

Standard 10

Governance and Administration



DANIEL GUTIERREZ Age 31

Daniel graduated from Crescenta Valley High School in 1991. He was, in his own words, “a very poor student with mediocre grades.” He entered GCC still lacking a general sense of purpose. Soon, however, while taking one of Gordon Alexander’s history classes, things started to “click” for him. He found the class interesting and Alexandre an extraordinarily inspirational teacher. The two quickly established a rapport, and Daniel ended up taking almost every history class Alexandre taught. He also served as his SI leader one semester. Daniel credits Alexandre with helping him develop crucial writing and analytical skills, as well as serving as an important role model. Daniel relied heavily for assistance on the Writing Center and he was also inspired and motivated by courses with Mona Field and Steve White.

Daniel finished GCC with a 3.65 GPA and received the first Arnulfo Casillas Scholarship Award for students showing an interest in working with the Latin American community. Drawing heavily on the support of the Transfer Center, and, in particular, on assistance by Ramona Barrio-Sotillo, he successfully transferred to UC Berkeley in the fall of 1993 as a history major. He graduated three years later with a 3.9 GPA. In 1997, he entered the graduate program in history at Harvard University, where he is currently a Ph.D. candidate in Latin American history, specializing in Mexico. He is interested in pursuing a career as a professor of history at a four-year university.



Standard 10 Committee

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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.

10A Governing Board

- 10A.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.*
- 10A.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.*
- 10A.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.*
- 10A.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.*
- 10A.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.*
- 10A.6 *The governing board has a program for new member orientation and governing board development.*
- 10A.7 *The board is informed about and involved in the accreditation process.*

Description

The Board of Trustees of Glendale Community College District (the Board) consists of five members, each of whom serves a four-year term. Members are elected at-large by popular vote, in accordance with the charter of the City of Glendale and the California Education Code. Municipal elections occur on the first Tuesday in April in odd numbered years. Staggered terms of office ensure the continuity of Board membership. The Board annually elects its president, vice president, and clerk. As a result, in the past several years, the Board has experienced some turnover. During its 22-year history, the District has witnessed only two trustees being defeated in their re-election efforts. Of the original trustees, four retired after serving 12 years, and one passed away in office. Four of the five current trustees have served for approximately two years or less. Despite the recent turnover in board membership, the fact that current and past board members participate in the college's shared governance system, frequently attend various activities and meetings on campus, and maintain relations with employees at all levels of the college insures that the governance system remains stable. Non-voting members include the college Superintendent/President, who serves as secretary to the Board, the three college vice-presidents, and the presidents of the Academic Senate, Glendale College Guild, and the California School Employees Association (CSEA). The student trustee, who has an advisory vote, represents the Associated Students of Glendale Community College (ASGCC).

Public monthly Board meetings are held on the third Monday of each month; special meetings are called on an as needed basis. The public's interest is reflected in the actions and decisions of the Board, and the public has the opportunity to be heard at the Board

meetings, addressing any topic within the Board's jurisdiction. To maximize opportunity for public comment, Board Policy 9340 was amended to assure time for comment before any business is conducted. Citizens' advisory committees have been appointed to assist in gathering facts and in evaluating the needs and preferences of the community with regard to parking, vocational advising, and bond oversight. The office of the Superintendent/President publishes the Board's agenda before its meetings, as proscribed by law, and a summary of its actions afterwards (Ref. 10-1).

In its monthly meetings, the Board approves all new courses as well as all modifications to the educational program of the college. It approves the annual budget in the summer, as well as all major changes in the budget throughout the year. It reviews and approves all major developments of the college, all planning and program review activities, as well as all building plans. It reviews progress on implementation of the plans that have been approved by the college. The Board also approves all personnel actions and significant contracts. The Educational Master Plan of 1997 is still in use, but a new plan is in preparation for adoption in 2003-2004.

The Board relies upon the recommendations of the shared governance system for the formulation of new, and the revision of existing, policies and regulations. After consideration of these recommendations, the Board adopts policies through Board Policy and Administrative Regulations and delegates the responsibility of implementation of these policies and practices to the administration of the college (Ref. 10-2).

The Board approves and modifies, if necessary, the organizational structure of the college, which defines administrative positions and their responsibilities, and explains the duties, selection process, and terms of office of division chairs. The Board selects the Superintendent/President whose employment contract specifies an annual performance review by the Board. The Guild and Academic Senate are consulted on an informal basis (usually in mini-cabinet) on the above matter. The Board also participates, and has final approval, in the selection of all the administrative positions at the dean level or higher. The Board has a self-evaluation policy in place and meets annually to discuss their performance as a

Board and suggest any changes if needed (Ref. 10-3 and 10-4).

Over the years, the Board has developed an elaborate set of policies and by-laws that determine its responsibilities and operations. Board Policy is published on the college website for public review (<http://www.glendale.edu/policies®ulations/index.htm>). In particular, Board policy pertaining to the ethical conduct of its members addresses the Board acting as a whole, handling special interest groups, using appropriate channels, demonstrating appropriate conduct at Board meetings, handling administrative matters, exercising authority as trustees, handling compensation and expense accounts, and managing conflicts of interest. In 1998, an Academic Freedom Policy was added. This policy responds fully to the guidelines set out in the resource guide provided by the Community College League of California (Ref. 10-2).

