Management Style	The decentralized, participatory management style of the College District is based on the belief that people who help make decisions will more actively carry them out. People who are closest to the question and most technically informed are usually going to come up with the best solutions. Therefore, college presidents are usually going to know what is best for their colleges. Similarly, within each college there will be people who know more about specific areas than do their presidents. Hence, it makes sense to use the knowledge, expertise, and commitment of the people closest to any given issue. However, there are times when the best decision may require the integration of proposed solutions from several areas that may be in conflict. Here is where dissension may occur and where problem-solving skills of leaders are paramount. This is where senior leadership, i.e., the Chancellor's Staff, must envision what is best for students and the College District as a whole.
Continuous Improvement	The approach to continuous improvement in the College District is a synthesis of the philosophies of various "quality gurus" but is heavily based on what W. Edward Deming has written. It starts with the premise that people matter and that continuous improvement requires commitment throughout the organization. It focuses on measuring and correcting processes, using the skills of people in the organization to respond to the needs of internal and external "customers." (Internal customers are all those people who use the services provided by any given office or function. External customers may be students, employers, senior institutions receiving College District transfers, community organizations, and the like) Groups using Total Quality Management (TQM) follow a set of ground rules that appear on College District bulletin boards and around the colleges. The rules include cardinal principles for group interaction: a psychologically safe environment where no one has rank, all ideas are respected for their merit, and people are supposed to have fun.
Communication	With a philosophic commitment to decentralized decision making, there is corresponding accountability so that people have an opportunity to participate in, provide input to, and receive feedback about decisions that most directly affect their jobs. This puts responsibility and accountability at the college level and focuses on-line authority through the presidents rather than through College Districtwide councils or committees. College Districtwide councils continue to be strategically important, however, for two-way communication and for coordination in specific issue areas. Dialogue between the Chancellor and employee councils is especially valuable.

Structure	The colleges are the mechanisms through which the College District achieves its purpose of providing quality education that is accessible to all adult residents of Dallas County. The presidents represent the colleges to the community and to the Chancellor. The presidents and two vice chancellors report directly to the Chancellor. Through the Chancellor's Staff, the presidents represent the perspectives of their constituents, much as the vice chancellors represent the College District office constituents for whom they are responsible. The Chancellor's Staff serves as a decision-making body to guide both the LeCroy Center for Educational Telecommunications and the colleges when coordination is appropriate.
Organizational Patterns	
District-Level	The organization chart included herein reflects the general pattern of relationships, authority, and lines of communication between the Chancellor and the immediate staff of the Chancellor.
College-Level	Each college president will develop and submit to the Chancellor for approval a plan of organization for the college. This plan will be consistent with the policies, procedures, purpose, and goals of the College District and will include an organization chart (or charts) illustrating the relationships, authority, and lines of communication for all college employees.
Job Descriptions	The Chancellor delegates to the vice chancellor, who is responsible for College District Human Resources, the responsibility for designing and administering a system for developing, periodically reviewing, and updating job descriptions for all positions. These job descriptions will be maintained on file in the College District office of Human Resources and may be published as separate documents.
Chancellor's Staff	The Chancellor's Staff is composed of the Chancellor (Chair), two vice chancellors, seven college presidents, and other administrators who report directly to the Chancellor. This is an advisory body to the Chancellor.
Employee Councils	There are three employee councils representing the following classifications of employees: administrators, faculty, and professional support staff. Employee councils originated with the faculty associations, whose elected presidents have traditionally met with the Chancellor on matters of salaries and benefits. In addition to their traditional interests, the employee councils now also provide the Chancellor with consultation and reaction, and they facilitate communication with their constituents.
Functional Councils	There are a number of councils representing functional areas of responsibility, e.g., instruction, registration, and physical plant. Like the employee councils, these councils are strategically important for two-way communication.