

# Standard Ten

## GOVERNANCE AND ADMINISTRATION

***The Governing Board is responsible for the quality and integrity of the institution. It selects a chief executive officer, approves the purposes of the institution, and responsibly manages available fiscal resources. It establishes broad institutional policies and delegates to the chief executive officer the responsibility to administer these policies. There is clear differentiation between the policy-making function of the Board and executive responsibilities. The Board protects the institution from external pressures and provides stability and continuity to the institution.***

### **A. The Governing Board**

***A1. The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing continuity of board membership and staggered terms of office.***

### **Descriptive Summary**

A five-member Board, elected from the local community to alternating four-year terms, governs the Grossmont-Cuyamaca Community College District. Since June 30, 1992 the Governing Board seats have been numbered, and candidates must now specify the position for which they are seeking election. Two non-voting students are also members of the Board, one representing Cuyamaca College and the other representing Grossmont College. Since 1996 there have been only two new members elected to the Governing Board. (Governing Board minutes).

### **Analysis**

The Governing Board voting membership consists of four white/Caucasian males and one white/Caucasian female. There are, in addition, two non-voting student trustees, one white/Caucasian male, and one

white/Caucasian female. Since the diversity of the district is broken down to approximately 74% White, 15% Hispanic, 5% Black and 7% Asian/Other, the Governing Board Membership does not represent the diversity of the district. (Phone interview with Mary Watkins; Cuyamaca College Faculty Accreditation Survey Standard X – Governance and Administration). Since the Board members are elected to alternating four-year terms, the continuity of the Board membership is ensured.

### **Plan**

Current practice should be continued.

***A2. The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.***

### **Descriptive Summary**

The Governing Board reviews the College's Program Review and Curriculum, General Education and Academic Policies and Procedures Committee packages, and approves the College's accreditation report as well as the district-wide and campus budgets. The Governing Board continues to adopt the *Statement of Ethics and Conduct* as a preamble to the *Bylaws and Board Policies Book* since the adoption statement of October 1992. (Governance Process).

### **Analysis**

The introduction to the *Statement of Ethics and Conduct* indicates that serving on the Governing Board is a public trust and that a Board member's primary duty is to provide the leadership necessary to create the highest level of educational opportunity for all members of the community.

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The adopted *Statement of Ethics and Conduct* clearly addresses the avoidance of conflict of interest for Board members. Furthermore it clearly differentiates expectations of ethical conduct of a seated Board member at a Governing Board member meeting from the conduct of the constituency groups. In accordance with Title V and through the participatory decision-making process, the Board approves courses and programs recommended directly by the Curriculum, General Education and Academic Policies and Procedures Committee and with the assurance of the Academic Senate that established policies and procedures have been reviewed and followed. As part of this process, the Governing Board reviews the Program Review and Curriculum, General Education and Academic Policies and Procedures Committee packages and ensures that the educational program is of high quality. Additionally, the Governing Board is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the Board-approved institutional mission statement and policies.

### Plan

Current practice should be continued.

**A3. *The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.***

### Descriptive Summary

The Governing Board has established a *Policy and Procedures Manual* that clearly states the process by which policies are adopted, amended or repealed. These policies approve current and long-range educational plans and programs, promote

orderly growth and development of the colleges within the district, and approve academic master plans and long-range master plans for facilities. This is in accordance with rules prescribed by the Board of Governors. The Governing Board appoints a "Chief Administrative Officer" (Chancellor) to implement and enforce policies adopted by the Board. Authority is further delegated to the President of Cuyamaca College to implement Board policies and procedures at the College. Furthermore, the College's governance structure handbook, *Cuyamaca College Organizational and Governance Structures*, developed by the President in collegial consultation with the Academic Senate, Classified Senate, administrators, Associations and Associated Student Government, illustrates how responsibility for implementing Board policies and procedures is delegated to the appropriate administrative offices and College-wide committees that represent interested constituency groups. (District Policy and Procedures, Computer Based Public Drive, Board Minutes, Board Agendas).

### Analysis

The Cuyamaca College Faculty Accreditation Survey (Spring 2000) found that a majority of faculty generally agree that the District is structured to ensure implementation of statutes and regulations while providing a clear division of authority between the Board, District, and College. However, the Chancellor, as the Governing Board's Chief Administrative Officer, currently seeks to amend the Cuyamaca College governance structure to identify the District Chancellor as the Governing Board's representative in implementing Governing Board policies and procedures at Cuyamaca College. This could potentially lead to a blurring of the division of authority between the Board, District, and Colleges.

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### Plan

The Chancellor should continue to work closely with the Academic Senates of both Colleges to update and amend current Governing Board policies and procedures to ensure the continuation of a clear division of authority between the Board, District, and College. The Cuyamaca College Governance structures, as outlined in *The Cuyamaca College Organizational and Governance Structures* handbook should remain unchanged at this time regarding this issue.

***A4. In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.***

### Descriptive Summary

The Governing Board is given the charge of approving the appointment of all personnel employed by the District in *Personnel Actions number 303*, page 1 of 1. The initial designation is for approval of all personnel, but it further designates on the same page that the employment of chief administrative officers of the District and the two colleges is also under the jurisdiction of the Governing Board.

