

## ***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.**

### **Standard 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.***

### **Description**

The governing board of the San Mateo County Community College District is a six-member board of trustees, five of whom are elected at large by county voters and one of whom is a student trustee elected by students. Staggered four-year terms provide continuity to the board; three members were elected in 1999 and will serve until 2003, and two members were elected in 1997 and will serve until 2001. The most senior trustee was first elected in 1986, and the most junior in 1997. The student trustee, who has an advisory vote, is selected annually through the Associated Students election procedure (Ref. 10.1).

The board meets twice monthly on Wednesdays and holds one meeting a year at each of the district's three colleges. All board meetings provide opportunity for the public to address the board. Board members receive and consider issues raised by citizens in letters sent to the board, which are part of the regular meeting agenda (Ref. 10.2). Individual board members attend social and ceremonial events at the colleges.

New educational programs or changes are initiated by the college faculty or administration. The Academic Senate, through the work of the Committee on Instruction, assures compliance with Title 5 requirements for courses, degrees, and certificates. The district has instituted a systematic process for review of programs and services within the district; educational programs are formally reviewed at least once every six years in this program review process (Ref. 10.3). The governing board gives final approval for change and additions to educational programs and courses.

The *San Mateo County Community College District Phase II–Educational/Facilities Master Plan*, adopted by the board in 1997 following a two-year collaborative district-wide study, provides broad assurance that physical facilities will meet future educational program needs (Ref. 10.4, 10.5).

In addition to ensuring the quality of programs and facilities to support those programs, the board reviews the proposed budget for the district and its individual colleges and approves a final budget that meets state requirements for adoption. The board reviews quarterly and monthly financial reports and maintains a 3 to 5 percent contingency reserve. The district's chief financial officer, the associate chancellor, attends board meetings to provide information on the fiscal impact of proposed board actions. External audit reports are conducted annually to verify that the district and the colleges are financially sound.

The district's mission statement, developed through consultation and approved by the governing board, is periodically reviewed through a consultation process. The mission statement was last revised in January 1999 (Ref. 10.6).

The broad institutional policies which govern operations of the district and the colleges are found in the district's *Rules and Regulations*. Additions or amendment to *Rules and Regulations* are reviewed by Chancellor's Council—comprised of the chancellor, the three college presidents, the associate chancellor, the two assistant chancellors, the director of information technology services, and the director of community and government relations—and District Shared Governance Council prior to adoption by the board of trustees. Once policies are adopted by the board, the chancellor and college presidents ensure that policies are implemented on a continuing basis (Ref. 10.7). The governing board also reviews changes in the organizational structure of the colleges and the district. Proposed changes in organizational structure are consultatively developed, recommended by the chancellor and college presidents, and approved by the board.

Since the 1995 accreditation, national recruitment was undertaken to fill the positions of chancellor and associate chancellor, and national recruiting efforts were also launched for three new college presidents who assumed their positions in the spring of 2000. The administrators were chosen with representation of various constituency groups on the search and screening committee, and the board involved itself in the final screenings and appointments.

The chancellor is evaluated annually by the governing board based upon mutually agreed upon goals and objectives (Ref. 10.8, 10.9). Administrators undergo an evaluation process each year, with a comprehensive evaluation occurring every three years, incorporating a survey of administrative peers and subordinates, faculty, and staff (Ref. 10.10). The chancellor uses a similar process in evaluating the college presidents, and the presidents' evaluations are shared with the board.

## **Appraisal**

The board has been gender-mixed since 1932 but lacks representation of ethnic minorities. One ethnic minority candidate sought a position on the board in 1989. The student trustee seat, on the other hand, has had diversity in gender and ethnic representation since 1978. The student trustee has an advisory vote and is able to make and second motions, and the student trustee provides a strong voice for interests of the district's diverse students. One way of increasing the board's capability of reflecting the public interest would be for the board to be representative of the rich diversity of its constituency in San Mateo County.

On the other hand, with regard to increasing its capability of reflecting the public interest in board activities and actions, the board has altered its meeting agenda to display prominently the methods by which any interested party can address the board at board meetings or request that a matter not on the agenda be discussed at a future meeting of the board. The board invites public comment on agenda items before action is taken and, on a number of occasions, has deferred action on an item until broad consensus on the matter has occurred.

