

System of Governance at OCCC

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Setting the Stage

Shared governance is a big topic within higher education. A quick search of the higher ed literature reveals that institutions much larger than OCCC with a long history of independence today grapple with how governance is to be understood and interpreted among the constituencies. Our College Council exercise to discern what topics were worthy of a “deep dive” conversation showed broad interest in a better understanding of shared governance, but also a desire to understand “who’s in charge of what” and “how are decisions made?” At its heart, governance is about both things: - how a college organizes itself in terms of authority, roles and responsibilities and, -how the views of impacted constituencies are considered in the decision-making process. These two considerations are captured in the NWCCU Standard 2.A.1 System of Governance

The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

Because OCCC is not independently accredited, our current system of governance has additional complexities. Elements of our work will not be under our control until we are independently accredited. Some have both operational and governance aspects particularly in the role of faculty. NWCCU has 24 Eligibility Requirements (ERs) for Candidates for Accreditation and Accredited Higher Education Institutions. OCCC meets all the 24 ERs but relies upon the Educational Services Agreement with PCC to meet three of the 24. This reliance is both capacity related (we don’t yet have all the systems and people in place to do the operations work) but also accreditation related. For our programs and services to be accredited now (through PCC) we are not allowed by NWCCU to be in control of some of these elements. In all these areas, OCCC is either already assuming some aspects of the work as allowed by PCC, has processes running in parallel with PCC, or is in the process of planning and capacity building for eventual assumption of the functions. The three impacted ERs are summarized here, with the governance related elements highlighted in green.

- ER 1 Operational Status: OCCC has been fully operational and has offered educational programs, degrees and certificates since 1987. PCC maintains the academic records of OCCC students and currently awards their credits, certificates and degrees, in order that the students benefit from the accreditation status of PCC.
- ER 4 Operational Focus and Independence: OCCC has independence in all College operations except for limited functions which must remain under the direct control of PCC until OCCC might gain independent accreditation with NWCCU. The operational functions delivered by PCC are faculty review of shared curriculum and faculty qualifications for employment, and some student services operations in areas of Financial Aid & Veterans, Student Records, and in Awarding Degrees and Certificates.
- ER 10 Faculty: The faculty of OCCC are well qualified and sufficient in number to fully address all aspects of NWCCU’s Faculty Eligibility Requirement. Faculty are independently hired and evaluated by OCCC. The faculty of OCCC are necessarily constrained in their roles by the agreements within the Educational Services Agreement with PCC regarding curriculum and academic policies.

The following pages excerpted from our current (draft) Self-Evaluation Report address how OCCC currently meets Standard 2. A.1. A shared understanding of our current system of governance will be useful as a baseline for further engagement around our desired governance structures over the years of candidacy. This paper addresses all constituencies. There is a second accompanying paper that contains additional information specific to faculty.

2.A.1 System of Governance

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Authority, Roles, Responsibilities

OCCC has an effective system of governance with clearly defined authority, roles and responsibilities which begins with the elected Board of Education. Oregon Statute defines the broad authority given to community College Boards, which are enumerated in Board Policy 203: Powers and Duties. The OCCC Board of Education retains certain powers and, via Board Policy 300: Chief Executive Officer, delegates authority and responsibility for remaining powers and duties to the President. The Board considers, reviews, and acts upon the recommendations of the President in matters of policy pertaining to the current and future welfare of the OCCC District. The Board emphasizes its role in strategic leadership and setting institutional policy rather than administrative detail and keeps its major focus on the long-term effectiveness of the College.

The President retains certain powers and duties, and delegates remaining major support and operational functions to leadership reporting directly to the President. Administrative reporting relationships are reflected in the Management, Technical, and Confidential Organization Chart (attached) and areas of administrative responsibility and authority are documented in the Chart of Administrative Responsibilities (attached). The roles and responsibilities of faculty are enumerated in the Faculty Handbook and the Faculty Collective Bargaining Agreement and working conditions of classified employees are enumerated in the Classified Collective Bargaining Agreement. Position Descriptions identify the roles and responsibilities of staff and administrators and are reviewed between the employee and supervisor during evaluations. This system of delegation of authority, the administrative structure, and roles and responsibilities of employees, are widely understood by College constituencies.