Under the *Policies and Acts* section 012 and congruent with Ed. Code 72231, 72231.5, 724.5 and 72406 the additional powers are in Section 2. Acts: "The Board shall exercise its executive power by employing a District chancellor." This section further designates the duties of the chancellor.

Under the policy entitled *Meetings*, in area 015 on page 3 of 3, Section 10, the Closed Session of the Board is described. During these closed session meetings, the Board reviews all personnel appointments and dismissals, and hears complaints against employees.

### Analysis

An example of the district hiring process was the selection of the new Chancellor in 1999. The Governing Board took the lead in this process. One of the candidates for the position was employed at a college in Chicago. The hiring committee, made up of Board representatives, chose two members to visit the institution where the candidate was employed. This visit allowed the committee members to observe the candidate in his work setting and also speak to the candidate's references face-to-face.

A mid-term evaluation of the last accreditation report was completed during 1997-1998. The evaluation process, by the Governing Board, of the chief executive officer and the presidents of the individual colleges was reviewed at that time. The evaluation of the Chancellor and the College Presidents consists of a review by the Board, but currently faculty and staff are not included in the evaluation process for the College Presidents. However, the Chancellor's evaluation process does include input from various constituent groups at the two campuses. The Governing Board's criteria for evaluating the Chancellor and College President's are not clear. The Board evaluation occurs on an annual basis.

Question 21 of the *Cuyamaca College District Accreditation Survey* (Spring 2000) partially addressed the job performance of the Chancellor. Both the Faculty and Staff evaluations of the Chancellor were high in the area of the work done to foster appropriate communication with the board, college and students.

### Plan

Current practice should be continued.

***A5. The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board***

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***are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.***

### Descriptive Summary

Each member of the Governing Board takes an oath as part of Preamble to the Bylaws and Policies of the Grossmont-Cuyamaca CCD. This *Code of Ethics* was adopted on February 15, 1983. Within this oath each member attests to his/her responsibility to act ethically.

The *Statement of Ethics and Conduct* was revised and adopted by the Governing Board on October 20, 1992. The responsibilities of the office are listed in this section.

Under the policy entitled *Membership* in area 013 on page 2 of 3, Section 6, entitled *Removal*, the guidelines for removing a board member are delineated. Unethical behavior is a cause for dismissal.

### Analysis

The Board has maintained their structure in accordance with the California Ed Code guidelines and policies of the District.

The *Cuyamaca College Faculty and Staff Accreditation Surveys* address the duties, responsibilities and operating procedures of the Board. Questions # 3, 5, 11, 13, 14 and 17 address these issues. In most cases both groups feel that the Board and the structure of the District runs well. Sixty-nine point six percent of the faculty and 75.4% of the staff feel the Board provides support that promotes the effective management of the District (survey question #3). Fifty-six percent of the faculty and 69.1% of the staff believe the Board ensures institutional practices consistent with the policies and mission of the District (survey question #11). Fifty-five point eight percent of the faculty and 66.0% of the staff agree that the District structure ensures the implementation of statutes and regulation (survey question #

14). Both the faculty and staff agree that there are clear lines of authority between the Board, District and colleges with 70.7% and 75.0% of the faculty and staff agreeing respectively.

The policies of the Board are published on the District Web Site and are available in the District office. Question 5 addresses this issue. Sixty-nine point eight percent of the faculty and 59.7 percent of the staff believe the policies are clearly stated and adequately publicized.

One area where there was not majority agreement was in the area of the effectiveness of the District management structure. The staff agreement with this area was 56.6% while only 49.1% of the faculty agreed. In this area 21.8% were neutral and 29.1% disagreed with this statement.

### Plan

The campuses in the District are constantly seeking ways to work more effectively with each other. Continuous review of the management structure by interested constituency groups should continue.

***A6. The governing board has a program for new member orientation and governing board development.***

### Descriptive Summary

The Chancellor provides new Board members with an orientation of their role and responsibilities as well as the District's Mission, Vision and Values, and *The Way Forward*. All newly elected Board members are encouraged to attend, and have participated in, a two-day orientation in Sacramento sponsored by California Community College Trustees (CCCT). Board members participate in a variety of trustee development programs sponsored by CCCT, the Association of Community College Trustees (ACCT), Community College League of California (CCLC) and

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the National Legislative Seminar. These trustee development opportunities are extended to the student trustees as well, including the student trustee orientation sponsored by CCCT. In addition, trustees are regularly provided with the opportunity to attend state (CCLC) and national (AACC/ACCT) legislative seminars. (Governing Board policies and Board meeting minutes from the District's home page and the "M" drive: e-mail from Mary Watkins to Jim Austin dated April 3, 2000; agenda from the October 13, 1998, Governing Board Candidate Briefing; agenda from the December 1, 1997, Briefing for Finalists; minutes from the April 3, 1997, workshop – "Policy Governance", by David Viar, Executive Director, CCLC; GL Transaction drill-down reports for Governing Board, Travel and Conferences 1995 – 2000).