In addition to periodic review of the mission statement, the board as a group, and individual board members, are kept aware of district practices. At board meetings, the board receives regular presentations or information reports from faculty and students regarding individual programs; in recent years presentations have been made about art and Tech Prep programs, Middle College High School, and the colleges' transfer centers. Board members ask questions or seek additional information to assure the connection between an activity and the district's mission.

The board has been conscientious in the evaluation and review of district policies. Since the early 1990s, a comprehensive review of each chapter of *Rules and Regulations* has been undertaken, and six of the eight chapters have been reviewed. A number of significant changes have been recommended to the board. Also, policy

additions or amendments have been considered on an ad hoc basis, and approximately five to seven policies are amended or added each year. Additions and/or amendments to *Rules and Regulations* often occur as a result of a change in state law.

Finally, the board has been conscientious in its selection and evaluation of senior administrators. The district engaged in a national recruitment program to fill the positions of chancellor, associate chancellor, and three college presidents. These recruitment efforts involved all constituent groups—faculty, administrators, classified staff, students, and community members—in the search and screening committees, with the governing board interviewing and selecting the finalist for each position. In keeping with faculty primacy in matters pertaining to faculty roles and governance, the Academic Senate made a request to include participation by faculty from the screening committee in the interviews that finalists for the college president positions had with the chancellor and the board of trustees. That request was denied.

## **Plan**

Explore ways to encourage potential board members who represent groups historically underrepresented in higher education in San Mateo County to run for board seats.

**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**

Sections of the San Mateo County Community College District *Rules and Regulations* that address the composition, scope, responsibilities, and ethical conduct of the governing board (Ref. 10.11) uphold Western Association of Schools and Colleges standards and comply with Community College League of California recommendations.

Although the electorate has the final judgment as to the performance of board members, the board has implemented a policy of annual self-evaluation (Ref. 10.12,

10.13). Such self-evaluation provides an important component to board development by encouraging reflection on board practices. In addition to the formal evaluation process, board members participate in professional development workshops and conferences, including a program for new member orientation that is planned by the Community College League of California. While the district does not have a formal process for continuing development of board members, current trustees participate on statewide and local education-related committees.

Board members are invited to participate in the accreditation process (Ref. 10.14) and receive regular updates throughout the process by the chancellor and the college presidents. The board reviews and signs off on the colleges' accreditation self-studies, mid-term accreditation reports, and visiting team reports. The board is also invited to public forums at which members of the college community are invited to provide comments (Ref. 10.15).

### **Appraisal**

All matters pertaining to the assessment of the governing board's performance are specified and published in the district's *Rules and Regulations*. The board acts in a manner consistent with published policy and with widely accepted ethical standards. Members of the board have made efforts to understand their legal responsibilities and ethical conduct requirements at public meetings or appearances. It is unlikely, however, that members of the campus community or the general public would be familiar with board policies on ethical conduct or its self-assessment practices. More importantly, members of the campus community or the general public in San Mateo County might best be able to participate and to communicate their interests and concerns on matters affecting the district if they understood the open meeting laws by which the board operates.

Board member orientation and development has worked out well. Trustees elected in the past few years have devoted a considerable amount of time in briefing sessions which help them to understand the history and complexity of many issues facing the district.

The board receives regular updates throughout the accreditation process at board meetings and is well informed about the process.

### **Plan**

Make available at board meetings a brochure summarizing the provisions of the Ralph M. Brown Act.

## **Standard 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.*

**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**

The institutional chief executive officer, the College of San Mateo president, provides leadership to define institutional goals, develop action plans, and establish priorities by supporting participatory governance within the college, with College Council serving as the main body for consultation, its membership consisting of representatives from each of the four constituency groups. Currently, administrators are represented on College Council by the college president, the two vice presidents, and a representative of the division deans; faculty are represented by the president and vice president of the Academic Senate and two faculty representatives approved by the Academic Senate's Governing Council; the classified staff have representatives selected by classified leadership; and the students are represented by the Associated Students president, vice president, and two senators ratified by the Associated Students.

In its consultative role, College Council considers and acts on recommendations from faculty, staff, and student governing bodies and makes recommendations to the college president on long-range and immediate policy matters, including institutional planning and budget, rather than on operational detail. The Budget Subcommittee, drawn from members of College Council, reviews budgetary priorities for the institution and ensures that college goals and objectives inform budget development. The president works with the administrative offices to implement budget-related priorities while managing the institution's resources. In addition, the president ensures that statutes, regulations, and board policies are properly implemented.

