

STANDARD IVB: BOARD AND ADMINISTRATIVE ORGANIZATION

IVB. In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IVB.1 The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

IVB.1a The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The SCCCD board is a seven member board elected to staggered four-year terms. Each board member represents a specific area in State Center Community College District. Members are sensitive to the specific needs of their constituencies. The SCCCD board policy on ethics states that decisions “reflect [their] dedication to promote higher education

along with opportunities for professional, vocational, and technical growth and enhancement.” In keeping with the ethics statement, the board pledges “to work with fellow members in a spirit of cooperation” and “to avoid any situation that constitutes a conflict of interest.” In complying with this ethics statement, the board votes as one unified body, and makes or approves policy in the best interest of the institution (IVB.1).

Vacancies on the board are filled either by an election or by special appointment within 60 days of the vacancy (IVB.2,3,4).

There are two student members of the board who are nonvoting members. These students must be in good standing in the district and enrolled in at least 5.0 units of coursework (IVB.5).

The board meets monthly. The schedule of meetings, the agenda, and minutes are posted on the SCCCD web site. At the beginning of each meeting, there is an open period for petitions, delegations, and communications for any individual to address the board. Each board agenda allows for staff reports and special presentations. Confidential personnel issues are conducted during the closed session of the meeting with the board returning to open session afterwards. Board decisions are by majority vote (IVB.6,7,8,9,10,11,12).

Assessment

The board of trustees is effective in representing a vast array of public interests that make up the district. Members are active in their local communities and advocate for the colleges and centers in the district as well as statewide. They attend campus events. Individual members can be reached by phone, email, written correspondence, and

various district publications. There are four board members who have over twenty years of service to the district.

IVB.1b The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

In addition to the powers and duties prescribed by law, the board of trustees requests and considers reports from the chancellor regarding the educational programs, financial position, and other matters pertaining to the welfare of the district. At each board meeting, for example, educational programs are reviewed and often showcased. The board of trustees considers and acts on the curricular offerings of the colleges on the recommendation of the chancellor (IVB.6).

Assessment

The board of trustees supports the development of educational programs. It relies on the recommendations of the chancellor, who relies on the information from the college president and faculty and staff constituencies regarding student learning programs and services.

IVB.1c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The role of the board of trustees is defined in Board Policy 9000 (IVB.6). The bylaws of the governing board list specific duties and responsibilities, which include acting on the curricular offerings of the college and establishing necessary procedures for

the proper accounting of district and college funds. These responsibilities are further discussed in Board Policy 9019 (IVB.1). In addition, Board Policy 9100 defines the board's legal obligations in complying with the Education Code of the State of California.

Assessment

Past practice indicates that the board of trustees acts in a manner consistent with the policies that define its role in terms of educational quality, fiscal integrity, and legal matters. The board adheres to the policy of reviewing and approving curriculum and programs. Fiscal integrity is well illustrated in the board's monthly reviews of reports from the district's vice chancellor of finance and administration and by the timeliness with which it complies with state regulations and regular audits. The board adheres strictly to the parameters of its legal guidelines and seeks legal counsel when sensitive legal matters arise. The standard is met.

IVB.1d The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The current board policies and bylaws are in hard copy only, although the district is in the process of placing these newly revised policies online (IVB.13). Board policies and administrative regulations are available in all administrative offices and in the library. Updates to both board policies and administrative regulations are published as they are adopted, and copies are sent to the library and administrative offices. Chapter 9000 of the board policies describes

membership, duties, responsibilities, structure, and operating procedures of the board of trustees (IVB.14).

Assessment

The system of publication and delivery in only hard copy has limited the accessibility of board policies. However, these copies are readily available in multiple locations, and they clearly define the duties and responsibilities of the board.

IVB.1e The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The board may adopt such policies that are authorized by law or determined by the board to be necessary for the efficient operation of the district (IVB.20). The policies have been written to be consistent with provisions of law but do not encompass all laws relating to district activities.

Board policies may be adopted, revised, added to, or amended at any regular board meeting by a majority vote. Proposed changes or additions shall be introduced no less than one regular meeting prior to the meeting at which action is recommended (IVB.15).

Administrative regulations are issued by the chancellor as statements of method to be used in implementing board policy. Such administrative regulations are consistent with the intent of board policy. The academic senate has formally requested that it co-author new administrative regulations pertaining to faculty and the college's educational program (IVB.16,17).

