

SADDLEBACK COMMUNITY COLLEGE DISTRICT

Board Retreat Minutes
January 21-22, 1983

Present:

Trustees Connolly, McKnight, Moore, Price,
Walther and Watts
Student Trustee Herman
Chancellor Stevens
Chester DeVore (consultant)

PRESENT

Friday, January 21

Board President McKnight convened a meeting of the Board of Trustees at 4:20 p.m., January 21, 1983, in the Coto de Caza Conference Center. After preliminary remarks, Trustee McKnight requested that Chancellor Stevens proceed with the agenda.

Board Members, the Chancellor and consultant Chester DeVore discussed major areas of satisfaction and concern regarding Saddleback College. The Board placed in priority order a number of concerns presently facing the multi-campus District. The Board President then directed Chancellor Stevens to develop the Board's concerns into a tentative list of work objectives for 1983-84 and report those objectives to the Board for review and study at the conclusion of the workshop.

WORK
OBJECTIVES

Prior to Friday evening's adjournment, the Board began to review, in detail, a document presented to them for study and approval by the Chancellor. The report was entitled "Budget Planning for 1983-84 and the Future." Much discussion ensued concerning the proposed guidelines. Due to the lateness of the hour, Board President McKnight requested the discussion on the guidelines be continued to Saturday morning. He then adjourned the Friday planning session for dinner at 7:30 p.m.

BUDGET
PLANNING FOR
1983-84 AND
THE FUTURE

Saturday, January 22

The Board convened its planning and evaluation session Saturday at 8:45 a.m. The Board, Chancellor and consultant continued the discussion on the guidelines for "Budget Planning for 1983-84 and the Future." After considerable discussion, clarification and revision, the Board, on motion by Trustee Watts, seconded by Trustee Walther, approved the modified document attached to these minutes as Exhibit A.

MOTION

Board members questioned the Chancellor closely on matters of accountability, responsibility, and delegation of appropriate authority. The Board also was concerned that the cost to put the Management Plan into effect eventually be at, or near, existing costs and that careful study be made to ensure the multi-campus District operation not become administratively top-heavy. The Chancellor emphasized that those two areas of concern were of high consideration in his recommendation and that, after retirements, resignations and reassignments to occur over the next six months to one year, the cost of District and campus administration should not exceed, and probably be less than, the current cost of managing the twenty-five thousand (25,000) student multi-campus District.

The Chancellor also indicated that as many positions as possible which will occur from the new management plan will be filled from existing personnel, including faculty. This will result in significant cost savings as many of those leaving existing positions will not have to be replaced. He further indicated some management positions will be phased out, others will revert from twelve month to eleven month contracts, and several positions will be combined.

Due to the Plan's impact on existing management personnel and the need to notify administrators of their status for next year prior to March 15, 1983, the Chancellor recommended to the Board that they suspend the rules for a first and second reading and approve the Master Plan for the Management of the Saddleback Community College District, effective July 1, 1983.

Motion by Trustee Watts, seconded by Trustee Moore to suspend the rules. Motion carried. Motion by Trustee Moore, seconded by Trustee Connolly to approve and adopt Appendix A of the Master Plan document. Unanimously carried.

MOTION

The Board then recessed into Closed Session to discuss with the Chancellor personnel matters concerning the implementation of the Master Plan. Student Trustee Jennifer Herman was excused from the Closed Session.

Board President McKnight then adjourned the Board-Chancellor Planning and Evaluation meeting at 4:00 p.m.

ADJOURNMENT

Respectfully submitted,

Larry P. Stevens

Larry P. Stevens
Secretary, Board of Trustees

LPS:dh

PROPOSED BOARD OBJECTIVES

1983-84

1. To review, approve and adopt District revised organizational structure; Chancellor to immediately establish regulations and procedures to carry out Board policies. Administration to continually look for ways to decrease energy consumption.
2. To do all that is necessary to influence fiscal legislation that will serve the best interests of Saddleback College. This objective includes seeking alternate funding sources, revitalization of the College Foundation, gifts to the District, etc.
3. To establish District planning and research function.
4. To continue to refine the District's position in collective bargaining; to strengthen the District's negotiating team in order to gain a realistic collective bargaining agreement including control, productivity and faculty evaluation.
5. To redefine organizational structure, collective bargaining agreement, and establish planning and research function so that students' needs are the main focal point and intent of the District's efforts. Student needs include quality instruction, quality learning environment, adequate equipment and facilities, comprehensive student services and co-curricular activities.
6. To ensure the quality of the total College comprehensive program be maintained through selective reductions. Whatever services and programs retained by the College (in era of declining resources) shall be of high quality.
7. To continue to emphasize the need to represent Saddleback College to the community in the best possible light.
8. To develop and implement a plan for the repair and replacement of obsolete and damaged instructional/operational equipment; to develop, adopt and implement a South Campus facilities masterplan.
9. To continue to provide timely and relevant information to the Board of Trustees to facilitate and enhance effective Board working relationships and outcomes.

Board/Chancellor Planning
Evaluation Retreat
Coto de Caza
January 21-22, 1983

SADDLEBACK COMMUNITY COLLEGE MULTI-CAMPUS DISTRICT

Budget Planning for 1983-84 and the Future

The constraints placed on budget planning for the 1980's are considerable. The expiration of AB8 which provides the system of financing community colleges, the prospect of tuition and fees, the uncertainties of enrollments, the impact of inflation and the growing specter of State control and decision making leaves the College in an almost impossible situation when trying to chart the future. It appears that the best that can be done is for the College District to develop a set of operating guidelines and priorities which would be followed when developing operating budgets for the next several years. The following suggests budget guidelines for Saddleback College for 1983-84 and the future.

Budget Guidelines

The following budget guidelines will be followed when developing annual budgets:

1. Saddleback College Multi-Campus District will continue to offer a comprehensive curriculum, including the fundamental services of vocational education, transfer education, developmental education, general education, counseling, community services and student services
2. While the scope of the various services which the college offers may change, those services which are offered will be supported in a quality manner.
3. When determining the scope of services the college offers, a two level priority system would be followed:

Level I

- (a) Retention of the essential academic curriculum and those vocational programs which provide for job entry.
- (b) Providing basic (academic or learning) skills.
- (c) Offering a general education core which includes courses dealing with health, citizenship, culture and survival skills.
- (d) Provide retraining educational programs.
- (e) Providing essential student support services.

- f. Investigating large scale purchases for multi-year use.
- g. Reviewing hours and days of operations in order to maximize full use of college facilities each day of the week and evenings.
- h. Seeking appropriate federal and foundation funds.
- i. Remodeling facilities in ways which save long-term operational costs.
- j. Conduct in-depth study of short term use of leasing college property currently not in use.

New programs, changes programs, new courses and revised courses all need to be accommodated in the budget and the budget process if the college is to remain a dynamic educational institution. Therefore, the budget allocation process will provide for expansion of curriculum and services when the following criteria are met.

- 1. The expansion meets a documented community or student need.
- 2. The expansion is cost effective when implemented in a quality manner.
- 3. The expansion has greater priority than a current service (where reallocation of resources must be made to implement the expansion).

Proposed expansions of curriculum or services will be prioritized among themselves based on the following:

- 1. The expansion (program or service) is short term, meets an immediate need and does not commit the college to long-term obligation.
- 2. The expansion is long term, but does not require excessive capital outlay or facility modification expenditures.
- 3. The expansion is short term, but requires considerable capital outlay or facility modification expenditures.

The foregoing priorities and budget guidelines will serve as the basis for the decision making process in budget allocation. On an annual basis these priorities and guidelines will be reviewed as well as having discussion and consideration of new or changing priorities by the Chancellor's Executive Council and/or Management Council.

SADDLEBACK COMMUNITY COLLEGE DISTRICT

Chancellor's Proposed Objectives for the Next Eighteen Months

1. THOSE THAT CONTRIBUTE TO THE ADVANCEMENT OF THE MISSION OF THE COLLEGE

- Develop a plan for the repair and replacement of obsolete and damaged instructional/operational equipment.
- Accomplish a facility masterplanning project.
- Develop a set of educational strategies to address such items as course schedules evaluation, instructional technologies, program review and others.
- Redefine the role and function of the counseling and guidance programs.
- Draft, review and publish regulations and procedures for the implementation of District Board of Trustees Policy.
- Develop an institutional plan which establishes priorities, staffing levels (personnel utilization and replacement), program and services levels, and resource allocation methodology for the 1983-85 biennium.
- Develop an institutional plan for utilizing new technologies in College operations.

2. THOSE THAT CONTRIBUTE TO INCREASED EFFICIENCY AND EFFECTIVENESS

- Continue to emphasize the improvement of the appearance and maintenance of facilities and grounds.
- Continue the development and implementation of professional staff evaluation processes (faculty and management).
- Continue to emphasize long-term strategic planning (i.e. budgeting, modeling, assumptions for the future, etc.)
- Continue to emphasize the efforts of a District Development function (Foundation, etc.)
- Structure communication and operation linkages between the various operating units of the College District.
- Develop a facility use plan which includes the consideration of ways to decrease energy consumption.

PLANNING ADMINISTRATOR

Under the direction of the Vice Chancellor for Fiscal Services and Operations, the Planning Administrator has the following duties and responsibilities:

1. Plan and coordinate the development of educational specifications with administrators and faculty members of the District colleges relating to physical facility projects and their inclusion in the District Five-Year Construction Plan.
2. Be responsible for the development, preparation and submittal of the District Five-Year Construction Plan as required by the Community College Construction Act of 1967.
3. Be responsible for the preparation and submittal of all eligible and approved priority project funding applications, both State and Federal, and subsequent plan follow-through.
4. Be responsible for preparation and submittal of all other data and inventory material relating to District Five-Year Construction Plan as required by the Board of Governors, California Community Colleges, and other authorities of record.
5. Work with architects in connection with implementing the development of architectural plans.
6. Coordinate architectural planning with local, State and Federal agencies.
7. Coordinate the approval of plans with various agencies.
8. Be responsible for final plan changes prior to bidding.
9. Coordinate Safety Program in the District.
10. Coordinate advertising and bidding procedures.
11. Work with the architects, building inspectors, and contractors in connection with the construction of facilities.
12. Attend job meetings, process change orders and report progress to the Board of Trustees.
13. Be responsible for final approvals and recommendations for acceptance of buildings.
14. Be responsible for filing final reports.
15. Be responsible for the District-wide facilities and equipment inventory input and distribution.

CAMPUS PRESIDENT

The Campus President has the following responsibilities:

1. Provides direction for the organization and administration of the Campus.
2. Gives leadership and coordination to the entire educational program in keeping with the established system of governance of the District and Campus.
3. Gives direction to development of an educational program relevant to the needs of constituents and communities served by the Campus; seeks improvement and enrichment of educational opportunity commensurate with proven standards of cost efficiency and staff effectiveness; gives impetus to innovation based on research and experimentation; proposes development of resources and facilities on the basis of educational specifications prepared in concert with professional colleagues, associates, and consultants.
4. Prepares studies and makes recommendations relative to the formulation and justification of the Campus budget.
5. Approves policies and activities of groups and organizations functioning within the Campus; approves the appointment of all faculty committees.
6. Provides for development and recommendation to the Chancellor of policies pertaining to matters of personnel administration, including role status, professional and service assignment, tenure, promotion, or separation of both faculty and staff personnel.
7. Recommends to the Chancellor changes in personnel assignments and salary assignments.
8. Recruits new teachers and makes recommendations to the Chancellor for their appointments.
9. Interprets the Campus to the community through community contacts.
10. Relates instructional programs of the Campus to business, industry and public agencies of the area, and to institutions of higher education offering programs leading to the baccalaureate degree.
11. Assumes responsibility for the formulation of all reports required by the Chancellor.
12. Serves as chairperson of required Campus committees or councils, and as a member of the Chancellor's Executive Council; gives direction to ad hoc committees formed to effect administrative communications.
13. Additional duties may be performed by the President as assigned by the Chancellor.
14. Maintains office hours.



Saddleback Community College District

MEMORANDUM

TO: Members of the Board of Trustees
FROM: Larry P. Stevens
SUBJECT: JANUARY 21-22 BOARD/CHANCELLOR PLANNING RETREAT

DATE: 1-14-83

The purposes of the upcoming retreat are for the Board and Chancellor to (1) get to know one another better, (2) begin to develop an effective top-level management team, (3) gain agreement on our future direction in both general and specific terms, and (4) introduce an element of evaluation of the Chancellor (and the Board if they desire to do so) in order to improve our performance and our operating results in the future.

The most important thing, however, is to ensure that our first retreat be successful. When it is, the Board will then look forward to the next one and see it as a twice-a-year event that enhances the leadership of the College by leaps and bounds. In future retreats we should involve the Presidents and the Vice Chancellor. However, in this first retreat, utilizing Chet DeVore as our consultant-facilitator, we can achieve our objectives more quickly. I believe, by not involving too many other players in the first retreat, we can achieve our purposes stated in the first paragraph.

There will be small group discussions, sharing of results, discussing priorities, volunteering Board (and Chancellor) frustrations and concerns, and studying reading materials that can all contribute to making us a better team to meet an uncertain future.

Board President McKnight has approved Jennifer Herman to attend the retreat.

I am looking forward to it.

LPS:dh

Attachment

SADDLEBACK COMMUNITY COLLEGE DISTRICT
Board of Trustees

SCHEDULE OF ACTIVITIES
January 21 - 22, 1983

Coto de Caza
P.O. Box 438
Trabuco Canyon
(714) 586-0761

Friday, January 21, 1983 (4:00 - 7:00 p.m.)

- 4:00 - 4:30 p.m. "Setting the Stage" activity; individually develop "3 to 5" item list; prepare to share with group
- 4:30 - 5:00 p.m. Share "3 to 5" item list with group; record responses; develop composite list
- 5:00 - 6:00 p.m. Board/Chancellor discuss major areas of concern; draft possible objectives; discuss Board priorities
- 6:00 - 7:00 p.m. Suggested 1983-84 College District Objectives; review and discuss
- 7:00 p.m. Dinner and evening recess

Saturday, January 22, 1983 (8:30 a.m. - 3:00 p.m.)

- 8:30 - 9:30 a.m. Board and Chancellor review and discuss Chancellor's Proposed Work Program
- 9:30 - 10:45 a.m. Board and Chancellor review Board/Chancellor working relationship and some suggested principles of operation and boardsmanship
- 10:45 - 11:30 a.m. Board and Chancellor review and approve Chancellor Performance Evaluation process (see document mailed to Board December 22, 1982)
- 11:30 - 12:00 noon Board and Chancellor review proposed District and Campus organizational proposal
- 12:00 - 1:00 p.m. Luncheon
- 1:00 - 2:00 p.m. Board and Chancellor continue review of organizational proposal and personnel impact
- 2:00 - 2:30 p.m. Board and Chancellor discuss personnel matters (replacements and reassignments)
- 2:30 - 3:00 p.m. Summarize, wrap up and adjournment
- 3:00 p.m. Adjournment

Diane
Worked well
Let's discuss how
to word things
legally for
tonight's Board
meeting.

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

January 17, 1983

Telephone: 831-4500

NOTICE
SPECIAL MEETING

Members of the Board of Trustees of the Saddleback Community College District:

You are hereby notified that a Special Meeting of the Board of Trustees is called for the hour of 4:00 p.m. on Friday, January 21, 1983, to be adjourned at 3:00 p.m. on Saturday, January 22, 1983, at Coto de Caza, P.O. Box 438, Trabuco Canyon, California.

Said Meeting is called for the purpose of conducting a Chancellor/Board workshop.

Larry P. Stevens

Larry P. Stevens, Secretary of the Board of Trustees

*Discuss need for study of
District Goals - Use Long Range
Planning mode - Schedule for
1984-85 Year.*

SADDLEBACK COMMUNITY COLLEGE DISTRICT

Philosophy (1981-82 Catalog)

The American dream is premised on the theory that if the individual citizen is to be free, each of us must be prepared to assume the responsibilities and privileges of such a freedom. A democratic nation has an obligation to provide for its people an education that will enable them to function successfully and happily under its form of government. It is to these ends that the constituency of this community created the Saddleback Community College District.

The Saddleback Community College District dedicates itself to the perpetuation of rights of free people by teaching its students the disciplines of reasoned discourse; to research and to test ideas; to distinguish among fact, opinion, propaganda and innuendo; to make decisions on the basis of evidence; to evolve new concepts; to build worthy values; to solve problems and, finally, to speak and write persuasively to defend the rights of free people.

The Saddleback Community College District pursues diligently the position that all individuals must be encouraged to develop their fullest potential; that each student will be encouraged to accomplish personal goals; that each student will be urged to develop a sense of responsibility to oneself and to others; to know that personal freedom is inextricably interwoven with the freedom of others.

The Saddleback Community College District believes that it must assume the responsibility in helping to make its students economically efficient. The institution must provide educational experiences of an academic and vocational nature that can lead to salable skills and to personal responsibility for fiscal independence.

The Saddleback Community College District, like most institutions of higher learning, values the components of the general, liberal-cultural education of all its students and realizes its goal as the cultural center of its community. The College believes that the arts tend to make a society both wiser and happier; that they are educating and civilizing; that they can provide a sense of grace, power, enchantment and beauty; and along with the Office of Education of the United States Department of Health, Education and Welfare, the District believes that "the character and quality of the nation's life rests in important measure on the vitality of the arts."

The Community of the Saddleback Community College District is committed to these principles realizing the necessity for platforms for unencumbered ideas, beliefs, ideologies; assuming the leadership role for intellectual and cultural activities for its constituency; and providing a sense of the past in order that we may know the present and prepare for the future.

SADDLEBACK COMMUNITY COLLEGE DISTRICT
Goals of the District (1981-82 Catalog)

The General aim of the Saddleback Community College District,
based on the foregoing philosophy, is to adhere to the following
tenets.

1. Students have individual worth and deserve the opportunity to develop full personal potential.
2. Each student should be aware of the social, scientific and artistic attainments of our culture.
3. Each student should learn to analyze issues rationally and objectively and to make decisions based on critical examination of the facts.
4. All students have equal opportunity to pursue their chosen programs. Saddleback Community College District will actively encourage and support enrollments in non-traditional training and careers through a total District effort and commitment.

dh
1/15/83

• Suggested for purposes of getting faculty and staff interested in curriculum reform task.

PHILOSOPHY AND PURPOSE
FOR THE SADDLEBACK COMMUNITY COLLEGE DISTRICT

PHILOSOPHY:

We believe that:

- 1) Postsecondary education in a positive, creative, open and supportive environment is important to any community.
- 2) All adult members of the community should have the opportunity to participate in quality learning activities.

PURPOSE:

The purpose of the Saddleback Community College District is to provide a broad based program of postsecondary learning opportunities for community citizens. These learning experiences will include:

- 1) Lower division college/university level course work in general education and academic majors;
and, as a function of equivalent importance,
occupational skill development for career entry, in-service training, retraining and career upgrading opportunities.
- 2) Courses which provide a continued educational opportunity for the citizens of the community.
- 3) Support services to assist in the achievement of academic and career goals.
- 4) Opportunities appropriate to a postsecondary institution to alleviate basic learning deficiencies which impede college success.
- 5) Programs which provide and foster cultural, recreational and community service activities.