### **Appraisal**

While the college president ensures the efficient management of resources and College Council, via its Budget Subcommittee, plays a role in budget development, matters related to the college budget and planning do not seem widely communicated or understood by college constituency groups. In the 1999 *Faculty/Administration Survey* (Ref. 10.16), of the faculty and administrators who responded, only 6.1 percent strongly agreed and 37.9 percent agreed that faculty have appropriate opportunities to participate in budget development and financial

plans for the college. The Budget Subcommittee's membership is drawn from volunteers from College Council, and its meetings, which are periodic and sometimes scheduled during the summer months when faculty may not be on campus, are neither publicized nor open to the campus at large. Moreover, faculty representatives who attend Budget Subcommittee meetings outside of the academic calendar year are not compensated for their service.

Meetings of the Budget Subcommittee deal with matters important to the present fiscal operation and future financial health of the college and, as such, need to be made public to interested members of the college. College administrators, classified staff, faculty, and students could benefit from better understanding, for instance, of the importance of enrollment management as it affects each college employee's personal practice. Without access to and understanding of the college budget and the degree to which allocations are based on enrollment, college employees find it difficult to understand how a time of unprecedented prosperity in the state of California can simultaneously be a time of insufficient allocations from the state.

It is hoped that the new president will continue the commitment of the past president to participatory governance and encourage full discussion of issues.

## **Plan**

Publicize College Council meetings, agendas, and discussions or actions.

Revise operations and composition of the Budget Subcommittee in order to make the budget process better understood by college constituencies.

**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 makes 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

College of San Mateo's administrative structure reflects the institution's purpose, size, and complexity. The college administration is organized and staffed to reflect the college's position as the largest in a three-college district. The college organizational chart shows its current organization (Ref. 10.17). The college president works closely with President's Cabinet—made up of the vice president for instruction, the vice president for student services, and the director of operations—to coordinate and implement college decisions. There are six instructional division deans, three student services division deans, and three coordinators, each of whom has direct responsibility for managing his or her unit. These line officers, along with President's Cabinet, comprise Management Council, which ensures that institutional policies and procedures are clearly communicated and equitably administered.

District policies governing administrative hiring processes are designed to ensure that college administrators are qualified by training and experience. The duties, responsibilities, and review of college administrators are defined in their district job descriptions and maintained by the district Office of Human Resources.

College of San Mateo administration is represented in institutional governance through membership on College Council, President's Cabinet, Management Council, and other institutional committees.

## Appraisal

Despite enrollment decline, the college administration's organizational structure remains essentially unchanged since the last accreditation self-study. The instructional divisions are the same (business/creative arts, language arts, math/science, physical education/athletics, social science, and technology). In student services, the responsibilities of the former dean of special programs have been reassigned to the deans of counseling/advising and matriculation, admissions and records, and articulation and research. Since the last accreditation report, a permanent dean of the technology division has been appointed, which has enabled that division to embark upon new initiatives and has restored confidence and stability within the division. The dean of articulation and research, whose appointment was made prior to the previous accreditation report, has enabled the college to appraise more clearly its fulfillment of its mission by researching demographics, programs, and needs. The services of the Office of Articulation and Research are heavily relied upon as a valuable resource by many on campus. A new dean of the math/science division has replaced a long-time dean who retired after more than eighteen years of service. The new college president was formerly the vice president for instruction; the dean of the business/creative arts division is serving as interim vice president for instruction and a faculty member as interim dean. Sixty-four percent of faculty and administrators responding to the *Faculty/Administration Survey* indicated satisfaction with the administrative

structure; 10.3 percent strongly agreed and 53.7 percent agreed that the college administrative structure provides effective management.

Management Council, which is comprised of the instructional and student services vice presidents, deans, and coordinators and meets twice a month, has been effective in keeping college administrators informed of issues and policies which affect the campus as a whole. In addition, the instructional and student services deans and coordinators meet three times a month with their respective vice presidents to discuss matters of common concern, for example, instructional equipment requests or the allocation of faculty positions, and these meetings have enhanced cohesiveness and collegiality.

Another successful vehicle for enhancing cohesiveness and collegiality has been division meetings called on a periodic basis by division deans. At these meetings the dean, faculty, and staff go over division concerns and needs, which are then frequently taken to other college-wide bodies, such as the Academic Senate or College Council, for further deliberation or action.

College Council has brought together administration, faculty, staff, and student interests by involving all constituencies in a process driven by institutional needs and realities. Administrative representatives on College Council regularly report back to the division deans.