Orientation for new Board members is accomplished by two major organizations. The Community College League of California, through the California Community College Trustees, provides training for new members and information on local issues. The Association of Community College Trustees is a national organization that provides current information on federal issues. On-campus orientation is achieved through a detailed Trustee Handbook, meetings with senior administrators, and on an informal basis as the trustees have access to all college employees, as well as students (Ref. 10-5).

The Superintendent/President regularly apprises the Board members of the accreditation process. Board members do not serve on accreditation committees, which are made up of faculty, administrators, classified staff, classified managers, and students, but they receive copies of the self-study draft and can request changes if desired. The final accreditation report is approved by the Board of Trustees and signed by the Board president certifying its accuracy.

Evaluation

The Board is effective in representing the educational interests of the college and the surrounding communities. Broad public interests are served through Board activities and decisions. In 2002, it became necessary for the Board to fill a vacancy

through appointment. Subsequently, the Board requested that the appointee refrain from running for the seat in the next election. The Board then reversed itself and encouraged the appointee to run. This created moderate controversy in the community since others interested in the appointment may have become discouraged.

The Board carefully exercises its responsibility for the financial soundness of the college and for the quality and integrity of its educational programs. In addition to the lengthy and comprehensive Board agenda that is distributed to the trustees before each meeting, the Superintendent/President often prepares an informal letter for trustee review which details events and activities related to the campus community. Board members devote considerable time and energy to remaining current on the status of the college.

The trustees use the Board-approved governance structure effectively. The Board rarely overrides items sent forward through the governance process. Faculty, administrators, classified staff, and students are active participants at Board meetings and throughout the governance process. Members of the Board are interested in being more informed about the college and its practices (Ref. 10-6).

Although the Board has been stable over the years and has discharged its responsibilities in a professional manner in all areas, its only means of measuring the performance of its members was by their reelection. A new evaluation procedure for measuring Board performance, the GCC Trustee Evaluation Instrument, was adopted in July 1997 and was used for the first time the following October, but has since been used irregularly. The Board also has a procedure for evaluating its CEO (Ref. 10-4).

Plan

The Board should continue using the GCC Trustee Evaluation procedures as adopted in 1997, taking care to schedule time for the process at regular intervals. Evaluation of the CEO should also be done on a regular basis.

To supplement the Community College League of California (CCLC) orientation, a local orientation should be developed for newly elected individual Board members, with input from administrators, faculty, and staff.

The Board should abandon the practice of suggesting that those it appoints should refrain from being candidates for election to the Board.

Much of the present Board Policy was adopted in the early 1980's with occasional revision since then. The College Executive Committee has recently recommended that sections 8000-9000 (Internal Board Operations and Bylaws of the Board) be reviewed for possible revisions.

The Board should be given access to the Enterprise Resource Plan software currently being installed to increase its sources of information about the college.

The Educational Master Plan should be evaluated and revised the year prior to the accreditation visit and the Board should review, amend, and approve it.



10B Institutional Administration and Governance

10B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

Description

The Superintendent/President has established a variety of methods, both formal and informal, for providing leadership in a spirit of open communication and shared responsibility with all segments of the college community. The College Executive Committee, to which all governance committees report, either directly or indirectly, is chaired by the Superintendent/President and provides the direction for policy. This committee is composed of the three college vice-presidents, the presidents of the Academic Senate, the Guild (faculty union), the CSEA (classified union), and the ASGCC (student government), and includes the Director of Human Resources and the Governance Coordinator as non-voting members (Ref. 10-7).

The Superintendent/President meets weekly with two additional leadership groups, the Cabinet and the Mini-Cabinet. The Cabinet is the President's executive administrative group and is chaired by the Superintendent/President and includes the three vice-presidents, the seven deans, the Director of

Marketing/Foundation, and the Director of Human Resources. This committee is devoted primarily to the day-to-day operation of the college, including implementation of policy, budget, general operations, problem solving, and the forwarding of information and recommendations to the Board. The Mini-Cabinet, an ex-officio body, includes the presidents of the Academic Senate, the Guild, and the CSEA. It provides these constituencies direct access to the CEO, increasing immediate problem-solving capabilities and fostering the flow of information.

The College Executive Committee has established a Master Plan Task Force (MPTF) to develop and review the comprehensive Educational Master Plan of the college that includes long-term goals and objectives for the institution. The basis for establishing goals, plans, and priorities for the institution is rooted in shared governance. Needs are identified from all college constituencies. After broad consideration and refinement through the governance process, priorities are reformatted into programs and policies and forwarded to the College Executive Committee and Cabinet. Program Review is an additional vehicle for identifying needs and establishing priorities for individual programs and departments. With such broad-based input, the Superintendent/President establishes the goals and priorities of the college in conjunction with the Board and, together with the Board, informally evaluates progress (Ref. 10-7, 10-8 and 10-9).

Evaluation

The Superintendent/President's concern for consultation with all campus constituencies and broad-based participation from the college community has created an open and supportive environment with active participation by all stakeholders in college decision making (Ref. 10-6, 10-10, 10-11, 10-12 and 10-13).