PRELIMINARY DRAFT

SADDLEBACK COMMUNITY COLLEGE DISTRICT

Budget Planning for 1983-84 and the Future (College refers to both Campuses)

The constraints placed on budget planning for the 1980's are considerable. The expiration of AB8 which provides the system of financing community colleges, the prospect of tuition and fees, the uncertainties of enrollments, the impact of inflation and the growing specter of State control and decision making leaves the College in an almost impossible situation when trying to chart the future. It appears that the best that can be done is for the College to develop a set of operating guidelines and priorities which would be followed when developing operating budgets for the next several years. The following suggests budget guidelines for Saddleback College for the remainder of the 1980's.

Budget Guidelines

The following budget guidelines would be followed when developing annual budgets:

1. Saddleback College will remain as a comprehensive community college offering the fundamental services of vocational education, transfer education, developmental education, counseling, community services and student services.
2. While the scope of the various services which the college offers may change, those services which are offered will be supported in a quality manner.
3. When determining the scope of services the college offers, a two-level priority system would be follows:

Level I*

- (a) Retention of the essential core transfer curriculum and those vocational programs which provide job entry skills.
- (b) Providing basic (academic or learning) skills.
- (c) Offering a general education core which includes courses dealing with health, citizenship, culture and survival skills.

Level II*

- (a) Providing student services.
- (b) Offering retraining/in-service programs.
- (c) Making available community services programming.

8. Seeking appropriate federal and foundation funds.
9. Remodeling facilities in ways which save long-term operational costs.
10. Leasing college property currently not in use.

New programs, changed programs, new courses and revised courses all need to be accommodated in the budget and the budget process if the college is to remain a dynamic educational institution. Therefore, the budget allocation process will provide for expansion of curriculum and services when the following criteria are met.

1. The expansion meets a documented community or student need.
2. The expansion is cost effective when implemented in a quality manner.
3. The expansion has greater priority than a current service (where reallocation of resources must be made to implement the expansion).

Proposed expansions of curriculum or services will be prioritized among themselves based on the following:

1. The expansion (program or service) is short term, meets an immediate need and does not commit the college to long term obligation.
2. The expansion is long term, but does not require excessive capital outlay or facility modification expenditures.
3. The expansion is short term, but requires considerable capital outlay or facility modification expenditures.

The foregoing priorities and budget guidelines will serve as the basis for the decision making process in budget allocation. On an annual basis these priorities and guidelines will be reviewed as well as having discussion and consideration of new or changing priorities by the Chancellor's Executive Council and/or Management Council.

Contingency Planning

There is every possibility that the college will not be able to develop its final budget until late each summer or early fall. In order to receive as much input as possible, the following budget guidelines as they relate to contingency planning are proposed.

It is not intended that these proposed guidelines are in priority order within each alternative, but rather a list of operating conditions each unit must address in recommending its budget.

Contingency planning is never a welcome task. Sometimes a lot of work is done to no avail. However, not to consider the whole range of possibilities which confront us would be to leave the college vulnerable and increase the potential for making irreversible errors. We must be prepared to submit to the Board a solid and well thought out budget no matter what the final outcome is in terms of legislative action, new finance bill or other externally imposed contingencies.

SADDLEBACK COMMUNITY COLLEGE DISTRICT

Chancellor's Work Program

After five months on the job, the below listed items remain tasks and projects that your new Chancellor feels strongly need to be accomplished. When these tasks are completed, the role and function of the Chancellor will be more oriented to what the Board expressed it desired the Chancellor to achieve - be a visible, "Mr. Outside" person. But, until the District is functioning better and "tightened up" considerably, in my view trying to be an "outside person" now would not be productive.

Status

- 7 of 11 1. Meet and talk to members of the District and County legislative delegation. *Prior to session*
- Rep. Packard only 2. Meet and talk individually to congressional delegation.
- 50% 3. Study District and Campus organizational structure and functioning; delineate lines of responsibility and accountability (key item) as to "what is" and "what ought to be." Develop "mangement team" concept. Recruit, retain, promote strong, competent administrators, reassign or terminate marginal or uninspired ones. } *Organization Plan*
} *Occurring now*
} *Need to start*
- In process 4. Resolve faculty salary issue.
- 90% 5. Prepare for February reaccreditation team visit.
- 30/70 odds 6. Resolve hospital project: "go or no go" (enormous amount of District time and energy being expended.)
- Scheduled for 2-3 Feb 7. Establish District planning function. Implement Joint Council on Educational Priorities for 1983-84. *15 ADMIN. 15 FAC.*
- 60% 8. Draft management negotiation package for faculty contract Spring negotiations. *Review with Board in special mtg in early Feb.*
- Accomplished 9. Develop District enrollment management strategy in light of current state cap on growth.
- Need Consultant to do 10. Evaluate District personnel practices and procedures. Key, key item.
- In place 11. Publish District budget development calendar. Implement budget development and review process.
- Underway by Deans 12. Review college catalog

Yet to do 13. Develop District regulations and procedures based upon adopted board policy.

Yet to do 14. Establish Management Information System.

Yet to do 15. Establish repair and replacement of equipment plan.

16. Research and study the following areas:

Negotiate a. Faculty release time and reassigned time.

Negotiate b. Overloads

Yet to do c. Staffing levels for all programs and support services.

Staff training and revision of entire personnel function. d. Personnel management areas; i.e., overtime, compensatory time, absorbing unneeded persons full-time on work force due to insufficient attention to personnel management by administrators.

In process e. Reduce some 12 month employees to fewer months.

See Management Plan f. Reorganize and reduce administration.

Changed mind g. Operate own bookstore(s). Bob Moore

Changed mind h. Purchase own telephone system. Review

In Process i. Increase efficiency throughout organization.

1 July, 1983-84 j. Consider putting Community Services on self-sustaining basis (phased in).

k. Other

In process 17. District "image" needs study (written, visual, political).

Started 18. Review continuance of flexible calendar and in-service program upgrade. Need to create an aggressive positive staff development program for all groups - especially faculty.
Upgrading process; Also reducing days; Need Fulltime staff development leader.

In process 19. Improve employee group negotiated contracts (too many grievances, loopholes, contradictions).

20. Work with Board on:

In process a. Planning and evaluation workshop with new Chancellor.

Accomplished b. Board agenda format <

Option: Admin c. Board meetings
introduce each item.

Discuss 1. Conduct of meetings (Chancellor or staff introduce items, motion and second on items, then discussion, etc.)

2. Use of overhead projector to improve board presentations

To schedule 3. Monthly informational presentations to Board.

Continue to upgrade 4. Boardroom setup.

Need person to concentrate on this - Carol Messner
Discuss d. Board "outstanding service" awards concept/project.
e. "Board Day On Campus" idea. (after negotiations?)

yet to do 21. Visit each high school district superintendent and high school in College District. - USE STATE CENTER CONCEPT NEXT OCT.

22. Conduct district-wide studies concerning:

To do

a. Facilities utilization and development of District owned properties.

To do

b. Student services.

Accomplished

c. Community services.

To do

d. Catalog: courses taught/not taught test

Under study

e. Feasibility of an Institute for Business and Industry

Future objectives 23. District Development Office created (upgrade District Foundation):

Need interim location away from center of south campus until permanent location is identified. Bldg. A
24. Relocate District office functions to a more suitable location to house Business and Operations, Employee Relations, Vocational Education Services and Programs.

In process 25. Most important. Work to maintain quality programs and teaching through quality leadership and administration.

In Process 26. Improve Financial Reporting to the Board



Saddleback Community College District

MEMORANDUM

TO: Board of Trustees
FROM: Larry P. Stevens
SUBJECT: BOARD OF GOVERNORS RULEMAKING CALENDAR

DATE: 1-15-83

The following information is for Board member study and review. It is an item extracted from the State Chancellor's report submitted to the Board of Governors at its December 9 and 10, 1982, meeting in San Francisco.

The reason it is being shared with the Board of Trustees is that each of the items listed indicates rules and regulations which impact our District significantly.

RULEMAKING CALENDAR

Legislation enacted during 1982 (AB 3337, McCarthy) requires state agencies to develop rulemaking calendars for regulations they intend to adopt for the calendar year. This exercise is to be done annually, and adopted by January 30 of each year. Agencies are required to specify the subject of the regulations, as well as the anticipated dates of notice, public hearings, adoption and submission to the Office of Administrative Law.

Staff is in the process of developing a proposed rulemaking calendar for Board adoption at its January 27-28 meeting. We have already identified the following subjects for regulation during 1983:

- Minimum Standards ✓
- Comprehensive Planning
- Accounting Procedures
- Compensatory Course Definition
- Technical Revisions
 - Degrees and Certificates
 - Attendance Accounting
 - Residency
 - Apprenticeship (excess costs)
- 50% Law Revisions
- Bilingual Teachers Education articulation agreements
- AB 803 (Discrimination) Revisions

- *How does Board want to study these issues?*
- *Use of study session concept*
- *Academic Senate input*

In preparation for the January agenda item, Board members should begin thinking about additional subjects which will require regulations during 1983.

LPS:dh

SADDLEBACK COMMUNITY COLLEGE DISTRICT

Code of Ethics and Responsibilities
for
Board of Trustee Members

GENERAL

Elected (or appointed) members of the Board of Trustees of the Saddleback Community College District are representatives of the citizens of the District and consist of a lay board holding the District, in trust, for all the citizens.

Board members' obligations, as a group, are both legal and ethical.

The Board of Trustees of the Saddleback Community College District commits itself to the very highest ethical conduct, as well as to carry out its requirements under the applicable Education Code provisions of the State of California and such other local, state, and federal laws as should apply.

LEGAL POWERS AND DUTIES

Except as otherwise provided, the Board of Trustees shall:

1. Establish rules and regulations not inconsistent with the regulations of the Board of Governors and the laws of California for the governing and operation of one or more community colleges (or campuses) in the District and delegate appropriate authority to officers, employees, or committees of the District, the College, or the Board of Trustees.
2. Establish policies for, and approve, current and long-range educational plans and programs and promote orderly growth and development of the community colleges (or campuses) within the District.
3. Establish policies for, and approve, academic master plans for facilities. The Board of Trustees shall submit such master plans to the State Board of Governors for review and approval.
4. Establish academic standards, probation and dismissal and readmission policies and graduation requirements not inconsistent with the minimum standards adopted by the Board of Governors.

Code of Ethics and Responsibilities
Page 3

8. Employ competent, trained personnel.
9. Insure an atmosphere in which controversial issues can be presented fairly and in which the dignity of each individual is maintained.
10. Respect the Office and in no way misuse the power inherent in the Office.

PROCEDURAL RESPONSIBILITIES

The Board asserts its responsibilities to:

1. Encourage all employees, by group representation of employees, to avail themselves of all administrative remedies and procedures before requesting Board of Trustee involvement.
2. Except in unusual circumstances, it is generally understood that channels for communication will be followed whereby requests for material from District employees for any Board action will be transmitted to the Board of Trustees through the Chancellor and that the Board members will request information and action through the Chancellor.
3. The Board of Trustees acknowledges the concern of faculty and employees of the District in certain matters relating to possible misinterpretation of Board of Trustee members' roles and functions. In so acknowledging such concerns, the Board of Trustees reaffirms the following:
 - a. That it has been, and shall continue to be, the policy of the Board of Trustees that the administration and faculty of this District have the opportunity to participate where appropriate in the decision-making processes of the District, and the President of the Board and the Chancellor acknowledge the legal restraints of California statutes which requires reasonable and practical notice to be given prior to any Board meeting where action will be taken.
 - b. That the Board acknowledges that the sole authority for action with which it is vested resides in its activities of the legally constituted Board, and that as individuals, the members of the Board have no authority to mandate action on the part of the District. This policy shall, however, in no way restrict individual Board members from full and complete access to all of the campuses of the District and to a complete range of inquiry to the Chancellor who will obtain information from District employees for the Board

SADDLEBACK COMMUNITY COLLEGE DISTRICT

Board Operation Discussion Item

Some suggested principles of operation (an outline)

1. Operate as a unit
2. Regard the Chancellor as their CEO - channel all items through Chancellor.
3. Confine items of business to matters of policy.
4. Board members do necessary homework.
5. Consult with Chancellor on items of question on agency prior to board meetings if at all possible.
6. Schedule meetings infrequently.

Some practices and principles of Boardsmanship (an outline)

1. Chancellor and Board members accept the leadership responsibility for enhancing Board working relationships and human relations.
2. Have a clearly defined Board Policy Statement.
3. Chancellor provide Board with full, documented information on all matters coming before the Board in the Board Agenda.
 - a. Legal review
 - b. Homework done
 - c. Agenda item which is controversial should be taken to Board only when potential adversaries to the agenda item are known to the Board.
4. Provide arena for "management of conflict" which does not involve the Board. There should be two arenas:
 - a. Management team arena.
 - b. Chancellor Council arena.

Keep full minutes of appropriate council meetings and publish them. Board must now allow themselves to be used by constituencies to bypass the administration or Chancellor; if faculty and staff find they can, then they will bypass on any occasion which suits specific constituencies.

M E M O R A N D U M

SADDLEBACK COMMUNITY COLLEGE DISTRICT
Office of the Chancellor

December 22, 1982

TO: Members of the Board of Trustees
FROM: Larry Stevens
SUBJECT: ASSOCIATION OF GOVERNING BOARDS - COMMUNITY COLLEGE
TRUSTEE EVALUATION INSTRUMENT

The underlining assumption in the use of the AGB trustee evaluation instrument is that Boards of Trustees should periodically evaluate the Board in terms of performance as a Board and in leading the institution toward achieving its mission and purpose.

Since several changes have occurred in the college due to collective bargaining and a change in the person of the Chief Executive Officer, it is understandable that Trustees may find it difficult to use the criterion instrument as intended. It can be, however, very beneficial to Board members to read each criterion statement and then mark how one feels about each item at this point in time. The perceptions Board members have about the status of the college, in relationship to each criterion at the present time, need not reflect the change in Chancellors or the present impasse with the Faculty Association. In other words, if a majority of Board members agree that criterion 4 is "barely adequate," that is valuable to discuss further. Likewise, if the Board feels that criterion 8 is "very good" then that item can be set aside so that more time can be devoted to items evaluated "barely adequately" or "poor."

The idea of a group of lay citizens evaluating their performance as a Board periodically is to provide reinforcement for those times the Board does well, and direction and guidelines for areas that the Board wishes to modify or change its behavior or direction for the future.

Early in January I will forward one or two more "check off lists" for trustees so that the Saddleback Board becomes as familiar as possible with recent developments in Board evaluation that are occurring nationally.

Please call me if you have any further questions regarding this topic.

LS:dh

PLEASE BRING THIS DOCUMENT TO
THE RETREAT

Criterion 1

Institutional Mission and Educational Policy

No institution can be all things to all people. Every institution must decide what its particular mission is –its *real purpose*– if it is to have sound direction. The mission must be clearly defined so students will know the institution’s purposes and objectives, faculty members will know how to direct their efforts, and the public will know what they are supporting.

An official statement setting forth the specific mission of a college should be a cooperative effort of the administration, the faculty, and the governing board. Acting alone, the board lacks the professional experience to define educational goals in detail. Its role is to insure that the mission is clearly stated; and because it stands apart from day-to-day operations, administrative preoccupations, and faculty special interests, the board is in a unique position to lead, seek consensus, and stimulate action.

	Yes	No
1. Is there a written and officially adopted statement of the institution’s mission or purpose?	_____	_____
2. In your opinion is this statement sufficiently clear to serve as a guide to academic planning and decision-making?	_____	_____
3. Do the institution’s goals or objectives respond to the community’s educational and public service needs?	_____	_____
4. Does the board periodically review its statement of purpose and educational goals, and examine the policies which implement them?	_____	_____
5. Does the board assume a role in helping to determine basic educational policies?	_____	_____

Summary: In relation to this criterion I feel that the board’s performance has been:

Very Good_____ Good_____ Barely Adequate_____ Poor_____

Further comments or suggestions related to this criterion:

Criterion 3

Physical Plant

It is the board's responsibility to create and maintain a physical environment that is conducive to learning and consistent with reasonable expectations of future funds and enrollment trends. Decisions that involve the campus master plan and the capital outlay budget request are the major concerns. Prudence demands that maximum use be made of the present physical plant before construction or remodeling is considered. Credibility in capital funding requests should be ensured. Efficient use of the board's time and effort requires that it be concerned only with those matters that cannot properly be delegated to the staff.

- | | Yes | No |
|---|-------|-------|
| 1. Has the board approved a master plan for the physical campus which includes both present and anticipated needs? | _____ | _____ |
| 2. Do you feel that the board makes decisions on details related to buildings and grounds that really should be delegated to the administrative staff? | _____ | _____ |
| 3. Within the past two years, has the board received and reviewed a report on physical plant utilization – classroom, laboratory, office and other building space? | _____ | _____ |
| 4. Prior to its consideration of requests for remodeling or new construction has the board satisfied itself that present spaces are being used effectively and instructional areas are scheduled for optimum utilization? | _____ | _____ |

Summary: In relation to this criterion I feel that the board's performance has been:

Very Good _____ Good _____ Barely Adequate _____ Poor _____

Further comments or suggestions related to this criterion:

Criterion 5

Board Organization

The effectiveness of a board greatly depends on the structure of its organization and the conduct of its meetings. The board's rules, formulated over time and frequently out of habit or tradition, determine these matters. A productive board is usually one that has periodically taken the time to thoughtfully sort out its duties, critically review its organizational structure and rules of procedure and update its policy or operations documents.

The board should also review the procedures of formulating agendas and conducting meetings to see that necessary business is dispatched promptly, the implications of key policy decisions are carefully considered, and time is not wasted.

- | | Yes | No |
|---|-------|-------|
| 1. Within the past two or three years, has the board in some formal way reviewed its procedures and policies? | _____ | _____ |
| 2. With respect to the board's agenda: | | |
| a. does it put before you issues of <i>policy</i> the board should consider? | _____ | _____ |
| b. is it accompanied by appropriate supporting information in the right amount? | _____ | _____ |
| c. does it reach you sufficiently in advance of the meeting? | _____ | _____ |
| 3. Do you feel that board meetings allow enough time for responsible discussion of key issues? | _____ | _____ |
| 4. Does the board do an adequate job of rotating leadership in key board offices? | _____ | _____ |

Summary: In relation to this criterion I feel that the board's performance has been:

Very Good _____ Good _____ Barely Adequate _____ Poor _____

Further comments or suggestions related to this criterion:

Criterion 7

Board/Faculty Relations

In academic affairs a measure of the board's success is the nature of its relationship with the faculty. Most lay board members lack the professional expertise to legislate in this area, yet they share the burden of responsibility for the quality of the institution and for the manner in which the institution fulfills its academic goals. Therefore, the board must trust the professionals for advice, and delegate to them authority to carry out educational policies and procedures.

The line between governing policy and operating policy is not easily drawn but it must be established with reasonable clarity. The institution needs to be given academic direction, yet the faculty must be free to perform its professional work.