## **Plan**

Monitor and make adjustments, as needed, in the college administrative structure in light of changes in enrollment and/or degree of effective management.

**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. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.*

**10B.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.*

## Description

The faculty are represented in institutional governance through the Academic Senate, College Council, and other Academic Senate and institutional committees. The faculty have primacy in academic and professional matters, as exercised through the Committee on Instruction, the Student Development Committee, the Professional Personnel Committee, College Council, District Shared Governance Council, and the faculty hiring process.

In accordance with Title 5 of the *California Code of Regulations* (Ref. 10.18), the College of San Mateo Academic Senate represents faculty in academic and professional matters to the administration and governing board. The Academic Senate exercises its power and responsibilities through its Governing Council, which consists of the elected executive committee (president, vice president, secretary, treasurer, and immediate past president) and elected representatives from each division. Governing Council approves faculty appointments to senate, college, and district committees and uses the resolution process to communicate faculty recommendations to the college, the district, and the board. Governing Council operates under the provisions of the Ralph M. Brown Act and offers open access to its deliberations.

The San Mateo County Community College District *Shared Governance Policy* (Ref. 10.19) and the *Faculty Handbook*, which contains the Academic Senate bylaws ratified in the spring of 2000 (10.20), clearly define the role of the Academic Senate and the areas in which the senate has primary responsibility in advising the board or its designees. Title 5 gives the Academic Senate the right to appoint faculty for service on any college committees.

## Appraisal

The College of San Mateo Academic Senate has been meeting its responsibilities concerning academic and professional matters through involvement in the committees and bodies named above and in other committees. The senate's Governing Council has been approving faculty appointments to college committees, including the confirmation of faculty who serve on screening committees. However, the Academic Senate could strengthen its effectiveness in academic and professional matters, as evidenced in the *Faculty/Administration Survey*; 15.2 percent of respondents strongly agreed and 63.5 percent agreed that the Academic Senate effectively meets its responsibilities in this regard, but 14.5 percent disagreed and 6.9 percent strongly disagreed. Perhaps the 21.4 percent negative assessment represents an ongoing concern for the development of broader faculty participation in college- and district-wide activities, as the same faculty members seem to be active year after year, and there is no penalty for faculty non-participation in governance. The institution does not provide incentives for faculty participation; there is little reassigned time—only .4 FTE reassigned time each

semester for the Academic Senate president and .2 FTE each year for the Committee on Instruction chair or designee. The Academic Senate for California Community Colleges *Local Senate Profiles Update* (Ref. 10.21) points out that colleges with a comparable number of full-time faculty to the number at College of San Mateo generally provide greater reassigned time for the Academic Senate president and other officers. For instance, Chaffey College, with 175 full-time faculty, provides the Senate president with 1.2 FTE reassigned time per year; Cosumnes River College, with 171 full-time faculty, provides a total of 1.6 FTE reassigned time per year, with the Senate president receiving .4, the vice president .2, and the secretary .2 per semester; and Golden West College, with 188 full-time faculty, provides 1.2 FTE reassigned time per year, with the Senate president receiving .75, the vice president .25, and the secretary .2.

Another problem with faculty participation in college- and district-wide committees is that former Academic Senate presidents, who come from the ranks of faculty leaders, have often applied for, and accepted, administrative positions and thus removed themselves from their roles as faculty leaders.

The Academic Senate needs to work on both cultivating continuity of faculty leadership and developing faculty participation. Faculty are invited to meetings to discuss new policies, yet few attend, and, thus, relatively small groups of faculty develop new policies which often have unforeseen or unintended consequences. For instance, the Committee on Instruction recently revised standards for the submission of official course outlines. The purpose for the revisions, driven by changes in state regulation or policy, is not widely understood by faculty, and the change in the standards and format is regarded as simply creating more work for faculty. One outcome has been that fewer new courses have been introduced for approval by the Committee on Instruction, an outcome that could, over time, have a significant, negative effect on the college. One way that the Academic Senate and its committees could improve participation by faculty is through more frequent reports to the faculty at large.

Increased quality participation on the part of faculty depends on their motivation and on clear communication provided by the institution through its administrators, faculty, and other leaders; the atmosphere of the institution must foster faculty participation. While the Academic Senate publishes a senate update and its adopted minutes on a biweekly basis in an attempt to keep faculty informed, a greater number of faculty need to be encouraged to participate in Academic Senate discussions and actions.