Consideration of the Views of Faculty, Staff, Administrators, and Students

Global

The College provides a variety of structures and processes for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest. These structures and processes have been evolving particularly since 2014, when OCCC committed to pursuing independent accreditation through NWCCU. The College Council (whose predecessor was the Council for Curriculum and Instruction, CCI) continues to be the central structure for participation for all constituencies, and has the following charter (revised in 2015):

The College Council (CoCo) is a forum for all constituencies to discuss College-wide issues in an open and inclusive atmosphere. The council promotes cooperation and mutual understanding among the various campus groups and committees as it considers matters related to fulfilling the College mission. Guided by OCCC's stated values, individuals and groups share expertise, ask pertinent questions, develop recommendations, and advise the president on issues that affect the College.

There are also several focused committees with representation from faculty, staff, administrators, and, in some instances, students. These committees provide opportunities for input on matters of interest to individuals. Examples include the Equity and Inclusion Committee and the Safety Committee. Relevant to the current progress of the College towards independent accreditation is a body formed in early 2017, the Accreditation Steering Committee.

Accreditation Steering Committee

- Fulltime and part-time faculty, managers and support staff serve on the ASC, which is chaired by the Dean of Academics and Workforce. The purpose of the ASC is:
 - To educate the College community in the meaning of NWCCU standards and requirements.
 - To guide and engage the College community in the implementation of the accreditation process.
 - To provide review and discussion to ensure that the ways in which we fulfill the standards are aligned with our mission, values, strategy, and commitment to equity and inclusion.

Administration

The leadership structure (see Organization Chart) provides ample opportunity for the consideration of the views of administrators (known as managers at OCCC). The executive team (ET) meets three weeks a month with the president, and the all-managers group (AMG) meets with the president monthly. The junior executive team (mid-level managers, known as JETs) meets monthly. These are intentional opportunities to work together towards mission fulfillment and to monitor for opportunities for synergies and to avoid unintended impacts across functions. The president attends CoCo whenever her schedule allows, in keeping with the role of CoCo as advisory to the president. Some managers also attend CoCo and are encouraged to understand their purpose there is to share information about activities in their areas, to act in a supporting role, and to preserve the CoCo participative forum for faculty, staff, and students when present.

Faculty (see accompanying paper for further description of faculty roles)

The collective bargaining process is one avenue for faculty participation on matters in which they hold a direct and compelling interest. In addition to conditions of employment, the Faculty CBA addresses matters such as academic freedom and professional development. Another avenue for input is through direct interaction with supervising instructional administrators on matters such as budget, scheduling, and instructional support practices. Faculty are also active members on program advisory boards which provide advice on program direction. Faculty are represented on faculty hiring screening committees.

The College has been under an Educational Services Agreement since its founding and deference to the contracting college's faculty governance structures – and, by extension, to their faculty – has always been required. Consequently, OCCC faculty have had limited independence, and less opportunity to develop robust structures for faculty engagement on matters in which they have a direct and reasonable interest, such as curriculum oversight, textbook selection, and developing academic policies. Decades-long external dependencies for these faculty matters, and the on-going evolution of OCCC structures, have both contributed to an environment in which participatory structures and processes are not as widely or commonly understood as is needed, particularly for faculty. College Council members have agreed to extended discussion beginning at the February 2018 meeting to advance a shared understanding of our current and desired state for participatory engagement.

In addition to allowing for broad participation by multiple stakeholder groups, CoCo holds a primary role as the defined structure for faculty participation in governance. This is made clear by the following principles adopted by CCI, which have carried forward to the operations of CoCo:

- *The CCI serves as a forum for faculty to discuss issues related to instruction, instructional policies, and other related matters.*
- *The Council also acts in an advisory function to assist the Dean of Academics and Workforce and Instructional Directors regarding the College's instructional programs and academic standards.*
- *Two co-chairs facilitate the meetings, one a full-time or three-quarter-time instructor, and one a part-time instructor. Co-chairs serve one-year terms.*
- *All recommendations and decisions will be made by consensus. If consensus cannot be reached, then parliamentary procedure (Robert's Rules of Order) will be used. A quorum for the purposes of conducting official business is eleven of the general membership, seven of whom are faculty.*

While discussions at CCI/CoCo have been wide-ranging, historically CoCo recommendations have centered primarily on CoCo practices and procedures, the college environment, and curriculum recommendations. Because OCCC currently delivers curriculum as a contracting college through its Educational Services Agreement with Portland Community College, curriculum recommendations at OCCC must also proceed through the recommending governance bodies of PCC, with ultimate approval by the PCC Board of Education.

Since 2014, first CCI and then CoCo has engaged in a process of review and development of their own roles, practices and procedures to ensure capacity for eventual independence from PCC. This has involved review of NWCCU Standards for areas in which faculty have an interest or primary role, consideration of how CoCo's organizational structure can support those standards, and consideration of how CoCo might interface with other participatory committees, teams, and work groups which are also evolving at OCCC. Since 2014, the College has established two new entities to provide additional structures and process for the consideration of faculty views about matters for which they hold an interest or responsibility.