### Analysis

The existing trustee development opportunities have proven practical and effective. However, since the district is a multi-campus district, trustee training should include a college-specific orientation component so Board members understand the individual needs and issues of each campus, as well as, the District.

### Plan

Recommend to the Chancellor that the orientation process be expanded to include college-specific briefings and orientations.

***A7. The board is informed about and involved in the accreditation process.***

### Descriptive Summary

The Chancellor and the College Presidents regularly inform the Board of progress in the accreditation process. Board members are interviewed as part of the accreditation process. Both colleges make formal presentations to the Board concerning their

self-studies. The Chancellor's presentation to the Board concerning the District-wide Strategic Plan and the strategic planning process are tied to the accreditation self-study process. (Governing Board policies and Board meeting minutes from the District's home page and the "M" drive: Information Docket Item 603, October 6, 1998, "Accreditation Midterm Report, Cuyamaca College; Governing Board Meeting Minutes, August 19, 1997; Information Docket Item 607, March 19, 1996, "Cuayamca College Accreditation Affirmation"; Information Docket Item 608, March 19, 1996, "Grossmont College Accreditation Affirmation"; governing Board Meeting Minutes, November 7, 1995; Action Docket Item 307, September 5, 1995, "Grossmont College and Cuyamaca College Self Study Reports to Accrediting Commission for Community and Junior Colleges"; Governing Board Meeting Minutes, August 15, 1995).

### Analysis

The Board is sufficiently aware of, and appropriately involved in, the accrediting process.

### Plan

Current practice should be continued.

### ***B. Institutional Administration and Governance***

***B1. The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.***

### Descriptive Summary

In the spirit of shared governance, the College President, as institutional chief executive officer provides effective leadership by defining college goals, developing plans, and establishing priorities for Cuyamaca College. Utilizing the *College*

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*Strategic Plan, an Annual Implementation Plan* is published which details a campus-wide list of goals, developed plans, and established priorities for the institution. This information is readily available to all interested parties. In addition, an *Annual Implementation Plan* update and status report on this plan is distributed to the College community three times a year. The Innovation and Planning Council (IPC) oversees the development of both the *College Strategic Plan* and the *Annual Implementation Plan* and is chaired by the College President. (Personal communication with Dr. Sherrill L. Amador, Annual Implementation Plan, Innovation Planning Council-minutes, Campus Budget Committee-minutes, President's Cabinet-minutes, Administrative Council-minutes, and Chancellor's Cabinet-minutes, District Budget Committee-minutes).

### Analysis

Results of the *Cuyamaca College Faculty Accreditation Survey* (Spring 2000) and the *Cuyamaca College Staff Accreditation Survey* (Spring 2000) both indicate that a majority of respondents agree that the College administration is structured and staffed to provide effective management. Overall, the majority of faculty and staff at Cuyamaca College seem to feel that the College President is functioning in a highly effective manner and providing outstanding leadership. In addition, 68.8% of the faculty and 65.1% of the staff responding to these surveys feel that the College is meeting its commitment to shared governance by involving all segments of the College community in the planning process. Much of the credit for this on-going institutional commitment to involving faculty and staff in defining goals, developing plans, and establishing priorities must be attributed to the College President. The majority of respondents to both surveys believe that the College defines and disseminates its planning processes adequately, which has been a high priority for College President.

### Plan

Continue to improve communication with all campus constituencies regarding College goals, planning, and priorities. Explore the possibility of a semi-annual newsletter devoted exclusively to these topics, which could be distributed district-wide to all faculty, staff, and administration. Ensure that community members and students are included in the process for defining campus-wide issues in the newsletter and are provided with a hard copy of the semi-annual newsletter.

***B2. The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.***

### Descriptive Summary

The College President manages resources by ensuring that all campus departments are represented on the Campus Budget Committee. Budget priorities are identified by each department and discussed during budget meetings, as well as, in other venues, such as President's Cabinet and Administrative Council meetings. The College President ensures the implementation of statutes, regulations and Board policies by attending various District committee meetings such as the Chancellor's Cabinet, District Budget Committee meetings, etc., and bringing this information back to the College. This information is then disseminated to all departments and staff to ensure appropriate implementation. (Personal communication with Dr. Sherrill L. Amador, Annual Implementation Plan, Innovation Planning Council-minutes, Campus Budget Committee-minutes, President's Cabinet-minutes, Administrative Council-minutes, and Chancellor's Cabinet-minutes, District Budget Committee-minutes).

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### Analysis

As evidenced in the Cuyamaca College Faculty Accreditation Survey (Spring 2000) and the Cuyamaca College Staff Accreditation Survey (Spring 2000), a majority of faculty agree that the college administration is structured/staffed to provide effective management while only slightly less than 50% of the staff agree. In response to questions regarding physical resources at the College, a majority of respondents felt that Cuyamaca provides adequate facilities and equipment to support academic and student services needs. However, at many Academic Senate meetings as well as through Program Review and Academic Master Planning, faculty have communicated the need for more facilities and resources to accommodate Student Services, particularly tutoring services. The administration has responded by doubling funds for tutoring services and allocating more space and resources to tutoring. In general, the prevailing belief of Cuyamaca College faculty, staff, and administration is that the College President is efficiently managing campus resources and providing funding for departmental budget priorities. The College President is also commended for her outstanding efforts in promoting the Cuyamaca College Foundation, which provides additional support to achieve a "margin of excellence" for educational needs and provide opportunities and equipment for personal, social, intellectual and educational development.

