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SADDLEBACK COMMUNITY COLLEGE DISTRICT  
28000 Marguerite Parkway  
Mission Viejo, California 92692

MINUTES OF THE GOVERNING BOARD MEETING

April 20, 1982 - 7:30 p.m.  
Library Classroom Building - Room 105

The Special Meeting of the Board of Trustees was called to order by Trustee Connolly. Trustee Walther led the audience in the Pledge of Allegiance and Trustee Price gave the Invocation.

CALL TO ORDER

Present

PRESENT

- Mr. John C. Connolly, President
- Ms. Harriett S. Walther, Vice President
- Mr. Robert L. Price, Clerk
- Prof. Eugene C. McKnight, Member
- Mr. Robert L. Moore, Member
- Mr. Larry W. Taylor, Member
- Mr. William L. Watts, Member
- Mr. Jerry Rahn, Student Member

BOARD MEMBERS

- Dr. Robert A. Lombardi, Chancellor
- Dr. Albert J. Grafsky, Vice Chancellor -  
Business Services
- Dr. Edward A. Hart, President - North Campus
- Dr. William O. Jay, President - South Campus
- Mr. Frank O. Sciarrotta - Dean of Administrative  
Services

STAFF MEMBERS

PROGRAM PRIORITIES

PROGRAM  
PRIORITIES

Trustee Connolly announced that the purpose of the special meeting was to discuss district program priorities and requested Trustee McKnight to begin with his presentation for the board.

PROGRAM  
PRIORITIES  
CONTINUED

Trustee McKnight made a presentation on the mission and goals of the community college; board duties and effective trusteeship; priority items; priority setting; and demands upon resources. Copies of the material distributed are on file with these minutes.

Chancellor Lombardi discussed and distributed to the board some information regarding access to community colleges; values to be incorporated in programs; lists of the transfer and associate degree programs, occupational education certificate programs, continuing education programs, and community services programs; and the California Postsecondary Education Commission's (CPEC) categories. Copies of the items are on file with these minutes.

Vice Chancellor Graftsky discussed a memorandum regarding the income for budget year 1982-83 and answered questions from the board. A copy of the memorandum is on file with these minutes.

Trustee Connolly gave each member of the board an opportunity to ask questions or comment on the information presented.

Mr. Lee Myers, consultant for the Orange County Community College Consortium, was asked to give a brief update concerning budget information from Sacramento.

The meeting was adjourned at 9:20 p.m.

ADJOURNMENT

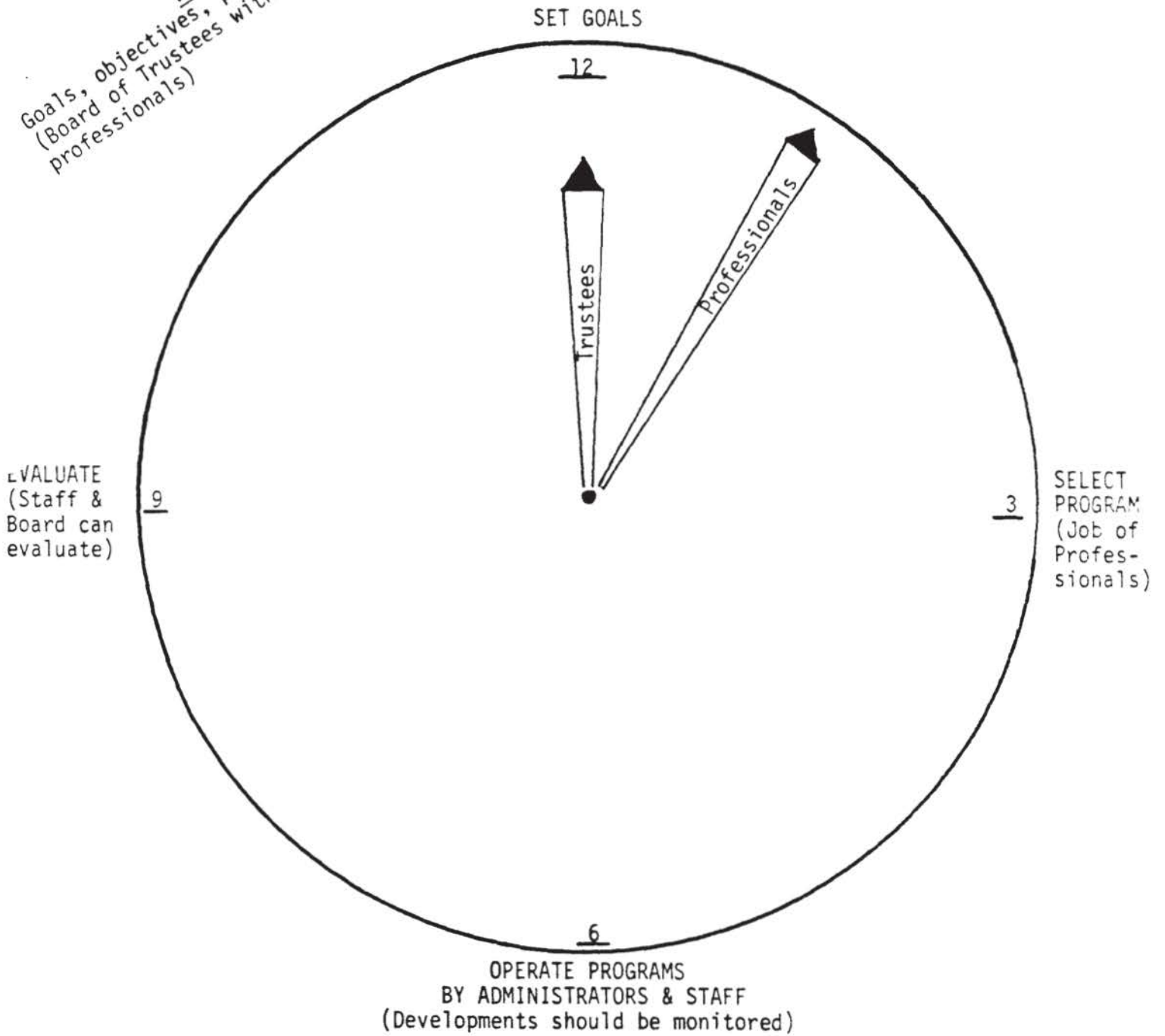
The next regular meeting of the Board of Trustees will be held on April 27, 1982 at the North Campus.