## **Plan**

Increase reassigned time to the Academic Senate from the current total of .4 FTE per semester for the Academic Senate president and .2 FTE per year for the Committee on Instruction chair or designee.

Communicate the rationale for adopted Academic Senate or institutional policies and procedures.

Develop better communication channels on the part of the Academic Senate to create expeditious implementation of policies and procedures.

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

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

### **Description**

While provision for the "effective participation" of classified staff and students can be found in the California *Code of Regulations*, there is no single expression in writing of college policy about the role of classified staff and students in institutional governance. The bylaws of College Council, the recommending body to the president on matters of institutional policy, does provide for the inclusion of all constituency groups in participatory governance (Ref. 10.22). Both classified staff and students participate in College Council, the mechanism for formal consultation in the college's administrative decision-making process, to give substantial voice in areas in which staff and students have particular experience and expertise.

The classified staff formed a Classified Senate in 1993, with responsibilities and functions defined within its constitution and bylaws; the Classified Senate, however, no longer exists as an official mechanism for classified staff involvement in college governance. Absent a formal organization, classified staff continue to participate actively in governance on various levels and are represented on administrative and classified selection committees, as well as on many institutional committees. Classified employees serve on College Council and also have representation on District Shared Governance Council.

All enrolled students are represented through the elected student government, known as the Associated Students of College of San Mateo (ASCSM). The Associated Students operates under a constitution and bylaws which establish that a president, vice president, and senators are elected each spring to the Student Senate (Ref. 10.23). The Student Senate, the governing body of the Associated Students, meets weekly to conduct its business. Student representatives to senate, college, and district committees are appointed by the Associated Students president and ratified by the senate. The Associated Students assists students in working within the college framework, provides a learning experience in participatory governance, and represents student interests on college committees.

The Associated Students of all three colleges are represented on the governing board by a student trustee. District decisions can be influenced by the student trustee who, in 1998 and 1999, was a College of San Mateo student. In addition, the student body presidents from the three colleges sit on District Shared Governance Council.

## **Appraisal**

Though at College of San Mateo no clear policy exists stating the role of classified staff and students in college governance, both groups play relatively significant roles; however, their ability to participate is sometimes limited by time constraints. Classified staff and students attend Academic Senate Governing Council meetings as observers, presenters, and participants in discussion. Governing Council provides for a student representative from the Associated Students and allows the representative an advisory vote. The Committee on Instruction has two student representatives, who are voting members of the body. Representation of staff and students on standing and ad hoc committees is stipulated in bylaws and regulations. Sometimes, however, meetings involving students are scheduled at times inconvenient to them, thus reducing their ability to participate effectively in governance. While there were no questions on the 1999 *Student Satisfaction Survey* (Ref. 10.24) that addressed students' role in the consultation process, respondents tended to agree, with 33.5 percent very satisfied and 55.1 percent somewhat satisfied, that "people on this campus respect and are supportive of each other."

While the previous college president sought representation from each of the classified units (administration/management, confidential/supervisory, and clerical/technical), 48.3 percent of the respondents to the 1999 *Classified Staff Survey* (Ref. 10.25) felt that the classified staff do not have an effective shared governance process. This could be due to inadequate communication between college leadership and classified staff or among the classified constituency about their role in college governance. Furthermore, of the respondents to the classified survey, 56 percent felt that they lack an effective voice in policy making, and 79.6 percent believed that they have no input into college financial planning. This could be related to the fact that classified staff serving on College Council may not be granted time by their supervisors to seek needed information from their constituents or to the reality that there are insufficient classified staff to support college operations. In the classified survey, 56.9 percent of the respondents said that there are not a sufficient number of employees to staff their department, and 45.6 percent did not believe the number of college staff is adequate for the institution's purposes, size, and complexity.

Classified staff would benefit from an examination of procedures so that they can more fully participate in college governance. In the past, work issues impeded the ability of willing classified staff to serve the college and to represent the perspectives of classified staff. Classified staff and administrators would benefit

from working together to find ways that staff in various work areas who wish to serve on college committees can have workload issues resolved in order that they might effectively participate. In addition, the college president and vice presidents might be able to provide the leadership to educate classified staff, faculty, administrators, and students on the importance of participation in governance activities and work to increase classified staff involvement. The result of greater classified staff participation in governance would be better communication in work areas, empowerment of classified staff, and a greater sense of connection with the college community.

