6.A Governance System

6.A.1 College Policy on Governance
Central Oregon Community College has a long history of shared governance dating back to the early 1980s. The governance structure is ensured by College Procedure G-6-0 Committee Structure (rev. 1997—see Exhibit 6.1).

“Central Oregon Community College operates on the theory that representative government, based on democratic principles of free discussion and open access to ideas, is the most appropriate means by which to make decisions regarding the future development of the College.”

The governance model places the president as the direct employee of the Board with full responsibility to ensure the ends/goals of the College are met. The Board places policy limitations on the president to ensure fair treatment of staff (El-1, El-2, and El-6) and full participation in decision making (El-7-3).

6.A.2 Participation in Governance
The role of the Board is laid out in policy (GP-3), and according to policy (GP-11), the Board evaluates itself annually to ensure it is meeting these responsibilities. Similarly, the president’s role is outlined in policy (BPR-2) and is evaluated annually by the Board (GP-11). The College procedures, which are reviewed each fall by the president, provide staff and students with clear responsibilities in the governance model (Procedure G-6-0). Participation is normally provided through committee assignment, although opportunities for individual input always exist and ultimately can be achieved through the concerns procedure. Because the committee structure is an integral part of the decision-making process, the Board and administrators participate directly in the system to make better decisions. The College Board appoints a liaison member to attend College Affairs Committee (G-6-2) meetings, the coordinating committee for the campus.

6.A.3 Collegewide Representation on Committees
The strength of the governance committees lies in constituency representation tailored to each committee. In addition, the affirmative responsibility to notify parties affected by committee action (via Firstclass Client e-mail conferencing) ensures a provision for representation of the constituencies (see Appendix B for Committee Membership chart).

To supplement the governance committees, the College periodically convenes special topic task forces with representation by affected constituents, e.g., LMT – load management team, classified professional development or technology planning (see Exhibit 6.2 and http://www.cocc.edu/general/plans.htm).

6.A.4 Coordination with State
The Oregon Department of Education functions as the community college statewide coordinator providing statewide policy leadership on upcoming trends and opportunities. The authority of the state board is clearly spelled out in statute as are the authorities extended to the locally elected community college boards. Working relationships have been developed among the state board and the state’s community colleges and have to date not posed any direct governance problems (see Exhibit 6.3).

6.A Governance System: Analysis and Appraisal
COCO has articulated its relationships among Board, staff and students in Board policy and through the College procedures. These documents are on the Web for easy access and referral (http://www.cocc.edu/general/plans.htm). Constituencies are represented in all discussions that directly effect them to ensure good communications. Although it is always a challenge to maintain communications among constituencies, COCC’s history of inclusion of staff and students in institutional decision making has allowed it to respond rapidly to community needs and the external environmental changes.

See Figures 6-1 and 6-2 for the Governance and Decision-Making chart and the Decision Matrix.
Governance and Decision Making Chart
Central Oregon Community College

Advisory Committees

Board (7 elected) (Policy)

President (Procedures)

Budget Committee

Managers’ Group (7)
Primary discussion and day to day operations and decisions areas
(Appointed)

Unions
Faculty Forum OSEA (Classified)

Student Affairs***
Affairs**

Academic Affairs**

Institutional Support

College Affairs**
(Major policy recomm./decisions)

Chairmoot
(Academic Administration Member of President Council)

Recommend Advising

(1) Minutes of all committees are shared campus-wide to keep staff informed
(2) Governance Committee’s action is only reviewed by College Affairs when requested by a member of the college community and deemed appropriate by College Affairs
(3) Administrative Adhoc Committees - Operationalize college policy and keep governance committees informed.