SCHEDULE OF  
MEETINGS

R.A. Lombardi  
R. A. Lombardi, Secretary to the Board of Trustees

SADDLEBACK COMMUNITY COLLEGE DISTRICT  
(One college with two campuses and outreach programs)

WHATS  
Goals, objectives, priorities, etc.  
(Board of Trustees with help of professionals)



HOWS  
Administrators & Professionals

COMMUNITY COLLEGE MANAGEMENT BY OBJECTIVES

WHATS  
Goals, objectives, priorities, etc.  
(Board of Trustees with help of  
professionals)

SET GOALS

12

1. Mission statements, purposes & goals of College
2. Needs assessment
3. Obstacles? Barriers? Constraints?
4. Accountability (efficient use of resources)
5. Implement programs, services & activities
6. Evaluation
7. Communication, feedback on programs
8. Readjustments, if needed

(Above steps involve and serve all segments of College family with high interest and minimum of fear and anxiety)

EVALUATE  
(Staff &  
Board can  
evaluate)

9

SELECT  
PROGRAM  
(Job of  
Profes-  
sionals)

3

6

OPERATE PROGRAMS  
BY ADMINISTRATORS & STAFF  
(Developments should be monitored)

Prepared by Eugene McKnight  
Adjusted from "Community College  
Management by Objectives"  
"Accountability"  
Milo Johnson & Albert Grafsky

HOWS  
Administrators & Professionals

PRIORITY ITEMS BY BOARD OF TRUSTEES  
INCLUDING VOTE BY ACADEMIC SENATE

WHATS  
Goals, objectives, priorities, etc.  
(Board of Trustees with help of  
professionals)

SET GOALS

12

EVALUATE  
(Staff &  
Board can  
evaluate)

9

	<u>Votes</u>
Recognize College missions goals	6
Remedial education tasks	6
Vocational-Terminal education tasks	6
Raise Community Services fees	6
Transfer education tasks	5
Strengthen College Foundation	5
Postpone college sabbaticals	5
General education tasks	4
Maintenance and replacement expenses	4
Impose lab fees and other possible student fees	4
Raise minimum class size	4
Limit out of state travel by all	4
Purchase or acquire balance 40 acres - North Campus	4
Cooperation with other college districts	4
Increase parking fees	3
Consider improving retention of students	3
Push vocational-tech training	3

3

SELECT  
PROGRAM  
(Job of  
Profes-  
sionals)

(many other items deemed lower on priority rating)

6

OPERATE PROGRAMS  
BY ADMINISTRATORS & STAFF  
(Developments should be monitored)

HOWS  
Administrators & Professionals

Specific Priorities Deemed Important  
by Trustee McKnight for Consideration

*WHATS*  
Goals, objectives, priorities, etc.  
(Board of Trustees with help of  
professionals)