The Superintendent/President is responsive to the needs of the college and to changes in educational methods and policies. Shared governance is working effectively to define goals and develop plans. Such an inclusive management method is time consuming, but it avoids the pitfalls of more authoritarian methods. By the time a policy is implemented, there is usually little disagreement regarding its benefits (Ref. 10-6, 10-7, 10-10, 10-11 and 10-12).

To best establish priorities in controlling the budget and expenditures, the Superintendent/President has supported the growth and enhancement of Program Review and its link to the budget process.

The effort to connect Program Review and the budget has been increased and refined since the last Accreditation Report. There has been 100 percent compliance with Academic Program Review the past two years. Program Review has been initiated in College Services and Administrative Services will follow soon. One initiative is to increase data flow from all avenues into the budget process. There is also a Budget Process Revision Task Force, a joint task between the Academic Senate and the Administration, which is in the process of developing a process plan to integrate Program Review, the Educational Master Plan, the mission of the college and budgeting. A draft plan has been completed and is being sent through the Governance process. Overall, greater campus wide collaboration is needed for annual planning and prioritization of needs according to goals established by the Educational Master Plan Task Force (Ref. 10-9 and 10-14).

The demands on the Superintendent/President are greater than ever. The institution has increased in size and complexity during his tenure. However, the CEO's hands-on management style and involvement in the daily events of college life have substantial time requirements. The Superintendent/President will be retiring soon, and the success of the governance process has in large part been due to his support. Therefore, to help ensure that the highly successful governance process continues at Glendale College, the Governance Review Committee helped to institutionalize Governance by way of Administrative Regulations. In 2000-2001 a new GCC Administrative Regulation for the college's governance process, Administrative Regulation 4000, Glendale Community College Governance, was written to institutionalize governance. The College Executive Committee and the Governance Review Committee approved the regulation (Ref. 10-2).

Administrative Regulation 4000 includes the following sections:

1. The Mission and Philosophy of Governance
2. Governance Committee Structure
3. Governance Process

The Academic Senate developed a more detailed document, the Glendale Community College Governance Policy, to define the specific details of process (Ref. 10-7).

Plan

The college should develop a succession plan to deal with the forthcoming retirement the Superintendent/President. The plan should include the formation of a committee representing all college constituencies, as well as representative from the community, to help in the search for a new Superintendent/President. Given the importance of this position, the college should seek the advice of an outside consulting agency to assist with the search process

There should be a review of all Board of Trustee policies and Administrative Regulations on a periodic basis by the appropriate governance committees.



10B.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.

Description

Shared governance and effective delegation are key policies in the management of all resources at the college. The three vice-presidents oversee the broad areas of instructional services, college services, and administrative services, prioritizing the needs to be addressed by each unit. Human Resources and Information Technology report directly to the Superintendent/President. The Planning and Research Unit reports to the Dean of ITS who reports to the President. The Budget Review Committee, chaired by the Executive Vice-President of Administrative Services, makes recommendations regarding overall priorities and the direction of the college budget to the College Executive Committee that, in turn, makes final recommendations to the Board of Trustees (Ref. 10-15). The college has a long-standing approach of having a minimum of middle-level full-time managers and instead uses faculty who are given release time

to perform administrative duties. One example of this is the division chair structure.

The Superintendent/President effectively delegates by assigning to administrators, faculty, and staff specific tasks and responsibilities necessary for the smooth functioning of the institution. In turn, these persons are instrumental in helping the CEO to be aware of and to implement legislation, regulations, and policies from both the federal and state levels. Because considerable Board policy is generated from the college community through shared governance, there is a fundamental awareness and impetus to put such policies into effect (Ref. 10-2 and 10-7).

Evaluation

The process of managing college resources is hampered by the constant changes and the unpredictability of the state budget, over which the district has no control. In addition, the state funding mechanism for college students (based on full-time equivalent students) fails to account for differences in the special needs of certain student populations. For example, the college serves large numbers of under-prepared and/or disadvantaged students, students with disabilities, and second-language background students and must spend substantial amounts of unreimbursed funds to support these students. Some programs, such as the Alliance for Minority Participation, are initiated by grants, while other programs are supported by the general fund. In addition, GCC is third from the bottom of all California Community Colleges in apportionment reimbursement rates (approximately \$3600 per FTE). The college also has some programs such as nursing and aviation which are more costly to maintain.

This allocation of resources has directly increased some instructional and support costs. As a result, staff members who wish to develop innovative programs and services are unable to fund some of those improvements because of budget shortfalls. Therefore, the college looks to government and private grants for support of these programs. The administration encourages the college community to submit grant applications and is very supportive in that respect. However, there has been a problem with grants that encumber the college with continued costs once they expire.

Further, because the college must develop and submit a tentative budget to the county by June 30th of each year and because the state budget historically is not finalized until later in the summer, some decisions on the budget are, by necessity, made during the summer without input from governance. This has created a sense of disenfranchisement by certain college constituencies (Ref. 10-14 and 10-13).

