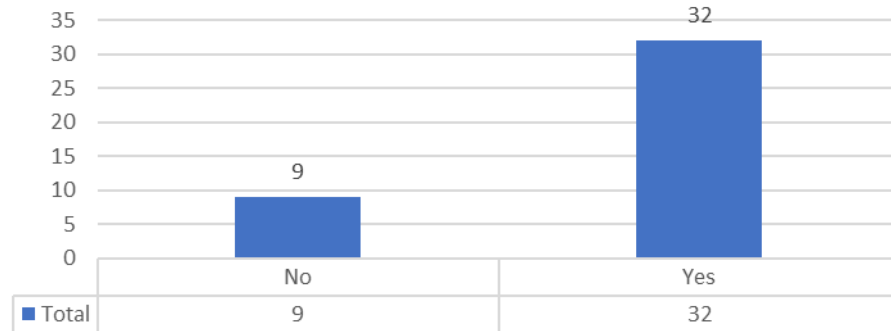
Yes4 ▼

Where to find information on committees' charges and goals?

Count of Yes5

	No	Yes
■ Total	6	35
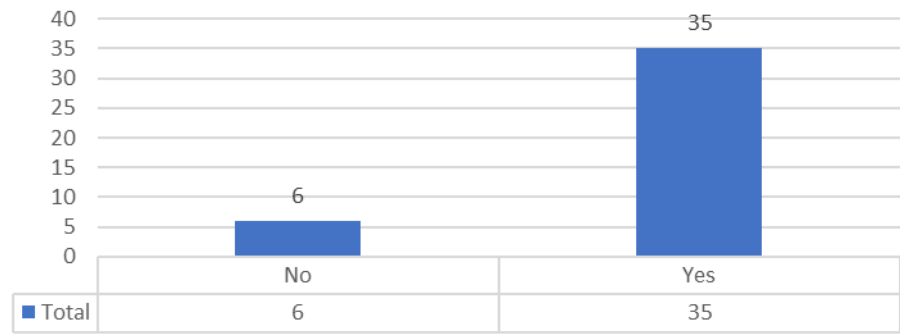
Yes5

REVIEWING THE IPBM FRAMEWORK AND STRUCTURE

Questions to Consider	Responses
How might the overall <u>IPBM Principles</u> be strengthened?	- Onboarding for new members; - Annually review the principles to refresh and update as needed (still references SB-361 vs. SCFF); - The flowchart is not reflective in how information transfers from committee to committee; - The committees seem to operate in silos so in order to fully understand the IPBM process you need to know what is happening in most or all committees; - What is the relationship between political needs and decisions? Not just what is best for me or my site. - Infrequent or nonexistent review of these principles. - Some committees have not done annual reports. Lack of connection between principles and operations. - Perhaps there could be a glossary of terms or alignment of terms - Educational planning and needs should be a focus including student equity and success - Organize aspects around themes - The words "student equity" should be included, more intentional - Equity, diversity, and inclusion; aligning programs and personnel - Define KPIs; link these KPIs to what assessment is being done at the program/service/college/district level - Feedback loops need to be completed - Language should be cleaned up so that they are stated as "The IPC Process will…" - Create subheadings and categories (themes) - Very PBC heavy. - Ensure that each principle can be achieved. - Correct typos. - Simplify the process to make it easier to be more accessible. - Feedback loop (district->college and college->district) - Re-examine the committee reporting structure

How do the **IPBM Principles** support and align with the **Board Priorities**?	- Alignment exists on paper but in reality, a stronger linkage could occur - Students can feel lost or unclear when they join the committees and additional onboarding can be done to assist them; this can increase their voice and result in greater student outcomes; - Board Priorities not widely known - Focus not always on the Board Priorities but on a granular day to day, example ESS is informational and makes recommendations but does not have direct funding - Make decisions/recommendations based upon meetings not necessarily on Board Priorities - Once the meeting occurs and information is shared where does that information go - How does the recommendation get shared with other college bodies - Need a formal reporting mechanism - Collaboration between colleges and the district via these committees makes difference in support of student achievement - Be aware of college/district politics and see how committees are dealing with resources versus information sharing - Improve clarity of IPBM as a framework for 4 committees. Names are confusing -- is it IPBM committee, or IPBM-ESS, IPBM-PBC, IPBM-TCC, IPBM-FC? - Changes align with priorities more than the current priorities - IPBM principles are static but board priorities are updated every 3 years - Remove "of California's SB 361" in the 6th bullet - Update terminology to remove the use of KPI term - In theory, the IPBM supports a system of effective communications, however, in practice that may not always happen.