### Plan

The College President should continue to provide information to the campus community regarding budget priorities and expenditures while continuing to support and increase resources for tutoring. Additionally, campus personnel need a more efficient method for accessing all Board policies including those policies dealing with budget development and funding criteria. At the current time, finding specific statutes,

regulations and Board policies on the GCCCD network site is tedious and difficult.

***B3. The institution is administratively organized and staffed to reflect the institution's purposes, size and complexity. The administration provides effective and efficient leadership and management, which makes possible an effective teaching and learning environment.***

### Descriptive Summary

Cuyamaca College has an administrative structure composed of a President, Vice-President, Instruction; Vice-President Student Development and Services; Executive Dean, Educational Development and Services; and Director, College Business Services. In addition there is a Dean of Counseling and Matriculation, five Associate Deans (Instructional Services, Special Funded Programs, Admissions and Records, Learning Resources, Continuing Education and Special Programs), one Assistant Dean (Student Affairs) and two Coordinators (CaWORKs and New Horizons/Care). (Board Policy 202: Organizational Chart)

Responsible to the District Chancellor, the College President supervises the institution's administrative staff. These administrators have responsibility for all components of the College and meet regularly as the Administrative Council.

There are 17 faculty department chairs and program coordinators (with varying reassigned time). Department faculty elects department chairs and administrators appoint program coordinators. The Vice President of Instruction regularly meets and confers with the faculty through the Instructional Council. (Cuyamaca College Office of Instruction, Chairs and Coordinators, 1999-2000.)

During the Spring and Fall 2000 semesters, the Vice-President of Student Development and Services is serving as an interim

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president at another community college. During his absence, an interim Vice-President is fulfilling the position's responsibilities. (Personal Communication Sharon Barrett, Assistant Dean, Student Affairs, April 2000.)

### Analysis

Results of the *Cuyamaca College Faculty Accreditation Survey* (Spring 2000) and the *Cuyamaca College Staff Accreditation Survey* (Spring 2000) indicate that faculty and staff have differing opinions about whether the College Administration is structured and staffed to provide effective management. Approximately 64% of the faculty and only 48% of the staff agreed while only 18% of the faculty compared to 32% of the staff were neutral about the effectiveness of the college administration. Currently, the College President is proposing a new administrative structure that eliminates the Associate Dean of Instruction position and establishes three new instructional dean positions. The purpose of the new administrative structure is to better serve the institution's recent growth and the growing complexity of program offerings.

Cuyamaca College needs more instructional facilities, and this administration has been very effective in lobbying the District, the State, and private industry for building and improvement funds. A new Child Development Center and a Student Services One-Stop center are currently under construction that will increase the number of available classrooms for instruction. The administration values the use of technology in education and works diligently to keep pace with the changes in technology and provide classroom faculty and students with state-of-the-art equipment. Currently the science labs are grotesquely outdated, and the administration has worked closely with faculty in planning a new science mall. Construction of the new Science mall depends on a State bond measure, and if

the bond passes, construction could begin within two years.

As the College grows, most of the administration's energies, by necessity, focus on facilities development, funding, allocation of space and equipment, and procurement of resources to facilitate classroom instruction. However, support for teacher development by the administrative team has been, by necessity, overlooked. As an example, the Vice-President of Instruction is an excellent educational leader who is very capable of nurturing effective teaching practices and policies among the classroom faculty, but she is often overburdened with administrative responsibilities and therefore has very little time to provide that educational leadership. Due to her many committee responsibilities she has very little time to observe and coach classroom faculty.

### Plan

The administration should continue to lobby the District, State and private industry for funds to improve and increase the capacity of instructional facilities and procure resources to facilitate classroom instruction. The Chief Instructional Officer should work closely with faculty to perform an institutional analysis of teaching and learning and then develop a series of workshops and seminars that focus on best teaching and learning practices for new faculty, as well as, senior faculty.

***B4. Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.***

### Descriptive Summary

Board Policy 208 (6/27/89), Employment of Management Personnel, defines the process for employing institutional administrators. Board Policy 212 (5/15/78)



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describes the termination of management assignments. Additional information is set forth in *the Grossmont-Cuyamaca Community College District Administrators' Handbook*.

The process for evaluation of administrators is set forth in Board Policy 210 (5/15/78), which stipulates "It shall be the policy of the Board to periodically evaluate the performance of management personnel of the Grossmont-Cuyamaca Community College District." This same statement is repeated, with no elaboration, in Chapter VII: Employee Evaluation found in *the Grossmont-Cuyamaca Community College District Administrators' Handbook* (3/17/98). There is a one-page document titled "Management Evaluation Procedures" applicable to all management positions with the exception of the Chancellor, Vice-Chancellors, and College Presidents (Document dated 11/7/91).

