



C U Y A M A C A
· C O L L E G E ·

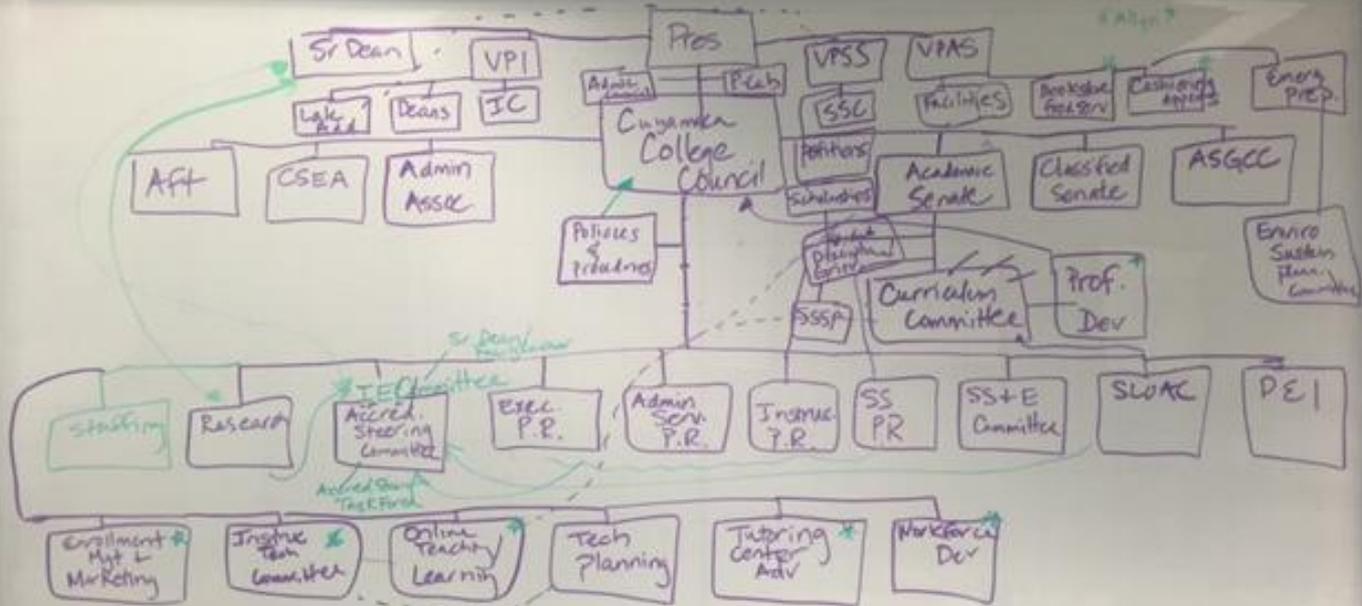
Governance MINI Retreat

Tuesday, February 27, 2018

Agenda

- 3:00 Welcome and Goals for the Day
- 3:15 Participatory Governance Survey: Feedback from the Campus
- 3:35 Governance Group Definitions
 - Activity
 - Discussion
- 4:30 Governance Redesign Timeline and Work Plan
- 4:50 Wrap-Up, Homework, and Preview of April MINI Retreat

THE WHY



Goals for Today

- Reaffirm guiding principles of governance redesign
- Increase awareness of participatory governance survey results and how they will be used to inform our governance redesign
- Validate the terms that we discussed in fall to differentiate our governance groups
- Identify ways in which we can better align and simplify our governance groups
- Engage governance group chairs in the governance redesign process and work plan

Guiding Principles for Governance Redesign Work

Transparency

Efficiency

REPRESENTATION

Accountability

Evaluation/Improvement

ALIGNMENT

Clarification of Roles

Perspectives from the Campus

Participatory Governance Survey Results

Participatory Governance Survey Results

65 responses

52% of respondents were faculty

39% of respondents were classified staff

63% of all respondents were currently serving on a committee or council



Feedback: Communication

Just **1 in 3** respondents said the College's decision-making processes are **clearly communicated** to the campus

Less than half of respondents said their constituent group representatives communicate information regarding important governance group discussions

Yet, **56%** - of respondents said it was easy to find information on governance groups via our website

Feedback: Efficiency



Only **40%** of respondents said
our governance groups
function efficiently

Feedback on
Governance
Structure &
Process

What is **working well**?

