

Standard Ten: Governance and Administration

The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students and facilitate effective communication among the institution's constituencies.

A. Governing Board

A.1 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 for continuity of board membership and staggered terms of office.

Descriptive Summary:

A five-member board, elected from the five original high school districts, governs the El Camino Community College District. The community elects board members to four-year terms commencing in December. To ensure continuity, the terms are staggered with three members elected in one biennium and two in the next (10.1). The Associated Students Organization elects a non-voting student trustee annually to provide a student perspective to the Board and to fully participate in all Board activities except for closed sessions (10.2). In the event of a vacancy, the Board has 60 days to decide whether to order an election or appoint someone to fill the position on a provisional basis (10.3). Education Code 5091 specifies the requirement for provisional appointments.

The Board has diversified procedures for the general public to participate in its business. The agenda has a place for public comment on any item, and the public may place items on the Board agenda (10.4). In addition, Board members represent the district at a variety of state and community events.

Self Evaluation:

Board members take their responsibilities seriously and believe it is important to be open to public input concerning issues that come before them. They follow all policies governing public participation in the process. They believe that, in the best interests of the college, an informed decision cannot be made until they have all information relevant to an issue. Over the years, the college has been fortunate in the representation provided by the student trustees. They have taken their role responsibly by participating in discussions of Board items and recording their opposition to such actions as the parking fee increase (10.5).

Many Board members have provided long terms of service to the college; consequently, continuity has not been an issue. However, with this continuity there is a downside. As the demographics of the district have changed over the years, the composition of the Board has remained fairly constant. Currently, the Board is composed of one woman and four men. In 1995, the first African American was elected to the Board. Over the past six years, the student trustees have been more representative of the student body with three Hispanics and one Filipina.

In a specially developed Governance Survey (10.6) administered to faculty and staff, only 23.1% of those surveyed agreed that the Board included adequate representation of the public interest and the diverse elements of the population they represent. The 1995 study had comparable findings and are most likely a result of the

disparity in the composition of the board and the demographics of the district.

A. 2 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:

In order to ensure the quality of the educational program, the Board of Trustees charged the Vice President of Academic Affairs and the Academic Senate to jointly develop procedures for regular curriculum review with regard to academic standards. The Board approves all changes to the curriculum based on the recommendations from the College Curriculum Committee (10.7). Standards of scholarship, including grading, attendance, academic renewal, course repetition, withdrawal, re-enrollment, and probation, are also designed to maintain the integrity of the educational program (10.8).

In addition to their approval of curriculum, the college keeps the Board apprised of the status of the educational program through a variety of methods, including the Board letter from the President. They receive the executive summaries of all instructional program reviews, and they have presentations on programs during Board meetings.

The Board has delegated the responsibility of establishing procedures for fiscal management to the Superintendent/President (10.9). These procedures include ensuring that fiscal objectives, procedures, and constraints are communicated to the Board. After approving the annual budget, Board members receive a quarterly college fiscal status report (311Q), which they review at a regularly scheduled Board meeting. The chief executive officer and the chief business officer certify the report, which contains historical and current perspectives of the gener-

al fund, year-to-date revenues and expenditures, and salary and benefit updates.

The Board delegates executive responsibility for administering Board policies and the power to reasonably interpret them to the Superintendent/President (10.10). It also directs the Superintendent/President to issue administrative procedures as statements of method to be used in implementing Board policy and stipulates that the procedures shall be consistent with the intent of Board policy (10.11).

Self Evaluation:

As evidenced through the Board agenda and actions, Board members have been actively involved in monitoring the educational program. The procedures developed jointly between the administration and the Academic Senate have been effective in reviewing changes to the educational program, ensuring that it is of high quality and consistent with the college's mission prior to Board approval. Through presentations by faculty on programs such as the Teacher Education Program and Honors Program, Board members support the efforts of faculty and the college to expand educational opportunities for students.

After adopting the annual budget, the Board consistently reviews financial reports throughout the year. An external firm audits the college annually, and its report is presented to the Board for review and acceptance. After the Board review, the college addresses any recommendations identified in the report.

The internal controls set up to maintain the fiscal books and records in good order contribute to the financial health and integrity of the college. The Board tends to exercise conservative tentative budgeting, especially in the initial stages, before the Governor issues the May revised figures for budget projections. The general procedure is to add money rather than to take it away. Also, the Board routinely insists on a 5% reserve for contingencies. While bargaining groups on campus feel this percentage

is too high, and that some of these funds could and should be spent, sudden emergencies, such as the current energy crisis and the elimination of deferred maintenance from the Governor's budget, would seem to support the Board's policy of fiscal conservancy. With aging facilities, the Board has recognized the need to secure additional funding to address the many deferred maintenance projects and are planning on supporting a bond issue for the college in 2002.