- | | Yes | No |
|---|-------|-------|
| 1. Does the board have effective means of two-way communication with the faculty? | _____ | _____ |
| 2. Does the board, through the chief executive, seek the advice and recommendations of faculty leaders in formulating basic educational policies? | _____ | _____ |
| 3. Do you feel that the board exercises authority over: | | |
| a. _____more aspects of educational affairs than it needs to? | | |
| b. _____fewer aspects of educational affairs than it should? | | |
| c. _____neither. Its participation in educational affairs is about right. | | |
| 4. Does the board delegate to the chief executive and faculty full responsibility for implementing educational policies? | _____ | _____ |
| 5. Has the board adopted adequate policies concerning: | | |
| a. grievance procedures? | _____ | _____ |
| b. processes for selection, promotion, retention, tenure? | _____ | _____ |
| c. standards for faculty performance? | _____ | _____ |

Summary: In relation to this criterion I feel that the board's performance has been:

Very Good_____ Good_____ Barely Adequate_____ Poor_____

Further comments or suggestions related to this criterion:

Criterion 9

Court of Appeal

Governing boards may be called upon to fulfill a quasi-judicial function in the settlement of disputes arising within the institutional community, though generally disputes should be settled at the lowest possible administrative level to avoid inappropriate board involvement in operational matters. The board should carefully develop due process policies and delegate authority.

Yes No

1. Has the board developed procedural due process or "fair hearing" requirements which delegate the management of conflict situations to the chief executive and to academic administrators or faculty leaders?

2. Are the disputes that have been brought to the board:

a. accurately and concisely briefed for your study?

b. brought to the board before they have escalated to crisis proportions?

c. settled without unduly prolonged debate?

3. Do you feel that disputes have been settled with sympathetic understanding of the human and institutional issues involved?

4. Do you feel that the board has been called upon to adjudicate cases of conflict that should have been settled before they came to the board?

Summary: In relation to this criterion I feel that the board's performance has been:

Very Good _____

Good _____

Barely Adequate _____

Poor _____

Further comments or suggestions related to this criterion:

SADDLEBACK COMMUNITY COLLEGE DISTRICT

Code of Ethics and Responsibilities
for
Board of Trustee Members

Board to Approve

GENERAL

Elected (or appointed) members of the Board of Trustees of the Saddleback Community College District are representatives of the citizens of the District and consist of a lay board holding the District, in trust, for all the citizens.

Board members' obligations, as a group, are both legal and ethical.

The Board of Trustees of the Saddleback Community College District commits itself to the very highest ethical conduct, as well as to carry out its requirements under the applicable Education Code provisions of the State of California and such other local, state, and federal laws as should apply.

LEGAL POWERS AND DUTIES

Except as otherwise provided, the Board of Trustees shall:

1. Establish rules and regulations not inconsistent with the regulations of the Board of Governors and the laws of California for the governing and operation of one or more community colleges (or campuses) in the District and delegate appropriate authority to officers, employees, or committees of the District, the College, or the Board of Trustees.
2. Establish policies for, and approve, current and long-range educational plans and programs and promote orderly growth and development of the community colleges (or campuses) within the District.
3. Establish policies for, and approve, academic master plans for facilities. The Board of Trustees shall submit such master plans to the State Board of Governors for review and approval.
4. Establish academic standards, probation and dismissal and readmission policies and graduation requirements not inconsistent with the minimum standards adopted by the Board of Governors.

Code of Ethics and Responsibilities
Page 3

8. Employ competent, trained personnel.
9. Insure an atmosphere in which controversial issues can be presented fairly and in which the dignity of each individual is maintained.
10. Respect the Office and in no way misuse the power inherent in the Office.

PROCEDURAL RESPONSIBILITIES

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Keep full minutes of appropriate council meetings and publish them. Board must now allow themselves to be used by constituencies to bypass the administration or Chancellor; if faculty and staff find they can, then they will bypass on any occasion which suits specific constituencies.

ORGANIZATIONAL PROPOSAL

PLEASE REFER TO "MASTER PLAN FOR THE MANAGEMENT OF THE
SADDLEBACK COMMUNITY COLLEGE DISTRICT"

BOARD POLICY

MAKING

VS

ADMINISTRATIVE

DECISION MAKING

"THE GRAY AREAS"

Definitions

Most board members and administrators would say that it is the function of the board to set policy and administration to implement policy. However, where does one end and the other begin? There is always going to be some overlapping of these spheres. However, there are two things that can be done to eliminate much of the confusion. First, the obvious must be done. There must be some definition of terms. One such set of terms indicates, "A policy is an expression of beliefs or judgment derived from an assessment of a set of values adopted by the board as a guide to present and future action. Administrators implement board policy by administrative rules and regulations. Matters that describe when things are to be done and by whom . . . belong in the administration rule, not in the board policy."¹

Policy has many characteristics. It should be broad because many decisions have to be made within the framework it provides. It should be non-temporal. It should be usable today, tomorrow, or three months from today. This does not mean that it should be inflexible and not reviewed periodically. Major policy, however, should need reviewing only annually.

¹ Advisor, Association of Community College Trustees, Washington, DC, December, 1977

Policy should be undetailed as much as possible because detail in policy increases the chances that it will then spell how, when, where, and by whom something is to be done. The two things that policy should address is what and sometimes why. Lastly, and obviously, policy should be clear and concise.

The second thing that must be done involves presenting a set of circumstances or examples most often involving misunderstandings relative to policy and administrative rules. Some of those examples are covered in this pamphlet.

Gray "Problem" Areas

Boards of Trustees are property owners and policy-making bodies. These bodies make policy, not administrative decisions. Oftentimes, for the inexperienced or even sometimes for the experienced Board member separating the two types of decisions is indeed difficult. As a basis of discussion some of the burdens placed on Board members which force them to the temptation of making administrative decisions will be delineated.

1. Board member A is approached by a relative or friend (or friend of a friend) about obtaining employment at the College. The College welcomes additional sources of qualified personnel. Board members have as much right as anyone to suggest personnel to the College administration. However, help should take the form of suggestion only. To place pressure on any administrative employee

administrative problem. Types of problems follow:

- A. Shoddy instructional work.
- B. "I can't get the course I want."
- C. "I can't receive my VA benefits on time."
- D. "The College is teaching too many hobby type courses."
- E. "The College doesn't cater to local people in its employment process."
- F. "The College wastes money."
- G. "I can't use college facilities."
- H. "I can't find any place to park."

Any time an external agent (anyone external to the school) calls a board member relative to a school problem, the president should be notified immediately so that the problem can be defined as falling within the board's sphere of authority or in the chief executive's delegated sphere of authority. Action may then commence by the appropriate party to correct the problem. For example, in terms of waste the College may be operating a program considered by some people to be wasteful. The academic program is a prerogative of the board. The board could ask the president for a complete report on a particular program to determine if it is needed or wasteful. If facilities utilization is a problem, perhaps the board should pass a facilities utilization policy for the president to administer. If interpretation of the

existing facilities policy is the problem, the president could request board clarification of the policy. Suppose someone complained that too many hobby type courses were being offered. The board member could merely refer to the policy covering extension or community service courses. Are hobby courses covered? Are hobby courses so infrequently taught that this is an isolated problem? In other words, is a policy necessary? Is this something the president can handle by referring to existing policy? If so, refer the complainant to the president. In short, problem clarification is crucial so authority spheres can be determined.

5. At many colleges the Chairman of the Board delimits the area of specialty of each board member by making committee appointments. These committees revolve around general areas of concern: Personnel, Buildings and Grounds, Finance, Curriculum, etc.

Student M approaches Board member N (who is on the Curriculum Committee) about a personnel problem. Board member N should ask the student if he has "pursued the matter all the way to the president." If the answer is "yes," tell him to request a meeting through the president with the Board Personnel Committee. In short, board members should respect the delegated spheres of influence of each board subunit. Action may then be taken by the full board based upon recommendations of the board subunit.

when, where, and by whom the request can be honored.

To make a request of an instructor by a board member places the instructor in an untenable situation. What does he or she do? He or she has double vision. He or she can see "multiple bosses."

9. Board member P approaches the president about borrowing an item of school property. Many items (projectors, podiums, etc., software of all kinds, books) are available for personal and community use. Once again the board should develop a policy on community use of school equipment and related resources. What can be utilized and under what circumstances? The administration can then determine how, when, where, and by whom material can be secured. "This ounce of cure will save nine ounces of board-presidential stitches."

10. Board member or community member X requests that work be done on premises outside the college. The college does honor many such requests, and the live projects do constitute realistic and beneficial learning experiences in most cases. Similar to item 8, the board should develop a policy on live off-campus projects indicating what is to be done and under what circumstances. Specific requests should then be channeled through the president who, by board policy, can determine how, when, where, and by whom the request can be honored. Most off-campus projects should be related to the "community good" rather than involving specific interests.

Overlapping Areas

Many times two of the areas outlined above will overlap. For example, the employment function was discussed under area 1. However, item 4E concerns the employment area. The problem has been delineated that "The college doesn't cater to local people in its employment process." Remember that the board determines what, under what circumstances, and why. Perhaps it is board policy that "only locals are to be employed." However, in most reputable colleges the best qualified applicant is employed in each instance based upon clearly delineated recruiting areas as spelled out in an affirmative action plan. If the board does have a "local only" employment policy, this would definitely be a board matter because apparently the president would be violating it. On the other hand, if the board had a policy to employ the best qualified person in each instance, and the administration was following it, the problem would be one for the chief executive to handle within existing policy. In other words, it would be strictly a "how, when, where, and by whom" administrative matter.

Conclusions

Policies such as those suggested in this pamphlet are available at many institutions. They could be utilized with minor modifications.

When a problem arises such as those suggested in this pamphlet or

SEP 23 1980

STAFF EVALUATION
DR. LOREN E. KLAUS, PRESIDENT
SHAWNEE COLLEGE
ULLIN, ILLINOIS
ASSOCIATED COLLEGE TRUSTEES
ATLANTA, GEORGIA

10/6/72

INTRODUCTION

1 MY COMMENTS ARE BASED ON THE BELIEF LAY PEOPLE SHOULD CONTROL THEIR PUBLIC
2 COLLEGES. THEY DO THIS THROUGH AN ELECTED BOARD OF TRUSTEES.

3 MY THESIS IS TRUSTEES BEST GOVERN BY MAINTAINING AUTHORITY AND ESTABLISHING
4 RESPONSIBILITY FOR RESULTS.

5 I CONSIDER THE BOARD'S JOB IS TO SET POLICY, THE ADMINISTRATORS' JOB IS TO
6 EXECUTE BOARD POLICY, AND THE FACULTY JOB IS TO TEACH.

7 I WILL SAY THAT EVALUATION OF STAFF IS A LEGITIMATE TRUSTEE AND ADMINIS-
8 TRATION RESPONSIBILITY. IT IS DONE FOR THE PUBLIC WHO PAYS THE BILLS, AND THE
9 STUDENTS WHO CAN'T DO IT FOR THEMSELVES.

INTERNAL COLLEGE GOVERNANCE

10 THE COMMITTEE SYSTEM OF INTERNAL GOVERNANCE IS NOT RESPONSIVE GENERALLY TO
11 PUBLIC NEEDS. THE COMMITTEE SYSTEM IS BASED ON THE THEORY THAT THE ADMINISTRATOR
12 IS A "COLLEAGUE AMONG COLLEAGUES" - THAT HE HOLDS NO POWER EXCEPT THAT GRANTED BY

32 IN SOME INSTANCES, FACULTY MEMBERS ARE ESSENTIALLY EMPLOYED BY A VOTE OF PEERS,
33 EVALUATED BY PEERS, GIVEN TENURE BY A VOTE OF PEERS, AND HAVE SALARIES SET BY
34 A VOTE OF PEERS. THIS SYSTEM MAY CAUSE THE FACULTY MEMBER TO BE MORE INTERESTED
35 IN IMPRESSING HIS PEERS THAN IN DOING WHAT IS BEST FOR HIS CLIENTS--THE STUDENTS
36 AND THE GENERAL PUBLIC. THIS IS THE WRONG PRIORITY.

37 PEOPLE IN HIGHER EDUCATION ARE UNDOUBTEDLY PROFESSIONALS IN THEIR OWN RIGHT.
38 WE MUST RECOGNIZE, HOWEVER, ONE ESSENTIAL DIFFERENCE BETWEEN OUR PROFESSION AND
39 MOST OTHERS. IN ESSENCE, WE ARE DEALING WITH WHAT MIGHT BE CALLED A "CAPTIVE
40 CLIENT," THE STUDENT. THE CLIENT OF THE LAWYER, FOR EXAMPLE, CAN DISMISS HIS
41 LAWYER WITH EASE AND CHOOSE ANOTHER ONE. THE STUDENT, FOR ALL PRACTICAL PURPOSES,
42 CANNOT DO THIS. THEREFORE, THE COLLEGE MUST HAVE A PROCEDURE TO GIVE THE STUDENT
43 RELIEF FROM AN INCOMPETENT PROFESSIONAL. I BELIEVE THIS IS A FUNCTION OF THE
44 ADMINISTRATION OR SOME OTHER PERSON OR GROUP THAT CAN BE HELD ACCOUNTABLE FOR ITS
45 ACTIONS.

ALICE IN WONDERLAND

46 THE WORK OF ALL COLLEGE EMPLOYEES SHOULD BE REGULARLY EVALUATED. IT'S IN THE
47 PUBLIC INTEREST. IT'S NOT GENERALLY DONE. MYTHICAL FACTS PREVENT IT. HERE ARE
48 SOME.

- 49 1. FACULTY POWER GROUPS TEND TO DISCREDIT AUTHORITY OF ANY KIND EXCEPT

58 LISTEN TO MANY GROUPS, BUT THE FINAL DECISIONS ARE THEIRS. THIS IS THE DEMOCRATIC
59 WAY.

0 TRUSTEES SELECT A PRESIDENT TO RUN THE COLLEGE AS PER THEIR POLICIES. HE
1 RUNS IT. YOU DON'T. HE SERVES AT THE BOARD'S PLEASURE. HE SELECTS A STAFF.
2 THEY CARRY OUT THE MISSION OF THE INSTITUTION. STAFF DO NOT GOVERN THE COLLEGE.
3 STAFF INPUT--YES, STAFF CONTROL--NO.

4 THE BOARD SHOULD DECIDE WHAT IT WANTS EMPHASIZED IN THE COLLEGE CURRICULUM.
5 CERTAINLY, THE BOARD WILL SEEK COMPETENT PROFESSIONAL ADVICE FROM THE ADMINISTRATION,
6 FACULTY AND OTHERS. AFTER THAT, THE BOARD MUST SET UP AN ORGANIZATION TO MEET ITS
7 GOALS.

8 RESPONSIBILITY FOR FINAL DECISION MAKING SHOULD BE HELD BY PEOPLE WHO ARE
9 ACCOUNTABLE TO THE PUBLIC. THAT MEANS THE BOARD OF TRUSTEES. YOU CAN BE VOTED
0 OUT BY YOUR PUBLIC.

ADMINISTRATIVE JOB

1 THE JOB OF THE COLLEGE ADMINISTRATION IS SIMPLE. IT IS TO CREATE CONDITIONS
2 THAT WILL MEET THE GOALS OF THE COLLEGE.

3 THE COLLEGE PRESIDENT MORE THAN ANY OTHER PERSON DETERMINES THE QUALITY OF
4 YOUR INSTITUTION. THAT POSITION SETS THE TONE FOR YOUR COLLEGE.

5 YOUR PRESIDENT MUST KNOW WHAT YOU EXPECT OF HIM. HAS YOUR BOARD DISCUSSED

05 YOU EXPECT YOUR PRESIDENT TO BE FAIR WITH STAFF. BUT, REMEMBER WHEN YOU
06 DILUTE HIS POWER YOU DILUTE HIS ACCOUNTABILITY.

07 ARE YOUR ADMINISTRATORS LABOR OR MANAGEMENT? THEY MUST BE MANAGEMENT.

08 YOU HAVE EVERY RIGHT TO EXPECT THEM TO ENTHUSIASTICALLY DEFEND AND EXPLAIN POLICIES
09 OF THE PRESIDENT AND THE BOARD AS THEIR OWN. DO NOT ALLOW THEM TO BE "GOOD GUYS"
10 IN THE EYES OF THE STAFF BY TAKING A WEAK POSITION ON BOARD POLICY.

11 SOMETIMES A COLLEGE ADMINISTRATOR CAN BE LOVED BY ALL, AND TOTALLY INCOMPETENT.

12 LET ME DESCRIBE HIM.

- 13 1. HE SPENDS ALL OF HIS TIME LISTENING TO FACULTY TALK. HE TAKES NEVER
14 A DEFINITE STAND ON ANY ISSUE. HE KEEPS A LOW PROFILE. HE DOESN'T
15 MAKE ANYBODY MAD.
- 16 2. HE THINKS THE GOOD ADMINISTRATOR IS STRICTLY A "COLLEAGUE AMONG
17 COLLEAGUES." HE ADDS NO DIMENSION OF LEADERSHIP. HE CARRIES OUT
18 FACULTY GOVERNMENT DECISIONS.
- 19 3. HIS GOAL IS TO KEEP HIMSELF AND HIS FACULTY OUT OF ALL TROUBLE.
- 20 4. HE DELIBERATELY DELAYS HARD DECISION-MAKING UNTIL ALMOST TOTAL
21 CONSENSUS OCCURS. IN FACT, HE OFTEN DECIDES NOT TO DECIDE AND IS
22 CREDITED WITH BEING A GOOD ADMINISTRATOR. TOO BAD. THROUGH IT ALL
23 HE REMAINS HUMBLE IN A HIGHLY CONSPICUOUS MANNER. HE IS TOTALLY
24 UNDERWHELMING.

144 CAN BE MEASURED. YOU SHOULD DO SO.

145 THE ADMINISTRATION SHOULD BE FAIR, OBJECTIVE, IMPARTIAL, AND THOROUGH IN ITS
146 WORK WITH FACULTY. THIS MEANS REGULAR COMMUNICATION, AND FEW SURPRISES. IF
147 FACULTY WORK IS SATISFACTORY FROM THE ADMINISTRATIVE POINT OF VIEW, FACULTY SHOULD
148 BE REGULARLY INFORMED. IF NOT SATISFACTORY, FACULTY SHOULD BE INFORMED. I THINK
149 FACULTY WANT IT THIS WAY.

150 ROLE DELINEATION IS CLEAR. THE FACULTY TASK IS TO TEACH AS PER AGREED CON-
151 TRACT. THE ADMINISTRATIVE TASK IS TO SEE TO IT THAT COLLEGE GOALS ARE MET.

152 THE BOARD AND ADMINISTRATION SHOULD MAINTAIN A POSITIVE RELATIONSHIP WITH
153 INDIVIDUAL INSTRUCTORS. ADMINISTRATORS SHOULD TREAT INDIVIDUAL FACULTY WITH
154 COMPASSION. DON'T LET BAD FEELINGS FROM COLLECTIVE BARGAINING AFFECT INDIVIDUAL
155 FACULTY-ADMINISTRATOR RELATIONS.

156 POOR COMMUNICATION IS USUALLY BLAMED FOR CONTROVERSY BETWEEN BOARD AND FACULTY.
157 NOT SO. IN MOST COLLEGES COMMUNICATION IS EXCELLENT. THAT IS THE PROBLEM. FACULTY
158 UNDERSTANDS CLEARLY WHAT THE BOARD IS SAYING. BUT, IT DISAGREES WITH WHAT IT HEARS.
159 IT'S DIFFICULT TO DELIVER BAD NEWS. DON'T BLAME YOUR PRESIDENT FOR THIS.