“The culture is generally positive.”

“Work is getting done!”

“We have made great strides in increasing student success.”

“More things are getting posted to website for transparency. A trend in the right direction.”

“We have excellent faculty and staff. We have open communication.”

“Open, collegial discussion”

What could be improved? **Efficiency**

“It would be nice if it could be simplified - fewer groups, fewer meetings.”

“1. There are just too many groups and meetings; 2. the current structures are not cross-functional and are not well designed to facilitate Guided Pathways collaboration.”

“I think it can be a bit laborious or more accurately, redundant, for those of us who are on multiple bodies. We hear a lot of the same reporting out at each meeting.”

“There seem to be a lot of councils, committees, etc. It is difficult to know who does what!”

What could be improved? **Communication**

“Communication of said decisions, or pertinent information in general, needs to be more streamlined...maybe we have a standardized reporting sheet that all committee members can access and return back to their representative groups.”

“We need more formal communication processes and procedures among task forces, work groups, committees, and councils.”

“The website and intranet are a mess. There are not in any way intuitive...”

“...website is getting unruly. “About us” section is huge. We need a total redesign of website to make it easier to find info. Some info is posted in several places (redundancy) or not at all. What is the process to getting things posted? Does every committee chair know this process?”

What could be improved? **Accountability**

“I don’t think we are closing the loop with regard to program review driving institutional effectiveness decisions and budget...”

“More follow through, accountability, honesty, and communication about the goals and results”

“Establish program level goals and support affecting student success. For example, who are our students?”

“Chairpersons should be held responsible for follow-through, thorough communication, transparency, and accountability.”

Additional Feedback:

Recommendations to the College

- Create goals for each committee annually
- Develop an orientation for new governance group members (general overview of roles and responsibilities and expectations for communication)
- Create a glossary of governance and campus terms and acronyms
- Develop a summary or newsletter regarding campus-wide decisions and critical governance group work - publish in the weekly digest
- Foster a campus culture that promotes professional development and governance engagement

Defining Participatory Governance:

Terms and Definitions

California Education Code Section 70901(b)

Required the Board of Governors to adopt regulations setting:

“...minimum standards governing procedures established by governing boards in community college districts to **ensure faculty, staff, and students the right to participate effectively in district and college governance, and the opportunity to express their opinions** at the campus level and to ensure that their opinions are given every reasonable consideration...”

Participatory Governance: Accreditation Standard IV

Standard IV.A.2:

The institution establishes and implements **policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes**. The policy makes provisions for **student participation and consideration of student views** in those matters in which students have a direct and reasonable interest. **Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

Participatory Governance: Accreditation Standard IV

Standard IV.A.5: Through its system of board and institutional governance, the institution **ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change,** and other key considerations

Standard IV.A.6: The processes for decision-making and the resulting decisions are **documented and widely communicated** across the institution.

Standard IV.A.7: Leadership roles and the institution's governance and **decision-making policies, procedures, and processes are regularly evaluated** to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