The students would also benefit from an organized effort on the part of the Associated Students, Academic Senate, classified staff, and administrators to support student participation. In order to gain maximum participation of students in participatory governance, agendas need to be set in advance and adhered to, notice must be given to students in a timely fashion, and extra effort must be expended to inform students about college processes, committees, and matters which come under institutional governance.

### **Plan**

Provide reassigned time and substitutes for classified staff who are active in governance.

Consult with students as to their availability to serve on Academic Senate and institutional committees and, as reasonably as possible, work around that availability.

## **Standard 10C: Multi-College Districts and/or Systems**

**10C.1** *The district/system chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.*

**10C.2** *The district/system chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.*

### **Description**

The San Mateo County Community College District chancellor directs the operations of the district through District Shared Governance Council and other district committees, the associate chancellor, the assistant chancellors, the college presidents, and administrative staff. The chancellor communicates through regular

correspondence with the governing board and through district-wide distribution of reports and newsletters.

The chancellor is responsible for overseeing the financial resources and fiscal soundness of the district and works with the assistant and associate chancellors and the college presidents to ensure the implementation of state and local statutes, regulations, and board policies. The district administrative services prepares quarterly financial reports that are reviewed by the associate chancellor, the district's chief business officer, before being presented to the governing board. The chancellor holds Chancellor's Council meetings biweekly to discuss the work of the district; these meetings involve the college presidents, as well as the district's associate and assistant chancellors and directors. The chancellor maintains close interaction with the governing board to ensure fiscal accountability and compliance with external guidelines and mandates, with the board of trustees adopting the district budget and external auditors reviewing the district's procedures and policies for compliance with regulations.

## **Appraisal**

It appears that the district administrative structure needs to be examined to improve efficacy. While a total of 64 percent of respondents to the *College of San Mateo Faculty/Administration Survey* strongly agreed (10.3 percent) or agreed (53.7 percent) that the college has an effective administrative structure, only 49.9 percent strongly agreed (4.9 percent) or agreed (45.9 percent) that the district has an effective administrative structure.

Also, the colleges could benefit from greater engagement with the chancellor in many contexts and situations. The chancellor's major appearance before the entire district in a leadership role is the general district meeting on the opening day of the academic year, in which the chancellor conveys to district staff, faculty, and administrators the themes and priorities for the coming year.

While there are both an elaborate district administrative structure and various established forums for the discussion of issues, College of San Mateo faculty and administration are not well satisfied that their perspectives are being considered in decision making. There are at least two ways in which the colleges are represented. Input from the colleges is given in weekly meetings of Chancellor's Council, which includes the college presidents. Also, District Shared Governance Council—which has representation from administrators, faculty, students, and staff of all three of the district's colleges and on which the chancellor sits as an ex officio member—meets monthly. Recently added to District Shared Governance Council were representatives from two bargaining agents, the American Federation of Teachers (AFT) and California School Employees Association (CSEA), although the American Federation of State, County and Municipal Employees (AFSCME) is not yet represented. The chancellor has staff, representation from colleges, and

resources to assist and advise him on decisions affecting the entire district. However, despite this administrative structure and these established forums for discussion of issues, only 3.7 percent of College of San Mateo faculty and administrators responding to the 1999 *Faculty/Administration Survey* strongly agree and only 36.5 percent agree that district administration supports and uses a decision making structure which involves the persons who will be affected.

The chancellor relies on members of Chancellor's Council and the district Chancellor's Office staff to manage the district's planning and budget and to ensure compliance with board policy and legal precedent. However, the leadership of various constituency groups on the college campuses do not meet with the chancellor and district staff to plan and build the district's budget; rather, the district budget is currently presented as an information item at District Shared Governance Council. The chancellor works closely with the governing board so that it is kept informed in performing its duties of institutional oversight. As Chancellor's Council is composed of senior administrators, and as these same administrators attend governing board meetings, they are knowledgeable about the history, context, and rationale behind the year's budget allocation or changes in statutes or regulations. However, other line administrators at the college do not have the same opportunities to communicate directly with the district's chief executive officer, nor are they required to attend board meetings. The deans, who are, in the end, responsible for direct implementation of Chancellor's Office directives, often have to provide the rationale for such policies, such as the need to participate in the educational/facilities master planning process, to faculty and staff whose work is significantly affected by these policies. Often, the faculty and staff at the college are hard-pressed to explain the significance of important changes in institutional practice.