160 THERE IS NO WAY FACULTY PRESSURE GROUPS AND THEIR LEADERSHIP CAN BE LEGALLY
161 ACCOUNTABLE FOR DECISIONS THEY "FORCE" YOU TO MAKE. THERE ARE THINGS WORSE THAN A
162 TEACHER STRIKE. WRECKING THE COLLEGE BY GIVING IN TO UNREASONABLE DEMANDS IS ONE OF
163 THEM.

- 33 5. WHAT IS BOARD POLICY REGARDING FACULTY ATTENDANCE AT SO-CALLED PRO-
34 FESSIONAL MEETINGS HELD ON COLLEGE TIME, EITHER WITHIN OR OUTSIDE
35 THE COLLEGE DISTRICT? WHO DETERMINES WHETHER OR NOT ATTENDANCE AT
36 SUCH MEETINGS WILL BENEFIT YOUR STUDENTS? AND HOW?
- 37 6. RECOGNIZE THE DIFFERENCE IN DECISION MAKING BETWEEN FACULTY INPUT
38 AND FACULTY POWER FOR FINAL DECISION MAKING. THE FIRST IS GOOD--
39 THE SECOND IS BAD.
- 00 7. DO YOUR INSTRUCTORS MEET ON PUBLIC TIME AND EXPENSE TO DISCUSS THEIR
01 OWN WELFARE? IF SO, CAN YOU JUSTIFY THIS AS A LEGITIMATE EXPENDITURE
02 OF TAXPAYERS' MONEY? I DON'T THINK SO. HOW MANY FACULTY WOULD ATTEND
03 SUCH MEETINGS IF THEY HAD TO DO SO ON THEIR OWN TIME AND EXPENSE. FIND
04 OUT.
- 05 8. WHAT IS THE STUDENT-FACULTY RATIO AT YOUR INSTITUTION? WHAT EVIDENCE
06 DO YOU HAVE THAT A LOWER TEACHER-PUPIL RATIO MAKES ANY DIFFERENCE IN
07 STUDENT LEARNING? THERE IS PLENTY OF FACULTY OPINION ON THIS. THERE
08 IS LITTLE EVIDENCE. EVALUATE THE SITUATION.

SOMETHING TO PONDER

- 99 1. ESTABLISH WHO IS "CALLING THE SHOTS" IN YOUR COLLEGE. YOU ARE. THEN
00 PROCEED ON A FRIENDLY BASIS WITH INDIVIDUAL INSTRUCTORS. MANY ARE DOING

220 FACULTY INPUT - YES. FACULTY CONTROL - No.

221 11. TRUSTEES MUST HAVE REASONABLE AUTHORITY TO HIRE AND FIRE STAFF. SOME-
222 TIMES FACULTY HAVE THE BEST OF TWO WORLDS. THEY HAVE BOTH TENURE AND
223 UNION CONTRACTS. THIS IS NOT IN THE PUBLIC INTEREST. ONE OR THE OTHER,
224 PERHAPS, BUT NOT BOTH.

225 12. ALL FACULTIES ARE KNOWLEDGEABLE IN COLLECTIVE BARGAINING AND TENURE
226 SITUATIONS. MANY TRUSTEES ARE NOT. YOU REMAIN IGNORANT AT YOUR OWN
227 PERIL.

228 13. FACULTY LEADERS OFTEN BEHAVE LIKE UNION LEADERS. TRUSTEES SHOULD FACE
229 REALITY. YOUR FACULTY HAS THE BEST UNION ADVICE AT ALL TIMES. THEY
230 GET IT FROM THEIR TRADE UNIONS - NAMELY THE NATIONAL EDUCATION ASSOCI-
231 ATION, THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS AND THE AMERICAN
232 FEDERATION OF TEACHERS. THERE IS NOTHING WRONG WITH THIS. IT IS PROPER
233 IF DESIRED BY YOUR FACULTY. BUT KNOW WHAT IS GOING ON.

234 WHAT SHOULD TRUSTEES DO? THEY SHOULD:

- 235 1. DECIDE THAT THE COLLEGE ADMINISTRATION IS MANAGEMENT AND THE TEACHING
236 FACULTY IS LABOR. RECOGNIZE FACTS AND DEAL WITH THEM IN AN HONORABLE,
237 OBJECTIVE WAY.
- 238 2. ELIMINATE OR MODIFY TENURE AND ESTABLISH POLICIES IN THE BEST INTERESTS

IGNORE MATH AND TURN THEIR COURSES INTO SOCIAL THEORY OF ONE BRAND

OR THE OTHER.

THE GREAT FACULTY - STUDENT RIOTS OF THE PAST FEW YEARS HURT. THOSE INCREDIBLE EXHIBITIONS OF MOB PSYCHOLOGY GOT CITIZENS' ATTENTION. NOT IN THE WAY INTENDED BY THEIR LEADERS. GENERALLY, THESE IMPRESSIONS WERE CREATED IN THE PUBLIC MIND.

1. COLLEGE FACULTIES WERE ACCOUNTABLE TO NO ONE. THIS SURPRISED THE WORKING MAN WHO HAS A BOSS AND CAN BE FIRED FOR IRRESPONSIBLE BEHAVIOR.
2. COLLEGE PEOPLE SEEMED TO THINK OF THEMSELVES AS AN AMERICAN ELITE SOMEHOW ABOVE THE COMMON LAW UNDER WHICH OTHERS LIVED.
3. ACADEMIC FREEDOM WAS PROSTITUTED BY HIGHER EDUCATION. CITIZENS WERE SHOCKED AND ANGERED TO FIND SCIENCE PROFESSORS, FOR EXAMPLE, TURNING THEIR COURSES INTO SOCIAL SEMINARS OF ONE KIND OR THE OTHER--ALL IN THE HOLY NAME OF ACADEMIC FREEDOM. THIS HURT US ALL.
4. RELUCTANTLY, THE PEOPLE DECIDED TO PUT HIGHER EDUCATION'S HOUSE IN ORDER. BASICALLY, THEY DID IT BECAUSE WE WOULDN'T. MOSTLY, THEY ARE DOING IT THROUGH THE BUDGET. WE ASKED FOR IT--ALL OF US--BY OUR REFUSAL TO QUELL OUR OWN MISFITS.

HE TEACHES.

- 293 5. ADVISES HIS STUDENTS ACADEMICALLY--HE HELPS THEM IN CAREER CHOICES.
- 294 6. HELPS STUDENTS THINK THROUGH THEIR ACADEMIC AND LIFE GOALS--HE LISTENS,
- 295 AND HE REACTS.
- 296 7. HELPS STUDENTS DEVELOP PRIDE IN THEIR PARENTS, THEIR LOCAL HERITAGE
- 297 AND THEIR COLLEGE. HE HELPS THEM REALIZE THEY ARE SOMEBODY, AND
- 298 THEY BELONG.
- 299 8. TELLS THE TRUTH TO "RELUCTANT ATTENDERS". HE HELPS THEM UNDERSTAND
- 301 THAT NOT ALL PEOPLE NEED TO ATTEND COLLEGE. SOME CAN PROFIT FROM IT.
- 302 ALL ARE NOT READY TO BENEFIT.
- 303 9. SEES THE GOOD IN AMERICA AND ITS INSTITUTIONS. HE KNOWS OUR SOCIETY
- 304 VALUES THE INDIVIDUAL. HE KNOWS THE INDIVIDUAL NEEDS THE DISCIPLINE
- 305 OF HOME, SCHOOL, CHURCH, AND COMMUNITY. HE KNOWS AMERICANS ARE NOT A
- 306 VIOLENT PEOPLE. IN FACT, WE ARE A COMPASSIONATE PEOPLE.
- 307 10. HE IS A MASTER OF HIS DISCIPLINE. HE KNOWS HIS FIELD IN DETAIL, BUT
- 308 SEES THE BIG PICTURE, TOO. HE RECOGNIZES THAT HIS SUBJECT IS JUST ONE
- 309 STUDY THE STUDENT IS TRYING TO MASTER. HE RECOGNIZES THE UNIQUENESS
- 310 OF EACH STUDENT. HE IS NOT TEACHING A CLASS. HE IS TEACHING A GROUP
- OF INDIVIDUAL PEOPLE. HE KNOWS THEM ON A ONE-TO-ONE BASIS.

HOW TO EVALUATE

- 330 19. THE INDIVIDUAL INSTRUCTOR OUGHT TO BE TEACHING TO MEET COURSE GOALS.
331 THERE ARE WAYS TO TEST SUCCESS. TEST THE STUDENTS AT THE BEGINNING
332 AS WELL AS THE END OF THE COURSE. PERHAPS, THE DIFFERENCE IS PROGRESS.
333 20. STAFF EVALUATION BEGINS WITH THE EMPLOYMENT PROCESS. SELECT PEOPLE
334 WHO SHARE INSTITUTIONAL GOALS. THIS, PLUS TECHNICAL COMPETENCE,
335 SHOULD BE HIRING GOALS.
- 336 21. CONDUCT STUDENT FOLLOW-UP STUDIES. HOW ARE THEY DOING IN TERMS OF THE
337 THINGS YOUR COLLEGE CLAIMS IT TAUGHT? THIS IS A FORM OF FACULTY EVALU-
338 ATION.
- 339 22. EVALUATE TEACHING RESULTS. PERHAPS, THIS IS MORE APPROPRIATE THAN
340 EVALUATING TEACHING METHODS.
- 341 23. TALK TO STUDENTS. THIS IS AN IMPRECISE EVALUATION TECHNIQUE, AND IS
342 AN INEXACT GUIDE. BUT, IT CAN BE HELPFUL. STAFF EVALUATION WILL BE
343 PARTLY SUBJECTIVE, AND PARTLY OBJECTIVE--THE SAME AS IN ANY OTHER
344 ACTIVITY INVOLVING PEOPLE.

345 IN MY JUDGMENT, THOSE ATTITUDES PERSONIFY THE PROFESSIONAL EDUCATOR.

346 FACULTY WHO DON'T DO THOSE THINGS OUGHT TO BE REPLACED BY MACHINES. IT'S CHEAPER
347 AND JUST AS PRODUCTIVE.

The basic phases of district planning involve instructional programs, enrollment, staff and facilities. Guidance in the development of an appropriate array of instructional programs to meet the needs of local communities is a primary trustee responsibility. Identifying the local priorities, be they in areas such as vocational education, continuing education, or developmental programs, is an important first step in establishing budgets, obtaining facilities, and developing or utilizing staff in a manner that best fits the needs of the community. These are real planning decisions that must be made by local boards and that involve both short- and long-range considerations. While state government procedures often complicate this planning, they do not always frustrate local efforts. But districts must understand the state processes and proceed in a manner that allows local priorities to be realized.

Enrollment planning is closely tied to the instructional program planning process. Trustees should be involved in developing enrollment projections that reflect the community needs as perceived by the local boards. Enrollment planning is a key link between the local program plans of the districts and the state operating and capital facility budget processes. Projected FTE enrollments (that reflect local plans as much as state limitations allow) are a primary factor in the operating fund allocation process of the community college system.

PLANNING
CONT.

Staff planning is also closely related to program and enrollment planning. Districts should proceed from a clear understanding of local priorities and objectives when determining where to make staff changes and additions. State-level concerns about staffing (as manifested in the "position control" proviso in the 1975-77 appropriation) complicate the local decision process, but if anything, increase the importance of good staff and program planning.

The local facility planning process occurs in several forms--all of which flow initially from the program plans and priority of the districts. The capital budget process is a good example of an area where the state-decision process often frustrates local planning. We do our best to anticipate the rules under which we will operate for a given biennium. Hoping that we have made the right assumption as to legislative mood, we submit capital requests. Our requests reflect as much concern over the likelihood of adoption as they do with the actual needs of our students and communities. Capital facilities (i.e. relocatables, and, to a lesser extent, new permanent facilities) are a "possible" outcome of (1) local program and facility planning, (2) success in anticipating the direction of the legislature and the Office of Financial Management (OFM--the central budget agency), and (3) successful local and state efforts to convince the legislature and OFM of the sound nature of the plan. The capital request is a classic example of the interaction of the planning process with the state political process.

ESTABLISHING POLICY

"Policy" has been defined as "a written statement of an organization's intent and direction based on a philosophy or belief that guides the people in the organization." If we accept this definition, it would appear that the job as a trustee, and collectively as a board of trustees, is to define the "intent" and "direction" of the district and inscribe it so that the managers of the institution may have guidelines within which to act and a set of goals toward which to proceed. In addition, there is the responsibility to maintain an overview so as to assure the trustee, and through the trustee the community and the citizens of the state, that administrative action is indeed being taken within the context of the policies laid down.

Authority for board responsibility in policy making resides in two acts: first, RCW 28B.10.528, the Higher Education Act, and second, in 28B.50.140, the Community College Act. In the latter act, the responsibility for the creation of "rules" and "regulations" is spelled out as a board of trustees' obligation. After listing the many powers and duties of a board of trustees, there is the final admonition that the board has the authority to "perform such other actions consistent with the law and not in conflict with the state college board" (SBCCE). Authority for policy making lies in these two sections.

ESTABLISHING
POLICY

The life span of a policy, once adopted, is long. Its implications are generally broad. It behooves the trustees to adopt policy only after the most careful examination of the need and desirability for such a policy. For the most part, policies will be presented to a board of trustees "full-grown." Administration, having determined to its own satisfaction the need and desirability, should have worked with the appropriate campus constituencies and should have developed the policy without board input. It will finally be presented to the board for amendment, rejection, or adoption.

The Board is then asked to examine the policy presented. It is at this point that the board must persist in asking the right questions, in fully reviewing the backup material, in familiarizing themselves with all that has gone before in the way of campus participation, etc. Time will be needed for the board to fully assess need and desirability on its own. If the board does not plan a study session on the matter, and in some cases a full study session is required, it should not adopt a policy at the same board session at which it has been presented for the first time. This would hold true of all but the most routine of policy decisions.

PLANNING - RETRENCHMENT FISCAL RESPONSIBILITY

by

Edwin J. Walbourn, Executive Director
Kansas Association of Community Colleges

THE TITLE OF THIS PRESENTATION TODAY bears an important implication to every college represented here. I believe that to some degree, now or in the future, this is going to face each and everyone of us. In discussing it with you today, I would like to discuss retrenchment in the broad sense first, discussing some factors involved before we get into the second part, fiscal responsibility.

NATION WIDE, THERE ARE SEVERAL FACTORS WHICH ARE APPARENT and will have an impact on planning retrenchment, or in a true sense, force retrenchment. For the past ten years, community and junior colleges have expanded at a rapid rate, and were the fastest growing segment of American Higher Education.

THE STUDENTS FROM THE BABY BOOM DAYS were knocking on the doors, for Americans had been sold the idea of higher education for all. The Viet Nam veteran was returning and was desirous of an education close to home, especially those who had married in the service. Continuing education was an infant as everyone tried to cope with the expanding enrollments.

BUT SOME CONDITIONS in the nation have changed, and these include a declining birth-rate, which means fewer traditional college age students in the near future. There has been less emphasis upon attending college, especially in the liberal arts or degree fields. | We have experienced a growth in the retread student, the older, work experienced, or the new to the employment field. |

FOR THIS GROUP, TWO CHANGES BECAME APPARENT. The first was that there was a demand for more occupational classes, classes which prepared the student for immediate

extra class activities. Declining full time enrollment then has meant a change
in the emphasis of student services and programs in this area. Yet public pres-
sure in many colleges has decreed that the traditional program must stay, if only
for the public desire for a winning football or basketball team for their city.
It is becoming more and more an expensive luxury. Part of the decision must be
which public do you, or can you, serve? And always, we must keep in mind that we
are training people to live and work in the 21st century.

GIVEN THE ABOVE FACTORS, and not to dwell upon them, how and what does the local col-
lege do about planning retrenchment and what are local factors, combined with the
above which they must consider?

FIRST, WHAT IS THE ^①CAPITAL INVESTMENT in plant and equipment, and most importantly,
what about the outstanding indebtedness, or bonds? There must be a level of en-
rollment to take care of these. Most colleges were built with a bond levy of
from 10 to 20 years. For public institutions these are normally paid for by tax
levies, and student enrollment does not often effect the payment. However, pub-
lic opinion would demand that the schools serve the purpose for which the bonds
were issued if they are going to continue to pay without protest. It is diffi-
cult to close a school and still have the taxpayer paying the bonds each year.
For the private college, where often the retirement of bonds is figured into the
charges made to students, any drop in student enrollment means a loss of income
which jeopardizes the meeting of bonded indebtedness.

ALSO, what are the conditions of the ^②faculty contracts, or the master contracts, how
long do they run and what do they say about both retention and salaries? What is
the community interest in the college and community support, and what is the
economic impact of the area on the college and college on the area? These are
vital points to consider.

in this area in the elementary and secondary schools? What is the survival rate from the first grade to the senior in high school? What percentage of the students do you get? Is there the possibility of new population in the area due to new industry, new projects like lakes, etc., and what would be the age range of the new population? Retirement homes do not build for much student enrollment. With the preceding, what is the economic outlook for the region? What is the present student make-up of your enrollment?

I SPOKE EARLIER OF THE CHANGING STUDENT MAKE-UP IN ENROLLMENTS. Do you need the same type of facilities or programs that you had forecast earlier? Does this body reflect a new constituency or does it not? Has the age grouping changed? With the part time student, are your hours different? For example, many colleges offer courses between 9 and 11 or so, so that one day a week, a housewife and mother can take a three hour course while the children are in school? What about weekend sessions, and how does this affect faculty and facility use?

HOW DO THE STUDENTS FIT INTO THE OBJECTIVES OF THE COLLEGE and will the objectives need to be changed with the projection of your long range plan. Perhaps you should plan for some students from the retirement village. If the objectives need to be changed, what will be the impact on capital outlay for the college?

IF THERE IS A CHANGING NEED, A CHANGING ECONOMIC OUTLOOK, what kind of programs will be needed? Remember, we are reading for the 21st century. Will you need to plan on capital outlay for these new changing conditions, or can you adapt? Either costs money, but it becomes a matter of degree. An example is that many colleges are turning language labs into individualized learning centers with the decline in the study of foreign languages. It saves the capital investment already made and saves future costs for other investment or uses. Only your long range plan can help you decide this.

campus classes if you have them. Take a long look at the administrators and non-teaching personnel for the overhead costs are terrific. However, despite pressure from the faculty to cut overhead before teaching staff, make sure that you do not cut too deeply into the administrative group to the detriment of operation. This can happen even though the productivity of an administrator is sometimes not as easily measured as is a faculty member when you count how many are in the classes.

THERE IS ANOTHER POINT TO REMEMBER. Federal and state funds may decrease, but there is no indication that paper work will decrease. Then too your changing student body will call for new and different student services, as I have already mentioned. You may not be able to cut administrative salaries, but will simply shift, or even add to take care of the new and changing needs. Please remember, night classes, extension classes and weekend sessions still demand, and must have supervision. Your choice for administration and supervision is to go to shifts, add more work to existing administrators and supervisors or add more personnel. Undirected faculty are not very productive.

UTILITY COSTS ARE GOING TO CONTINUE TO GROW, and depending upon the actions of congress, it is simply a matter of how much how soon. Transportation costs are steadily going up and will seem to grow with utility costs. Many areas are now faced, or soon will be with the option of installing expensive optional or standby heating equipment or closing colleges during extremely cold months. The utility costs can also have an effect upon air conditioning and the desirability of classes during the hottest months, at least with the degree of comfort now enjoyed. Have you planned on these factors? Too, if you have nursing programs or some other health related courses, have you noticed any change in your liability and mal-practice insurance lately? It would not appear to be going to drop very much.

part time student, for income and disposable income affect what one does with the money. Tuition for a part time student is an elastic demand situation.