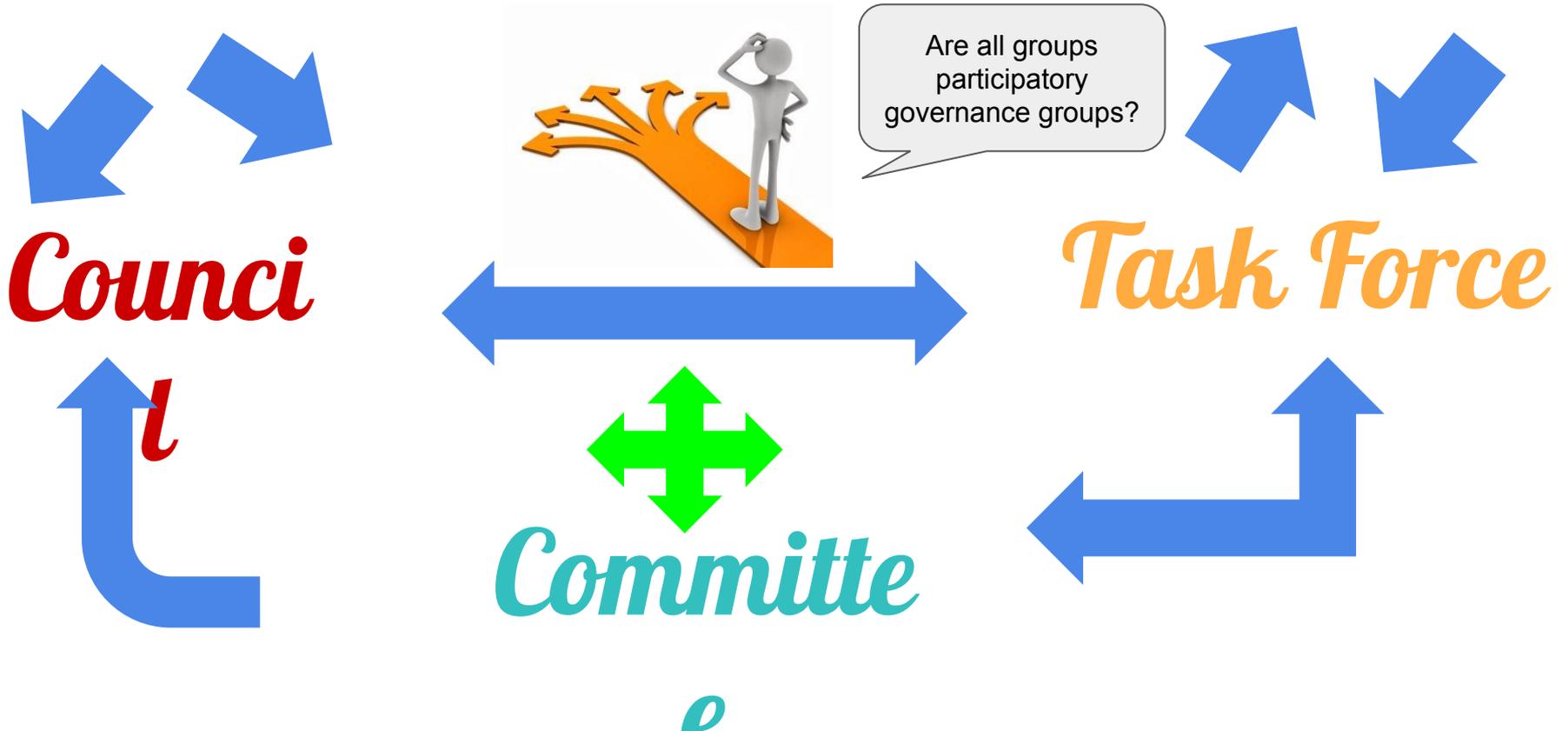
What are the implications for our college?

- **Document** process for providing opinions/input on decision-making
- **Facilitate engagement** of campus faculty, staff, administrators, and students in participatory governance
- Clearly **define and document roles and responsibilities** of governance groups and members
- Integrate **accountability** into the governance group work
- Improve **documentation and communication** of governance structures, processes, and outcomes
- **Improve governance structures and processes to more effectively advance strategic goals and priorities** through regular evaluation

How We Have Previously Defined Governance at Cuyamaca

Participative decision-making at Cuyamaca College is achieved in the spirit of cooperation, collaboration, and collegiality. **It promotes the mission, vision and values of the college** and ensures their achievement through the **planning process, initiatives, policies and procedures**. The purpose of the Cuyamaca College governance structure is to **provide each constituency group the opportunity to participate in planning processes, and initiatives and the development of college policies and procedures through their representatives**. Functionally, this is organized and carried out through a system of **committees, councils, and task forces** created to formalize collegiality, facilitate communication, solve issues at the levels closest to the individuals affected, and develop effective plans and processes. These structures provide opportunities for all interests to be considered and a resolution to be reached. The final authority for governance at Cuyamaca College is the Governing Board. The Governing Board delegates authority to the President through the District Chancellor. The President and all constituency groups are committed to a functional and effective participative decision-making process.

How do our councils, committees, and task forces relate to each other?