* Collective Bargaining (President: Faculty, Classified) ** Faculty - Administrative - Staff - Students - Classified *** Faculty - Administrative Staff - Students

Figure 6-1
<table>
<thead>
<tr>
<th>Type of Decision</th>
<th>Examples</th>
<th>With</th>
<th>Regulations/Functional Authority</th>
<th>Decision Power</th>
<th>Decision Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Change Related to or Affecting the Entire Organization</td>
<td>Departmental Team</td>
<td>College Procedures</td>
<td>Standing Committees</td>
<td>1) New Academic Programs</td>
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**Figure 6-2**

Decision Matrix

Central Oregon Community College

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<td>Board Policy</td>
</tr>
<tr>
<td>VP</td>
<td>Department Chairs/Deans</td>
<td>College Procedures</td>
<td>Standing Committees</td>
<td>President College Community</td>
<td>Board Policy</td>
</tr>
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<td>VP Team</td>
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employees of the College and have to declare any potential conflicts of interest. As an employee, the president is not a member of the Board. The College president oversees the College procedures handbook (see Exhibit 6.4 and http://www.cocc.edu/general/plans.htm), which outlines the administrative guidelines for the operation of the College. In 1993 the COCC Board rewrote all of its policies in the present policy governance format, including a policy (GP-12) (http://www.cocc.edu/general/plans.htm) to fill any vacancies which may occur between elections.

6.B.2 Board Committee Principles
The COCC Board functions as a committee of the whole guided by Board Policy (G-P-5) (see Exhibit 6.5 and http://www.cocc.edu/general/plans.htm) which outlines the Board committee principles when a subcommittee or special committee of the Board is formed.

6.B.3 Board Members Code of Conduct
Board governance process policies (GP1-14) articulate the duties, responsibilities, and organization of the Board. Board Policy (GP-8) specifically addresses Board Members Code of Conduct. (See Exhibit 6.5 and http://www.cocc.edu/general/plans.htm)

6.B.4 Selection and Evaluation of College President
In its 54-year history, the College has had only three presidents—all selected by the Board as specified in its statutory responsibility. The Board outlines its relationship with the president in its policies (BPR1-6). The Board's responsibility to evaluate the president is specifically highlighted in policy BPR3. The College Board evaluates the COCC president annually. (See Exhibit 6.5 and http://www.cocc.edu/general/plans.htm)

6.B.5 Review of College Mission
The COCC Board has annually reviewed the institution's mission and edits it periodically for clarity or refinement. COCC’s mission has not substantively changed since the College was founded in 1949, though the mission is now stated in outcomes. The Board does more than review major changes in institutional direction to meet the mission. The Board has actually provided leadership in moving the College into computer technologies, advanced occupational programming, and partnerships with K-12 and higher education, by drafting an institutional vision statement. The last major edit to the vision was in 1993.
with a refinement in 2000. The vision was supplemented with the development of a Vision Concept Paper (see Exhibit 6.6). The Board builds sufficient staff and community reports into its operational practices to remain current on regional and local needs, and has placed an expectation on the College that the College’s programs will be modified to meet these needs. By statute and state administrative rule (see Exhibit 6.3), the Board approves all programs of study, degrees, certificates and diplomas before the State Board of Education approves them.

6.B.6 Evaluation of the Board

Each year, the Board publicly monitors its own effectiveness through an evaluation process. The evaluation is shared in a regular board meeting and is designed to help in board development. Occasionally the Board uses a facilitator to re-evaluate the Board’s internal interaction agreement; the most recent occasion was in 2000. The Board also initiates policy changes. A review of the policy change dates in the manual demonstrates the frequency of review. The COCC Board is seen as a leader in policy governance in the community and has cosponsored Board development workshops (see Exhibit 6.7) with the local boards of the school district, parks and recreation, county library, local hospice and others. Several COCC Board members have been asked to be consultants by other community colleges on matters of policy governance and board operations both in Oregon and in other national locations.

6.B.7 College Staffing

The Board has delegated the staffing of the College to the College president and monitors the effectiveness of that staffing by the College’s ability to meet its program, fiscal and personnel goals in a fair and effective manner. In its evaluation of the president, the Board reviews the College’s ability to meet the institutional goals under its current organization. Historically, the Board only approves the organizational structure of the vice presidents.