In keeping with the responsibility delegated to the Superintendent/President to ensure that institutional practices conform to the college mission statement and Board policies, the college revised the Board policy regarding the mission (10.12) in January, 2001, to include value statements, guiding principles, and a statement of philosophy that are consistent with the mission statement of the college. This revision was based on campus survey information. The college developed the survey instrument as a follow-up to Continuous Quality Improvement Network (CQIN) workshops, which representatives from various campus groups have attended on a regular basis.

A.3 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 Board is responsible for determining the policies of the district and delegates the responsibility for implementing Board policies to the Superintendent/President. The college's shared governance process is used to establish new and revised policies prior to being submitted to the Board for approval. Once a policy is approved, the Board directs the Superintendent/President to issue administrative procedures as a means of implementation (10.13). While policies and procedures have been reviewed and amended in the past, there is no formal written process for

regular evaluation of policies and procedures.

Self Evaluation:

Due to the lack of any formal written process for regular evaluation of policies and procedures, many college policies and procedures require updating. In April, 2000, the college addressed the issue by joining 40 other college districts in subscribing to the Community College League of California's (CCLC) Policy and Procedure Service. Subscribers receive a comprehensive list of policies and procedures that each district should have on record. The purpose of the service is to provide policies and procedures that not only meet all legal obligations, but will also promote effective governance and management and reflect the League's philosophy of good boardmanship and service to the community.

In November, 2000, the college began to re-draft its policies following guidelines recommended by the League, in conjunction with the legal firm of Liebert, Cassidy and Whitmore. The college sent copies of relevant policies to all responsible areas so they could make necessary revisions. As personnel complete these revised drafts they are forwarded to the College Council for review. A month's review period allows the representatives time to solicit input from their constituents. After approval by the College Council, the policies then go to the Board for a first and second reading and final approval. This review process has allowed ample opportunity for input from the college community and the Board, ensuring the policies meet the needs of the college. As of October, 2001, 75 policies (62%) have completed this process, and the process will continue until the Board reviews all of the policies. Current efforts focus on instructional and student services areas. Once approved, the policies have been placed on the college's internal information network (Infonet), but not all offices have taken the time to download them and update their policy manuals.

Revisions to procedures should be consistent with policies, and the review and approval process will be similar to the one used for policies, except that Board approval is not required for procedures. With the ongoing updating service provided by the League, as laws and requirements change, the new college policies and procedures will allow the college to meet its legal obligations and will provide direction to college employees. However, a formal written process for regular revision of policies and procedures is recommended to include changes specific to the college.

A.4 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 Board of Trustees is responsible for selecting the Superintendent/President. While the college has no formal written procedure on the selection process for the Superintendent/President, past practice has been to hire an outside consultant to conduct the selection process and involve both campus groups and the community. In addition to selecting the Superintendent/President, the Board participates in the final interviews for vice president positions, and all academic and administrative officer candidates must be Board-approved before the hiring process is officially complete.

The Board is required to evaluate the Superintendent/President annually (10.14) based on his/her job description, contract, Board policy, and on performance goals and objectives developed to comply with Board Policy 2430 (10.15).

Self Evaluation:

The last selection process for the Superintendent/President was conducted in 1994-95 by an outside consultant. This ensured

a measure of impartiality to the proceedings and provided a process that was well organized and included representation from all campus groups. A Board member served on the hiring panel, and each Board member had community representatives on the panel. The entire Board was involved in the final selection of the successful candidate.

Review of the Board agendas and minutes verify that Board members confirm the appointment of all administrative officers, faculty, and staff. The prevailing Board philosophy is that they are supportive of college employees, and once duly hired, the Board supports them and trusts them to do their jobs properly. They do not desire to micro-manage the day-to-day operations of the college and prefer to participate at the policy and approval level only.

Although the Board has regularly evaluated the Superintendent/President in the past, the members only recently approved a policy regarding the evaluation process. The evaluation takes place at the end of the academic year and includes goals for the coming year. The current Superintendent/President has solicited input on his performance from the campus as a whole via his newsletter (10.16), and the information is given directly to the Board president. In 2000, two people availed themselves of the opportunity to provide input and in 2001, only one person sent in a letter. Some college personnel believe that the college needs a more formal process to provide input. This could explain why only 28.1% of those responding to the Governance Survey agreed that the President of the college fosters appropriate communication among governing board, staff, and students.

A.5 *The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.*

Descriptive Summary:

Board policies cover all aspects of Board performance and include a code of ethics that is published in Policies, Bylaws of the Board of Trustees of the El Camino Community College District (10.17). These policies establish the parameters for Board action, expenditure of public funds, appropriate conduct at Board meetings, involvement with constituent groups, conflict of interest, and abiding by majority decisions. At the annual organizational meeting, the Board members elect their officers, and the Superintendent/President serves as the Secretary to the Board (10.18).

