Standard Six
Governance and Administration

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).
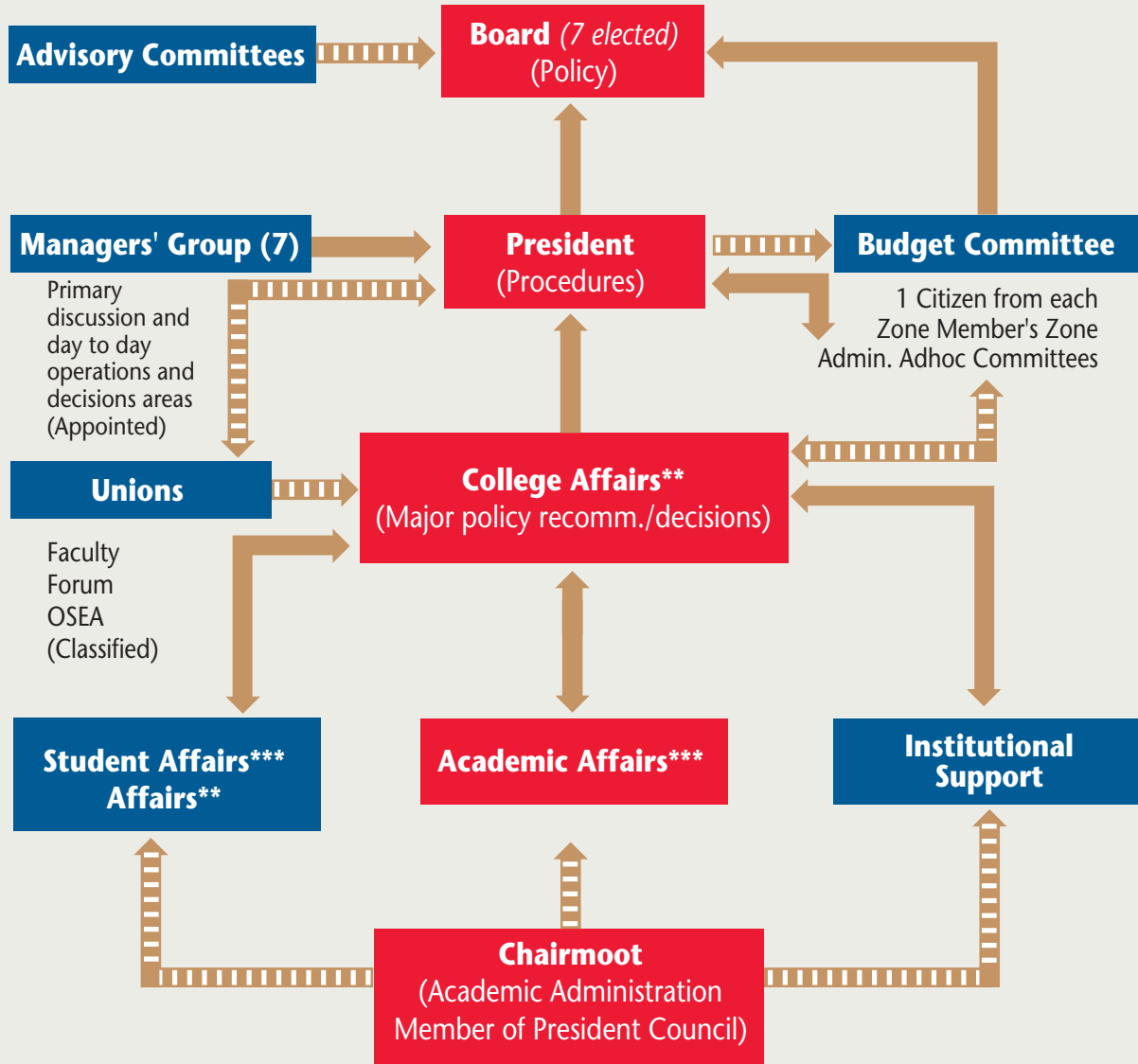
6.A Governance System: Analysis and Appraisal

COCC 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)