## **Plan**

Schedule more meetings with the chancellor at the college so that he can communicate priorities to the administration, faculty, staff, and students.

Include representatives of the faculty and classified senates in Chancellor's Council and in meetings involving district planning and budget.

### **10C.3 *The district/system has a statement which clearly delineates the operational responsibilities and functions of the district/system and those of the college.***

## **Description**

The district appears to have clear delineation between the operational responsibilities and functions of the district and those of the colleges. The district's *Rules and Regulations* prescribes the respective roles of the district and its colleges

(Ref. 10.26). The perception of faculty and administrators is that the delineation of operational responsibilities and functions is clear. A total of 73.8 percent of survey respondents believed that clear divisions of responsibility exist between and among the governing board, the district, and the colleges.

## **Appraisal**

The chancellor relies on the college presidents to carry out the operations at their respective sites. Local decisions are made about expenditure of allocated funds, development of educational programs, and provision of student services at each college.

However, while District Shared Governance Council serves as the participatory governance mechanism for all constituencies at the colleges and the Chancellor's Office, there is no formal faculty, staff, or student representation at the district level in the budget development and planning process.

Moreover, there needs to be communication and coordination among the colleges at the district level in areas of mutual concern, such as in the operation of a viable district curriculum committee. Appropriate reassigned time would enable participation from each college on a district curriculum committee and in other areas of shared concern.

Another operational issue is that of budget development at the district level. Such development remains for many at the college level a somewhat arcane procedure.

## **Plan**

Explore the possibility of providing reassigned time to support a viable district curriculum committee.

Include representatives of all constituencies in district budget development.

### ***10C.4 The district/system provides effective services that support the mission and functions of the college.***

## **Description**

The Chancellor's Office is a service organization to the three colleges, providing centralized support in areas of administrative services; human resources; community and governmental relations; facilities maintenance and operations; information technology services; and employer-employee relations. District

services coordinate activities with their college counterparts in an attempt to ensure quality, efficiency, accountability, and cost-effectiveness. The Chancellor's Office is also responsible for board actions and legal matters, as well as system-wide planning. The colleges have control of their budgets, programs, services, and personnel selection.

## **Appraisal**

There is a general feeling at College of San Mateo that the district has not provided necessary services to the college in the areas of facilities maintenance, human resources, and information technology services. While centralized services result in coordination and effective leveraging of cost, centralization has resulted in a perception among College of San Mateo employees of mediocre or poor service. District centralization of facilities maintenance constrains the college president's ability to facilitate improvements despite the widely recognized need for projects such as routine maintenance and substantive upgrades on the campus. College Council and the Governing Council of the Academic Senate have discussed, but failed to come up with, ways to improve the safety and maintenance of the campus grounds and buildings in the face of repeated, but unmet, requests for assistance from the district facilities maintenance and operations personnel. The Associated Students and Academic Senate, in particular, have persistently made a case for the need for more Americans with Disabilities Act (ADA) accommodations and greater safety precautions, particularly with regard to campus signage and better lighting of pathways and parking lots.

Human resources is another area in which College of San Mateo employees perceive mediocre or poor service. Many concerns have been communicated to the district Office of Human Resources about the need for its assistance. For example, in the search and screening process, the committees are dependent on the timely work of that office. The committees, working on tight deadlines and in competition with search and screening committees at other colleges and in industry, are eager to learn whether the composition of the pool of candidates conforms with availability data so that they might go ahead with the process and invite candidates for interviews. Sometimes committees are frustrated because data regarding the pool are not released expeditiously. Another source of frustration was the unreasonable length of time that was taken to implement a practice of sending candidates notices that acknowledge receipt of their materials and ask for their patience while they wait for the committee to contact them to be interviewed.

Information technology is another area in which College of San Mateo employees would like better service from the district. Despite the lack of computers, including hardware and software, on many faculty desks, information systems are greatly needed and greatly used at the college. Information technology services has been responsive in meeting technology assistance needs such as training, tech support, maintenance and trouble-shooting, and technology management, but occasionally it

is difficult to reach someone at information technology services for a quick consultation on computer related issues.

## **Plan**

Define clear reporting relations between college operations and district services so that all parties understand duties, responsibilities, and timelines.