Plan

The college budget must be driven by the goals established by the Educational Master Plan. The Educational Master Plan should set the goals upon which budget allocations are made. Budget requests, and the information justifying those requests, should be validated against the Educational Master Plan and then prioritized by the Budget Review Committee.

Because grants can potentially encumber future costs to the college, the entire process has been re-evaluated. As the result of a position being vacated and the inability to fill the vacant position due to current budget cuts, the Director of the Foundation headed a group that has developed an in-depth plan (Ref. 10-15) to evaluate and administer grants including faculty involvement in the grant writing process.

A budgeting timeline that accommodates the needs of shared governance to provide timely input into the budget process needs to be formulated.

There will always be emergencies that may require immediate action. However, as indicated in 10.B.1, the college continues to improve links between Program Review and budget, and is working on creating an improved planning, budgeting, and evaluation process. These improvements in the budget process will create a budget that is prioritized on both qualitative and quantitative information received through many venues, most importantly Program Review, which is a part of governance (Ref. 10-9, 10-14 and 10-16).



10B.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 make possible an effective teaching and learning environment.

10B.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.

10B.5 Administration has a substantive and clearly defined role in institutional governance.

Description

Administrative reorganization continues to be ongoing due, in part, to retirements or resignations and also due to limitations imposed by the current budget situation. There have been no significant changes in structure to the top administrative positions of Superintendent/President and three vice-presidents since the last accreditation visit. However, the Vice President of Administrative Services now holds the Executive Vice President position. Changes have occurred due to retirements not being replaced and the ending of several grant positions, as well as the reorganization of a number of Administrative and College Service offices since the last accreditation visit.

Instruction also has had many changes in the last few years. The current Vice President of Instruction has been in the position less than two years. The Dean of Workforce and Economic Development's contract was not renewed and his position was left vacant. This caused additional reorganization in Instruction. The responsibilities of this position have been redistributed to the Vice Presidents, the two remaining Deans, three Associate Deans, and several Classified Managers. As a result, Instruction has only two Deans to administer the entire credit and continuing education programs. All Instructional Division Chairs now report to the Dean of Instructional Services. A new position of Associate Dean of Instructional Services and Workforce Development was created to work specifically with workforce development. Also, the new position of Associate Dean of Instructional Services and Curriculum Management was created to supervise the class schedule as well as to continue to provide articulation services and curriculum management.

The Adult Community Training Center (ACTC) administrative structure was also reorganized with the retirement of the Dean of Non Credit Education.

The Associate Dean of Workforce Training was selected as the Dean and the Workforce Training position remains vacant. Also, as a result of reorganization, the Associate Dean of Instruction and Institutional Services (Evening Dean) has been reassigned to work part-time at the Continuing and Communication Education Center and part-time on the main campus.

The selection process for administrative positions is quite comprehensive. It includes clear job descriptions published by the Office of Human Resources, hiring committees on which college constituencies are represented, a stringent interview process, and the verification of competencies. In addition, Board Policy and Administrative Regulations require that the Superintendent/President evaluate administrative and management personnel (Ref. 10-2, 10-17 and 10-18).

Shared governance as practiced at GCC includes representation on governance committees by each of the constituencies and has been the foundation of the decision-making process at the college since 1990. The underlying premise of the governance structure, as shown in the GCC Governance Policy, is that all campus constituencies, via their appointed representatives to governance committees, have adequate opportunities for input on matters which may directly affect the employees or students of the college. The Academic Senate and the Guild (for faculty), the ASGCC (for students), and the CSEA (for classified staff) make appointments to governance committees. The Superintendent/President, in consultation with the Cabinet, makes administrative and Classified Management appointments to Governance Committees. The 2002 revision of the Governance Document specifies the term of service on committee appointments. Membership is a term of four years. After the four-year term, the committee member may be replaced or reappointed (Ref. 10-7).

The governance structure is composed of four standing committees. Three of these committees (Academic Affairs, Administrative Affairs, and Student Affairs) report directly to the fourth, the College Executive Committee. This committee is the final point of review prior to recommendations being sent forward to the Board of Trustees. A total of 30 governance committees and sub-committees report either to the College Executive Committee or to one of the other three standing committees (Ref. 10-7 and 10-19).

The Governance Document has a provision that allows the Superintendent/President to make urgent decisions on matters that would normally be acted upon through the established governance process. In May 2003, the College Executive Committee approved a motion from the Governance Review Committee that recommends that when the College Executive Committee takes urgent actions, notification along with a rationale be published in "Governance Update" (Ref. 10-20).

The administration continues to provide an environment that is conducive to learning and effective teaching in a number of different ways. For example, it has encouraged and helped college faculty and staff to apply for grants that have strengthened the educational program at the college in both the vocational and transfer curriculum. The students have greatly benefited from the success of grants such as Service Learning, the Alliance for Minority Participation (AMP), the Los Angeles Cooperative for Teacher Education (LACTE), the Carl D. Perkins Vocational and Technical Education Act of 1998 (VATEA), Technical Prep, and our Title V grants, just to mention a few.