What changes are needed?	- Committees should potentially do report outs to other committees so there is a shared understanding of what each committee is working on; - Dashboard for reporting on all IPBM committees and what they are working on. Create a summary in one place. - IPBM should include, educational equity, diversity, and inclusion - Sub bullet transparency and alignment of resources - Sub bullet communication and trust - Working together when it makes sense and individually when it makes sense - Clarify how recommendations move between levels from colleges to district and within the district - Clarify how district-level committees interact and collaborate - Committee onboarding or orientation - Add value statement, recognizing contributions of all members (e.g., We recognize that the best decisions for the district can be made by relying upon the collective knowledge and expertise of all constituency groups.) - Technology, Budget, and Facilities work well on their own - we don't want to create artificial relationships between committees just to make them look good on paper Need overarching goals - maybe from Chancellor's Council? - Focus the IPBM principles more on student equity and achievement - Focus on involving more people (a more diverse group of participants)

What changes to the <u>Committee charges</u> are needed (see links to each Committee's charge below)?	● Commit to sharing information amongst the various committees. Create integration. ● It would be helpful for all of the committees to start the year with reviewing their charge ● Use this committee for special projects instead of creating another committee ● Ed Services' smallest division, underrepresentation, makes it more important for other areas to report about their impact on educational services (facilities, etc.) ● Need to evaluate/better define the relationship between committees ● ESS rudderless, planning happening at colleges, but not so much at district because planning and budget are too broad a charge for PBS which does budget and other fiscal recommendations very well - Technology and Facilities do more planning than PBC - it's hard to see how planning could be integrated into PBC when we already meet twice a month - long term planning is what's missing - we do not do strategic planning to complement out tactical planning we are so good at - this should probably be another committee ● Limit the amount of time/frequency that individual members participate in order to encourage additional people to join committees ● Stay on task to achieve the goal of the charge and the purpose of the committee

IMPROVING COMMUNICATION FLOW: Consider how <u>information</u> is shared and disseminated within, among, and beyond the IPBM groups.

What information do you find helpful to bring from the college to the district-wide committees?	How?	How Often?
College goals.	Report out from one committee to another	Monthly
Enrollment management and enrollment updates		
PBC- Depends on the Topic: example when looking at equity, how well we are doing and at resources		
Facilities - Would like to get input from both colleges and all worksites. (We are generally lacking student input and point of view at the District level)		
Generally - is sharing out at the District level useful or just extra work and just meeting for the sake of meeting		
Generally - What is it and Why are we presenting in this Committee?		
Does this Item belong/need presenting at several meetings throughout the month?		
Generally - Clarify the charge of the various Committees (example: Recommending Body versus Informational only)		
College Planning and Budget committee has a similar makeup as the district Budget Committee (similar with other college and district committees)		
Anything related to technology (banner, etc.), educational equity	Report out from Chancellor's Council to College/President's Council	
Proposal for a sea change to the student portal, increase access, increase enrollment		
Efficiency		

Modernize Items that (could) affect everyone in the district Questions that a college has in which a broader perspective could inform the conversation Sharing promising and best practices ESS - where is the overlap with colleges? Facilities work well because chairs at colleges are district comm members. Tech - what is at the college level and what is at the district? Technology touches all college committees' work, but does all that go to district conversation? Or only from Tech committee? Need to bring a collegewide perspective to the committee. e.g., BAM example. Actual practices at each college -> district Relevant information that is applicable to the actual agenda at the district level	From appropriate college committee (or town meeting) Thoughtfully Intentionally	Every meeting or as needed At every meeting
What should be provided by the district-wide committees to the colleges?	**How?**	**How Often?**
Major decisions, information that affects the budget More timely notes, even drafts for fyi Decisions Direct link to all the information 1. Timelines	Access to web page Email	Monthly / after each meeting. (asap)

What information do you bring back to your committee members and constituencies at the college?	How?	How Often?
1. Information that affects how services are delivered 2. Budget reports 3. Information as to where information can be located by the staff.	1. Email 2. During town hall	1. Monthly / after each meeting.