Conceptualizing Groups in California Community Colleges

OPERATIONAL

- Exist to ensure the regular work of the College, including ongoing processes and tasks, are completed
- Focus on implementation
- May be cross-functional groups or department-specific groups
- Membership is based on expertise and/or role/membership within a department

PARTICIPATORY GOVERNANCE

- Recommending bodies to the Executive Cabinet/President
- Focus on governance tasks and informing policy changes
- Broad representation from campus constituent groups

Group Types: Working Definitions - Opportunities to Clarify Roles

Council

A participatory governance group of Cuyamaca College that includes representation of administrators, faculty, staff, and student organizations to make recommendations as part of the decision-making process of the College. A council often directs the work of numerous committees or task forces. A council meets regularly and serves as an executive advisory body.

Committee

A group established to support the College's work in advancing its mission, meeting strategic goals, and carrying out other strategic initiatives by making recommendations to college participatory governance councils on specific areas of responsibility, as outlined in the group charge and composition. Committees typically have an ongoing purpose and meet regularly. Steering committees are charged with overseeing and directing large scale initiatives and may oversee other committees or subcommittees.

Task Force

A group composed of a variety of individuals relevant to its purpose. Task Forces are created to address a specific issue and meet until its charge has been completed. Upon conclusion of the task, the group is disbanded.

Activity: Cuyamaca's Governance Groups

- Accreditation Steering Committee
- Administrative Council
- Administrative Services Program Review & Planning Committee
- College Technology Committee
- Curriculum, General Education and Academic Policies and Procedures Committee
- Cuyamaca College Council
- Diversity, Equity & Inclusion Committee
- Emergency Preparedness Committee
- Enrollment Management & Marketing Committee
- Environmental Sustainability Planning Committee
- Executive Program Review & Planning Committee
- Facilities Planning Committee
- Institutional Effectiveness Committee
- Instructional Council
- Instructional Program Review & Planning Committee
- Late-Add Class Petition Review Committee
- Online Teaching & Learning Committee
- Petitions Committee
- Professional Development Committee
- Scholarship Committee
- Student Center Advisory Committee
- Student Discipline & Grievance Hearing Committee
- Student Learning Outcomes & Assessment Committee (SLOAC)
- Student Services Council
- Student Services Program Review & Planning Committee
- Student Success & Equity Committee
- Tutoring Center Advisory Committee
- Workforce Development Committee

*Which of these groups function as participatory governance groups?
Which groups function as operational groups?*

Activity: Classifying Our Governance Groups

Thinking about the governance groups you lead...

- Would your group be considered an operational group? Or a participatory governance group?
- Which classification (council, committee, or task force) best fits your group?
- Does the current membership represent that classification?
- Are there other groups on campus that have a similar charge/purpose? What opportunities exist to align or combine with these groups?

Preview of April Retreat

- Review feedback from chairs and the campus community
- Discuss recommendations for improving efficiency of the governance structure: communication and accountability
- Examine current integrated planning process
- Discuss integrated planning model for 2018-19

Wrap-Up and Next Steps

Homework for Chairs

Within the next two months...Look for a feedback form in your email

DEADLINE 4/17

- Take this discussion back to your group members and bring the feedback to the CCC tri-chairs/members
 - Which classification (council, committee, or task force) best fits your group?
 - How does the group (directly or indirectly) contribute to meeting the College's strategic goals and implementing our initiatives?
 - Are there any adjustments that need to be made to the charge and/or composition in light of this?
 - Given the charge of other groups on campus, what opportunities exist for this group to align or integrate with any other groups to better support our mission and strategic goals?

Integrated Planning Process

What is “Integrated Planning?”

“Ensuring that your performance as an institution (which can be assessed through your planning processes) is in balance with your mission! Ultimately – to increase your effectiveness – enabling you to achieve the greatest outcomes!” -ASCCC (2014)

I.B.3: “The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.” (ACCJC, 2014)

What is “Integrated Planning?”

II.A.2.f: “The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate Constituencies.” (ACCJC, 2014)

III.A.6: “Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.” (ACCJC, 2014)

What is “Integrated Planning?”

III.C.2: “Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.” (ACCJC, 21014)

III.D.4: “Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.” (ACCJC, 2014)

How would you describe the College's annual planning and resource allocation process?

Which governance groups are involved in the process?

What guides the decision-making process?