The chancellor, biennially, provides each member of the board with copies of administrative regulations or any revisions since the last time they were provided. (IVB.18)

Assessment

Board policies and administrative regulations are currently being rewritten. New policies have been approved by the board as they have been developed. The old board policies and administrative regulations remain in effect until all board policies and administrative regulations are written and approved. The proposed board policies and administrative regulations are reviewed through the college's governance structure. There has been substantial input into the rewriting of the board policies.

IVB.1f The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

Board members serve staggered terms of four years, which expire on the first Friday in December in the applicable year (IVB.2). Provisions for the election of board members and any vacancies are also described in board policy (IVB.3). New members to the board attend an orientation session presented by Community College League of California. At the local level, the new member is oriented by the board and the chancellor.

Assessment

The board of trustees has been consistent both in the rules regarding terms of office and in its processes for providing continuity and training to new board members.

IVB.1g The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

The board of trustees prepares an annual self-evaluation, done in closed session in July. The new Board Policy 2745 defines the process of the board's self-evaluation (IVB.19).

Assessment

The self-evaluation process is not widely published to board members' constituents or to the college community (IVB.19).

IVB.1h The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

The board ethics statement defines specific codes of conduct for members of the governing board (IVB.1). In addition, board policies describe conflict of interest as it pertains to board members and district employees, political activity, and personal use of public resources (IVB.20,21,22). However, this does not include a clearly defined policy for dealing with ethics code violations.

Assessment

Although no board policy exists to address ethics code violations, the ethics statement is clear in its expectations regarding ethical standards. In addition, because the board of trustees derives its authority from the Education Code of the State of California, any violations of this code fall under those provisions of the Education Code, which also define consequences for code violations (IVB.23).

IVB.1i The governing board is informed about and involved in the accreditation process.

Descriptive Summary

Regular reports are presented to the board of trustees. The December 2004 meeting of the board of trustees included a presentation by the college president on the status of the accreditation process. The board of trustees receives a draft copy of the self study for review and feedback before the final draft is printed.

Assessment

The college meets the standard.

IVB.1j The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

Though the process is not currently defined in board policies, the board of trustees shall "select and appoint the chancellor of the district" (IVB.6). Constituencies from the

campuses and the community were included in the most recent interview process. In the pending new board policies, the selection of the chancellor and chancellor succession are defined (IVB.24,25). In current board policy, the concept of administration is defined as the development of an organizational plan which is “to identify the chancellor’s executive responsibility to the governing board, with lines of primary responsibility for all other employees clearly identified” (IVB.26,27,28). New Board Policy 2430 addresses the delegation of authority to the chancellor (IVB.29). New board policy will define the evaluation of the chancellor (IVB.30). Currently, the chancellor’s evaluation is usually completed at a closed board meeting. The chancellor’s evaluation is confidential.

The chancellor evaluates the college president annually. This report is confidential. Current board policy defines the policies for the assignment and evaluation of academic management personnel but is not specific to the college president. According to this policy, “a manager shall be evaluated at least once a year for the first two years of employment. Subsequent performance evaluations shall occur at any time deemed appropriate, but no less than every two years” (IVB.31,32).

Assessment

The standard is partially met through the new board policies and through existing regulations in current board policies, although both lack complete language that pertain to recruiting and evaluating the presidents of the colleges.

IVB.2 The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IVB.2a The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

IVB.2b The president guides institutional improvement of the teaching and learning environment by the following:

- *establishing a collegial process that sets values, goals and priorities;*
- *ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts.*

Descriptive Summary

The president works with college administrators to ensure that the college is managed efficiently and effectively. The president meets with senior staff and the president’s cabinet on a regular basis. The president’s cabinet is composed of

instructional deans, campus managers, program managers, the academic and classified senate presidents, and a representative of the associated student government. Discussions and decisions made at president's cabinet are expected to be disseminated to the various campus groups through their respective representatives. Authority is delegated as appropriate. The senior staff includes the dean of students, the college business manager, and the dean of instruction.

The college president represents the campus at the district level. He attends the chancellor's cabinet, board of trustee meetings, and other district and community meetings. He reports regularly on campus activities and presents the perspectives of the campus to the chancellor, the district, and the community.