SET GOALS

12

10 on-going priorities

1. All Student Needs
2. Adequate curriculum, inc. transfer education, vocational-terminal education, general education\* & remedial education (Academic Master Plan Task #30)
3. Continuing Education, extended day programs (including Emeritus Institute)
4. Adequate classrooms, district facilities, etc.
5. All basic faculty needs
6. Adequate food, health, welfare, guidance, financial aids, counseling information, & job placement services
7. Adequate library, audiovisual services, & duplicating machines
8. Essential district administrative services, inc. Chancellor, all business services, Community Services, custodial & grounds services, data processing
9. Adequate public information services, child care center, campus safety, & grants office
10. Expand second campus with equity
11. Expand desired athletic programs
12. Faculty in-service training & staff development, including part-time faculty
13. Extend perimeter road and parking areas at South Campus
14. Vitalize college foundation
15. Complete stadium
16. Radio/TV stations

EVALUATE  
(Staff &  
Board can  
evaluate)

9

SELECT  
PROGRAM  
(Job of  
Professionals)

3

6

OPERATE PROGRAMS  
BY ADMINISTRATORS & STAFF  
(Developments should be monitored)

\*GOALS OF GENERAL EDUCATION: The purposes of general education should be understood in terms of performance, of behavior, not in terms of mastering particular bodies of knowledge. (From President's Commission on Higher Education)

*HOWS*  
Administrators & Professionals

The Common and Essential Needs that All Youth  
Have in a Democratic Society

# INTEGRATING BUDGET DEVELOPMENT WITH PRIORITY SETTING

Saddleback Community College District

(One college with two campuses and outreach programs)

(We must have some early measurements to judge objectives)

WHATS  
Goals, objectives, priorities, etc.  
(Board of Trustees with help of  
professionals)

SET GOALS

12

## MAJOR THESIS

The starting point and central focus should first be on the desired outcomes (goals, purposes, objectives, priorities, etc.) then look at required inputs (the budget).  
(Do not look at budget first.)

## SUGGESTION: USE FOUR KEY QUESTIONS

1. What is important to us?
2. How well are we doing now?
3. Should we plan changes for the future?  
(objectives come in here)
4. Are our financial resources allocated consistently with our future plans?  
(What would it take in dollars? \$\$?)  
(Either the budget or plans may have to be changed.)

9  
EVALUATE  
(Staff &  
Board can  
evaluate)

3  
SELECT  
PROGRAM  
(Job of  
Profes-  
sionals)

6

OPERATE PROGRAMS  
BY ADMINISTRATORS & STAFF  
(Developments should be monitored)

HOWS  
Administrators & Professionals

INTEGRATING BUDGET DEVELOPMENT WITH PRIORITY SETTING

Saddleback Community College District  
(One college with two campuses and outreach programs)

WHATS  
Goals, objectives, priorities, etc.  
(Board of Trustees with help of professionals)

SET GOALS

12

QUESTION #1 What is important to us?

Identify those major areas of results which the Trustees and Chancellor feel that the administration should have under control (i.e., be performing satisfactorily at all times in order for the college district to be successful.)

EXHIBIT A MANAGEMENT'S MISSION AT SADDLEBACK COMMUNITY COLLEGE DISTRICT (What is important to us? What should the student learn?)

To manage the district programs and affairs so that:

The district develops and presents learning experiences: that will permit as many as possible of its community members to meet their educational needs in the areas of: a) general education; b) transfer programs; c) technical-vocational; d) remedial education; e) terminal education; and f) community services at costs not greater than the funds received for meeting those needs;

AND

Students who enroll at the college successfully accomplish educational objectives they have selected to accomplish;

AND

The community feels that the college is performing satisfactorily;

AND

The district's employees feel the district is a good place to work;

AND

The physical assets of the district are adequately maintained;

AND

The district's financial resources are properly allocated and controlled

6

OPERATE PROGRAMS  
BY ADMINISTRATORS & STAFF  
(Developments should be monitored)

EVALUATE  
(Staff & Board can evaluate)

9

SELECT PROGRAM  
(Job of Professionals)

3

School Research Service Corp.  
CCCT Conference, San Diego  
May 14-17, 1981

Prepared by Eugene McKnight  
4/12/82

HOWS  
Administrators & Professionals



DEMANDS UPON RESOURCES

Saddleback Community College District  
(One college with two campuses and outreach programs)

WHATS  
Goals, objectives, priorities, etc.  
(Board of Trustees with help of  
professionals)