The college administration has also provided the leadership, classified support and/or financial support to expand programs and/or services to complement the classroom-learning environment such as Service Learning, Supplemental Instruction, and classrooms equipped with multi-media and computer technologies and the expansion of the curriculum management software, Web-CT. Additionally, each faculty member has a computer on his/her desk and computer labs and lab stations have been expanded to accommodate student demand.

Until the current year budget cutbacks, the leadership of the college has been fully supportive of the Staff Development program. The college has consistently designated funds for all nine goals, as specified in AB 1725 (Article 5, Section 87153), which are specifically directed toward the enhancement of the instructional program. Additionally, a large staff development program was made available to our classified staff (Ref. 10-21 and 10-22).

The college administration further contributes to an environment where teaching and learning are a high priority through its support and expansion of the Research and Planning Unit. This office publishes

annual reports and surveys including the *Campus Profile* and *Student Views*, which present information regarding changing demographics, student satisfaction, and other significant data. The unit also conducts research studies and produces reports for divisions or departments on request. In addition, it provides assistance to campus constituencies to help measure and improve student access, success, retention, and satisfaction. This office also works closely with faculty to develop tests, establish prerequisites, and standardize grading (Ref. 10-13 and 10-23).

Evaluation

The recent administrative reorganization of Instructional Services leaves the management significantly short-handed in senior management and representation on the cabinet. When resources are more available, the college should fill the vacant Dean position and consider various reorganization plans.

The college created the position of Instructional Service Manager, whose main duties are to provide linkage with planning, budgeting, and program review. The fact that this position has worked closely with the Faculty Program Review and Faculty Accreditation Coordinators should insure continuity and address past criticisms that the planning and budgeting process was fragmented and lacked centralization.

Results of *Campus Views, 2002* and the Administrative Survey conducted by the Standard 10 committee indicate that administrators and classified managers were especially positive about the extent of their responsibilities and the support they received from their co-workers. The report also indicated that administrators found their jobs challenging and found their supervisors highly supportive (Ref. 10-10 and 10-13).

The Dean of Information Technology position has been invaluable in helping the campus keep pace with the demands of technological innovation. In May 2003 the board approved the purchase of a new Enterprise Resource Planning system (ERP) from Oracle Corporation. The college began the installation of this new computer system in the summer of 2003.

Due to retirements and/or resignations of administrators, as well as classified and confidential

staff, there were many individuals reassigned to new positions beginning July 2003. This could cause a need for further reorganization due to a reduction in the work force.

The evaluation of administrative personnel continues to be inconsistent as reported in the last accreditation. The current process needs to be reevaluated to ensure that the review is both completed on a regular basis and consistent for each administrator.

Administrators are supportive of the governance process and each serve on or chair several committees. Administrators speak highly of the collegial nature of their work with all campus employees (Ref. 10-10).

The college has demonstrated a willingness to pursue various sources of outside funding including working with the Associated Students and the community to pass the Measure G school bond to accommodate a growing student population.

The administration has been very supportive in identifying funds to provide for new buildings or to update existing facilities with the addition of classrooms, computer and study labs, faculty offices, and lecture rooms. This has resulted in the expansion of many programs.

The growing size and complexity of the campus brings recognition of the increasing demand for the services provided by the Planning and Research Unit. Vital information regarding the direction of the college and its students is provided to the entire college community, affecting areas such as long-range planning, curriculum evaluation, course prerequisites, and assessment and placement activities (Ref. 10-13 and 10-23).

The demand and use for Staff Development will continue to grow, especially with retirements, reorganization, and the implementation of the new Enterprise Resource Plan (ERP). However, due to the severe cutbacks in state funding for Staff Development, the college will be forced to temporarily limit programs available to both faculty and staff.

Plan

The current procedures for the evaluation of administrators and classified managers should be revised with input from all campus constituencies. All administrators should be evaluated systematically,

consistently using the same policies and procedures as required by Board Policy and Administrative Regulations (Ref. 10-24).

As soon as financially feasible, the vacancy of Dean of Vocational Education should be filled. The reorganization of the management of Instructional Services should be considered with an eye toward improving our leadership and vision for our vocational programs.

The administrative hiring committee composition should be changed to include a classified employee, in addition to a classified manager, to be part of all administrative hiring committees.

The college should not request that an employee serving in a position on an interim basis not apply for the permanent position.

An administrative flow-chart with duties for each position should be made available on-line and easily accessible to all faculty and staff.

Due to limited funding available for Staff Development, all Staff Development programs should be tied to the Educational Master Plan. However, the Staff Development programs should be comprehensive and not pertain only to training for the Enterprise Resource Plan (ERP).

The Dean of Information and Technology Services position should be filled as soon as financially feasible. This is especially important with the implementation of the ERP.



10B.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.

10B.7 Faculty have established an Academic Senate or other appropriate organization for providing input regarding institutional governance.

10B.8 The institution has written policy that identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.