6.B.8 The Annual Budget

The Board annually approves the budget following a budget review process laid out in the Oregon state statutes (see Exhibit 6.8 for State Budget Process booklet). This includes the use of a community budget committee as part of the review process. The process begins in the fall with the Board’s review of the previous year’s close-out statement and a future-looking revenue and expenditure forecast. This is followed by an independent audit as required by law. The budgeting process takes place in the spring with final adoption at the Board’s June meeting. The Board members receive a report on revenue and expenditures on the monthly consent agenda, as part of their monitoring process. Examples of these are provided in the exhibit room (see Exhibit 6.5).

6.B.9 Accreditation

The Board is frequently briefed on accreditation issues.


The COCC Board carefully adheres to the laws and rules which govern a public community college board in Oregon. Board members have implemented a policy governance model of leadership which they have been refining for almost a decade. In this model there are board policies specifically addressing board operations, ethical practices, the Board’s relationship to the president, its responsibility to set the institutional mission, and board professional development. The COCC Board, adhering to Oregon budget law, regularly monitors the fiscal integrity of the institution and ensures budget allocations are consistent with institutional goals. The COCC Board leadership style is well respected in the community, and Board members have been asked on numerous occasions to act as mentors or trainers for other local public and nonprofit community boards as well as community college boards nationally.

6.C Leadership and Management

6.C.1 The CEO

The chief executive officer’s full-time responsibility is to the institution as outlined in his contract.

6.C.2-3 College Administrators

The College maintains a current administrative handbook outlining duties and institutional expectations for administrators. In addition, College policy and Oregon Revised Statutes outline standards for conflict of interest, HR-4-2 (see Exhibit 6.9).

The College has always had an administrative evaluation policy monitored by its office of Human Resources. The administrative evaluation procedure is currently being updated to incorporate elements of the
faculty evaluation process, e.g., peer teams and using professional improvement as the goal (see Exhibit 6.10).

6.C.4 Institutional Advancement
The institutional advancement activities are guided by a strategic plan specifically crafted to move forward the mission, vision and goals of the College (see Exhibit 6.11). Each of the institutional advancement goals is linked to a College goal. Development activities are largely the responsibility of the COCC Foundation, a separate 501(c)(3) organization. The COCC Foundation’s purpose, as stated in the Foundation policies and procedures manual, is to support College activities (see Exhibit 6.12).

6.C.5-6 Management Team
The key administrators of the College meet biweekly as a management team (including the president) to review and monitor the operational decisions and activities of the College. A review of their agendas on electronic conferencing will clearly demonstrate the scope of their review. In addition, in the spring of each year the management team meets to establish an action calendar for the upcoming year ensuring there is no duplication of administrative effort. A midyear retreat allows for a review of the College’s position and adjustment of the project list as needed.

The management team meetings and electronic conferencing ensure continuing conversation on a multitude of topics. All collegewide issues are posted electronically for wide dissemination. Special folders exist for airing general or individual concerns, e.g., Barber Shop Quartet for general concerns or Cascades Comments for concerns with regard to the integration of the branch campus. Conferencing allows for the rapid airing of issues institutionwide and minimizes rumors. As appropriate, special committees or taskforces are used to untangle particularly convoluted issues. A list of various task forces and their reports is provided for consideration in the exhibit room, Exhibit 6.2. Another example of open communication is College advancement quarterly FYI forums designed to share information and respond to questions on key topics: budget process, managers, governance, etc. In addition, the College president maintains an open-door policy and holds quarterly all-College meetings.

6.C.7 Institutional Research
In the past, the dean of enrollment services or another student services staff member has been on key committees/taskforces joining academic administrators to provide appropriate institutional data as background for committee decisions. Although COCC has a broad array of excellent planning documents, the decentralized model did not link the plans together as efficiently as they could have been. With the advent of an institutional research office in November 2001, more dissemination of data and integration of plans should occur (see Exhibit 6.13 for Planning Documents).