Board members work in an ethical manner when dealing with matters of the district (10.19). Along with other designated administrators, they comply with state and government regulations by filing Statements of Economic Interests, which are public documents (10.20).

Recently the Board established a process to evaluate its own performance (10.21). In keeping with Board Policy 2745, the Superintendent/President recommended the Community College League of California (CCLC) instrument as the method of evaluation for the Board (10.22), and it is currently being used.

Self Evaluation:

The Board takes its duties and responsibilities very seriously. As the governing body of the college district, members feel that their activities reflect on the college, the group as a whole, and each member. During Board meetings, members report on their activities as they affect

the district. The Code of Ethics governs their conduct in compliance with all policies and procedures.

In response to a planning item in the last accreditation report regarding opening the appraisal process, Board evaluations now appear on the agenda at a regularly scheduled Board meeting. All Board members complete an evaluation instrument, and a summary of the results is discussed in open session. During the evaluation, the Board solicits feedback, and members establish goals for the coming year (10.23).

A.6 *The governing board has a program for new member orientation and governing board development.*

Descriptive Summary:

There is no formal written program for new Board member orientation or governing Board member development. Past practice has been to take new members, including student members, to the CCLC Orientation Workshops for Board members. The college also provides them with copies of Policies, Bylaws of the Board of Trustees of El Camino Community College, management procedures, ECC Budget Book, the Educational Master Plan, and the college catalog. The Vice President of Student and Community Advancement mentors the student trustee.

Self Evaluation:

Governing Board members pursue professional development by attending two or three conferences a year and reporting back to the Board as a whole. The Superintendent/President attends the CCLC training session annually to ensure that any changes and informational updates are communicated to the Board.

Since the college has been fortunate to have Board members who serve long terms in office,

Board member orientation is not a significant issue. However, since the college is in the process of updating all policies and procedures, development of a specific written plan for future Board member orientation would allow the college to act proactively.

A.7 The Board is informed about and involved in the accreditation process.

Descriptive Summary:

From the beginning, the Superintendent/President invites Board members to participate in the accreditation process. He keeps the Board informed of the progress through copies of relevant memos and drafts. They also receive copies of the Accreditation Self Study and Mid-Term reports, which they accept at regular Board meetings.

Self Evaluation:

The members have had the opportunity to respond to the various drafts of the current self study and asked questions during the Board report. As with the 1996 accreditation, a Board member volunteered to serve on the Governance and Administration standard. This member met with the Standard 10 accreditation subcommittee on two occasions and provided information on Board issues. The student trustee also participated on the team, attending several of the early meetings.

B. Institutional Administration and Governance

B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

Descriptive Summary:

At the beginning of each academic year, the Superintendent/President outlines his goals for the institution in presentations to faculty and

staff. He utilizes this opportunity to provide an overview of the outside factors affecting the direction of the college and puts into context what the college will need to do over the coming year. Throughout the year, the Superintendent/President continues to communicate actions to the college through the *President's Newsletter*.

In 1998, the Superintendent/President established the District Planning Council to develop and recommend an educational master plan to the College Council. Part of its charge is to oversee ongoing planning that identifies and responds to the needs of the communities served by the college, and to lead efforts of the various units of the institution to set objectives. The District Planning Council was composed of representatives of all campus constituencies. Currently, the college is having difficulty attracting faculty to serve on this key committee. The District Planning Council has its own web site that provides information on its meetings, documents, items under consideration, and members at <http://www.elcamino.cc.ca.us/planningweb/index.htm>.

The Superintendent/President chairs the weekly meeting of the College Council. The council is composed of members who represent all groups on campus and make recommendations to the Superintendent/President. The council provides feedback on institutional planning, policy development, and institutional priorities and to disseminates information to the constituents represented by the members. The council also reviews the Board Agenda and can request an item be pulled and referred back to the affected groups. The college maintains the minutes of the College Council meetings the ECC Infonet.

Through the Superintendent/President's leadership, El Camino College is an active participant in the Continuous Quality Improvement Network (CQIN). Each year the Superintendent/President heads a team of campus leaders at the CQIN summer institutes held to provide the tools to promote educational

excellence through practicing self-assessment and continuous improvement.

Self Evaluation:

Under the Superintendent/President's leadership, the college has progressed significantly toward addressing the need for careful, coordinated planning following the last accreditation process, as evidenced by the work of the District Planning Council and the Educational Master Plan. However, based on the Governance Survey, only 28% of the faculty and staff indicated satisfaction with the influence they have on the college's planning process and identification of institutional priorities. According to written comments, some feel that the college does not welcome their expertise and experience.