Description

At Glendale Community College, the faculty is closely involved in governance through three major groups: the Academic Senate, the Glendale College Guild, and the elected division chairs. The Academic Senate and the Guild each appoint one or more representatives on all policy-recommending bodies of the college's governance structure, as guaranteed by the Governance Policy (Ref. 10-7). Faculty members wrote and amended our current governance policy document and actively participate in all 30 governance committees and all ad hoc task forces outside of the governance process. The Academic Senate and Guild presidents are members of the College Executive Committee and Mini-Cabinet. They are also non-voting members of the Board of Trustees with the opportunity to address the Board during its meetings. Division chairs, who are faculty elected by their divisions, are members of the Academic Affairs Committee and the Division Chairs Committee. Since these chairs are faculty members who perform both supervisory and faculty duties, they serve as a bridge between the faculty and the administration (Ref. 10-16).

The respective roles of the Academic Senate and the Academic Affairs Committee in matters of curriculum and graduation requirements are defined in the Mutual Gains Report (Ref. 10-7 and 10-25). The Senate and the Academic Affairs Committee evaluate proposals for new programs prior to their being sent to the College Executive Committee. Programs reviewed and approved recently included a cultural diversity graduation requirement, a Writing Across the Curriculum Program (WAC), a Research Across the Curriculum Program (RAC), new interdisciplinary studies curricula, and the elimination of the Licensed Vocational Nursing, Fashion Design, and Cosmetology Programs. The Senate determines all graduation requirements while the Academic Affairs Committee approves changes to the curriculum and to course design. The Curriculum and Instruction Committee, which is a subcommittee of the Academic Affairs Committee, screens all new course proposals to make sure they meet established educational standards as well as revisions to existing courses, programs, and certificates. Its recommendations are forwarded to the Academic Affairs Committee that, in turn, makes recommendations to the College Executive Committee. Should differences arise between Academic Affairs and

the Senate, the two groups form a team to resolve the dispute as outlined in the Mutual Gains Agreement.

The hiring procedures for administrators require participation of Senate and Guild representatives. All faculty-hiring committees have Senate representation, and the majority of the members of a faculty hiring committee are faculty. The four-year tenure procedure is consistently and successfully applied (Ref. 10-17).

The Academic Senate is composed of elected representatives from each division, from the adjunct faculty, and from the faculty-at-large. It meets twice a month during the academic year and during the winter intersession. In compliance with its constitution and by-laws, it is required to hold at least one meeting of the electorate (entire faculty) during the academic year. It usually holds one meeting per semester. The revised Academic Senate Constitution clearly defines and distributes the responsibilities of Senate officers. The Academic Senate president has a two-year term of office, insuring more stability in the operation and direction of the senate. Other Academic Senate officers are elected to a one-year term (Ref. 10-26).

The responsibility of the Academic Senate, as defined in Assembly Bill 1725, is to represent the faculty in the formation of policy on academic and professional matters. It is the duty of the senate to address, either directly or through designated committees, all matters pertaining to the educational integrity of the college, to develop and establish faculty positions on all such matters, and to advise all relevant constituencies of these positions. The Glendale College Guild, Local 2276 of the American Federation of Teachers, is the collective bargaining agent for the faculty (Ref. 10-22 and 10-27).

There is a collegial working relationship between the Academic Senate and the Guild. Since Guild powers in collective bargaining are defined in federal and state regulations and Academic Senate powers are defined in Assembly Bill 1725, the faculty has felt no need to redefine them in written policy. There is joint representation in almost all areas of mutual interest in the college. Contract policies involving professional matters are developed by the Guild in consultation with the Senate (Ref. 10-22 and 10-27).

The GCC Governance Policy is the campus guideline for decision-making, and its principles are clearly and strongly evident. Governance committees are fully

staffed and active. Faculty participation on governance committees continues to be voluntary; however, the faculty evaluation process includes the measurement of an individual's participation in on-campus activities. As the college community realizes the ever-increasing importance and the significant role of governance at the college, faculty members have exhibited an increased willingness to participate (Ref. 10-7, 10-11, 10-13, and 10-17).

After the passage of AB 1725 and the implementation of shared governance, the college established the Governance Office and hired an Administrative Assistant with the title of Governance Officer. The responsibilities for this office include updating governance documents, maintaining the Blue List, which shows committee composition, creating the Governance Update and Consent Calendar, and assisting the Guild, the Academic Senate, and CSEA, the classified union. (Ref. 10-11, 10-19, 10-20 and 10-22).

Evaluation

The Academic Senate has evolved and become a strong voice in all matters dealing with the academic and professional interests of the faculty, thereby attracting more veteran faculty with significant experience and background. This participation by senior faculty has made the Senate more effective and has allowed faculty as a whole to exert more influence on campus affairs, policies, and procedures. At this time, the Senate shares its work with the Academic Affairs Committee. GCC operates a model system of shared governance whose track record is envied and emulated around the state. The Academic Senate recommends that the Mutual Gains Document be revisited (Ref. 10-11 and 10-25).

The Academic Senate and the bargaining unit complement and strengthen each other, improving the effectiveness of both organizations.

Governance committees perform valuable services in guiding all aspects of college life. Considering the number of adjunct faculty who are teaching at GCC, it is imperative that more of them participate on governance committees. Part-time faculty expressed their dissatisfaction in this area in *Campus Views, 2002* (Ref. 10-11 and 10-13).

Although most faculty are satisfied with the governance system, some faculty feel that more and

better communication among the governance committees and with the Board would enhance the governance process.