The College supports the on-going personal and professional development of administrative officers through opportunities cited in the *Administrators' Handbook* Chapter VIII Staff Development and Professional Growth (Management In-Service Program, Fee Waiver for Credit Classes, Professional Enhancement Fund). (*Grossmont-Cuyamaca Community College District Administrators' Handbook* Revised March 17, 1998.)

### Analysis

At present, there is not an administrator evaluation process that is acceptable to all College constituencies.

The Cuyamaca College Academic Senate resolved (May 13, 1999) that the District and College should develop an administrator evaluation process that includes broad-based and anonymous representation by faculty and staff working with, for, or affected by the administrator. This resolution was presented to the Board, the College

administration, and the District administration before and after its adoption. To this end, the District is currently piloting a new administrator evaluation process.

### Plan

The College and District administrations should develop and implement an administrator evaluation process that is acceptable to all College constituencies.

**B5. Administration has a substantive and clearly defined role in institutional governance.**

### Descriptive Summary

The Office of the President publishes a comprehensive document, *Cuyamaca College Organizational and Governance Structures* that delineates the College's shared governance philosophy, principles, procedures and structures. Cuyamaca College administrators and managers serve on all official College councils and standing committees. (*Cuyamaca College Organization and Governance Structures*, Office of the President, 1999-2000.)

### Analysis

The Cuyamaca College administration has a substantive and clearly defined role in institutional governance as outlined in the *Cuyamaca College Organizational and Governance Structures Handbook*. The handbook is updated annually to reflect changes in procedures and structures at the College.

### Plan

The administration should continue active participation in the participatory decision-making process. The *Cuyamaca College Organizational and Governance Structures* handbook should continue to be updated as

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necessary to reflect governance and organizational changes at the College.

**B6. Faculty have a substantive and clearly defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies which relate to their areas of responsibility and expertise.**

### Descriptive Summary

The Academic Senate, as defined by (Title V – 53200) represents the faculty on matters of institutional governance. The Senate's role is defined in the *Cuyamaca College Organizational and Governance Structures* handbook. Faculty, appointed by the Senate, hold membership majority on the Program Review Committee, the Academic Master Planning Committee, and the Curriculum, General Education and Academic Policies and Procedures Committee. Additionally, an equal number of faculty from Cuyamaca and Grossmont Colleges, appointed by their respective Senate, hold membership majority on the district-wide Joint Curriculum Advisory Committee (JCAC). All of these committees report regularly to the Academic Senate and/or the joint Senates of the Colleges by either attending Senate meetings or conferencing with the Senate Presidents. The Cuyamaca College Academic Senate provides input and ultimately endorses the work of each committee. Additionally, faculty hold majority membership on all faculty hiring committees. (*Organizational and Governance Structures Handbook—Cuyamaca College*).

### Analysis

The majority of Cuyamaca College faculty (68.8%) believes it has an effective voice in the governance of the institution as it pertains to faculty academic and professional matters (Question 29, *Cuyamaca College Faculty Accreditation*

*Survey*, Spring 2000). In the same survey, 69.8 % of faculty stated that they were satisfied with faculty opportunities in shared governance (Question 21, *Cuyamaca College Faculty Accreditation Survey*, Spring 2000).

### Plan

Current practice should be continued.

**B7. Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.**

### Descriptive Summary

The Cuyamaca College Academic Senate operates under its constitution and bylaws and meets bi-monthly to address academic and professional issues and serve the institution in its statutory shared governance role. (*Academic Senate Constitution and By-laws*, Senate agendas and minutes).

### Analysis

During the 1999-2000 academic year, the Senate revised its constitution and by-laws to provide a two-year term for the Senate President, a new President-elect position and a more constituency-based representation on the Senate. Seventy-seven percent of faculty agree that the Academic Senate effectively meets its responsibilities (Question 44, *Cuyamaca College Faculty Accreditation Survey*, Spring 2000).

### Plan

Current practice should be continued.

**B8. The institution has a written policy that identifies appropriate institutional support for faculty**

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***participation in governance and delineates the participation of faculty on appropriate policy, planning and special purpose bodies.***

### Descriptive Summary

Institutional support for faculty participation in governance is delineated in the *Cuyamaca College Organizational and Governance Structures* handbook. The Cuyamaca College Academic Senate assumes a lead role in governance participation. Faculty chairs and coordinators provide leadership for programs and departments through the Instructional Council. Faculty play a role in policy and planning through their membership on the Innovation and Planning Council and on the Policies and Procedures committee. (*Cuyamaca College Organizational and Governance Structures* handbook).

### Analysis

The current written policy provides adequate opportunities for faculty to participate in governance. Sixty nine percent of faculty surveyed believe that "Faculty exercise substantial voice in educational program and institutional policies." Additionally, our college provides substantial reassigned time to faculty who serve the college as key committee co-chairs, members of program review, department chairs/coordinators and other special assignments (Question 29, *Cuyamaca College Faculty Accreditation Survey* – Spring 2000; Reassigned time list – available from Joan Burak - Instructional Operations Supervisor).