Working with the CQIN team, the Superintendent/President developed a vision statement for the college with regards to student success: El Camino College will be the college of choice for successful student learning and caring support services. We, the employees, will work together to create an environment which emphasizes respect, integrity, people, and excellence. Over the years, the CQIN teams have worked diligently to implement the philosophy and principles of CQIN. Some of their efforts can be seen in the development of the expanded mission statement (10.24) to allow the college to better assess its achievement of institutional goals. The expanded statement now includes value statements, guiding principles, and a statement of philosophy that are consistent with the mission of the college. There is an inconsistency between the value statements recently developed for the college and the number of faculty and staff who actually feel valued as employees. It is going to take concerted effort on everyone's part to reverse this perception.

Further, under the Superintendent/President's leadership, the college instituted a number of objectives, including institution of a campuswide planning procedure; establishment of

the 1997 Technology Plan (10.25), which is currently being revised; institution of a capital construction plan based on the 1998 El Camino College Educational Master Plan (10.26); and integration of learning communities. After divisions prioritized and recommended Partnership for Excellence (PFE) proposals, the Superintendent/President identified the projects that would be funded. When PFE allocations were reduced this year, he worked with the vice presidents to optimize the effectiveness of the allocated monies.

The College Council has provided a viable forum for input from representatives of all constituent groups of the college to the Superintendent/President. Whether or not these council members reflect the views of those they represent is at times problematic; however, there is at present no better alternative. Another criticism of the council is its failure to publicize matters under consideration and policy decisions. The minutes are currently provided on the ECC Infonet (<http://infonet.elcamino.cc.ca.us>), which is available to all faculty and staff. According to the Governance Survey, 63% of faculty and staff are aware this information, along with the policies and procedures, are available on the ECC Infonet.

B.2 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 Superintendent/President is charged with the job of establishing procedures to assure that the District's fiscal management is in accordance with the principles contained in Title 5, section 58311 and developing procedures for implementing statutes, regulations and board policies. Working with the Vice President of Administrative Services and the Business Manager, the Superintendent/President ensures that the district's resources are managed effec-

tively. Working with the vice presidents of Academic Affairs and Student and Community Advancement, the Superintendent/President has been kept apprised of programs designed to enhance enrollments and resources to the college.

The Budget Development Committee (BDC), which was reestablished when the current Superintendent/President took office, serves as a recommending body in decisions regarding the budget. Composed of representatives from all constituencies, the BDC developed criteria for allocating resources and is a key player in evaluating budget augmentations prior to approval by the Superintendent/President. Current efforts are focused on linking planning to budgeting in order to maximize the effective use of resources.

Self Evaluation:

Through the processes described above, the Superintendent/President effectively manages the college's resources. He uses Cabinet meetings to monitor resources and discuss ways to enhance operations. Efforts to integrate the work of the District Planning Committee and the Budget Development Committee are underway so that planning will drive the budget. While the task force report is not complete, both committees are being asked to review their operations and practices as they relate to their function (10.27).

B.3 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:

Throughout its history, El Camino College has supported a flat administrative structure. El Camino's administration is divided into three

areas, each with its own vice-president: Academic Affairs, Administrative Services, and Student and Community Advancement. The three vice-presidents and Superintendent/President comprise the Cabinet, which meets weekly and is responsible for operational issues, including budget and planning, and confidential issues. In addition, each vice president chairs an area council composed of representatives of each of the units. The focus of these councils is on policies and procedures.

The Superintendent/President also meets individually with Cabinet members and the Public Information Officer to be kept apprised of activities in each of the areas. The vice presidents also meet weekly to better coordinate activities of the areas and discuss personnel issues.

The Vice President for Academic Affairs is responsible for the nine academic divisions and the California Virtual College component headquartered at El Camino. Fifteen educational administrators, nine deans, and six directors share in the responsibility of creating an environment that is conducive to effective teaching and learning. In the Academic Affairs area, each academic division has a division council that plans and discusses activities and operations.

The Vice President for Administrative Services oversees the Bookstore, the Business Office, the Campus Police, Facilities, Human Resources, Information Technology, and Purchasing. Thirteen classified managers have the responsibility to maintain the infrastructure and services necessary to maintain a quality educational program.

The Vice President for Student and Community Advancement has oversight for Admissions and Records, Community Advancement, Counseling and Matriculation, the ECC Foundation, Planning, Research and Development, and Student Services. Seven educational administrators and 13 classified managers assist the Vice President in the operations of the area.

The Vice President has established a management team composed of the six key divisions.

Self Evaluation:

The college's administrative organization was amended January 1, 2000 (10.28). Since the last accreditation, the college began to feel the impact of its flat structure. To address some of the deficiencies, the college realigned some of the academic divisions and Student and Community Advancement units. While some of the academic departments are pleased with the change, others are not, even though educational programs are better aligned. In addition to the realignment, the college added several new positions to more effectively service the needs of the institution and increase the breadth of the administration. Results from the Governance Survey are mixed in this area. The college's employees were almost evenly divided on whether or not they agreed (38.8%) or disagreed (40.3%) with the statement that college administration provides leadership and encouragement to do their job effectively. Written comments were more supportive of their immediate administrator, which coincides with their belief that they are more involved in decisions affecting their area or division (56.9%).