As it now functions, the Educational Master Plan does not effectively guide the governance system. The college needs to strengthen the tie between the Educational Master Plan and the governance system in order to close this gap.

The job of acting as chair of a governance committee is often overwhelming. Providing secretarial help, as needed, for chairs of committees would increase efficiency and productivity.

The voice of the faculty is included in the decision making process, as seen in the Campus Development Committee. However, in some cases, such as in the Budget Review Committee, faculty input occurs too late to be effective.

Plan

The college should develop a plan to increase the number of adjunct faculty participating in governance.

Academic Affairs and the Academic Senate should revisit and update the Mutual Gains Document, if necessary.

The Governance Review Committee and other committees in the governance system should take advantage of the email system and list-serve capabilities, to explore ways of improving the flow of information in the governance system, thereby enhancing the flow of information and the decision making process. All materials should be posted on the Faculty-Staff web page to allow access to information. Committees should make better use of the available technology, including the ERP system, when it is introduced, to enhance communication and the governance process. Every governance committee should have a website to make available all documents, including outside presentations, in electronic file format.

The Academic Senate, the Guild, and Governance Committees should encourage faculty, both full-time and adjunct, to serve on the task forces these agencies create as a way of becoming more familiar with the governance system and to engage the faculty's creative energies in governance.



10B.9 The institution clearly states and publicizes the role of staff in institutional governance.

Description

Classified staff members have a voice in the governing process through active participation in two organizations on campus: the California School Employees Association (CSEA), Chapter 76, and the Classified Council.

The CSEA is the exclusive collective bargaining unit for classified employees at the college and deals with organizational rights, grievance procedures, wages and working conditions, calendars, hiring and evaluation, professional growth, and other union matters. The CSEA has statewide affiliation (Ref. 10-28).

The purpose of the Classified Council is to represent the classified staff in the formation of policy on matters such as job enhancement, performance of college programs, scholarship funds, special events, in-service training, and other areas that are non-union matters. The Classified Council is a local organization and does not have other affiliations (Ref. 10-29).

Currently, classified staff members serve on all official governance committees. The CSEA president serves on the College Executive Committee and on Mini-Cabinet and represents the entire classified staff as a non-voting member of the Board of Trustees.

The CSEA chooses the classified representatives on governance committees. The CSEA is on an annual calendar (January to December) while the campus operates on an academic calendar (September to June). Changes in union leadership in December may bring shifts in committee appointments.

Employees, including classified staff, are kept informed of recommendations made by Executive to the Board and the final decisions made by the Board of Trustees through the Consent Calendar and the Governance Update (Ref. 10-1 and 10-20).

Classified staff employees are a fully integrated part of governance on campus. Staff Development programs have played a key roll in providing leadership training, as well as professional growth

opportunities. With severe cutbacks from the state for Staff Development, the college will need to identify alternatives.

Classified Institute Day takes place once a year and includes a campus overview from the Superintendent/President, guest speakers, and an update on the campus budget (Ref. 10-21).

Evaluation

Classified staff have expressed concern that there is not a comprehensive and written policy requiring their involvement in the screening and interviewing of administrators.

Many classified staff members continue to seek representation in the governance process parallel to that achieved by faculty through the Guild and Senate. Central to this issue is the importance of identifying the role of the Classified Council within the governance structure with the CSEA. However, the statewide effort to form a Classified Senate is only in the organizational stage. The CSEA and the Classified Council continue to have different duties and goals.

The increased involvement of classified staff and classified managers in college affairs and the resulting collegiality has been beneficial for the entire college community. Classified staff are gaining recognition for their contributions in governance, assisting with budget preparation and policy recommendations. In 2002, the first annual John Davitt award for outstanding contribution by a classified staff member was awarded. In 2003, a second award was given to recognize an outstanding classified manager. These awards were, and are, important to the individual classified employees, but they are also representative of the fact that classified staff members make valuable contributions to the college community.

Classified participation in Staff Development programs and governance committees has greatly improved since the last accreditation visit. The 2002 edition of *Campus Views* indicates that the overall perceptions of the classified staff's status improved from previous years. The classified salary schedule was viewed more positively in 2002 than in previous years, as was the role of classified staff in campus decision-making. The results of the survey also indicated that the classified staff members feel that their opinion is adequately

represented to the Board of Trustees (Ref. 10-11 and 10-13).

Since the last accreditation, Staff Development programs have expanded greatly resulting in a more positive experience for employees, colleagues, and students. Classified staff have been encouraged to assume leadership roles, expand networking opportunities, improve personal communication skills and develop professional relationships. Individual managers have been able to continue to use departmental budgets to ensure the appropriate training of their staff via off-campus activities that are in addition to those opportunities available through Staff Development.

Since the salary credit for support staff completing college credits was successfully negotiated in the CSEA contract, many classified staff have taken the opportunity to return to college. In-service credit for attending Staff Development seminars is also available. The contract also contains provisions for tuition reimbursement, release time for employees to take college courses, and professional growth credit for specific activities (Ref. 10-28).

Plan

A comprehensive, written policy on classified staff participation on college administrative hiring committees should be developed.

With the suspension of a Staff Development officer position during the current budget crisis, the college should develop alternative opportunities for professional growth for classified employees in addition to ERP system training, as the budget allows.