Instructional Leadership Team includes full-time and part-time faculty and administrators and staff from Instruction and Instructional Support. The purpose of ILT is:

- To fully engage faculty, and instructional support staff in working collaboratively across institutional functions and units.
- To foster fulfillment of OCCC's mission and accomplishment of its core theme objectives
- To serve as a conduit for instructional issues (e.g. Academic Policies) relating to the five Communities of Interest considered by College Council (CoCo).
- To receive and review curriculum and forward recommendations to CoCo for a vote.
- To develop and implement on a test basis OCCC specific curriculum processes to assume the responsibilities currently fulfilled by the PCC Curriculum Committee and Degree & Certificate Committee. (Note, with PCC curriculum approval process still in effect, there is tolerance for this time to be learning and "seeing what works")
- To, in conjunction with CoCo, fulfill NWCCU 2.C.5 which states: Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum.
- To develop and present to CoCo (by the end of AY 18-19) final recommendations for an independent and fully compliant OCCC curriculum approval structures and processes.

Assessment Team (AT) is comprised of fulltime and part-time faculty and the Dean of Academics and Workforce. The purpose of the AT is:

- To guide College faculty in the assessment of student learning.
- To explore OCCC-specific Comprehensive Institutional Learning Outcomes (CILOs).
- To share ideas and tips for assessing Course-Level Outcomes (CLOs) and Program-Level Outcomes (PLOs).
- To develop and implement during the period of Candidacy an Assessment Process for CILOs, CLOs, PLOs, and Program/Discipline Review that meets NWCCU standards and is consistent with the OCCC Mission and Core Themes.

Students

The Associated Student Government (ASG) of Oregon Coast Community College is the official organization representing OCCC students. ASG connects students, College staff, and the public through various activities. In 2017-2018, ASG student leadership is engaging with their advisor in a review of the policies, procedures and practices of ASG. Five student ASG leaders are cooperatively completing this work and have agreed that all five will be known as ASG Leaders until the review and recommendations are complete, rather than assigning specific titles. Some recommendations from the ASG review have already been implemented. For example, ASG was given office space adjoining the commons at the central campus, and a new annual welcoming lunch with the President was instituted. All students are invited to attend

and be active participants in ASG meetings. While the CoCo charter allows for student representation, this was only actualized in 2017, and now two ASG leaders attend each CoCo meeting. They are supported in their roles by the ASG advisor, who also attends CoCo.

Students and their association are given the opportunity to provide input in the formulation and application of institutional policy. To this end, all students are regularly invited to respond to questions via a consistent student data collection site in the commons area in Newport. For example, over 80 students used this system to indicate their preferences on a new College vision statement in 2015. There are student suggestion boxes at the North and Central sites. Student Services reaches out to students for feedback in many ways, including College Connect night. The second Tuesday of each term, College employees volunteer their time to call every enrolled student to ask how they are doing, ensure they are aware of support services, and ask for feedback and suggestions on College practices, particularly for recently implemented changes. Immediate concerns of the students are followed up within days, and general feedback is noted. Student Services staff compile a short report of common themes in the feedback from students, which is shared with administration.

When topics arise of concern to students, the College hosts student forums (with pizza) to present the information and gather input. This occurred in 2015 related to a proposal to increase student fees to support enhancements in technology and student services, and forums are planned for Spring 2018 to consider a potential tuition increase. OCCC also regularly administers the Survey of Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCSSE) instruments. Finally, student perspectives are regularly gathered through course evaluation surveys, which include the opportunity for students to add comments about their classroom or College experience.

Support Staff

Support staff at OCCC can be categorized as: classified (represented employees), confidential (non-represented), and affiliated (employed by another agency or self-employed while providing College services, or uncompensated volunteers). The number of support staff at the College hovers around 30 people, the majority of which serve in front line positions with high levels of interactions with students and the public, and/or with responsibility for facilities.

Support staff are essential to mission fulfillment and they are highly valued. Due to their front-line status, they can provide perspectives not represented elsewhere. Consideration of their views is essential. Developing structures to support their participation in governance can also be challenging due to shallow staffing of critical front-line services of a small college, differing work schedules, and widely varied job functions (from aquarist to bookstore to custodians).