In Academic Affairs, the college established new division director positions in Industry & Technology and Humanities to assist with operations. The sheer size and scope of these divisions warranted additional administrative support. Since implementing the division director position, the Industry and Technology Division is responding to the needs of local business and industry. Within the Humanities Division, the additional management position has provided an opportunity for more effective supervision of division operations. There are 70 full-time faculty members and 106 part-time faculty members in the Humanities Division. The dean is now able to move beyond day-to-day issues of managing the division. This has also helped both Industry and Technology and Humanities to facilitate environments for effective teaching and learning.

Since the last accreditation review, new managerial positions were also added in the areas of Student and Community Advancement and Administrative Services. The college established assistant directors in Admissions and Records, Facilities Planning and Services, Human Resources, and Information Technology Services. The primary reasons for these additions include improved operations, better accountability, and more direct staff supervision.

The district significantly expanded its grants management program. With the monies that have been awarded through various grants, it created departments and added personnel to address grant requirements. The CalWORKS program, International Business Development, and Workforce Education are examples of grant-generated expansion.

The effectiveness of area and division councils varies from one area to another. Although they have a role in the college's governance structure, all but the Student and Community Advancement Area Council stopped meeting in 1999. The Academic Affairs Area Council decided to meet only on an as-needed basis because few major issues actually came to the council for discussion. Instead, it had become a forum for information sharing, rather than a decision-making committee. The Administrative Services Area Council also discontinued meeting. The Administrative Services Area Council became ineffective because staff appointed from each division selected a chair, on a rotating basis, to conduct the meetings and excluded managers from participation. They stated that manager participation stifled active staff participation. The result was that staff did not prepare for effective meetings, and meetings were phased out over time. The Student and Community Advancement Area Council has continued to function successfully. Designed to serve as a conduit for the area's division councils, the council provides the vice president the opportunity to show the divisions how they contribute to the whole.

Like area councils, the roles of division councils vary impacting on their effectiveness. In some units, council meetings are more like department meetings while in others they are more global. In the Academic Affairs area, where each division is comprised of several academic departments, these councils review items such as unit action plans, Partnership for Excellence grants, faculty position requests, and program marketing. In some cases, the division councils have no reporting mechanism, such as a newsletter or regular agenda items, for departmental meetings.

Even though both area and division councils are discussed in the Shared Governance Document, the college never formally integrated the councils into the decision-making process, primarily because it assigned other areas and departments many of those tasks. For example, the Faculty Position Identification Committee, which is composed of deans and faculty, makes faculty staffing recommendations rather than the Academic Affairs Council. The Superintendent/President reinstated the Area Councils effective March 1, 2001. In response to this charge, the Academic Affairs Area Council has decided to focus on issues of teaching and learning even though this emphasis is not strictly in keeping with the current version of the Shared Governance Document. The Administrative Services Area Council meetings will be chaired in the future by the Vice President for Administrative Services, who intends to hold monthly meetings and expects participation from all members. The minutes of the Administrative Services Area Council meetings will be posted on the Infonet. However, since the 1992 Shared Governance Document is out of date, and current practice is not always in line with the document, for this structure to be effective, the roles of the councils need to be re-evaluated. A committee proposed changes to the Shared Governance Document and structure several years ago, but these recommendations were not put into practice (10.29). These recommendations need to be reviewed.

B.4 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:

All administrative job descriptions delineate the duties and qualifications necessary for the position. Educational administrators are required to have a minimum of a master's degree and, depending on the nature of the position, management experience. Administrative officers meet the requirements stipulated in the job descriptions for their positions, which are on file with Human Resources.

Administrators and supervisors are evaluated in accordance with Board policy (10.29). All administrators and supervisors are evaluated once a year for the first two years and then at least once every three years thereafter. The evaluation process includes an immediate supervisor, self, and peer evaluation, as well as a summary of opinions by subordinate employees.

Self Evaluation:

Screening committees use the education and experience requirements for each position as a means to ensure that administrators are qualified for their positions. Job announcements clearly delineate the duties and responsibilities of the position and are used to prepare questions to solicit additional information regarding a candidate's qualification during the interview process. Further, prior to being Board approved, Human Resources staff review the qualifications of all prospective employees.