ONE POINT WE OFTEN FORGET IS THE ISSUANCE OF REVENUE BONDS. Revenue bonds are normally issued for a longer period of time than general obligation bonds and are dependent upon income from the facility built. For a period of time, dormitories were not considered "chic" for students to live in, and many colleges found it difficult to meet the bond payments. Now that the trend has changed back to dormitory living, it is easier to meet the obligations. However, the increasing cost of borrowing money and the increasing costs of construction make such investments risky. Many colleges have gone to mobile home park type of installations which have the advantage of flexibility to recover some of the costs when the units are no longer needed and a much lower initial investment cost.

GIVEN a top to the anticipated income of a college, built upon the reasonable expectation of enrollment and the other factors mentioned above, are you holding enough for capital improvements and maintenance and for equipment replacement. Age plays an important part here. How about future faculty raises? Given inflation, and given regular increments faculty members still will fall behind unless there is a smaller inflation rate? Yet this has to be faced in future planning.

THE INTERESTING PART ABOUT LONG RANGE PLANNING and the fiscal responsibility that goes with it is that nothing is perfect. In the last issue of the Chronicles of Higher Education, there was a brief which stated that this past year, Yale University anticipated a \$800,000 deficit in the budget. It turned out to be actually a \$6 million dollar deficit. Interestingly enough, income was \$1.5 million less than anticipated, other costs such as utilities (1.2 million), medical mal-practice insurance, unemployment compensation, and the health program ran over, and then

sidered. You might get away with cutting back in philosophy and Latin, providing the instructor retires, or he is not too popular, like a Mr. Chips.

CHANGING OBJECTIVES TO MEET CHANGING NEEDS AND DEMANDS for the new constituencies will also bring cries of anguish that you are abandoning the time honored customs of the school. In this respect, the newly formed college is at an advantage. My sympathies go out to the private college on this situation. What can happen to the board is that if it is public, there will be more candidates and a campaign on the issue at the next election, or in a private college, the division can split its constituency and put a barrier in the way of contributions. It can be avoided by good public relations and explanations, but one still has to face the harder bargaining of the faculty union, who must fight to preserve jobs to preserve the union. It is not an easy lot.

ARE YOU GOING TO DO IT, OR ARE YOU GOING TO LET THAT FALL INTO THE LAP OF YOUR SUCCESSORS? What you do today, and how well you plan, will make the important decision on fiscal responsibility ten years from now. Indeed, it will have a great effect even upon the existence of the college. I urge you to be realistic, steadfast and wise. If it is done right, you might even get a medal for bravery, but not for 10 or 15 years.



Leadership at Work

Is a manager a leader? Some are and some unfortunately aren't, but they all should think of themselves as leading the people who work under them. Here, some thoughts about leadership in business and everywhere else . . .

□ No form of social organization has ever existed without leaders. To have someone in charge is as natural as the birds and the bees, the former with their pecking orders, the latter with their queens. In human affairs, even those who reject traditional leadership structures find a need for leaders themselves; anarchist parties dedicated to the destruction of the state regularly elect slates of officers. The Bolsheviks who strove for the dictatorship of the proletariat wound up with the pure and simple dictatorship of one man.

Like cream, it seems, leaders naturally rise to the surface. But unlike cream, they are not necessarily the best part of the whole. The wizardry of popular leadership has been applied at least as much to evil as to good over the course of history. The example of Adolph Hitler springs to mind — a charismatic leader whose ability to muster a mass following for his twisted visions brought immense suffering to mankind.

There are those who would argue, however, that dictators like Hitler and Stalin were not really leaders. They may once have led in a demagogic fashion, but they turned into tyrants when the absolute corruption of absolute power took hold. "A leader and a tyrant are polar opposites," wrote James MacGregor Burns, the award-winning American political scientist. In his 1978 book *Leadership*, Burns drew a strict line between those who lead and those who wield blunt power.

This may seem like an overly idealistic view of the question, since so many so-called leaders are demonstrably quick to force people to do their

bidding. But it does fit in with the theory, if not always the practice, of democratic rule. The democratic system tries to guard against excessive power and its attendant corruption. In the Watergate affair the world witnessed the system in action when no less a personage than the president of the United States was driven from office for abusing his power.

One of the reasons for the restraints on power is to control ambition. The democratic system recognizes that ambition always has been and always will be a vital force in human affairs. It seeks to harness this force to the best interests of the people. Similarly, the private enterprise economy, with its rewards for performance and risk-taking, pools the efforts generated by personal ambition into a general effort to produce an endowment in which everyone shares.

When viewed in the light of ambition, Burns's distinction between tyrants and leaders stands out vividly. The tyrant's ambition is for himself alone; he may use other people to gain it, but they are no more than his tools. In contrast, the leader is ambitious not only for himself, but for a cause which he shares with his following. Rightly or wrongly, he believes that his followers will be better off when and if they reach their common goal. (Neither leaders nor tyrants are exclusively males, of course; the masculine gender is used throughout in a generic sense.)

It is the presence of a following that compels leaders to act responsibly. They occupy their positions only by others' consent. Responsibility is the

useless in the first place. But they are adept at using routine to block off needed changes. They also tend to be empire builders, and the bigger the empire, the harder it is to change.

They will sometimes accept change, but only when it suits their own purposes. This clearly makes them non-leaders from Burns's point of view. They are thinking of themselves first, not of the good of the organization or the people who work with them. Their ambition — and it is often intense — is aimed at a personal, not a collective, goal.

But even those who genuinely want to lead frequently find themselves managing the *status quo* against their own wishes. Their schedule is jammed with daily chores, interspersed with trouble-shooting current crises. Very little time is left over for leadership functions such as planning and maintaining staff morale.

A case of running as fast as you can to stay where you are

In a study of the working days of five top U.S. executives, management scientist Henry Mintzberg found that they rarely had time to think about anything except the question immediately before them. Half of the activities they carried out lasted less than nine minutes, and only 10 per cent lasted more than an hour. They "met a steady stream of callers and mail from the moment they arrived in the morning until they left in the evening," Mintzberg recorded. "Coffee breaks and lunches were inevitably work related, and ever-present subordinates seemed to usurp any free moment."

Nor was this frenetic regimen confined to the executive suite. A study of 160 British managers, mostly in the middle ranks, found that they were able to work for a half-hour or more without interruption only once every three days or so. The working lives of foremen were even more fragmented. A study of 56 foremen in the U.S. showed that they averaged an astonishing 583 activities, or one every 48 seconds, per eight-hour shift.

It would seem to be a case of running as fast as you can to stay where you are. How, in such conditions, can anyone afford to function as a

leader? The first answer would seem to be to ask whether you might not be using routine as a subconscious excuse to avoid more difficult, long-term activities. "I think that all of us find that acting on routine problems, just because they are the easiest, often blocks us from getting involved in the bigger ones," Warren Bennis observed.

It may call for a considerable reordering of priorities to pay more attention to leadership, but it rightly should be at or near the top of the priority list for any manager. "Free time is made, not found, in the manager's job; it is forced into the schedule," wrote Mintzberg. Time should be made with determination to plan, to introduce needed changes, to appeal to the motivation of the staff, and to develop people's potentialities if leadership is to be accorded the importance it deserves.

There are various ways of eliminating routine, including the greater employment of specialists to present managers with well-thought-out priorities and alternatives for decision. The way that fits best with good leadership is the delegation of authority and tasks. Delegation often requires forbearance on the part of the superior, who may be able to handle work better and more easily than his deputy. There is always a temptation when watching an inexperienced person go through the trials and errors of an unfamiliar exercise to do or redo it yourself.

But it is foolish to believe that your way is the only way of doing something; the method is less important than getting the work done satisfactorily. When things go wrong with delegated work, a conscientious leader will point out the mistakes in the hope that they will not go wrong the next time around. Delegation should be used to bring forth new leaders by training them in an ever-broadening range of experience and responsibility. Many leaders fail to give sufficient weight to the continuity of leadership in the positions they occupy. In a sense, they should be working themselves out of their present jobs by preparing others to take over. Delegation is a method of doing just that.

Certainly it would seem to be the right approach for dealing with the present and coming generations of working people. They are better educated, more assertive and more sceptical than ever before.



AACJC LETTER

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES

Only national newsletter exclusively for community, junior, and technical colleges. Dale Parnell, Editor.

OFFICE OF THE PRESIDENT

AUG 26 1982

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Dear Colleague:

Future Directions

The Presidents Academy seminar for new presidents and the forum for senior presidents at Vail were both smashing successes. Thirty senior presidents and 20 new presidents spent four and one-half days discussing, debating, defending, and drafting statements on the future direction of community, technical, and junior colleges.

To determine what issues and concerns are foremost in the thinking of chief administrative officers, I asked the presidents in attendance to complete a survey form. The results were somewhat predictable.

The top group of contemporary concerns centered around four issues:

1. Excellence and Quality:
 What is a good community college?
 How can quality be determined in a program?
 What evaluation systems are most effective?
2. Finance:
 How does a college achieve quality with decreasing funds?
 How much will increasing student tuition limit access?
 How can community colleges gain a fair share of funding among competing institutions and organizations?
3. Leadership:
 Are administrators perceived as oriented toward maintenance, management, and money rather than educational statesmanship and ability to kindle a spirit of common commitment?
 Are faculty leaders perceived as ultra-traditional and committed to matters of self-interest rather than to the learner and the college?
 How can colleges reduce the adversarial aspects of management and faculty?
 Are trustees perceived as political opportunists rather than public servants?
4. Staff Vitality:
 Is the increasingly adversarial relationship between staff and administrators sapping the vitality of the staff?
 Are staff development efforts becoming a part of the college budget, and if so, how effective have they been?
 What is the impact upon the college when part-time faculty are utilized extensively?
 Are performance appraisal systems really very effective?

Opportunity With Excellence

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INDICATORS OF QUALITY

Conditions Needed for Quality Check

1. Quality is mediated by size
 - Student faculty ratios
 - Student faculty advising contacts
 - Student faculty interaction
 - Faculty contact to help students persist
2. Quality is mediated by continuity
 - Students need extended period of time to be associated with learning environment
3. Quality is mediated by involvement of students and faculty in the environment. Happy students persist.
4. Quality is enhanced by a generative learning community. Supportive, caring people. There is a past, present and future.

Quality is enhanced by the quality of student and faculty effort.

Quality is a function of a coherent and consistent program.

The need for clear, coherent institutional purpose is evident.

Larry P. Stevens

SPRINGTIME IN SACRAMENTO: OR WHATEVER HAPPENED TO LOCAL CONTROL

By Jack Bessire, Dean of Students, Monterey Peninsula College, California, and Editor, ADCOM

- Governor: The community colleges have grown irresponsibly. They are just educating too many people. I will propose no money for growth to stop this waste. However, I wouldn't want to lose too many votes, so I will also propose money for inflation--about half as much as the current rate would keep them happy, say 5%.

Also, to show my ability to perceive and meet educational needs, I'll provide some money for high tech industries. I'll get business votes that way but I'll call it investment in People. No, we won't use that money to relieve currently impacted high tech programs. We need something flashier. Besides, we can't trust local boards to meet state needs.

In view of the growing deficit, maybe 3.75% for inflation would be wiser.

- California Postsecondary Education Commission (CPEC): The Governor's right about irresponsible growth but his proposal only speaks to new irresponsible growth and isn't targeted. The State should not pay for flaky courses. There is at least \$30 million worth of irresponsible courses in the system that should be defunded. Money for inflation is O.K., but we can't just print money. Take it from the reserves of those colleges that have been irresponsible in not spending. Fifty million dollars is a proper level for that.
No, tuition should not be imposed until we get rid of the flaky courses and redistribute the reserves.
- State Assembly Committee: Right on, CPEC!
- State Senate Committee: Sounds good, CPEC. But reserves may have been the result of prudent management.
- Assembly and Senate Conference Committee: The Assembly Committee proposal is sound if we would only redistribute \$25 million in reserves. However, in order to get it out of committee we will go with the Senate version since the districts with a lot of money are better at lobbying. In other words, no inflation money, no growth, defund \$30 million in flaky courses, and leave reserves alone.
- State Assembly: The budget looks O.K. but \$235 million more is needed for K-12. How about \$6 million from community college deferred maintenance, since adults can take leaky roofs better than kids.
- State Senate: The Assembly betrayed us after all the hard work the Conference Committee did. Let's recess for the summer and let the deflator mechanism go into effect. That will solve all our budget problems--and reduce community colleges another \$197 million.
- State Chancellor's Staffer: We must prepare to defund \$30 million in flaky courses. Our \$1 million course classification system doesn't work so we will just review a bunch of college catalogs and list the courses that don't look like something the state should pay for. It's not that hard. Look, here's one that I've even seen criticized in a newspaper. After we identify all of these, we will send the list to the field. We can remove from the list those that cause too much reaction since it looks like there could be \$80 million worth of flaky courses out there.
- Physical Education Advocate: The Chancellor's Office will put us out of business with this list. UC and CSU offer the same courses for credit at state expense. Besides, the list will eliminate the all-American activities of boxing and wrestling. O.K., we agree that limiting the defunding to oriental martial arts is a wiser move.
- State Legislator: When are the community colleges going to become responsible in their planning?
- State Faculty Advocate: Responsibility will only occur when faculty constitute a majority of any academic planning committee on every campus. For example, the course classification system could never have been built without our insight and influence on the Chancellor's committee.
- State Legislator: Great idea. I'll sponsor the legislation.
- State Faculty Advocate: Perhaps you could also help out by sponsoring legislation which allows us to make everyone belong to the union. Then, we can collect more money and help you get re-elected.
- Local College President: Does anyone know how much money we have to work with this year? Classes start soon.



USER'S
GUIDE
to
the
self-study
criteria
for
governing
boards

After double-checking all totals, the summary should be labeled “confidential” on the cover page and then photocopied in multiple copies.

The “General Assessment” and “Trustee Audit” sections should be summarized in a similar fashion.

- **Send a copy of the summarized responses to each board member** at least ten days in advance of the scheduled workshop, together with a cover letter which presents final details about the workshop, and the schedule or agenda as suggested by the Board-Mentor (if one is to be used). Urge all trustees to review the self-study results and any other background reading in advance, and to bring all materials to the workshop.

Interpreting the Survey Results

There are many possibilities for interpreting the self-study summary, all of which depend on the personal styles of those who will lead the board in the survey discussions, the sense of priorities as communicated by the chief executive and the board chairperson, and the amount of time available for the workshop.

Since each of the three sections of the self-study survey has its own purpose and format, contradictory trustee responses should not be surprising. This is part of the charm and the challenge of the process, one which encourages candid exchange on new priorities for subsequent attention by the board and the administration. Based on considerable experience with the forms in connection with the Association’s Board-Mentor Program, the following suggestions may be helpful:

1. **Be realistic** about the fact that there is probably more information in the summary of responses than can possibly be addressed at one workshop or discussion session. Adequate time should be set aside to do justice to the most important trustee perceptions/responses. Experience suggests that about three hours is optimal at the front end of a trustee workshop or retreat for discussion of the summary.
2. **Be selective** in calling attention to certain criteria which seem to have the greatest import to the board’s (and institution’s) development. Generally speaking it is likely that the “Criteria” will justify the most time for review, followed by responses to the “General Assessment,” followed by the “Trustee Audit.” The Audit section is best referred to only when certain items reinforce responses in the “Criteria” section of the self-study survey.

Remember that the process of responding to the survey is itself a learning experience. The key to success lies in the ability of the discussion leader to help board members to focus on certain trustee perceptions. The survey’s questions do not have equal “weighting”; thus a high degree of skill and good judgment are necessary to discriminate among the responses. In any event the board, together with the chief executive, may choose to cover “neglected” areas in subsequent board and committee discussions.

3. **Help board members** to be informal and candid with one another, to jog their memories, to reduce apparent ambiguities, to clarify or reconcile inconsistencies in their perceptions (responses), to look ahead and set their own priorities for follow-up. Pay particular attention to:

- a. responses to questions which are or seem to be inconsistent;
- b. provocative comments, even if they seem to reflect a small minority of opinion;
- c. large numbers of responses in the “don’t know” category or items which reflect an unusually high rate of “no response.”

A well-structured workshop provides adequate opportunity for participants to set priorities after discussing their responses to the self-study. An hour to an hour-and-one-half, preferably toward the workshop’s close, seems to be optimal for discussion of options among priorities. One such approach, depending on the number of participants, is to divide the board members into small groups, each with a trustee discussion leader. Just prior to the close of the workshop, brief reports should be given to the assembled group by the group leaders. A record of these reports will provide an action agenda for subsequent attention.

A Note to Chief Executives

In addition to completing the full survey, and aggregating their responses with those of the board members, chief executives may also find it valuable to compare their responses to the board’s. Even the most perceptive chief executive may find some useful surprises.

Similarly, the CEO might try responding to the “Criteria” section as he or she anticipates the majority of the board members are likely to respond. The potential value of this additional exercise may prove to be worth the investment of time. The end result could be strengthened relationship with the board and improved performance. In any event, the CEO will have an opportunity to assess the validity of his or her perceptions, as contrasted with those of the board during the ensuing workshop discussion.

A Closing Word

In spite of the natural human tendency to avoid participating in questionnaire surveys whenever possible, the “Criteria” and “Trustee Audit” have proven to be useful as an integral part of a comprehensive self-study process. It is the larger program, however, which will determine whether the investment of trustee time is worthwhile. The opportunity afforded trustees and the chief executive to reflect on such issues as the board’s purposes, membership, organization and performance is likely to be at least as important as the written survey itself.

Please share your experiences with your colleagues at AGB and let us know how these guidelines or the self-study materials can be improved.