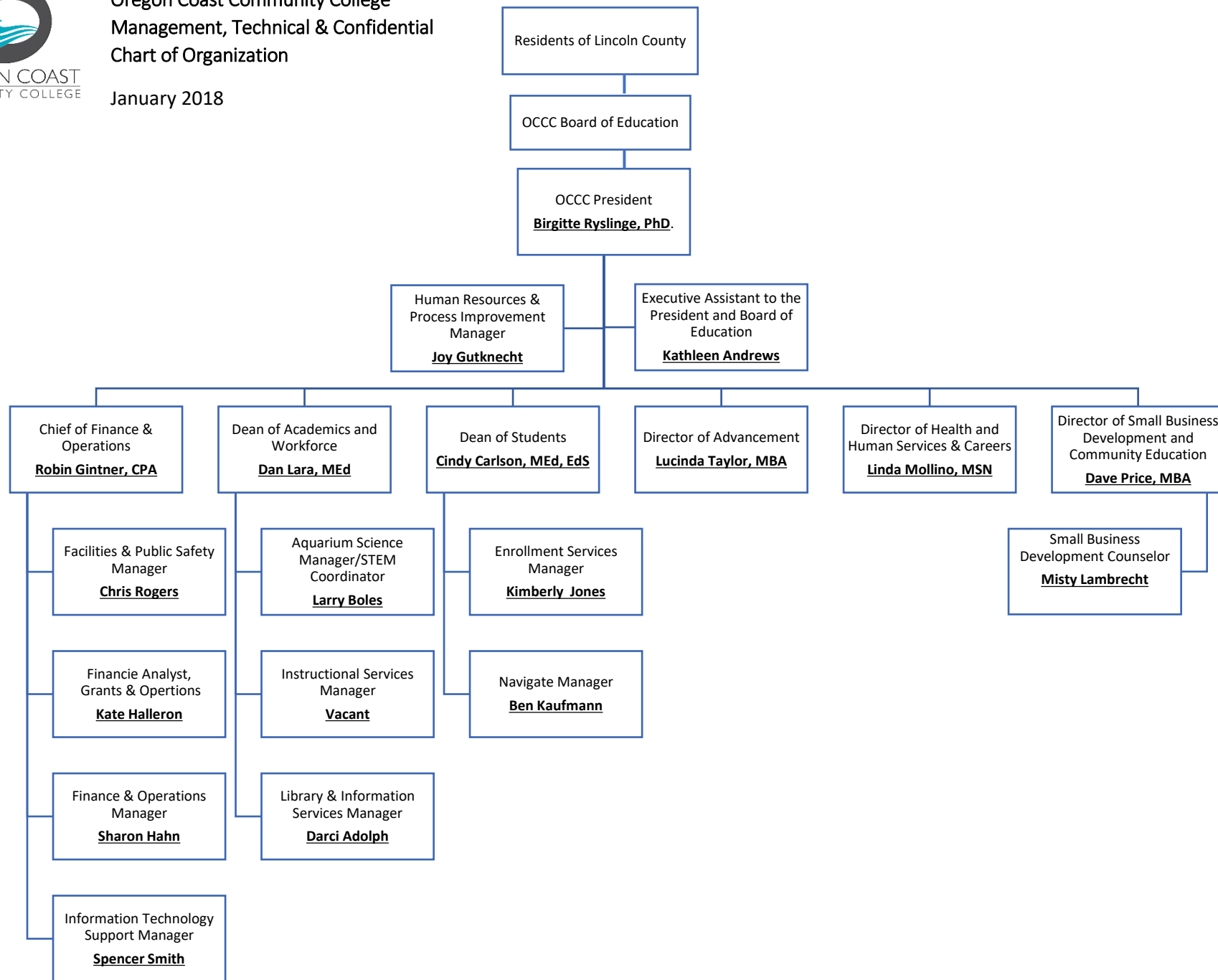
Most support staff (except for confidential and affiliated staff) are represented via the collective bargaining process, which addresses working conditions. In 2015, the President established an affinity group for all administrative support professionals (defined as front line support staff whose primary role includes student or public interface). This group has adopted the name ASK (Administrative Support Knot). ASK meets monthly and staff are released to attend. Their charter is to work together as a group to identify, recommend to the president, and in some instances, implement improvement in College practices in areas in which they have a direct and reasonable interest. The ASK structure has not yet fulfilled this vision, largely in part to turnover in membership and the time needed to process where shared interests exist. Classified staff are also welcome to participate in CoCo, and the academic advisors do so regularly. Managers are expected to hold regular staff meetings that include consideration of the views of staff on matters that impact them. Managers are also expected to include support staff when gathering feedback for new initiatives and changes.