SET GOALS

12

DEMANDS UPON RESOURCES

1. Fixed charges - those to which the district is committed because of its existence as an entity and over which it exercises little or no control. Such items as utility costs, insurance, long-term debts (leases, time-purchases, etc.) and charges by other governmental agencies are included\*.
2. District programs - those which are administered by the Chancellor or others directly responsible to him such as admissions and records, business services, community services, data processing, personnel, public information, safety office, transportation, warehouse, and those of the Board of Trustees
3. Budget Required to Maintain Existing Programs (as deemed necessary and justified)
  - a. Full-time certified personnel
  - b. Full-time classified personnel
  - c. Benefits
  - d. Part-time certificated personnel (evenings)
  - e. Part-time classified personnel
  - f. Summer session
  - g. Library books and media budgets
  - h. Other expenses (plant operation and supplies)

EVALUATE  
(Staff &  
Board can  
evaluate)

9

SELECT  
PROGRAM  
(Job of  
Profes-  
sionals)

3

HIGH PRIORITY ITEMS

More classrooms (especially South Campus); increase parking facilities South Campus; required site and building modifications; North Campus development; additional vocational-technical programs; other.

6

OPERATE PROGRAMS  
BY ADMINISTRATORS & STAFF  
(Developments should be monitored)

\* Memo from Dr. Graftsky to  
Chancellor's Budget Committee  
January 21, 1982

HOWS  
Administrators & Professionals

## BOARD DUTIES

A Board is legally responsible for assuring that its college fulfills the distinctive purposes for which it was established.

A Board must understand and approve the kind of educational program offered and ascertain that it maintains the highest quality possible.

A Board selects, counsels with, and supports the President, relying on him for leadership in educational planning, and assists him in that leadership.

A Board promotes understanding and cooperation between society and the college.

A Board oversees the acquisition and investment of funds and the management of facilities.<sup>27</sup>

Other authors list various additional duties. Among the more important additional duties are:

A Board is responsible for evaluation to determine success and correctness of policies and their implementation.

A Board has a semi-judicial function as the final arbitrator of internal college disputes.<sup>28</sup>

Boards have complete power over college affairs. In practice, however, boards delegate much of their authority to the professional members of the academic community. Through delegation the finer points of policy are established by the president and his staff and by the faculty. In such a way, the routine management functions become the task of the administration and the faculty.

When a board has delegated a large portion of its authority, the board retains two major powers: the power to evaluate programs, performance, and individuals, and the power to withdraw any authority previously delegated.<sup>29</sup> It is through these powers that boards maintain control over their institutions.

Burns, Trustees In Higher Education-Their Functions and Administration, Independent College Funds of America, Inc., 1966.  
et al., p. 48.  
Higher Education and Politics . . ., pp. 71-92.  
Lippmann, p. 59.

## EFFECTIVE TRUSTEESHIP

Different concepts of authority reflect the dilemma of college governance in determining the necessary distinctions between what is "policy" and what is "administration". By arriving at a satisfactory understanding of these distinctions, the various sources of authority can determine a mutually satisfactory division of labor which will usefully serve the institution. The answer to this dilemma must be determined for each individual college, however, some general guidelines can be drawn from the literature.

In writing about effective trusteeship, J. L. Zwingle avoids making a distinction between "policy" and "administration" and adopts rather a suggestion by Bogue and Riggs which subdivides policy into three distinctive areas each under the primary cognizance of one of the major groups in college governance. These policy subdivisions are:

- Governing Policy - Those policies of mission and program and general operating conditions which are set by the Board of Trustees.
- Executive Policy - Those policies of fiscal, facility, and personnel management established by the President in response to governing policy.
- Operating Policy - Those policies of work environment and expectation set by Deans and Directors of activities in response to executive policy. <sup>13</sup>

Added to these three levels of policy might be a fourth which would be distinct from, yet related to, the other three levels of policy. This fourth subdivision of policy might be:

- Educational Policy - Those policies related to curriculum, academic standards, instruction, tenure, and evaluation which is the expectation of the faculty.

The one remaining group which often seeks to participate in governance yet is the most difficult to accommodate are the students. Students, especially in community colleges, are frequently seen as lacking in commitment primarily because of their transient nature and their overriding vocational concerns. No one doubts that students have an interest in college policy yet rarely has a satisfactory method been established whereby this interest can be translated into effective action.

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13. J. L. Zwingle, Effective Trusteeship, Association of Governing Boards of Universities and Colleges, 1975, p. 6, quoting from E. G. Bogue and R. O. Riggs, "Institutional Policy and Its Abuses", Journal of Higher Education, Vol. 45, No 5, May 1974.

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27 Richardson, et al., p. 48.

28 Zoglin, Power and Politics . . ., pp. 71-92.

29 S. V. Martorana, p. 59.

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