Although the administrative officers meet the qualifications of their job descriptions, they do not necessarily have the preparation to be managers. El Camino's decision to join the Leibert, Cassidy, and Whitmore consortium of workshops has provided the college with current

training options. In addition to the consortium workshops, mandatory management forums focus on critical contemporary issues and provide administrators with additional information to carry out their duties. The following topics have been covered in recent forums: Federation Agreement Overview of Changes, the Impact of Web Advisor on Faculty and Students, Implications of an Energy Crisis for El Camino College, Emergency Incident Procedures, Preparing an Educational Master Plan and Unit Action Plans, The California Virtual Campus, Accident Reporting, and the Classification Review Process. The college schedules two hours monthly for Management Forums. It evaluates each forum, and it maintains evaluation results in the Institutional Research Office. The Office of Safety and Risk Management also provides periodic training for managers and supervisors relating to issues such as emergency procedures for earthquakes and fire, illness and injury prevention, storage and disposal of hazardous materials, light urban rescue, and other timely issues.

While administrators receive a copy of their job description, a policy book, and procedures manual, most other information comes through inconsistent sources. Recently, the college revised and distributed the Administrator's Handbook to all administrators. It not only provides new administrators information, such as basic working conditions, but highlights key policies and procedures important to their function as managers (10.30).

Management procedures stipulate that all administrators and supervisors will be systematically and regularly evaluated. Unfortunately, a review of records shows that not all administrators have followed through on this critical function. The college recognizes this as a problem and is working to resolve the problem.

B.5 Administration has a substantive and clearly-defined role in institutional governance.

Descriptive Summary:

Administrative representatives serve on all key committees including College Council, District Planning Council, and Budget Development Committee, providing them with a substantial and clearly defined role in institutional governance. Each area has a structure in place whereby the administrators in that area participate in the development of operational procedures for their respective area and provide input on collegewide issues. In Academic Affairs, it is the Dean's Council, which also has a representative from the Academic Senate and a student representative. In Administrative Services, the administrators and supervisors meet weekly with the vice president. Student and Community Advancement has a management team.

Self Evaluation:

The administration has a key role in institutional governance. In the Governance Survey, managers agreed that they have ample opportunities to be involved in making decisions on institutional issues.

B.6 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 faculty have the opportunity to exercise a substantial voice in establishing institutional policies, participating in hiring, and establishing and reviewing educational programs through participation in college governance committees and the Academic Senate. Board Policy 3605 (10.31) outlines the relationship between the Board of Trustees and the Academic Senate on academic and professional matters. Through the College Curriculum Committee, the faculty are responsible for making recommendations to

the Board on issues of curriculum and program development.

Faculty participation on College Council is further defined in the College Consultation Procedure. This document defines the role of faculty on College Council but also recognizes the special role of the Academic Senate and its "primary recommendation responsibility for academic and professional matters." In addition, faculty have maintained a strong presence on the Budget Development Committee (10.33).

The Board adopted full-time tenure-track hiring procedures on 12/10/90, and procedures for hiring temporary and part-time faculty in April, 1991 (10.34). Faculty actively participate in the hiring process for faculty, from the development of the job announcement to the selection of the final candidate. Furthermore, faculty serve on administrative hiring panels as appropriate.

Self Evaluation:

The college gives the faculty many opportunities to participate in college governance. However, it is difficult to get faculty to participate in college governance; consequently, the same Academic Senate members repeatedly fill faculty spots on committees with the result that others object that they do not have significant voice. Faculty members cite various reasons for their lack of participation: time constraints due to teaching schedules and duties, a feeling that their input is ignored anyway, the notion that their efforts are best used in teaching and not running the college, contract issues, and a lack of familiarity with college operations. Committees have made recommendations for increasing faculty participation, but they have not been implemented.

Two surveys given for the accreditation process had mixed responses. On the Noel-Levitz survey, 63% of the respondents indicated that they had sufficient opportunities to participate in the decision-making process if they chose to, but in the Governance Survey, only 38.7% of the respondents indicated they understood their role

in the governance process. More than likely, this discrepancy is explained by the lack of participation and resultant lack of familiarity with the role.

The current hiring procedures have been undergoing revision for several years, but the process has been delayed because the Superintendent/President and the Academic Senate have not reached agreement on one of the changes. Some departments are not satisfied with the position identification process, but while it is not perfect, both faculty and administration have worked diligently to send the Superintendent/President a recommendation that meets the needs of the institution.

B.7 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 faculty of El Camino College is represented in college governance through the Academic Senate. The Academic Senate is composed of 40 representatives elected by the faculty in the instructional divisions. The Senate meets twice monthly to provide faculty input into institutional governance. The Academic Senate is currently operating under a constitution ratified in 1991, with Article 8 having been amended and approved in 1997.

The faculty are also served by an active bargaining agent, the El Camino College Federation of Teachers. The Federation, as well as the Academic Senate, represents the faculty on many of the governance committees. In order to define the role of each unit, the Senate and Federation adopted an agreement in 1992 (10.35).