The president works in a collegial manner with the campus constituencies. The president of the academic senate meets regularly with the college president to discuss academic matters. At the beginning of each semester, the president addresses the college community during the opening meeting.

The college president co-chairs the IPBC to ensure effective planning. The college president writes the goals for the college after input from administration with the district's strategic plan in mind (IVB.33). Currently there is no formal campuswide evaluation system that relies consistently on qualitative research in the decision-making process for resource allocation.

Assessment

The college partially meets the standard. As mentioned previously in other standards, the revisions of the institutional planning process will facilitate the evaluation process of overall planning and implementation.

IVB.2c The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The president adheres to all laws, regulations, and board policies. The president regularly attends the meetings of the board of trustees, chancellor's cabinet, communications council, and other management meetings to ensure the college's practices are consistent with the district's mission and goals. College goals align with the district's strategic plan.

Assessment

The president works well with the chancellor and the board of trustees. He demonstrates knowledge of regulations and mandates.

IVB.2d The president effectively controls budget and expenditures.

Descriptive Summary

The president meets regularly with the campus business manager and senior staff to solicit recommendations from all administrative areas. He approves the final campus budget recommendations and is a strong voice for Fresno City College's fair share of the district budget.

Assessment

The district does not have a budget allocation model. As a result, the college does not receive an allocation indicated by the number of FTES generated by the college.

IVB.2e The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The president is active in the community and represents the campus by attending advisory meetings and public events. He speaks at local service clubs and attends many of the college's athletic, music, and public events. He is on the board of several local organizations such as the Fresno Metropolitan Museum and the African American Museum.

Assessment

The president is a strong advocate for the college. His active participation, both on and off campus, continues to generate a positive image of the college in the community. According to the Faculty and Staff Accreditation Survey Executive Summary, all groups agree that the president provides leadership, encourages initiative, and works effectively with the communities served by the college. This agreement was particularly strong among administrators (IVB.34).

IVB.3 In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IVB.3a The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

Operational responsibilities and duties are both shared and unique to the district and the college. Instruction and its related areas are primarily under the purview of the college with review by the district and final approval by the board. The SCCCD police department is the district's responsibility though its functioning affects all campuses and centers. The area of technology is both a unique and shared responsibility between the campus and the district.

Assessment

The development of the district map for the accreditation self study provided a clearer picture of role delineation. Generally, the guidelines exist, but lack consistency. The Executive Summary of the Accreditation Faculty and Staff Survey showed that only administrators indicated that the district and college roles are clearly defined (IVB.34).

IVB.3b The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

There is effective communication between college administration and the district office relative to the day-to-day functions of the college.

The problems in human resources and the personnel commission in hiring classified professionals have been documented previously. The large number of vacant classified positions negatively impacts the function of the college.

Assessment

The program review process at Fresno City College includes only those functions that are on the college campus. There is no

evaluation of district services to see if the services supplied are effective in supporting the college's mission and function.

IVB.3c The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

The budget for the college is allocated by the district. There is no district budget allocation model nor an explanation of how the allocation is determined. Nevertheless, the college is mandated to meet its mission and growth target without an adequate allocation of resources. Fresno City College's apportionment of the district's budget does not match the amount of funding generated by the FTES at Fresno City College.

Assessment

The college is fulfilling its mission, even though it does not receive an allocation proportionate to the amount FTES generated. It is significant to note in the Accreditation Faculty and Staff Survey that administrators, faculty, and staff did not believe that the district provides fair distribution of resources, even though the results fell in the neutral area (IVB.34).

IVB.3d The district/system effectively controls its expenditures.

Descriptive Summary

The board receives regular financial reports from the vice chancellor of finance and administration. The district is audited by the firm Vavrinek, Trine, Day & Co., LLP, Certified Public Accountants & Consultants. The independent auditors' report is presented on a regular basis at the board of trustees meetings (IVB.35).

Assessment

Although the budget difficulties at the state level have had a serious impact on the district's finances, the district's finances are in good shape, as indicated by the auditor's report.

IVB.3e The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

The organizational chart of the SCCCD delineates authority from the chancellor to the college president to administer the college. In addition, the duties and responsibilities of administrative officers, including the college presidents, are defined in board policy. As the chief executive officer of the college, the president has the authority to administer all aspects of the college without interference but with full accountability from the chancellor. The college president reports to and is evaluated by the chancellor (IVB.36,37).