6.C.8 Administrative Handbook
The office of Human Resources maintains all staff handbooks, e.g., the administrative handbook (Exhibit 6.10). These documents have also been placed on the Web for all employees to review (see www.cocc.edu/hr). The office of Human Resources revises the administrative handbook biennially, and it is placed on the consent agenda of the COCC Board for review.

6.C.9 Salaries
The COCC Board of Directors, by policy, strives to maintain a competitive workforce. Board Policy EL-6 (http://www.cocc.edu/general/plans.htm) requires that staff compensation and benefits will not “deviate materially from the geographic or professional market for the skills employed nor become uncompetitive, i.e., fall below the upper one-third of local, regional or national salary/benefit ranges as appropriate to the position.” Salary ranges are reviewed biennially with the renewal of the administrative handbook. The office of Human Resources has been trained to use a point-factor analysis to do appropriate classifications for new or modified positions so all positions remain competitive (see Exhibit 6.14 for salary data).

6.C Leadership and Management: Analysis and Appraisal
The administrative staff is guided by an administrative manual outlining the working and contractual relationships with the College. The president meets with a management team regularly for advice and recommendations as part of institutional decision making. In turn, the administrators dialog frequently with their respective staffs including extensive use of the electronic conferencing system. The team continues to change and mature, so ongoing staff development continues to be important. COCC is also planning for the leadership needs of the future. In 2000-01, the College sponsored a leadership series for individuals to both enhance their abilities to provide
leadership in their work group as well as prepare for future leadership responsibilities. In 2001-03, the College is sponsoring the development of a Women in Leadership series coordinated by two of the College’s instructional deans. Both these activities help position the College to meet future leadership needs with its current excellent staff.

6.D Faculty Role in Governance

Faculty are well integrated into the governance process of the institution by College procedures. They have consistently filled that role since the establishment of the College. Their role in governance is outlined in College procedure GP-6 (see http://www.cocc.edu/general/plans.htm). See Appendix B for a committee membership matrix and Exhibit 6.15 for selected minutes from key committees.

6.E Student Role in Governance

The role of students in institutional governance, planning, budgeting and policy development is made clear and public; students are supported in fulfilling that role. Their role in governance is outlined in College procedure GP-6 with students participating on almost all major College governance committees. Student governments have also been very active over the past decade in their independent efforts to support the mission and goals of the College.

In response to Measure 5 funding shortfalls, the Associated Students of Central Oregon Community College (ASCOCC) initiated a student fee in 1993 to assist the College and provide funding security. ASCOCC uses the fee to keep a number of student services intact, e.g., student health care, campus programming and the student newspaper.

ASCOCC, along with its affiliation with Oregon Community College Student Association (OCCSA), is involved politically at the state- and federal-legislative level in support of expanded instructional services to regional students. Student government also has increased access to higher education by lobbying for additional student financial aid and child care funding. Locally, ASCOCC has been active in its support of College elections for facilities and operating funds and participated in community service and campus environmental activities, etc.

The students are now planning to use student resources to further expand college life by working toward a new student center.

ASCOCC serves as an effective campus advocate for students to ensure the College adequately addresses student concerns, e.g., increased evening library hours, campus parking, support of student clubs and organizations and other issues that impact college life and students’ ability to succeed at college. (See Exhibit 6.16 for the ASCOCC constitution.)

6.1 Policy on Affirmative Action and Nondiscrimination

COC has a continuing commitment to programs of equal opportunity and affirmative action to extend community services and educational, employment and promotional opportunities to all legally protected classes. COC’s equal opportunity policy is on the Web and linked to the Human Resources page (http://www.cocc.edu/bdavey/equalopportunity/). The EO policy statement is posted on bulletin boards in each campus building to increase awareness. If individuals have a concern about campus practices they may use the College’s complaint/concerns policy also available on the web, linked to Human Resources (http://www.cocc.edu/bdavey/equalopportunity/complaint.htm).