Self Evaluation:

Both the Academic Senate and Federation work

to represent the faculty in the college's governance structure. The Senate and Federation maintain a good working relationship and strive to meet the needs of the college. In recent discussions on an alternate calendar, both organizations worked together with the administration to design a calendar that would meet the needs of the instructional program and the college.

To assist the faculty in carrying out its responsibilities, the Academic Senate is allotted 1.4 FTE reassigned time in institutional support, clerical support, and funds for supplies and travel. The reassigned time is shared by the President and Vice Presidents of the Academic Senate, along with the chair of the College Curriculum Committee. Several years ago, the college established a new Senate office in the center of campus.

The Academic Senate Constitution is outdated and contains contradictory sections. It has been in revision for over five years though the Senate has not ratified a final, complete, revised draft.

Many divisions have difficulty finding enough faculty members to serve on the Academic Senate. Currently, seven of the ten divisions have openings on the Senate. One division, Humanities, has increased faculty participation in the Academic Senate by offering priority class scheduling for those who serve so that they can work around the Senate meeting schedule. In recent years, the two part-time positions on the Senate have remained unfilled although a part-time faculty member from Humanities has agreed to serve this year.

The Academic Senate has difficulty finding members willing to serve in Senate leadership positions because of its limited ability to provide reassigned time to carry out duties: the 1.4 FTE must be divided among the Senate President, the Vice-Presidents (all of whom chair major committees, and one of whom is responsible for the college's faculty development program), the College Curriculum Committee Chair, the Secretary, and the Newsletter Editor.

The Senate is having problems getting faculty participation on certain key committees. Besides the lack of participation on the Senate, currently no faculty member is serving on the District Planning Council, which plays a critical role in recommending the future direction of the college. Due to the important nature of this participation, the faculty and administration will need to find ways to increase faculty participation. In the Governance Survey, 60.9% of the faculty indicated that they had ample opportunities to be involved in making decisions on matters that affect them in their own areas or divisions. Only 36.4% of the faculty respondents stated that they had ample opportunities to be involved in making decisions on collegewide matters that affect them. This disparity indicates that more needs to be done to get faculty involved in college governance above the department/ division level.

B.8 The institution has written policy which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.

Descriptive Summary:

The Academic Senate President has an ongoing place on the Board of Trustees meeting agenda. Board Policy 3605 outlines the relationship between the Board and the Academic Senate, and the College Consultation Procedures delineates the faculty role in governance. In addition to these two documents, the 1992 Shared Governance Document describes the role of faculty participation in policy making and planning. The Academic Senate can request that Board agenda items be pulled.

Self Evaluation:

Current Board Policy 3605 (10.31) gives no clear definition of "consult collegially." While Title 5 defines it as either relying primarily on

the advice of the Academic Senate or reaching mutual agreement, the current policy does not identify which areas would fall under "rely primarily" and which would fall under "mutually agree." The college proposed Board Policy 2510 to replace 3605. Policy 2510 outlines the Board's agreement with the Academic Senate to consult collegially on matters that fall under the purview of the Senate, including curriculum, degree and certificate requirements, grading policies, educational program development, standards, and policies regarding student preparation and success, district and college governance structures as related to faculty roles, faculty roles and involvement in the accreditation process, policies for faculty development activities, processes for program review, and processes for institutional planning and budget development. At this time, the Senate has not agreed to the replacement policy, but it continues to examine the policy.

B.9 The institution clearly states and publicizes the role of staff in institutional governance.

Descriptive Summary:

The College Consultation Procedures provides for inclusion of classified and confidential staff in the consultation process through "a series of committees ranging from self-management work teams to division and area councils...." Both classified and confidential staff select a representative to the College Council, which is responsible for making recommendations to the Superintendent/President.

Staff representatives also serve on the District Planning Committee, Budget Development Committee, area councils, and division councils. The bargaining unit for classified staff has recently changed from the CSEA to the American Federation of Teachers. The new El Camino Classified Employees, Local 6142, which has an office on campus, has adopted a constitution, elected officers, and begun publication of a newsletter.

Self Evaluation:

The classified staff are most often represented on committees by members of the bargaining unit. Some of the staff state that these representatives have their own agenda and do not reflect the views of their constituency. Further, communication with the constituency has been a problem. The recent change in classified bargaining agents reflects this dissatisfaction. The classified staff are optimistic that the change will correct some of these problems. Classified staff participation is also dependent on managerial support in providing time away from assigned tasks, which is lacking in some cases.

In the Governance Survey, 35.6% of the staff indicated that they understood their role in the El Camino governance process. In the same survey, 46.1% of the staff indicated that they had ample opportunities to be involved in making decisions on matters that affect them in their own areas or divisions, yet only 27% of the staff respondents stated that they had ample opportunities to be involved in making decisions on collegewide matters that affect them. This disparity suggests that more needs to be done to involve staff in college governance above the department/division level.