Assessment

The chancellor delegates specific district policies associated with governing board policies and administrative regulations without interference. Through regular meetings and evaluations, the president is held accountable for the college to fulfill its mission and functions.

IVB.3f The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The chancellor and the president of the board of trustees communicate with the faculty through the SCCCD intranet. These messages are delivered via email several times a semester. The week before the board of trustees meeting, the campus constituencies, including the presidents of the classified and academic senates, the union presidents, and the college presidents, meet with the chancellor at communications council. At alternating board meetings, the presidents of each college's academic and classified senates give reports to the board of trustees. The representatives of the faculty and classified professionals attend the board meetings and give reports to their respective groups.

Assessment

Monthly meetings among noted constituencies indicate that communication usually occurs in a timely fashion. This standard is being met.

IVB.3g The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The district's evaluation of the system is tied to the periodic evaluation of the district's strategic plan. In December 2003, a charette was held that included all of the district's constituencies as well as members of the public. Out of this, the district's current strategic plan was developed (IVB.38).

Assessment

A report on the district's strategic plan was presented to the board of trustees at the December 2004 meeting. The report was not distributed districtwide.

The Accreditation Faculty and Staff Survey Executive Summary showed that only administrators indicate that the district regularly evaluates its policies and practices; faculty and classified respondents were neutral in these areas (IVB.34).

Planning Agenda Summary for Standard IV

1. Develop a meaningful structure and procedure for shared decision making to ensure that all constituent groups have significant involvement in decisions that affect them.

Resource Documents

IVB.1	Board Policy 9019, Board Ethics Statement	IVB.11	Board Policy 9325, Meeting Conduct
IVB.2	Board Policy 9110, Governing Board Members and Terms of Office	IVB.12	Board Policy 9325.1, Order of Business
IVB.3	Board Policy 9220, Governing Board Vacancies	IVB.13	http://www.sccd.com/trustees/bpar.html
IVB.4	Board Policy 9500, District Elections	IVB.14	Board Policy Chapter 9000, By-laws of Governing Board
IVB.5	Board Policy 5423, Student Membership of Governing Board	IVB.15	Board Policy 9311, Formulation, Adoption, Amendment of Policies
IVB.6	Board Policy 9000 (a, b), Role of the Board (Powers, Purposes, Duties)	IVB.16	Board Policy 9311.1 (a, b), Shared Governance
IVB.7	Board Policy 9320, Meetings of the Governing Board	IVB.17	Board Policy 9313, Adoption and Amendment of Administrative Regulations
IVB.8	Board Policy 9320.1, Meetings of the Governing Board-Public Participation	IVB.18	Board Policy 9310, Development, Distribution and Maintenance of Manual of Policies, Regulations Bylaws
IVB.9	Board Policy 9321, Time, Place, Notification of Meetings	IVB.19	Board Policy 2745 (new), Board Self-Evaluation
IVB.10	Board Policy 9323, Agenda Construction	IVB.20	Board Policy 9240, Conflict of Interest

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| IVB.21 Board Policy 2716 (new), Political Activity | IVB.31 Board Policy 4315, Certified Management Assignment, Evaluation and Tenure |
| IVB.22 Board Policy 2717 (new), Personal Use of Public Resources | IVB.32 Board Policy 4315 (a, b), Academic Management Assignment, Evaluation and Tenure |
| IVB.23 Board Policy 9100 (a), Organization | IVB.33 Fresno City College Goals, 2005-2006 |
| IVB.24 Board Policy 2431 (new), Chancellor Selection | IVB.34 Accreditation Faculty and Staff Survey Results |
| IVB.25 Board Policy 2432 (new), Chancellor Succession | IVB.34 Accreditation Faculty and Staff Survey: Executive Summary |
| IVB.26 Board Policy 2000, The Concept of Administration | IVB.35 SCCCDC Audit Report-June 30, 2004 |
| IVB.27 Board Policy 2100, Administrative Staff Organization | IVB.36 Board Policy 4300 (a,b), General Policy Statement |
| IVB.28 Board Policy 2200, Administrative Operations | IVB.37 Board Policy 4310, Management/Confidential Positions |
| IVB.29 Board Policy 2430 (new), Delegation of Authority to Chancellor | IVB.38 State Center Community College District Strategic Plan 2004-2007 |
| IVB.30 Board Policy 2435 (new), Evaluation of Chancellor | |