Affirmative Action

Community colleges in Oregon are required to include an affirmative action policy as part of their overall personnel policies (OAR 581-043-0700). COC is committed to the concepts and goals of affirmative action. It is therefore the policy of Central Oregon Community College to take affirmative action to recruit and to employ members of protected groups. Under Federal Executive Order 11246, as amended, protected minority groups are defined as American Indian or Alaskan Native, Asian or Pacific Islander, Black, and Hispanic individuals. Women are also designated as a protected group. The protected groups are those groups of persons who have historically been most disadvantaged by discriminatory practices formerly sanctioned by law. Affirmative employment efforts are also required for disabled veterans, veterans of the Vietnam era and for disabled persons.

Nondiscrimination

COC has a continuing commitment to programs of equal opportunity and affirmative action to extend community services and educational, employment and promotional opportunities to all legally protected classes. COC does not discriminate on the basis of age, disability, gender, marital status, national origin, race, religion, sexual orientation or veteran status. The College complies with all federal legislation
and civil rights laws of the state of Oregon. Equal opportunity for employment, admission and participation in the College’s benefits and services is extended to all persons, and the College promotes equal opportunity and treatment through a positive and continuing equal opportunity policy. Unlawful discrimination by age, disability, gender, marital status, national origin, race, religion, sexual orientation or veteran status does not exist in any area, activity or operation of the District.

Nonharassment

The College’s goal is to provide an atmosphere that encourages individuals to realize their potential. Therefore, it is against College policy for any manager, supervisor, faculty, staff or student to engage in harassment of members of the College community based on their age, disability, gender, marital status, national origin, race, religion, sexual orientation or veteran status. Under College policy, harassing behaviors will not be tolerated. Therefore, it is the responsibility of every member of the College community to ensure that the policy is strictly enforced. This includes notifying all employees/students of their rights and responsibilities under COCC’s non-harassment policy. Management staff is responsible for taking reasonable action to maintain work and educational environments free of conduct that causes or reasonably could be considered to cause intimidation or hostility.

6.2 Policy on Collective Bargaining

COCC faculty and classified staff have been represented by collective bargaining organizations since the 1973 Oregon Public Employee Collective Bargaining Act allowed representation. The associations have always kept the institutional health and well being as one of their highest priorities, which has led to collaborative and effective negotiations. The president of the College meets with the associations’ executive committees each year to maintain good communications, inviting input on all major institutional issues. The economic components of the collective bargaining agreements with both the faculty and classified staff typically have a duration of two years to coincide with the biennial legislative cycle. With mature bargaining relationships between the College and the employee associations, it is not unusual for the non-economic terms of the agreements to extend to four or more years (see the most recent collective bargaining agreements, Exhibit 6.17).
Standard 6 Figures, Appendices and Exhibits

In-Text
Figure 6-1: Governance and Decision-Making Chart
Figure 6-2: Decision Matrix
Figure 6-3: Administrator Organizational Chart

Appendix
Appendix B Committee Membership Matrix

Exhibits
6.1 College Procedure G-6-0 Committee Structure
6.2 Selective Task Force Reports
6.3 Oregon Revised Statutes
6.4 College Procedures Handbook
6.5 Board Policy Manual as well as agendas and minutes from the last three years
6.6 Board Vision Concept Paper
6.7 Literature on Board co-sponsored development workshops
6.8 State Budget Process Pamphlet and Monthly review reports
6.9 Oregon Revised Statutes on Conflict Standards
6.10 Administration Policy Manuals
6.11 Institutional Advancement Strategic Plan
6.12 Foundation Policy and Procedure Manual
6.13 Long-Range Plan—Planning Documents Binder
   Also includes the following plans:
   • Institutional Advancement Plan
   • Technology Plan
   • Capital Review Plan
   • Organizational Development Plan
   • Academic Plan
   • Testing and Tutoring Plan
   • Open Campus Plan
   • Campus Master Plan
   • Maintenance Plan
   • Safety Plan
   • College Life Plan
   • Housing Plan
6.14 Salary data and benefits for administration and staff
6.15 Constitutions or by-laws of faculty and staff organizations with minutes of meetings for the last three years
6.16 Student Association Charter
6.17 Collective Bargaining Agreements