What can we as IPBM committee members clarify that is primary at the colleges, and what is appropriate (e.g. "shared") to place on an IPBM committee agenda?

1. Member roles clarified.
2. All district committees have college feeders except ESS

CLARIFYING PLANNING PROCESSES: Review the annual goal and reporting process for one committee and consider the following questions:

Now that the 2021-2026 District-wide Strategic Plan (DSP) and Educational Master Plans (EMPs) are developed with articulated goals, what process would help the IPBM committees establish their own annual committee goals?
- The committee goals should be aligned with the DSP and EMP goals within the constraints of the committee charter. A review of the DSP and EMP should be done within the committee.   - Reviewing the Plans and determine which items the committee should address and which need to be collaborated on   - As college committees close out their year, have them do a look ahead at what they will be working on the following year. Bring this information to the appropriate district committee.   - Standard forms and schedule for having them submitted   - Well-developed and articulated calendar.   - Review the DSP and EMP goals during the first meeting of the year and make sure that we align the IPBM goals to them.
What needs to be in place for IPBM committees to set annual goals while addressing the Board Priorities?
- A review of the Board Priorities should be done within the committee. The Board Priorities could be listed on the agendas within each committee as a constant reminder for committee members.   - Identifying the steps that need to happen to achieve the goal   - Creating a timeline to accomplish each goal (reasonable)   - Looking at charge and membership so it is not happening midstream   - May need to carve out extra time   - When membership changes, the time necessary to bring everyone up to speed   - Have committee in charge of implementing charge (ownership)   - Need to know and understand board priorities.   - Could provide a template with BoT priorities, District-wide Strategic Directions, EMP Goals, and then space for committees to name their annual goals in direct connection.   - A clear understanding of the board goals by the entire committee.
What needs to be in place for IPBM committees to produce a year-end report to the Chancellor that reflects action in support of the DSP and EMPs?

- Pull out main action items done throughout the year and compile them into a report. Post in an easy-to-find portion of the webpage. Tie action items to the charge of the committee.
- Utilize a template for reporting out
- Template should involve a plan for the following year
- Standard forms and schedule for having them submitted
- Brief template, easy to complete.

- Establish a template to assist in developing a report.
- A template will be useful
- Build-in an assessment (throughout the year). This would also help us identify shortcomings

How could the flowchart be enhanced to accurately represent the process from ideas to Committee considerations to formal recommendations to the Chancellor?

- All recommendations, particularly non-financial, may not have to go through PBC. If that's the case, the flowchart could be updated.
- The 3 Committees don't generally talk to each other (DESS/DTCC/DFC)
- Do the 3 Committees make recommendations directly to the Chancellor or to District Planning and Budget (Committee Members believe they are recommending directly to Chancellor)
- Exactly what Committees from the Colleges report up to the District Level Committees
- Are there 3 reporting to District Planning or should there be 4 on the same level that reports directly to the Chancellor
- There seem to be issues with the directionality of information and/or recommendations
- All committees need arrows that go back to the colleges to share information
- Getting Rid of ESS???
- Identifying which college committees communicate with which district committees
- Indicating communication from the district to the college committees
- What is the recommending line versus the reporting/sharing line?
- Identifying areas for collaboration/consulting between committees
- Current flow chart indicates communication to other IPBM committees that don't really exist. And what communication needs to occur.
- Reduce the number of committees that report back to a single committee. This makes the single meeting too impacted with information. There should be a more direct link to the chancellor instead of going through an intermediary.