SELF-EVALUATION CHECK LIST
FOR
COMMUNITY COLLEGE BOARDS OF TRUSTEES

	Excellent	Adequate	Needs to Improve
2. A systematic program is conducted by the president to orient newly elected or appointed trustees to the nature of their duties and responsibilities and to acquaint them with board policies and operating procedures.	_____	_____	_____
3. Resources, state and national agencies and organizations - are used whenever possible to bring information to the board and involve trustees in learning activities.	_____	_____	_____
4. Professional publications, educational periodicals and other pertinent printed materials are made available to the trustees.	_____	_____	_____
5. Trustees attend state and national meetings for community colleges.	_____	_____	_____
<u>B. Operational Methods</u>			
1. The Board of Trustees operates according to written policies.	_____	_____	_____
2. Board policies, rules and regulations governing the college are adopted, published and made available to staff members.	_____	_____	_____
3. Policies, rules and regulations are updated at least yearly; changes are considered whenever necessary.	_____	_____	_____
4. The Board of Trustees recognizes the president as its chief executive officer and seeks the president's recommendations on policy matters.	_____	_____	_____
5. The Board of Trustees delegates to the president and staff the responsibility for implementing and administering board policy.	_____	_____	_____

	Excellent	Adequate	Needs to Improve
9. Executive meetings are held for matters dealing with student and employee personnel matters, working papers associated with exploratory projects, land acquisitions and contract negotiations.	_____	_____	_____
10. The Board of Trustees avoids recessing to an executive session during a regular meeting. Executive sessions are held only before or after regular meetings.	_____	_____	_____
11. Periodically at Board meetings, staff members present brief background reports on matters of consequence to the college.	_____	_____	_____

D. Community Relations

1. Trustees are representatives of the entire community and not of special interest groups and are committed to the well being of the community college and its students (liason between community and college).	_____	_____	_____
2. The Board of Trustees has set policy stating its commitment to an informed and involved citizenry and trustees responsibly in college and community relations.	_____	_____	_____
3. The Board has encouraged and authorized the president to establish channels of communication utilizing reports, news releases, radio and television programs.	_____	_____	_____
4. When appropriate, the Board of Trustees appoints ad hoc advisory committees to study specific issues within a certain time and report recommendations or findings to the Board.	_____	_____	_____
5. The Board of Trustees holds public hearings on the annual budget before taking final action.	_____	_____	_____

TRUSTEE SELF-EVALUATION FORM

YES NO

- | | | | |
|---|---|---|--|
| — | — | 1. I have attended at least 80% of regular and called meetings. | |
| — | — | 2. I have actively participated in at least 80% of regular and called meetings. | |
| — | — | 3. I have participated in board and college assignments when asked. | |
| — | — | 4. I have maintained a constructive attitude toward the improvement of the college. | |
| — | — | 5. I have been flexible toward the acceptance of new ideas and the impact of changing times. | |
| — | — | 6. I have supported the majority decisions of the board. | |
| — | — | 7. I have adhered to the general structure of parliamentary procedure. | |
| — | — | 8. I have attended college related activities. | |
| — | — | 9. I have participated in trustee organizations whose activities relate to my duties and responsibilities. | |
| — | — | 10. I have recognized and observed my role as a policy maker and left administration to the president and staff. | |
| — | — | 11. I have reviewed appropriate sources of information prior to decision-making when possible. | |
| — | — | 12. I have recognized the number one priority is the student. | |
| — | — | 13. I have visited with colleagues and institutions to increase my effectiveness. | |
| — | — | 14. I have exercised discretion in dealing with sensitive matters. | |
| — | — | 15. I have reviewed the audit. | |
| — | — | 16. In all decisions relating to the expenditure of monies, I have reviewed the financial reports in order to secure the maximum benefits in the most efficient manner. | |

SELF-EVALUATION

3.1.2

ACCT PREDICTS THE FUTURE

E.6

Fourteen topics with some subpoints have been listed. In the blank to the left of each numbered item prioritize (1-7) the top seven which you would like to discuss because of their important implications for Tacoma Community College.

1. Community college budgets will continue to be more stringently scrutinized by state legislatures than the rest of higher education because--
 - Community college enrollments will continue rising--
 - This will cause the average age of the community college student to go well above thirty (30) years by 1980.
 - Rising enrollments plus continuing fiscal restraints will increase the importance of the task of "selling" the community college story to the various state legislatures.
 - The generation bulge (between 1946 and 1967) will be with us through the year 2000 demanding educational services never before felt in U.S. history.
2. Four-year colleges and universities will increase their attention on offering two-year (and less) programs in direct competition with two-year colleges.
 - Four-year institutions will increasingly offer the Associate in Arts (or Science) Degree.
 - Of necessity, four-year institutions will "open their doors wider" (reduce entrance requirements) in order to better recruit students.
 - Most community colleges will not fight this trend because they will say, "Let them compete. We will win because we are community based and can do the job cheaper and better."
3. Rapidly changing technology will increase the need for workers to improve their job skills.
 - More and more workers will want to upgrade their job skills for advancement.

ACCT PREDICTS THE FUTURE - Continued

- _____ 7. More and more states will pass public employee collective bargaining laws.

--Public employee strikes will increase (even in those states where strikes are illegal).

--Continuing fiscal restraints on the budgets of higher education will leave faculties no choice but to seek union assistance--unless trustees "go to bat" for them before state legislatures.

--Public employee union contracts that provide for binding arbitration will eventually set the local tax rate (increase it) without allowing for approval by the local citizenry.

- _____ 8. Foundation money for educational assistance will continue to diminish. Three reasons: 1) Education now has a lower national priority; 2) Environmental, minority groups, etc. now have a higher priority; 3) The recession has severely restricted foundation income.

- _____ 9. New college construction will continue to decrease but money spent on renovation and modernization of existing facilities will increase.

--Energy costs will continue their upward spiral. New construction (or renovation) should take this into account.

- _____ 10. Of the money spent on education it is to be expected that the average of one instructor per forty (40) students will become a thing of the past. "Productivity" will become the fogue. Electronic systems will be more widely used in order to increase the instructor/student ratio and to release the instructor from repetitive lecture courses for more office time and small group counseling opportunities to spend with students.

--Inter-collegiate athletic programs (and the consequent need for gyms and stadiums)

ACCT PREDICTS THE FUTURE - Continued

helped make America achieve the highest living standard in history. It will also be expected to explain "big business abuses."

--The media of educational television is expected to carry the message of the two (above) into the homes of millions of Americans.

SPECIAL MESSAGE

Total honesty -- total probing -- total open expression are sought. All must be involved in order for this initial step in trustee evaluation to form the basis for a sound analysis of where the Board of Trustees currently is and where, in fact, it is going.

"THE BETTER TO SEE OURSELVES" is the slogan and the truth.

Grading Scale

- E - Excellent (5 points)
- G - Good (4 points)
- F - Fair (3 points)
- P - Poor (2 points)
- U - Unacceptable (1 point)

COMMUNITY COLLEGE TRUSTEE SELF-EVALUATION INSTRUMENT

PART I:

5 4 3 2 1
E G F P U

Item A ---

1. Trustees function as the legislative and policy-making body charged with the oversight and control of the college ...

2. View

3. Suggestions

COMMUNITY COLLEGE TRUSTEE SELF-EVALUATION INSTRUMENT

5 4 3 2 1
E G F P U

3. Suggestions

Item E ---

1. Trustees conduct open meetings in compliance with Sunshine Law and all members have equal opportunity for expression of views ...

2. View

3. Suggestions

Item F ---

1. There is opportunity for trustees to individually and collectively suggest and promote initiative for consideration of new and innovative programs and services or undertakings ...

2. View

3. Suggestions

COMMUNITY COLLEGE TRUSTEE SELF-EVALUATION INSTRUMENT

5 4 3 2 1
E G F P U

Item I ---

1. The relationship between the trustees and the chief administrative officer of the college ...

2. View

3. Suggestions

Item J ---

1. The Board is not just a rubber stamp to administrator recommendations ...

2. View

3. Suggestions

Item K ---

1. Trustees provide for a quality program of education ...

2. View

COMMUNITY COLLEGE TRUSTEE SELF-EVALUATION INSTRUMENT

5 4 3 2 1
E G F P U

Item N ---

1. Trustees examine and analyze the college budget in great depth ... _____
2. View

3. Suggestions

Item O ---

1. Trustees approve the annual budget and approve the expenditure of all funds ... _____
2. View

3. Suggestions

Item P ---

1. Trustees provide ways and means for adequate financial support ... _____
2. View

COMMUNITY COLLEGE TRUSTEE SELF-EVALUATION INSTRUMENT

5 4 3 2 1
E G F P U

Item S ---

1. Trustees serve as a court of final appeal when necessary for students, employees, and citizens of the district on matters of policy, policy interpretation, and actions taken ...

2. View

3. Suggestions

Item T ---

1. Trustees are kept abreast of what is happening within the college ...

2. View

3. Suggestions

Item U ---

1. Trustees keep abreast of what is happening within the college district ...

2. View

COMMUNITY COLLEGE TRUSTEE SELF-EVALUATION INSTRUMENT

5 4 3 2 1
E G F P U

Item X ---

1. Trustees frame and execute long-range plans for the college, including the development of the campus building program ...

2. View

3. Suggestions

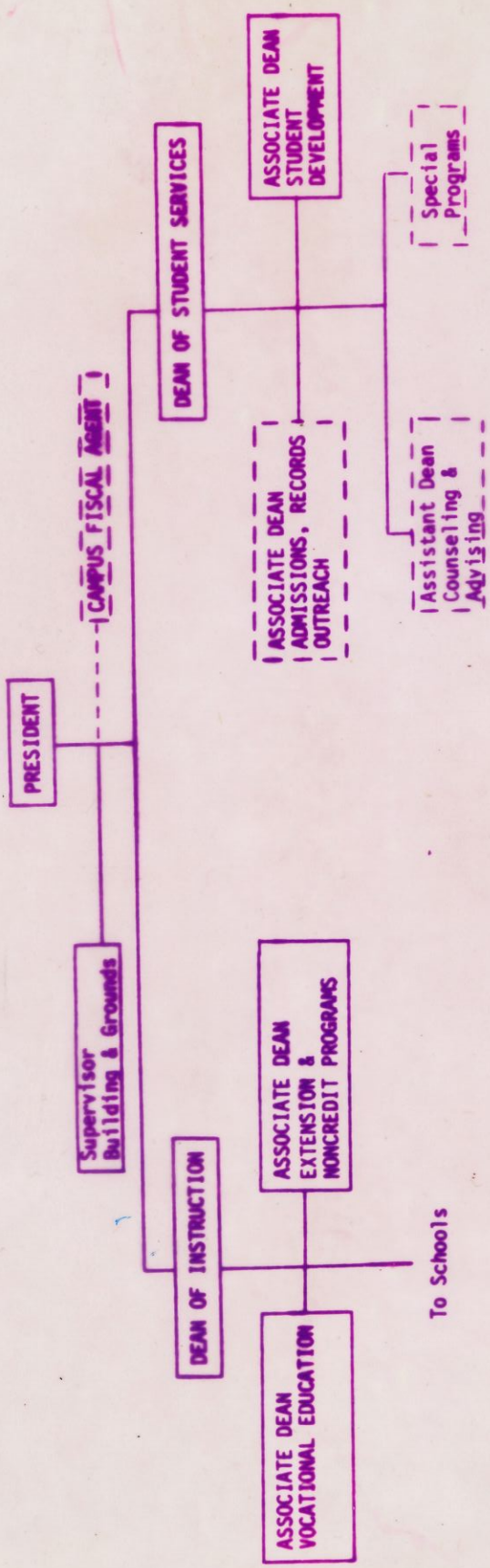
PART II:

These questions and points are open-ended for further honest probing and total expression, ad infinitum.

- A. As a trustee, I would like most to see the following done at my College: (List and state items of priority for future years.) ...

Organization Chart

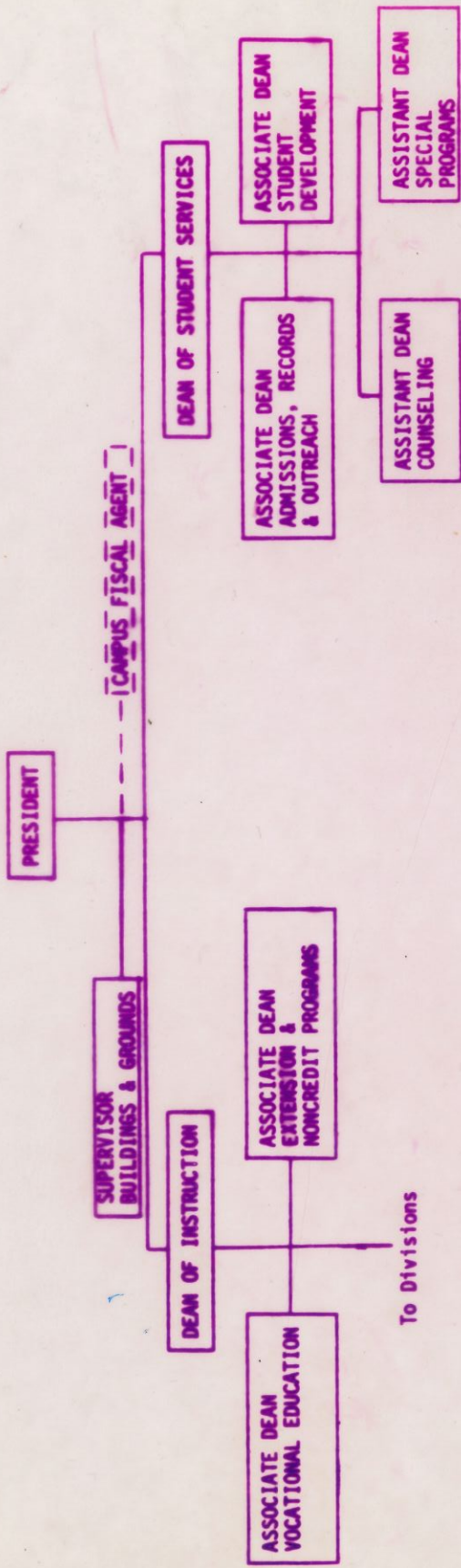
SADDLEBACK COMMUNITY COLLEGE DISTRICT
North Campus



Approved 1/22/83

Organization Chart

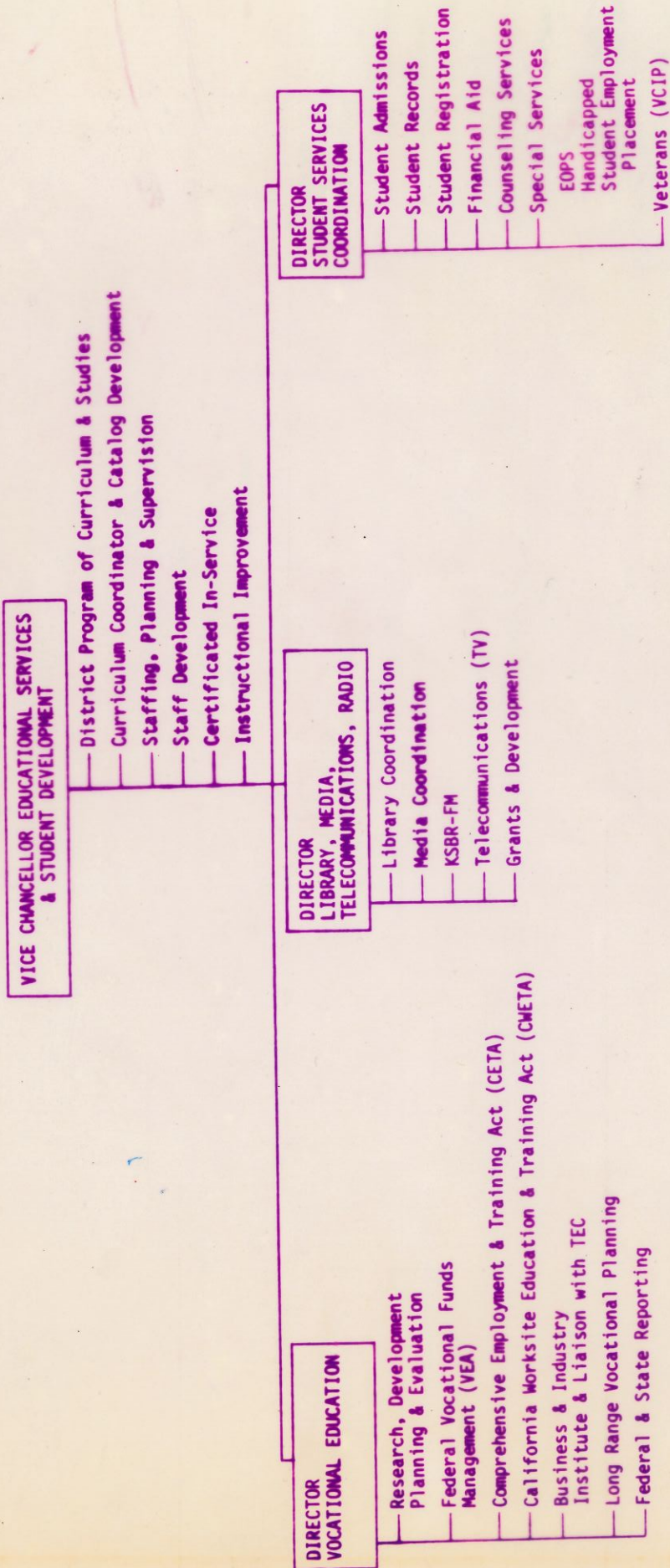
SADDLEBACK COMMUNITY COLLEGE DISTRICT
South Campus



Approved 1/22/83

Organization Chart

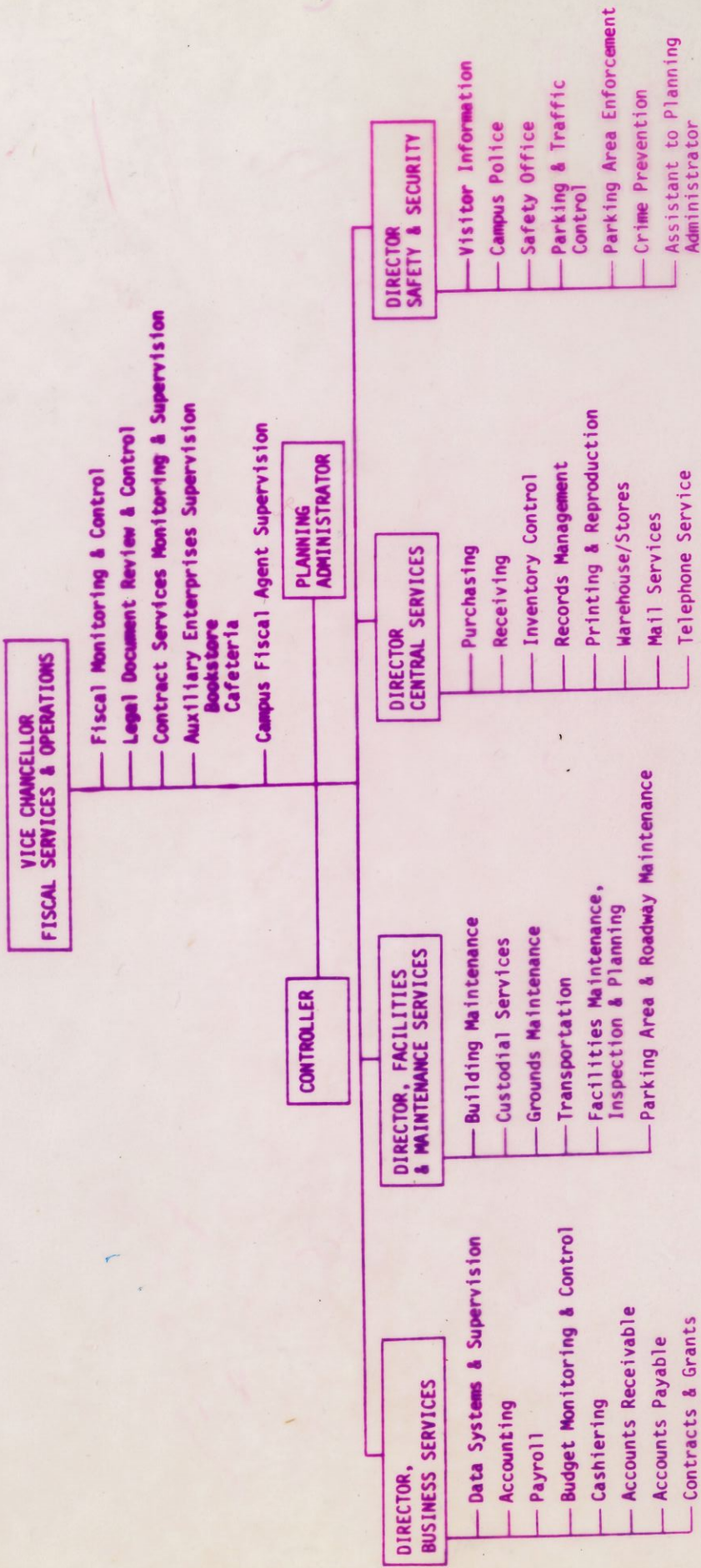
SADDLEBACK COMMUNITY COLLEGE DISTRICT
Educational Services