### Plan

Current practice should be continued.

***B9. The institution clearly states and publicizes the role of staff in institutional governance.***

### Descriptive Summary

The institution publishes the *Cuyamaca College Organizational and Governance Structures* handbook, which was approved by the Innovation and Planning Council on June 21, 1998. In it, the roles of the College participants in shared governance, the governance structure, the communication and reporting relationships within this structure and a detail composition of the administration, faculty, classified staff and student (if any) members for each shared governance committee are described. There are also district policies on 'Shared Governance' (policy number 325) and on 'Classified Staff Participation in Governance' (policy number 418). (*Cuyamaca College Shared Governance Structure*, Innovation and Planning Council Agenda, Campus Budget Sub-committee Agenda, District Policy and Procedures in the M: drive's public folder).

### Analysis

The Spring 2000 Cuyamaca College Faculty Accreditation Survey asked faculty if the College clearly states/publicizes faculty role in governance. Of the 63 faculty that answered the survey question, (44) 69.8% agreed, (11) 17.5% were neutral and (8) 12.7% disagreed. The same question was asked of the College staff. Of the 62 staff members that answered the survey question, (37) 59.7% agreed, (17) 27.4% were neutral and (8) 12.9% disagreed. Although approximately the same number of faculty and staff were neutral or disagreed that their role in the governance process was clearly stated, approximately 10% more faculty answered this question favorably.

Yearly, each faculty member receives a copy of the *Cuyamaca College Organizational & Governance Structures* document, and classified staff have access to it through their department and representatives. This document details the participative decision making structure of the College and delineates the role of each of

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the participative decision making committees.

Even though the classified contract and the March 22, 1994 *Memorandum of Understanding* between the California School Employees Association (CSEA), Chapter 707, Classified Senate of the Grossmont-Cuyamaca Community College District and the Grossmont-Cuyamaca Community College District state that the classified staff are allowed to participate in participative decision-making committees, many classified staff do not. Based on conversations with classified staff, it is evident that the classified staff at Cuyamaca College may be unaware that they have a right to participate on these committees. Furthermore, classified staff indicate that in many departments, there are staffing and schedule constraints that prevent them from participating on these committees, or staff are not supported or encouraged by their supervisors to participate.

### Plan

The *Cuyamaca College Organizational and Governance Structures* handbook should be distributed to all members of the campus community, including the classified staff.

Administrators and supervisors should actively support staff involvement in College-wide participative decision-making. All levels of administrators and supervisors should be required to attend staff development workshops regarding the Classified contract and the rights granted to classified staff to fully participate in the participative decision making process.

**B10. The institution clearly states and publicizes the role of students in institutional governance.**

### Descriptive Summary

The *Cuyamaca College Organizational and Governance Structures* handbook, describes the role of the Associated Students of Cuyamaca College (ASCC) in the shared governance structure. This document also describes which committees require an Associated Student representative. In the ASCC's By-laws, Article 1, Section 1G, it states, "[all members of the ASG must] serve on . . . a minimum of two (2) College Governance Committees". Students are encouraged to serve on governance committees such as the Innovation and Planning Council, the Accreditation Steering Committee, the Campus Budget Committee, the Facilities Committee, the Policy and Procedures Committee, and the Student Center Taskforce. There is also a district policy on 'Student Participation in Governance' (policy number 542). (*Cuyamaca College Shared Governance Structure, Associated Students of Cuyamaca College Constitution and By-laws, District Policy and Procedures in the M: drive's public folder*).

### Analysis

According to the results of the Spring 2000 *Cuyamaca College Accreditation Student Survey*, 45.5% of students agree that the College clearly states/publicizes the role of students in governance while only 17.7% disagreed and 37.2% were neutral. A total of 487 students answered the question while 137 or 28% of the survey respondents did not respond to this particular question. Since more than 60% of the respondents either did not answer this particular question or were neutral, it is evident that students do not understand their role in institutional governance. Therefore from the student perspective, the College could improve its efforts to inform students of their role in college governance.

Student participation in shared governance is stated under "Associated Students of Cuyamaca College (ASCC)" in the Cuyamaca College Catalog, Cuyamaca

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College Student Handbook and Cuyamaca College Faculty Guide to Student Services. Upon enrolling at the College, every student becomes a member of ASCC. Furthermore, a student is not required to be a member of Associated Student Government (ASG) to participate in campus governance. However, this may not be clearly stated, and students may be under the impression that only ASG students are allowed to participate in campus wide governance.

Also, students do not receive the Cuyamaca College Organizational and Governance Structures handbook which details the participative decision-making structure of the College and the shared governance committees on which students may participate. In addition, the students do not have access to the District Policy and Procedures documents located in the M: drive's public folder. The M: drive is located on the administrative network and accessible to staff, administrators, counselors and librarians. Like the faculty, the students utilize the instructional network and therefore do not have access to these documents in the public folder on the M: drive.