B.10 The institution clearly states and publicizes the role of students in institutional governance.

Descriptive Summary:

Student participation in college governance is provided for in the College Consultation Procedures. This document mandates that the Associated Students shall be given an opportunity to participate in formulating and developing district policies and procedures that have a significant impact on students and be consulted about the selection of students to serve on district committees and task forces. Student representatives serve on the College Council, the District Planning Council, and the Board of Trustees, and on division councils. Currently,

students are also serving on the Academic Affairs Area Council, College Curriculum Committee, and Budget Development Committee.

Each year, the college encourages students to participate in the Associated Students Organization (ASO) through nomination forms distributed in each academic division and through information items in the college newspaper, *The Union*.

Self Evaluation:

The college provides ample opportunity for students to participate in the governance process. In the Noel-Levitz Student Satisfaction Survey, when asked if they had sufficient opportunities to serve on campus committees and participate in the governance process, 47% of the students expressed some degree of satisfaction. An equal number indicated that they knew how to access information about campus discussions and decisions. Unfortunately, more than 30% of the students had no opinion on the subject, which may be a result of how the college informs them of their opportunities rather than the availability of options.

The ASO and the Student Activities Director try to provide students with many opportunities to participate. Unfortunately, varied class schedules and demands of work and family interfere with the students ability to appear at on-campus meetings and hamper their participation on many committees. However, in many instances, participation is improving. This year the Associated Students Organization Vice President of Academic Affairs has been attending the College Curriculum Committee meetings. The 2000-2001 ASO President initially participated on the Accreditation Steering Committee and students actively participated on several of the standard committees. The college has provided copies of all drafts of the accreditation self study to the ASO for their review and comment.

Planning Agenda:

☒ Improve communication by publicizing what is available on the college's internal information network (Infonet) and the variety of web sites utilized by key governance communities. (10B.1)

☒ Develop methods to increase faculty participation on collegewide communities. (10B.6 and 10B.8)

☒ Study the function of division and area councils and strengthen their roles in the governance process. (10B.8)

☒ Design a procedure to ensure that actions undertaken by the Academic Senate are appropriately processed. (10B.8)

☒ Design a mechanism to publish and distribute college goals and objectives each year, assess progress toward meeting these objectives at the end of the year, and report on progress at the beginning of the next year. (10B.1)

☒ Revise the Shared Governance Document to reflect current practices. (10B.3)

☒ Publicize the roles of administrators, faculty, staff, and students in college governance. (10B.5, 10B.6, 10B.9, 10B.10)

References:

- 10.1 Board Policy 2100 — Board Elections
- 10.2 Board Policy 9110 — Student Trustee
- 10.3 Board Policy 2100 — Vacancies on the Board
- 10.4 Board Policy 2345 — Public Participation at Board Meetings
- 10.5 Board Minutes
- 10.6 Governance Survey Results
- 10.7 Board Policy 6123 — Curriculum Review and Approval
- 10.8 Board Policy 6130 — Standards of Scholarship
- 10.9 Board Policy 6300 — Fiscal Management
- 10.10 Board Policy 2430 — Delegation of Authority to the Superintendent/President
- 10.11 Board Policy 2410 — Policy and Administrative Procedure
- 10.12 Board Policy 1200 — El Camino College Mission, Philosophy, Values, and Guiding Principles
- 10.13 Board Policy 2410 — Policy and Administrative Procedure
- 10.14 Board Policy 2435 — Evaluation of Superintendent/President
- 10.15 Board Policy 2430 — Delegation of Authority to Superintendent/President
- 10.16 Copies of *President's Newsletter*
- 10.17 Policies, Bylaws of the Board of Trustees of the El Camino Community College District
- 10.18 Board Policy 2210 — Officers
- 10.19 Board Policy 2715 — Code of Ethics
- 10.20 Board Policy 2710 — Conflict of Interest
- 10.21 Board Policy 2745 — Board Self-Evaluation
- 10.22 Board Evaluation Instrument
- 10.23 Copies of Board Evaluations for 1998, 1999, and 2000
- 10.24 Board Policy 1200 — Mission Statement
- 10.25 El Camino College Technology Plan
- 10.26 Educational Master Plan
- 10.27 Linking Planning to Budgeting Report and Recommendations
- 10.28 Board Policy 2310 — Organizational Chart
- 10.29 Professional Activities Committee Report
- 10.30 Board Policy 4314 — Administrator/Supervisor Evaluation
- 10.31 Administrator's Handbook
- 10.32 Board Policy 3605 - Collegial Consultation between the BOT and the Academic Senate of El Camino College
- 10.33 Committee Membership
- 10.34 Hiring Procedures Manual
- 10.35 El Camino College Federation of Teachers and El Camino College Academic Senate Agreement