Approved 1/22/83

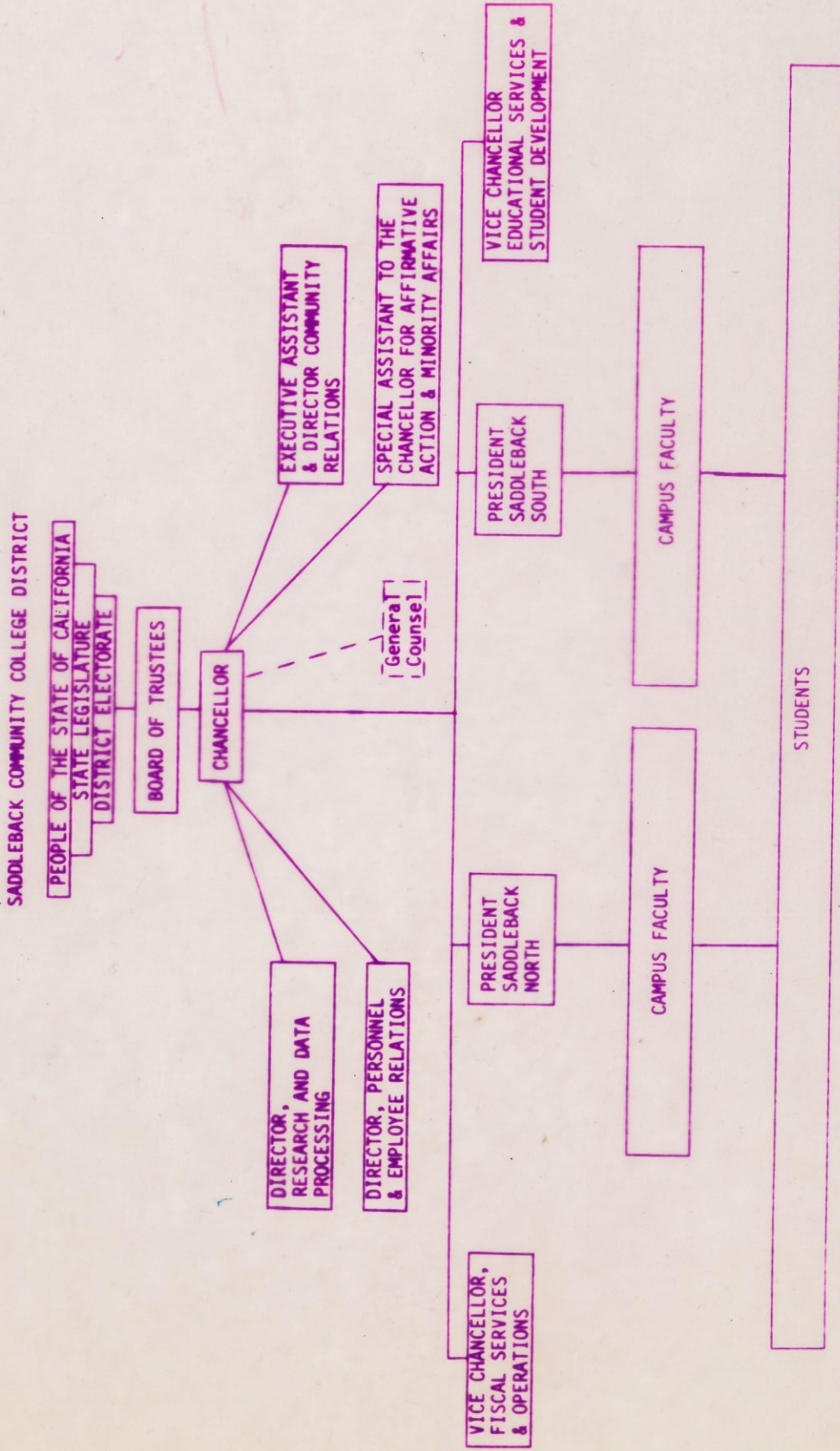
Organization Chart

SADDLEBACK COMMUNITY COLLEGE DISTRICT
Fiscal Services & Operations



Approved 1/22/83

Organization Chart



Approved 1/22/83

INDICATORS & DIRECTION FOR THE FUTURE

1. MICROELECTRONICS AND TELECOMMUNICATIONS WILL ADVANCE TO THE POINT THAT PEOPLE WILL BE ABLE TO WORK AT HOME, HAVE ACCESS TO A WIDE VARIETY OF INFORMATION AND COMMUNICATION RESOURCES, AND PERFORM FUNCTIONS FORMERLY REQUIRING TRAVEL. THE FUSION OF DATA PROCESSING AND TELECOMMUNICATIONS WILL ALSO PERMIT THE GRADUAL ELIMINATION OF WRITTEN RECORDS, MAIL AND RELATED SERVICES AT THE OFFICE.
2. TECHNOLOGICAL KNOWLEDGE WILL EXPAND TO RENDER ENTIRE JOB CATEGORIES OBSOLETE AND ALLOW FOR INCREASED AUTOMATION OF MANUFACTURING. THIS WILL MARKEDLY REDUCE THE NEED FOR UNSKILLED AND SEMISKILLED LABOR, BUT SHOULD GENERATE NEW TYPES OF JOBS AS WELL.
3. HIGHER PRODUCTIVITY AND CAPITAL INVESTMENT WILL BE DIFFICULT TO GENERATE DESPITE INCREASING DEMANDS TO DO SO. THESE DEMANDS WILL CREATE CONFLICT WITH RISING EXPECTATIONS AND EXISTING ENTITLEMENTS.
4. THERE WILL BE A SLOWDOWN IN REAL ECONOMIC GROWTH, POSSIBLY INVOLVING RECESSION AND/OR DEPRESSION. THESE DEVELOPMENTS WILL BE EXACERBATED BY PERSISTENTLY HIGH RATES OF INFLATION, WHICH WILL CONTINUE TO ERODE OUR STANDARD OF LIVING.

9. A LARGER PERCENTAGE OF THE POPULATION WILL ADOPT THE NEW ENTITLEMENT MENTALITY, WHICH TRANSFORMS PERSONAL NEEDS INTO SOCIAL RIGHTS, AND MAY WELL EXPECT EXPANSION OF THIS DOMAIN TO CREATE A ZERO-RISK SOCIETY. CONTINUED GROWTH OF THIS MENTALITY WILL INTENSIFY EXPECTATIONS THAT ORGANIZATIONS BE SOCIALLY RESPONSIBLE, ETHICAL, FAIR TO EMPLOYEES AND RESPONSIVE TO OTHER STAKEHOLDERS.
10. POLARIZATION AND RACIAL CONFLICT WILL ARISE AS IMMIGRATION FROM UNDERDEVELOPED NATIONS CONTINUES TO GROW AND THIRD WORLD PEOPLE INCREASE AS A PERCENTAGE OF THE POPULATION AND WORK FORCE.
11. CONTINUED EXISTENCE/EVOLUTION MAY REQUIRE WORLD VIEW TRANSFORMATIONS OF BASIC PREMISES UPON WHICH MODERN INDUSTRIAL SOCIETY, THIRD WORLD STATUS, AND PRESENT PERCEPTIONS OF REALITY ARE BASED. THE DEVELOPMENT OF NEW AGE PARADIGMS (SUCH AS HOLOGRAMS AND HETERARCHY) WILL ACCOMPANY THESE BASIC BELIEF SYSTEM TRANSFORMATIONS.
12. THE REVOLT AGAINST HIGH TAXATION AND UNCONTROLLED GOVERNMENT GROWTH WILL CONTINUE, POSING POTENTIALLY GRAVE PROBLEMS FOR THOSE DEPENDENT UPON SOCIAL PROGRAMS AND RAISING THE SPECTER OF SERIOUS CLASS CONFLICT, AS WELL AS A CRISIS OF CONFIDENCE IN OUR SYSTEM OF GOVERNMENT.

13. ALL PERVASIVE GOVERNMENT WILL BECOME IMMOBILIZED AS ITS FEAR OF ALIENATING SPECIAL INTEREST GROUPS, DEPENDENT UPON THE STATUS QUO, PREVENTS IT FROM SOLVING CRITICAL NATIONAL ISSUES. THIS COULD DEEPEN THE PRESENT TREND TOWARD POLITICAL CONSERVATISM INTO A DESIRE FOR STRONG, AUTHORITARIAN LEADERSHIP TO SOLVE PRESSING PROBLEMS AND INCREASED CONFLICT. ON THE OTHER HAND, IT MAY ENCOURAGE THE DEVELOPMENT OF LOOSE-KNIT ORGANIZATIONS THAT BELIEVE IN SHARED CONTROL.
14. COMPETITION FOR JOBS, PARTICULARLY AMONG AN INCREASINGLY OVER-EDUCATED AND AWARE WORK FORCE, WILL LEAD TO SOCIAL AND GENERATIONAL CONFLICT, A BACKLASH AGAINST AFFIRMATIVE ACTION, AND POSSIBLY A JOB LOTTERY DRAFT SYSTEM.
15. SITUATIONS THAT ARE COMPLEX, MULTICAUSAL AND HOLOGRAPHIC IN CHARACTER WILL FRUSTRATE ATTEMPTS TO APPLY LINEAR, MECHANISTIC APPROACHES TO PROBLEM IDENTIFICATION AND SOLUTIONS IN THE FUTURE.
16. NEW AGE VALUES AND A GROWING AWARENESS OF FACTORS RELATED TO HEALTH WILL RESULT IN GREATER EMPHASIS UPON NUTRITION, EXERCISE, STRESS REDUCTION, AND HOLISTIC HEALTH PHILOSOPHIES.

Source: "Futurist Magazine," Fall, 1981

5. WORLD COMPETITION FOR SHRINKING RESOURCES WILL RESULT IN HEIGHTENED ECONOMIC NATIONALISM AND INTERNATIONAL TENSIONS, POSSIBLY LEADING TO WAR.

6. THE WORK FORCE WILL UNDERGO IMPORTANT DEMOGRAPHIC CHANGES, SUCH AS A SHORTAGE OF YOUNG EMPLOYEES, A PRONOUNCED MIDDLE AGE BULGE (53% OF THE LABOR FORCE WILL BE 25 TO 44 YEARS OLD BY 1990), AND A GROWING PERCENTAGE OF OLDER WORKERS (7.6% INCREASE PER YEAR).

7. THE EXPANDING ROLE OF WOMEN WILL HAVE A PROFOUND IMPACT UPON THE WORK PLACE (60% OF NEW JOBS ARE LIKELY TO BE FILLED BY WOMEN), THE HOME (70% OF EMPLOYABLE WOMEN WILL BE WORKING BY 1990), AND SOCIETY IN GENERAL (FERTILITY RATES HAVE DECREASED FROM 3.8 TO 1.8 CHILDREN PER WOMAN OF CHILD BEARING AGE OVER THE LAST THIRTY YEARS). FOR THESE AND OTHER REASONS, TRADITIONAL ROLE IDENTITIES WILL CONTINUE TO CHANGE AND BLUR.

8. A BASIC SHIFT IN VALUES FROM THE TRADITIONAL WORK ETHIC TO A FOCUS ON SELF-ACTUALIZATION AND LEISURE WILL REQUIRE AN ENHANCED QUALITY OF WORK LIFE, GREATER PARTICIPATION IN DECISION MAKING, AND ALTERNATIVES TO ESTABLISHED WORK PATTERNS TO OVERCOME GROWING ALIENATION FROM WORK.

SADDLEBACK COMMUNITY COLLEGE DISTRICT
 CERTIFICATED MANAGEMENT SALARY SCHEDULE

1983-1984

<u>Category I</u>	<u>Category II</u>	<u>Category III</u>	<u>Category IV</u>	<u>Category V</u>
Dean	+Associate Dean or Dean II	*Director (I)	**Director (II)	Assistant Director
<u>Years In Position</u>	<u>Years In Position</u>	<u>Years In Position</u>	<u>Years In Position</u>	<u>Years In Position</u>
6-\$56,393				
5- 55,632				
4- 54,870				
3- 54,143	6-\$54,143			
2- 53,344	5- 53,344			
1- 52,582	4- 52,582			
	3- 51,819	6-\$51,819		
	2- 51,058	5- 51,058		
	1- 50,295	4- 50,295		
		3- 49,533		
		2- 48,772		
		1- 48,009		
			6-\$44,199	
			5- 43,437	
			4- 42,675	
			3- 41,912	
			2- 41,151	
			1- 40,390	
				6-\$36,580
				5- 35,816
				4- 35,054
				3- 34,292
				2- 33,529
				1- 32,767

+ The appropriate title to be designated by the Campus President.

* Division Directors; Director of Admissions & Records; Director of Library and Instructional Services; Director of Occupational Programs, Director of Continuing Education and Emeritus Institute

** Director of Grants & Resource Development; Director of Library & Media Services, North Campus; Director of Extended Operations (Acting), North Campus; Director of Student Affairs

Revised 11-09-81; Effective 11-09-81
 Revised 01-10-83; Effective 07-01-83
 042a/j

BP-4100

SADDLEBACK COMMUNITY COLLEGE DISTRICT

Salary Schedule for Vice Chancellor and Presidents - 1982-83

Vice Chancellor Grafsky	\$ 59,854
President Hart	59,854
President Jay (effective July 1, 1982 to January 14, 1983)	59,854
Interim President Bosanko (effective January 17, 1983 to June 30, 1983)	57,300

Salary Schedule for Vice Chancellor and Presidents - 1983-84

Vice Chancellor Grafsky	\$ 57,611
President Hart	57,611

SADDLEBACK COMMUNITY COLLEGE DISTRICT
 CLASSIFIED MANAGEMENT SALARY SCHEDULE
 1983-1984

	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>
6	\$39,043	\$33,683	\$28,324	\$25,262
5	38,277	32,916	27,559	24,496
4	37,511	32,152	26,792	23,730
3	36,746	31,386	26,026	22,967
2	35,979	30,620	25,262	22,201
1	35,214	29,855	24,496	21,435

Class I Director of Fiscal Affairs
 Director of Maintenance and Operations
 Director of Purchasing and Stores

Class II Assistant Director of Maintenance and Operations
 Community Services Assistant/Education Director
 Community Services Assistant/Recreation Director
 Director of Data Processing
 Public Information Director
 Theatre Manager

Class III Assistant Director of Data Processing and Computer Services
 Assistant General Manager/Program Director
 Director of Campus Safety
 Executive Assistant - Chancellor
 Financial Aid Officer

Class IV Assistant Director of Campus Safety
 Assistant Director of Purchasing and Stores
 Building Coordinator
 Radio Station Chief Engineer
 Veterans/Student Affairs Coordinator

Revised 06-23-81; Effective 07-01-81
 Revised 01-21-82
 Revised 01-10-83; Effective 07-01-83
 042a/1

BP-4200.1

SADDLEBACK COMMUNITY COLLEGE DISTRICT
 CLASSIFIED SUPERVISORY SALARY SCHEDULE
 1983-1984

	<u>I</u>	<u>II</u>	<u>III</u>
6	\$23,724	\$22,629	\$21,605
5	22,629	21,605	20,637
4	21,605	20,637	19,686
3	20,637	19,686	18,806
2	19,687	18,806	18,015
1	18,806	18,015	17,156

Class I Accounts Payable Supervisor
 Buildings and Grounds Supervisor, North Campus
 Community Services Supervisor
 Diversified Funds Supervisor
 Office Manager II
 Payroll Supervisor
 Transportation Supervisor
 Warehouse Supervisor

Class II Athletic and P.E. Equipment Supervisor
 Audio Visual Circulation Supervisor
 Buyer-Supervisor
 Child Care Center Supervisor
 Media Production Supervisor
 Project Supervisor/Human Resource Development
 Radio Operations Supervisor
 Television Studio Supervisor

Class III Custodian Supervisor
 Groundskeeper Supervisor
 Media Services Supervisor
 Military Base(s) Program Coordinator
 Office Manager I
 Training Program Facilitator

Revised 03-10-82
 Revised 02-23-82
 Revised 09-14-82
 Revised 01-10-83; Effective 07-01-83
 042a/k

BP-4200.2

SADDLEBACK COMMUNITY COLLEGE DISTRICT
 CERTIFICATED MANAGEMENT SALARY SCHEDULE

1982-1983

<u>Category I</u>	<u>Category II</u>	<u>Category III</u>	<u>Category IV</u>	<u>Category V</u>
Dean	+Associate Dean or Dean II	*Director (I)	**Director (II)	Assistant Director
<u>Years In Position</u>	<u>Years In Position</u>	<u>Years In Position</u>	<u>Years In Position</u>	<u>Years In Position</u>
6- \$58,589				
5- 57,798				
4- 57,007				
3- 56,252	6- \$56,252			
2- 55,422	5- 55,422			
1- 54,630	4- 54,630			
	3- 53,838	6- \$53,838		
	2- 53,047	5- 53,047		
	1- 52,254	4- 52,254		
		3- 51,462		
		2- 50,672		
		1- 49,879		
			6- \$45,920	
			5- 45,129	
			4- 44,337	
			3- 43,544	
			2- 42,754	
			1- 41,963	
				6- \$38,004
				5- 37,211
				4- 36,419
				3- 35,627
				2- 34,835
				1- 34,044

+ The appropriate title to be designated by the Campus President.