### Plan

It should be explained in the *Cuyamaca College Catalog*, *Cuyamaca College Student Handbook* and *Cuyamaca College Faculty Guide to Student Services* that ASCC is the conduit for students to participate in College governance and that students are not required to be active in student government to participate. A plan should be developed and implemented to make the information in the *Cuyamaca College Organizational and Governance Structures* handbook and on the M drive more readily accessible to students. In particular, the *Cuyamaca College Organizational and Governance Structures* handbook should be available on the college web site.

### C. Multi-College Districts and/or Systems

***C1. The district/system chief executive offices provides effective leadership to define goals, develop plans, and establish priorities for the institution.***

### Descriptive Summary

The Chancellor provides leadership in defining goals, developing plans, and establishing priorities for the District. The Chancellor has used information from the district's institutional research and planning office to establish baseline information and discuss districtwide planning values, goals and priorities. These are derived from the District's mission and vision. *The Way Forward* was developed through shared governance and with the concurrence of the governing board to set forth the principles to guide all aspects of the District.

The Chancellor develops and prepares the Board agenda. The agenda-building process and subsequent Board meetings are used to maintain regular contact with the Board members, and the leadership of the district and the colleges, including the Academic Senates, bargaining organizations, classified Senate, supervisory/confidential association, management Cabinet, District Executive Council, and Student Government Presidents.

The Chancellor chairs the Chancellor's Cabinet, Extended Cabinet and Districtwide Executive Council. Through those arenas the Chancellor provides leadership in policy development, priority setting, and human and fiscal resource allocations by facilitating collaborative discussion and District-wide perspectives as they relate to organizational issues, options and opportunities. Regular contact with the District leadership is provided through regular monthly meetings, and other meetings as needed.

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The Chancellor facilitates development and review of Governing Board's policies and perspectives and the communication of these to the administration, faculty, staff, students, and community. Furthermore, the Chancellor facilitates the development of Governing Board policies and perspectives, and the communication of these to administration, faculty, staff, students and the community. In addition, the Chancellor, under the direction of the Governing Board, keeps current regarding state and national issues related to community colleges and serves on state and national commissions and boards. The Chancellor also participates in professional development activities to ensure that the interests of the District are served. Additionally, the Chancellor provides effective leadership in actively advocating for equitable funding at the State level for the District and each College. (Governing Board policies; Governing Board minutes; *The Way Forward*; Governance Process)

### Analysis

The Chancellor's leadership activities are well defined in the description of this standard. The Chancellor's leadership is effective in defining the goals, developing plans and establishing priorities for the District. The Chancellor takes an active part in the shared governance of the district as outlined in *The Way Forward*. *The Way Forward* defines the District's mission that directs development of funding for curriculum and facilities. Student success has been established as the District's and consequently, each College's primary goal. According to the Spring 2000 *Faculty and Staff Accreditation Surveys*, 86% of the College's faculty and 77% of the staff agree that "the Chancellor fosters appropriate communication with Board, College, and students." Furthermore, 49% of the faculty and 56% of the staff agree that the District is structured to provide effective management while 29% of the faculty and 15% of the staff disagree. This is a significant improvement since the last accreditation report when only

25% of the faculty and 18% of the staff felt that the District Administration was organized to provide effective management.

### Plan

Continue efforts to use *The Way Forward* as a guide in developing policy and procedures for both campus and District.

***C2. The district/system chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.***

### Descriptive Summary

The Chancellor, with the approval of the Governing Board, oversees the development of the budget, its allocations, and subsequent expenditures based upon statutes, regulations and Board policies. The day-to-day operations and management of financial resources of the District occur in the office of the Vice Chancellor, Business Services.

In addition to providing a District financial report to the Governing Board each quarter, the Chancellor calls on the Vice Chancellor, Business Services to review with the Board the expenditures and the current status of the budget, as well as, the projected year-end budget. The Board takes action on a tentative budget and an adoption budget. The Board approves all changes to the budget when it reviews the list of expenditures monthly. Prior to voting on the tentative and adoption budgets, the Vice Chancellor, Business Services conducts detailed interactive workshops for the Governing Board. Other reports are provided as appropriate to all constituent groups.

The tentative and adoption budgets are developed through a shared governance process involving the Districtwide Executive Council (DEC) and the District Budget and

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Planning Committee. During the course of the year, the Chancellor shares data and strategies with the Chancellor's Cabinet, DEC, and other constituency groups. The allocation of resources among the District's four budget sites (Grossmont College, Cuyamaca College, District Services, and District-wide) is governed by a three-part written *Income Allocation Model* that was developed by a shared governance process and presented to the Board. (Information Docket Item 602, December 15, 1998, "Income Allocation Model"; Governing Board policies; Governing Board minutes; *The Way Forward*).

### Analysis

The Chancellor and Vice Chancellor of Business services effectively and efficiently manage the District's resources. The allocation of resources among the District's four budget sites (Grossmont, Cuyamaca, District Services, and Districtwide) is governed by a three-part written income allocation model that was developed through the participatory governance process and presented to the Board. The audit reports completed on the district's resource allocation have shown no exceptions and the District is in excellent financial condition.

### Plan

Current practice should be continued.