**10C.5** *The district/system and the college(s) have established--and utilize--effective methods of communication and exchange information in a timely and efficient manner.*

## **Description**

The chancellor recognizes the value and importance of effective communication between and among members of the board of trustees, faculty, administration, classified staff, and students. The chancellor makes use of the academic year's opening day speech to outline major issues and initiatives facing the district. His other communications take the form of minutes and reports, meetings, and processes for collegial consultation. The *Board Report*, while written to assist the board in making informed decisions, is a widely distributed public document. Minutes and a biweekly *Board Summary* are distributed to district personnel, students, and the press. The Chancellor's Office periodically produces an *Information Report* on budget and other significant topics to keep employees and the public informed about issues facing the district, and a quarterly *Connections*, a summary of projects and initiatives at the three colleges, is distributed to all district employees.

The chancellor has established formal lines of communication through several district-wide councils, such as Chancellor's Council, District Shared Governance Council, and District Academic Senate Governing Council. District committee advisory boards—such as the Faculty and Staff Diversity Advisory Committee and District Instructional Technology Council—also help to foster communication within the district.

## **Appraisal**

Although paper-based forms of communication continue to be the predominant means of communicating, it is difficult to determine how effective district publications have been in enlightening the colleges about policies and decisions with district-wide or college impact. The district Intranet page provides access to district *Rules and Regulations*.

Since the college operates under broad institutional policies adopted by the board, and since college administrators, faculty, and staff are called upon to implement these policies, the governing board, through the Chancellor's Office, should make available policies as they are developed, perfected, and implemented so that college personnel are apprised of changes.

### **Plan**

None

### ***10C.6 The district/system has effective processes in place for the establishment and review of policy, planning, and financial management.***

### **Description**

The Chancellor's Office monitors board policy and takes appropriate action, working with district and college administrative staff and governance groups, to update policies and procedures. *Vision 2000*, which was developed in 1991 with the participation of faculty, students, classified staff, administrators, and members of the board of trustees, continues to guide the district in meeting the long-term needs of the students and the community. The *Educational/Facilities Master Plan*, developed in conjunction with a *Physical Facilities Master Plan* at each college, grew out of participation by the constituency groups. The district's *Five-Year Construction Plan* (Ref. 10.27) reflects the findings of the educational/facilities master planning project. The functions of the internal auditor and the work of the Budget Committee provide for review of budget planning and financial management systems.

### **Appraisal**

The district does an effective job in establishing and reviewing policy, planning, and financial management.

### **Plan**

None

## **Standard Ten Document References**

- 10.1 San Mateo County Community College District (SMCCCD) Board Brochure
- 10.2 Sample SMCCCD Board Agenda
- 10.3 SMCCCD Rules and Regulations, Section 6.15
- 10.4 Building for 21<sup>st</sup> Century Learning, June 1997
- 10.5 SMCCCD Phase II–Educational/Facilities Master Plan Report, June 1997
- 10.6 SMCCCD Mission Statement
- 10.7 SMCCCD Rules and Regulations, Sections 2.07, 2.08
- 10.8 SMCCCD Rules and Regulations, Sections 2.02
- 10.9 SMCCCD Chancellor Evaluation Form
- 10.10 Procedures and Forms for the Evaluation of Administrative and Academic Supervisory Employee Performance, Revised September 1999
- 10.11 SMCCCD Rules and Regulations, Sections 1.10, 1.60
- 10.12 SMCCCD Rules and Regulations, Section 1.35
- 10.13 SMCCCD Board of Trustees Evaluation
- 10.14 College of San Mateo (CSM) Academic Senate Board of Trustees Senate Report, April 28, 1999
- 10.15 SMCCCD Board Report 99-10-1C, Report on Accreditation Self-Study Activities, October 13, 1999
- 10.16 CSM Faculty/Administration Survey, Summer 1999
- 10.17 CSM Organization Chart (2000-2001)
- 10.18 Education Code 70900-70902; Title 5: Section 53202
- 10.19 SMCCCD Rules and Regulations, Section 2.09
- 10.20 CSM Academic Senate By-Laws
- 10.21 Local Senate Profiles Update

- 10.22 Charter and Bylaws of the College of San Mateo College Council
- 10.23 The Associated Students of the College of San Mateo Constitution, Bylaws, and Inter Club Council Bylaws and Operating Procedures
- 10.24 CSM Student Satisfaction Survey, Summer 1999
- 10.25 CSM Classified Staff Survey, Summer 1999
- 10.26 SMCCCD Rules and Regulations, Sections 2.00, 2.02, 2.05
- 10.27 SMCCCD Five-Year Construction Plan, February 1, 2000