* Division Directors; Director of Admissions & Records; Director of Library and Instructional Services; Director of Occupational Programs, Director of Continuing Education and Emeritus Institute

** Director of Grants & Resource Development; Director of Library & Media Services, North Campus; Director of Extended Operations (Acting), North Campus; Director of Student Affairs

Revised 06-23-81; Effective 07-01-81

Revised 11-09-81; Effective 11-09-81

Revised 01-10-83; Effective 07-01-82

042a/c

BP-4100

SADDLEBACK COMMUNITY COLLEGE DISTRICT
 CLASSIFIED MANAGEMENT SALARY SCHEDULE
 1982-1983

	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>
6	\$40,564	\$34,994	\$29,427	\$26,246
5	39,768	34,198	28,632	25,450
4	38,972	33,405	27,836	24,654
3	38,177	32,609	27,040	23,861
2	37,380	31,813	26,246	23,065
1	36,585	31,018	25,450	22,269

Class I Director of Fiscal Affairs
 Director of Maintenance and Operations
 Director of Purchasing and Stores

Class II Assistant Director of Maintenance and Operations
 Community Services Assistant/Education Director
 Community Services Assistant/Recreation Director
 Director of Data Processing
 Public Information Director
 Theatre Manager

Class III Assistant Director of Data Processing and Computer Services
 Assistant General Manager/Program Director
 Director of Campus Safety
 Executive Assistant - Chancellor
 Financial Aid Officer

Class IV Assistant Director of Campus Safety
 Assistant Director of Purchasing and Stores
 Building Coordinator
 Radio Station Chief Engineer
 Veterans/Student Affairs Coordinator

Revised 06-23-81; Effective 07-01-81
 Revised 01-21-82
 Revised 01-10-83; Effective 07-01-82
 042a/h

BP-4200.1

SADDLEBACK COMMUNITY COLLEGE DISTRICT
CLASSIFIED SUPERVISORY SALARY SCHEDULE

1982-1983

	<u>I</u>	<u>II</u>	<u>III</u>
6	\$24,648	\$23,510	\$22,446
5	23,510	22,446	21,440
4	22,446	21,440	20,452
3	21,440	20,452	19,539
2	20,453	19,539	18,716
1	19,539	18,716	17,824

Class I Accounts Payable Supervisor
 Buildings and Grounds Supervisor, North Campus
 Community Services Supervisor
 Diversified Funds Supervisor
 Office Manager II
 Payroll Supervisor
 Transportation Supervisor
 Warehouse Supervisor

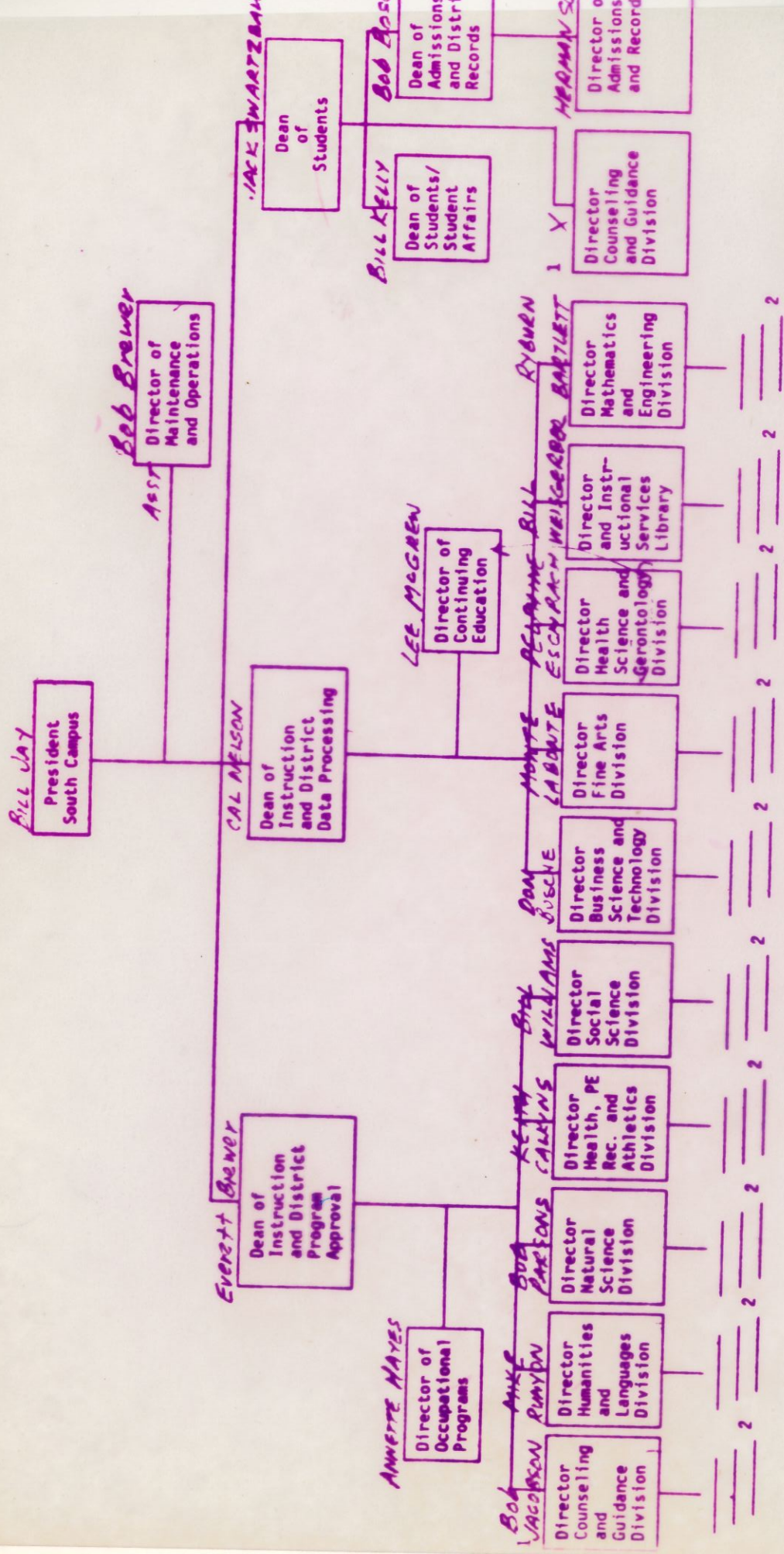
Class II Athletic and P.E. Equipment Supervisor
 Audio Visual Circulation Supervisor
 Buyer-Supervisor
 Child Care Center Supervisor
 Media Production Supervisor
 Project Supervisor/Human Resource Development
 Radio Operations Supervisor
 Television Studio Supervisor

Class III Custodian Supervisor
 Groundskeeper Supervisor
 Media Services Supervisor
 Military Base(s) Program Coordinator
 Office Manager I
 Training Program Facilitator

Revised 03-10-82
 Revised 02-23-82
 Revised 09-14-82
 Revised 01-10-83; Effective 07-01-82
 042a/g

BP-4200.2

**SADDLEBACK COMMUNITY COLLEGE DISTRICT
Organizational Structure**



Functions:

- Counseling and Guidance
- Career Education and Career Center
- Career Development
- Career and Job Placement
- Admissions/Registration
- Student Activities
- Financial Aid/EOPS/Vets
- Health Services
- Child Care
- Handicapped
- Student Behavior

NOTES:

1. Listed twice-instructional related.
2. Lines below Division indicate varying numbers of disciplines.
3. Structure of both instructional and student services under study.

SADDLEBACK COMMUNITY COLLEGE DISTRICT

Functions by Administrative Jurisdiction

District Controlled
District Administered

Governing Board Matters
Budget/Audit
Budget Management
Business Information Systems
Business Legal
Contract Management
(Bookstore, Food Service, etc.)

Negotiations (Faculty, Classified)
Personnel (Administrative Services)
Purchasing
Radio and Television Broadcasting
Staff Development
State and Federal
Student Records & Transcripts
Transportation
Warehouse

District Controlled
Inter-Campus Coordinated

Articulation
Athletic Decisions
Community Services
Course Catalog
Curriculum Decisions
and Programming Requests
EOPS (District Application)
Facilities Development
Financial Aid
Gender Equity Administration
Grant/Foundation

Library Media Services - Centralized
Technical Processes
Maintenance/Operations
Personnel Administration
Printing Operations
Public Information
Safety Operations
Schedule Production
Special Services (Handicapped)
Student Information Systems
Student Services (Funded Programs)
Veterans Services (Funds Mgmt.)

Delegation

Campus Controlled
Campus Administered

Bookstore (Supervision)
Budget Management
Building and Grounds
Campus Library Operations
Campus Management/Organization
Career Development/Center
Career Placement
Child Care
Class Schedule
Counseling
Curriculum Planning
Daily Operations
Delivery Systems (Instruction)
Discipline Management
EOPS
Extended Operations

Facilities (Priorities/Planning)
Faculty Government (Local Concerns)
Financial Aid
Food Service (Supervision)
Gender Equity (Implementation)
Health Services
High School/Community Liaison
and Recruiting
Instructional Processes
Radio/Television (Instruction)
Schedule (Facilities and Staffing)
Special Services (Handicapped)
Veterans Services
Vocational Programs
Women's Studies/Center
Work Experience

Delegation

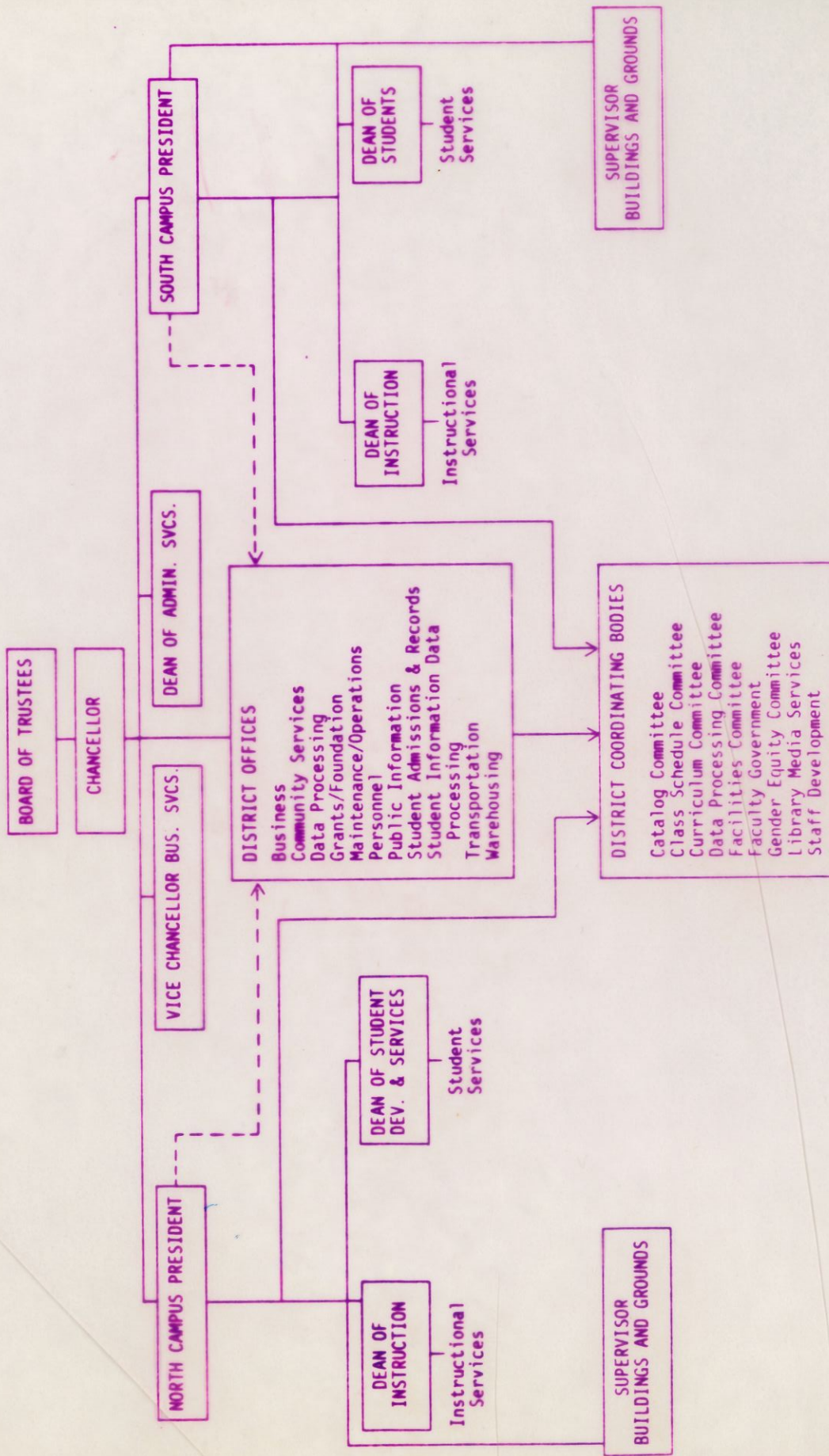
Campus Administered
Inter-Campus Coordinated

Admissions and Records
Athletics
Campus Management/Org.
Career Placement
Class Schedule
Curriculum Development
EOPS
Extended Operations

Financial Aid
High School/Community
Liaison and Recruiting
Library Operations
Printing
Radio/Television (Instruction)
Special Services (Handicapped)
Veterans Services
Vocational Programs

Liaison and
Communication

SADDLEBACK COMMUNITY COLLEGE DISTRICT
ORGANIZATIONAL CHART



BUSINESS SERVICES DIVISION

VICE CHANCELLOR
AL CAMPBELL

ADMINISTRATIVE ASSISTANT
JUAN LOWMEYER

SECRETARY II
HOPE WRIGHT

PROCUREMENT & STORES
WAREHOUSE, EQUIPMENT
INVENTORY, MAIL ROOM

DIRECTOR
RAY DUTROY

ASST. DIRECTOR
MAXINE OBER

BUYER
LINDA SOMMER, SUPP.

SECY II-LEAD
JEAN LUKAS

INFORMATION PROCESSOR
LORI GRIFFIN

SEC II
ELIZABETH TAYLOR

MAIL ROOM CLERK
RUTH PUTNAM

SECY
MARY BUELAS

WIFE STORES
STEVE MILLER, SUPP.

WIFE PERSON
DON CROWELL

UTILITY-WISE
BOB DOBRO

STORES CLERK
NETTIE DICKEY

PAYROLL
JUNE BOMBARD, SUPP.

ACCOUNT CLERK II
DORIS DRINK

RECORDS CLERK II
EVELYN WISNIEWSKI

ACCOUNT CLERK I
TIMARA HALL

FISCAL AFFAIRS

DIRECTOR
HARRY CULOTTA

SR ACCOUNT CLERK
JEANETTE HART

ACCOUNTS PAYABLE
JAN BARRIE, SUPP.

ACCOUNT CLERK II
LYNTHIA BAHAR

ACCOUNT CLERK II
LORNAH GARCIA

ACCOUNT CLERK I
ANNETTE GARNER

SA
ACCOUNT CLERK I
BARBARA CLARKE

SA
ACCOUNT CLERK I
NANCY HULSE

DIVERSIFIED FUNDS
ANDREA GALLAGHER, SUPP.

ACCOUNT CLERK II
CARRIE SPENLOVE

ACCOUNT CLERK I
CAMBER CABLE

MAINTENANCE AND OPERATIONS

DIRECTOR
GERALD P. DOOLEY

ADMIN. SECY III
ANN PAULI

LOCKSMITH
HAMILTON PUTNAM

ELECTRICAL LEAD
ROBERT YALOWITZ

ELECTRICAL
DAVID BANGSTON

UTILITY/ELECTRICAL
HAL FRIEDBERG

MECHANICAL LEAD
GEORGE MC LEROY

MECHANICAL A/C
FRANCIS BARKER

UTILITY A/C
ROBERT FENTON

POOL UTILITY
WILLIAM HEROLD

TRANSPORTATION
HANK WISNIEWSKI, SUPP.
IAN MC BRIDE, EQUIPMENT
RANIE MARTINI, EQUIPMENT
DARLENE HILL, CLERK

BUILDING LEAD
WARREN MORTZ

CARPENTER
JERRY EDWARDS

CABINET
LUDOW BORTOJA

PAINTER
STEVE NELSO

UTILITY/GENERAL
VAL KUBR

TERRY HALL
JIM BARNES

EQUIPMENT OPERATOR
WAYNE HALLIBRO

SPRINKLER REPAIR
VIRGIL MOORE

BUILDING COORDINATOR
GEORGE GILBERT

1982-83 CERTIFICATED MANAGEMENT: SALARIES

	<u>Fall</u>		<u>Spring</u>	
✓ Grafsky, Albert		✓ \$56,096	unknown	Vice Chancellor, Business
✓ Hart, Edward		✓ 56,096	"	President - North Campus
✓ Jay, William		✓ 56,096	"	President - South Campus

Category I

✓ Sciarrotta, Frank	*	54,910	"	Dean, Administrative Services
Time Sheet Swartzbaugh, Jack	was \$1306.83	54,910	"	Dean, Students

Category II

✓ Bosanko, Robert		52,720	"	Dean, Admissions/District Records
✓ Brewer, Everett		52,720	"	Dean, Instruction/District Program
✓ Kelly, William		52,720	"	Dean, Student Affairs
✓ Larson, Dale		51,200	"	Dean, Instruction
✓ McKinney, Doyle		52,720	"	Dean, Community Services
✓ Nelson, Calvin	1347.-	✓ 52,720	"	Dean, Instruction/District Data Proc
✓ Steinke, Ronald		51,200	"	Dean, Students

Category III

✓ Bartlett, Ryburn	2245-	48,231	"	Director, Math/Engr.
✓ Busche, Don	2694-	48,231	"	Director, Business Science
✓ Calkins, Keith	898-	48,231	"	Director, Health, P.E., Athletics
Time Sheet ✓ Castonguay, Eleanor	was 364.82*	50,457	"	Assoc. Dean, Instruction/Cont. Ed.
✓ Eschbach, Del	1526.60	50,457	"	Director, Health Sciences
✓ Hayes, Annette		50,457	"	Director, Occupational Programs
Time Sheet ✓ Jacobsen, Robert	898.-	50,457	"	Director, Counseling & Guidance
○ LaBonte, Monte	898.-	50,457	"	Director, Fine Arts
✓ McGrew, Lee		46,747	"	Director, Cont. Ed., Emeritus Instit
Parsons, Robert	2694-	50,457	"	Director, Natural Science
✓ Runyan, Michael		48,973	"	Director, Humanities & Languages
✓ Schmidt, Herman		48,231	"	Director, Admissions & Records
✓ Weisgerber, Bill		48,973	"	Director, Library & Instructional Ser
✓ Williams, Bill	2245.-	50,457	"	Director, Social Science

Category IV

✓ Korn, Gary		42,295	"	Director, Library & Media Services
✓ Rickner, Don		40,810	"	Acting Director, Extended Operations
Time Sheet ✓ Robison, Shelba	was 589.32*	43,037	"	Director, Grants & Resource Dev.
✓ Sheehan, Maria	1347.-	✓ 43,037	"	Director, Student Affairs

8-19-82
is

1,504,103

456,291

1,960,394

* Estimated at 60% completion by students

CLASSIFIED MANAGEMENT: SALARIES

Class I

✓ Culotta, Harry	\$38,492		✓ Director, Fiscal Affairs
✓ Dooley, Gerald	38,017		✓ Director, Maintenance & Operations
✓ Duthoy, Ray	40,393*		✓ Director, Purchasing & Stores
	35,000	Need but NOT IN	✓ Controller

Class II

✓ Brewer, Bob <i>Rep. Dir.</i>	34,846	Need but NOT IN	✓ Asst. Dir., Maintenance & Operations
✓ Donoghue, Brian <i>SELF SUPPORT</i>	31,698	OMIT	Theatre Manager
✓ Schreiber, Bill	32,797		Public Information Director
✓ Yapp, Terry <i>SELF SUPPORT</i>	30,561	OMIT	Community Services Assistant

Class III

✓ Hess, Paul	28,613		✓ Director of Campus Safety
Hodge, Vern	27,923	RESANAC	✓ Financial Aid Officer
✓ Swanson, Iris	29,302	EXECUTIVE SEC.	Executive Assistant/Chancellor
✓ Woodward, Dave	25,342	151111)	Assistant Dir. DP & Computer Serv.

Class IV

✓ Gilbert, George <i>Energy Management</i>	25,520	(DOOLEY)	✓ Building Coordinator
? Grant, Pat	25,212	not management	Veterans/Student Affairs Coordinator
? Omer, Maxine	22,363		✓ Assistant Dir. Purchasing & Stores
? Sobieski, Joe	25,212		✓ Assistant Director, Campus Safety

1,960,394

8-19-82

is

28,379 NET TOTAL
after deletions

*Additional \$1500 authorized by the Board

Classified management receives longevity benefits.