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

Description

Students comprise one of the four key campus constituencies involved in campus governance, as specified by the Mission Statement of the Glendale Community College Governance Policy and they are

represented by the Associated Students of Glendale Community College (ASGCC). Its president is one of seven voting members of the College Executive Committee, which is the final review on governance issues. The ASGCC President serves as the student member of the Board of Trustees and has an advisory vote. In the three other standing committees, Academic Affairs and Administrative Affairs each have two student members, and Student Affairs has three student representatives, all appointed by the ASGCC (Ref. 10-7 and 10-30).

Recruitment for student representatives to serve on governance committees begins during the summer when the incoming ASGCC legislators select the one or two governance areas in which they would like to work. They are then appointed by the ASGCC Vice President of Administration and approved by the ASGCC Legislature. Within the first three weeks of the semester, all names for governance representatives are submitted to the Governance Office. If there is an opening for a student member and no legislator is able to serve, then students from the general student body who express an interest are recruited. In addition, five students-at-large, appointed by the ASGCC President at the request of each of the five ASGCC Vice-Presidents, are required to serve on governance committees. There are many opportunities for students to participate in governance. However, a few very busy and involved legislators fill most positions.

At the weekly ASGCC legislature meeting, master calendar committee meeting times are announced. If the representative cannot attend a committee meeting, a proxy with full voting rights may be appointed as the replacement. Any student representative who has excessive absences may be removed from the committee with a 2/3 vote of the ASGCC legislature (Ref. 10-30).

Besides formal input through student representation on committees, campus surveys of student opinions on various matters make the student voice a significant one in the governance process. Student questionnaires are a part of faculty and course evaluations. Student representatives sit on self-study committees for program reviews. The Research and Planning Unit gathers input through the Spring Student Survey each year. This office also conducts other occasional written surveys and oral focus groups to collect student opinions.

Evaluation

The opinions of students are respected and appreciated by the representatives of the other constituencies on governance committees. Their suggestions are not only welcomed and addressed, but also encouraged. Students who serve in these positions value their exposure to professionals in the field of education and learn to work with peers in a collegial setting.

Student recruitment is not an issue. The real barriers to student participation are scheduling and communication. Meetings are often held when students are in class, so it can be a challenge for the ASGCC to assign its officers or other students to committees. Some committee meetings are scheduled as "TBA" and are, therefore, sometimes scheduled without consulting the student representative. In addition, the survey of student representatives indicated that students do not receive meeting notices, agendas, and minutes in a timely manner (Ref. 10-12).

Student involvement in the political life of the campus is exemplary. This was especially evident the last few years as GCC students, through the leadership of the ASGCC, participated in statewide efforts to reduce the budget cuts and keep classes open. They organized letter writing campaigns, held demonstrations on campus in L.A. and Sacramento, and visited state legislators and the Governor on multiple occasions. Student leaders, along with numerous members of the student body, worked tirelessly as volunteers to bring about the passage of Measure G in the 2002 primary election. The student body and student government have become a model program through the leadership of the Dean of Students.

Plan

The ASGCC should attempt to develop a plan to reduce the scheduling and communication problem that interfere with student participation in governance.

The ASGCC should explore creative ways to inform students about opportunities to participate in governance through the use of new technology: kiosks, STAR registration announcements, Glendale Community College's Web site, MyGCC, and email.

References

- 10-1 GCC Board Actions, GCC Board Agenda and Report
- 10-2 Board Policy and Administrative regulations
- 10-3 CEO Evaluation Instrument
- 10-4 GCC Trustee Evaluation Instrument
- 10-5 Trustee Handbook
- 10-6 Survey of Board of Trustee Members
- 10-7 Glendale Community College Governance Policy
<http://www.glendale.edu/senate/>
- 10-8 Educational Master Plan (1997)
- 10-9 Glendale Community College Program Review Procedures
- 10-10 Survey of Administrators
- 10-11 Survey of Faculty and Staff
- 10-12 Survey of Students
- 10-13 Campus Views, 2002
- 10-14 Budget Process Revision Task Force Report (executive summary)
- 10-15 Grants (11/12/03 Draft)
- 10-16 Charts of Administrative structure and Division Chair Structure
- 10-17 Faculty Handbook
- 10-18 Samples of Administrative Job Descriptions
- 10-19 Blue List (current)
- 10-20 Samples of Governance Update and Consent Calendar
- 10-21 Faculty and Staff Development Expenditure Report
- 10-22 AB 1725, Article 5
- 10-23 Campus Profile, 2002, Student Views, 2002,
- 10-24 Draft of Management Evaluation Procedures
- 10-25 Mutual Gains Report
- 10-26 Constitution and By-Law of the GCC Academic Senate
<http://www.glendale.edu/senate/>
- 10-27 Collective Bargaining Agreement, GCC and Guild, Local 2276
<http://www.glendale.edu/guild/>
- 10-28 Collective Bargaining Agreement, GCC and CSEA, Chapter 76
<http://www.glendale.edu/csea/>
- 10-29 Classified Council Constitution
- 10-30 ASGCC Constitution and Bylaws