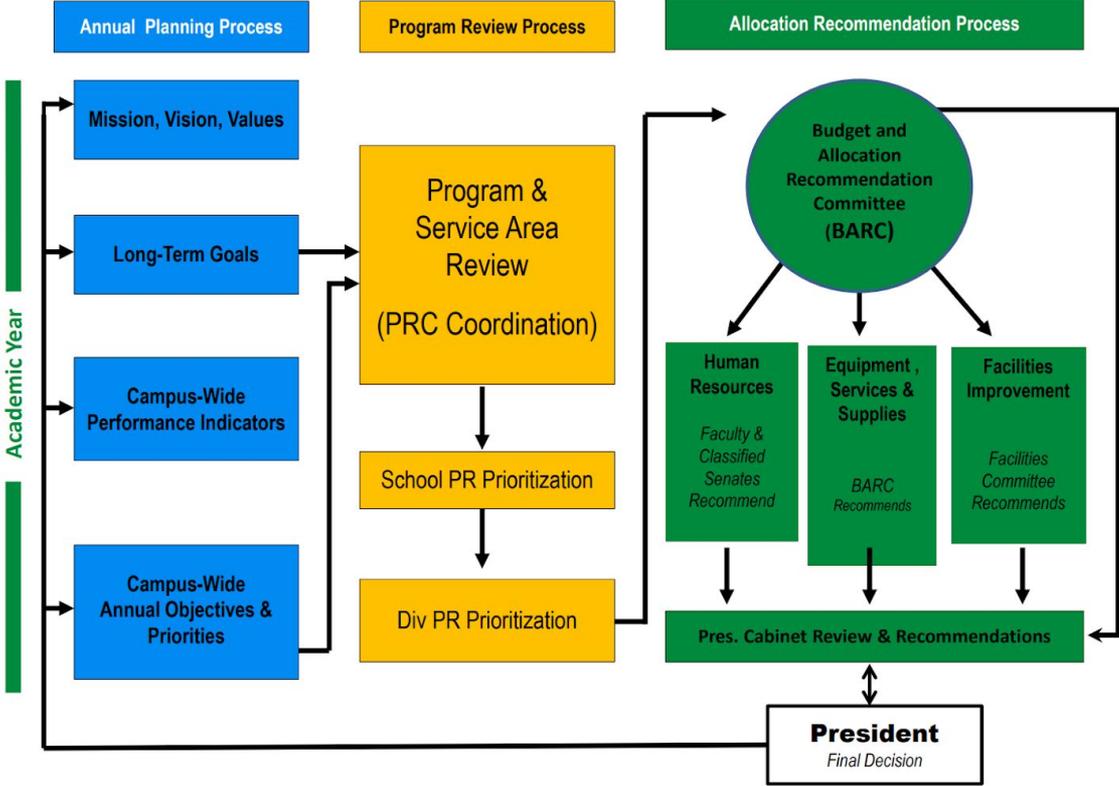
How does information flow through the College's governance structure?

Who makes the ultimate decision on what to fund each year?

How is feedback (regarding plans and resource requests) provided to the campus community?

Examples of Integrated/Annual Planning Process

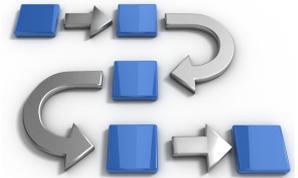
Mesa College Integrated Planning Process



Approved: September 18, 2012, President's Cabinet Meeting
San Diego Mesa College

Activity 4: Illustrate the College's Current Integrated Planning Process

1. Identify/select the index cards for **each governance group** involved in the annual planning and resource allocation process
2. Place index cards on the giant Post-It and draw arrows to show **information flow**
3. Write in any additional **factors/considerations** that impact annual planning at the College



Integrated Planning Process Reflections and Recommendations

What did you notice as you were drawing the annual planning and resource allocation process?

Was the process clear?

Was everyone in the group in agreement on the information flow?

How could the process be improved?

Governance Group Member Roles & Responsibilities

Governance Group Member Communication

How would you describe communication of information, including discussions and recommendations, between governance group members and their constituent groups?

What are governance group member responsibilities related to communication?

How are expectations and responsibilities communicated to governance group members when they join a group?

Wrap-Up and Next Steps