***C3. The district/system has a statement which clearly delineates the operational responsibilities and functions of the district/system and those of the college.***

### Descriptive Summary

The Chancellor has developed an organizational chart that describes the reporting relationships between the Chancellor's office and the two colleges. Policies and procedures have been

developed to further describe and clarify and these relationships.

### Analysis

Organization of the various administrative entities within the District is well understood by virtually everyone within the District. The organization chart is clear and readily available to anyone who wishes to see it by contacting the Personnel Office or the Chancellor's office. Results of the Cuyamaca College District Accreditation Survey indicate that only four percent of those surveyed hold a contrary view (Question 17, *Cuyamaca College District Accreditation Survey*, Spring 2000).

### Plan

Current practice should be continued.

***C4. The district/system provides effective services that support the mission and functions of the college.***

### Descriptive Summary

At the executive level, District administrators work with College administrators on matters of financial responsibility, budget planning, information systems and decision-making on major operations. The Chancellor's Cabinet provides a forum for reviewing administrative issues that are of concern to the District as a whole. On a larger scale, the District has provided for district-wide vision, goals and planning through the workings of the Districtwide Strategic Planning Committee. This body has representation from all organizational units within the district.

The District budget planning process is coordinated through the District Budget and Planning Committee, which describes representation from various constituencies of the Colleges and the District Office. The Committee develops budgetary

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recommendations based on districtwide goals and planning priorities.

On matters concerning the District's educational programs, the Chancellor coordinates the development and implementation of policies through the District Executive Council, which includes representatives from faculty, students, and administrative staff. Two District advisory committees, the Instructional Computing Advisory Committee and the Administrative Computing Advisory Committee make recommendations on matters concerning the use of technology to support the mission of the College.

### Analysis

New leadership at the top of the District Administration has led to an improved understanding and increased confidence among the faculty and staff at Cuyamaca College. Whereas, results of the last accreditation survey rated the District administration low in overall effectiveness, only fifteen percent of those surveyed in the most recent accreditation survey now hold that opinion. (Question 13, *Cuyamaca College District Accreditation Survey*, Spring 2000). The College is well represented on the Districtwide committees described above.

### Plan

Current practice should be continued.

***C5. The district/system and the college(s) have established and utilize effective methods of communication and exchange information in a timely and efficient manner.***

### Descriptive Summary

An organization/communication chart has been developed which describes the reporting relationship between the District/system officer and the two Colleges

and is available by contacting the Personnel Office or the Chancellor's office. In addition to the organizational chart, policies and communication procedures have been established and implemented and are available by contacting the Personnel Office or the Chancellor's office.

Since the Districtwide Executive Council (DEC) includes representatives from all of Districtwide constituency groups, DEC plays a central role in communication. In addition to DEC, there are also the Districtwide Strategic Planning Committee, the combined Senate Officers Committees from each campus (SOC<sup>2</sup>), and the newly created Joint Curriculum Advisory Committee (JCAC). These committees, which meet on a regular basis, represent the district/system as well as the Curriculum Committees and Academic Senates of both colleges and provide the forum for communication in the shared governance processes within the district/system. (District Policy and Procedures; Governance Process).

### Analysis

According to the Spring 2000 *Cuyamaca College Accreditation Faculty Survey* and the Spring 2000 *Cuyamaca College Accreditation Staff Survey* the District communicates effectively with the colleges. Furthermore, communication includes an exchange of information in a timely and effective manner. The Spring 2000 Cuyamaca College Accreditation Faculty Survey and the Spring 2000 Cuyamaca College Accreditation Staff Survey indicate that 86.2% of the faculty and 78.0% of the staff feel that the Chancellor fosters appropriate communication with the Board, College and students.

However, there seems to be a need to foster more and better communication between the faculties of both colleges. Despite the communication between the Academic Senates and other participative decision-making committees, there seems to be a lack of communication between the general



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faculty and staff of both colleges. This can be seen in the misunderstanding or lack of understanding that at times translates as mistrust between the faculty and staff of both colleges.

### Plan

Since his arrival, the Chancellor has worked diligently to foster community and camaraderie between the faculties at each campus, and his efforts are beginning to produce a cooperative spirit between the District faculties. The Chancellor should continue to promote unity between the two faculties. Furthermore, the lack of or miscommunication between the faculty and staff of the individual colleges could be addressed by encouraging more contact and activities at the department and division levels. Additionally, we recommend that a Districtwide faculty newsletter be developed and distributed semi-monthly.

***C6. The district/system has effective processes in place for the establishment and review of policy, planning, and financial management.***

### Descriptive Summary

The three committees that provide a Districtwide procedure for establishment and review of policy, planning and financial management are the Districtwide Strategic Planning Committee, District Budget and Planning Committee, and Districtwide Executive Council. All three of these committees are active and meet on a regular basis. (District Policy and Procedures; Governance Process).

### Analysis

The District has established an effective process for the establishment and review of policy, planning and financial management. The three committees that provide Districtwide establishment and review of policy, planning and financial management are well represented and very active.

Membership on these committees is broad-based and includes faculty at-large, administration, the Classified Senate, CSEA, students, United Faculty and the Academic Senate.

### Plan

Current practice should continue.