Affiliated staff in the past have often been disconnected from College communications and opportunities for participation. Improvements are in process to provide College emails to affiliated staff and add them to the appropriate communication distribution lists. Affiliated staff are invited to community and participatory events such as in-service, subject to supervisor approval. They are also expected to complete trainings as part of their relationship with the College.



Oregon Coast Community College
Management, Technical & Confidential
Chart of Organization

January 2018



Assignment of Responsibility and Authority for the College's Major Support and Operational Functions

This table shows the assignment of responsibility and authority for the college's major support and operational functions. These functions are all overseen by the President and the seven managers reporting to the President. The College Organizational Charts reflect the further delegation of responsibility that occurs within functional areas.

President Ryslinge	<ul style="list-style-type: none"> • Board of Education ex-officio, and Clerk • Board of Education coordination and communication • Recommendations to Board on: <ul style="list-style-type: none"> ○ Strategic planning ○ Programing ○ Budget, Tuition, Fees • Contracts • Real estate • Community partnerships • Authorize grant applications • Leads the Executive Team • Delegation of authority and responsibility • NWCCU Institutional Compliance
Cindy Carlson, Dean of Students	<ul style="list-style-type: none"> • Outreach and Recruitment • Enrollment Services • Financial Aid • Advising and Placement • Testing • Disability Services Coordinator • Title IX Coordinator • Conduct Officer • Achieving the Dream Team Lead • Student Success Initiatives • Career and Transfer Services • Associated Student Government/Clubs/Activities • NWCCU Compliance for Assigned Areas

Assignment of Responsibility and Authority for the College's Major Support and Operational Functions

Dan Lara, Dean of Academics and Workforce	<ul style="list-style-type: none"> • Chief Academic Officer and Accreditation Liaison Office • Instructional Leadership/Curricular Concerns • Enrollment growth • Credit offerings (except for Health & Human Services) <ul style="list-style-type: none"> ○ Transfer/Lower Division Collegiate ○ Basic Skills and Tutoring ○ Workforce <ul style="list-style-type: none"> ▪ Aquarium Science ▪ Business ▪ Education (k-12 track) ▪ Non-credit Workforce Education with Dave Price • Institutional Effectiveness • Library • NWCCU Compliance for Assigned Areas
Linda Mollino, Director of Health and Human Services	<ul style="list-style-type: none"> • Health and Human Services Programs <ul style="list-style-type: none"> ○ Nursing ○ Nursing Assistant ○ Medical Assistant ○ Emergency Medical Technician ○ Criminal Justice • New CTE program start-up <ul style="list-style-type: none"> ○ Early Childhood Education • South County Site Manager • Career Pathways Grant • Perkins Grant • NWCCU Compliance for Assigned Areas
Dave Price, Director of Small Business Development & Community Education	<ul style="list-style-type: none"> • Small Business Development Center • Community Education • Non-credit Workforce Education with Dan Lara • Public Information Officer • North County Site Manager • NWCCU Compliance for Assigned Areas
Lucinda Taylor, Director of Advancement	<ul style="list-style-type: none"> • Foundation <ul style="list-style-type: none"> ○ Foundation Board ○ Donor relations ○ Scholarships ○ Finance & Operations ○ Fundraising events • SEAL program • Grants <ul style="list-style-type: none"> ○ Coordination ○ Institutional grant writing • NWCCU Compliance for Assigned Areas

Assignment of Responsibility and Authority for the College's Major Support and Operational Functions

Joy Gutknecht, Human Resources and Process Improvement Manager	<ul style="list-style-type: none"> • Human Resources • Process Improvement • Deputy Title IX Coordinator-Employees • NWCCU Compliance for Assigned Areas
Robin Gintner, Chief of Finance and Operations	<ul style="list-style-type: none"> • Finance • Payroll • Bookstore • Food service • Facilities (buildings and sites) • Information Technology • Grounds and Custodial • Public Safety • Emergency Planning • Deputy Title IX Coordinator-Students • NWCCU Compliance for Assigned Areas
Functions with Shared Leadership and Authority	
Marketing and Community Relations	President Ryslinge, Dave Price, Lucinda Taylor
Title IX Compliance	Cindy Carlson, Robin Gintner, Joy Gutknecht
Assurances Point of Contact (Nondiscrimination)	Cindy Carlson, Joy Gutknecht
Office of Instruction functions: faculty support & standards, distance learning, assessment, curriculum	Dan Lara, Linda Mollino
College Website	Robin Gintner, Dave Price
School District and University Partnerships	Cindy Carlson, Dan Lara