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

President (Procedures) ┅┅┅► **Budget Committee**
1 Citizen from each Zone Member's Zone Admin. Adhoc Committees

Unions
Faculty
Forum
OSEA
(Classified)

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

Student Affairs*** Affairs**

Academic Affairs***

Institutional Support

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

Decision Matrix
Central Oregon Community College

Type of Decision	Examples	Consultation With	Operating Guidelines/Regulations	Functional Decision Power	Authority
1. Set mission/ vision of institution	Board policies Ends Statements internal/external	President College Community	Board Policy	Board	State statutes
2. Direction of the organization (2-5 years)	1) Strategic planning benchmarks, e.g, broad academic goals; 2) Institutional goals; 3) Building priorities; 4) Governmental relations	Board College Affairs Management Team College community (All-College meeting)	Board policy	President*	Board
3. Change related to or affecting the entire organization (1-2 yrs)	1) New academic programs; 2) New buildings; 3) Building occupancy; 4) Divisional budgets; 5) Institutional staffing; 6) Position descriptions	Standing committees (AA, ISC, SA) Chairmoot Directormoot Management Team	College procedures	VP Team*	President
4. Decision directly impacting the organization as a whole at the dept. level	1) Intradepartmental coordination activities; 2) Institutional communication issues	Standing committees Chairmoot Directormoot Management Team	College procedures	Dean or Department Chair*	VP
5. Department change that indirectly affects the organization	1) Departmental budgets	Department staff	College procedures Consultation	Department Team* Directors	Deans
6. Department change that has unique issues			College procedures e.g., Academic policy	Department*	Chairs/Directors

* Recommendation

Figure 6-2

6.B Governing Board

6.B.1 The Board of Directors

The COCC Board of Directors is a locally elected team of officials with staggered four-year terms. The COCC District is divided into zones with equal population representation to ensure broad-based District input for institutional governance issues. The zones are realigned as necessary. By law, members of the COCC Board of Directors cannot be paid

---

2001-02 COCC Board of Directors

Zone 1 Don Reeder (attorney)
205 SE Fifth, Madras, OR 97741
475-6828 (home) • 475-2272 (work)
475-3944 (fax)
term expires 6/30/05

Zone 2 Kate Van Voorhees (teacher)
965 Crest Drive, Prineville, OR 97754
kvanvoorhees@cocc.edu
447-4797 (home) • 447-1833 (fax)
term expires 6/30/05

Zone 3 Anthony J. Dorsch (retired teacher)
203 NW Canyon Drive, Redmond, OR 97756
tddorsch@aol.com
548-8827 (home)
term expires 6/30/05

Zone 4 John Rhetts (retired psychologist)
63870 W Quail Haven Drive, Bend, OR 97701
jrhetts@teleport.com
318-1220 (home) • 318-1220 (fax)
term expires 6/30/05

Zone 5 Connie Lee (banker)
61576 Fargo Lane, Bend, OR 97702
clee@midoregon.com
317-1089 (home)
382-1942 ext. 4005 (work) • 389-0103 (fax)
term expires 6/30/03

Zone 6 James C. Carnahan (engineer)
David Evans & Associates
709 NW Wall Street, Suite 102
Bend, OR 97701
jcc@deainc.com
389-0836 (home) • 389-7614 (work)
389-7623 (fax)
term expires 6/30/03

Zone 7 John Overbay (business development)
1934 NE Third, Bend, OR 97701
Overbays@empnet.com
593-2221 (home) • 382-9423 (work)
382-0749 (fax)
term expires 6/30/03

---

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 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.

6.B Governing Board: Analysis and Appraisal

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 non-profit 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

COCC 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. COCC'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). COCC 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

COCC 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. COCC 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).

All members of the community, including the employee associations, have been invited to have input in the self-study process and all drafts have been available on Commlines (e-mail conferencing folder) for further review and comment. The self-study committee co-chair, Bill Buck, is a former president of the faculty association and ensures broad-based input. To date there has been little confusion over the roles of the governance committees and the faculty/staff associations. The major oversight committee, College Affairs, has the presidents of both associations as permanent members.

Administrator Organizational Chart

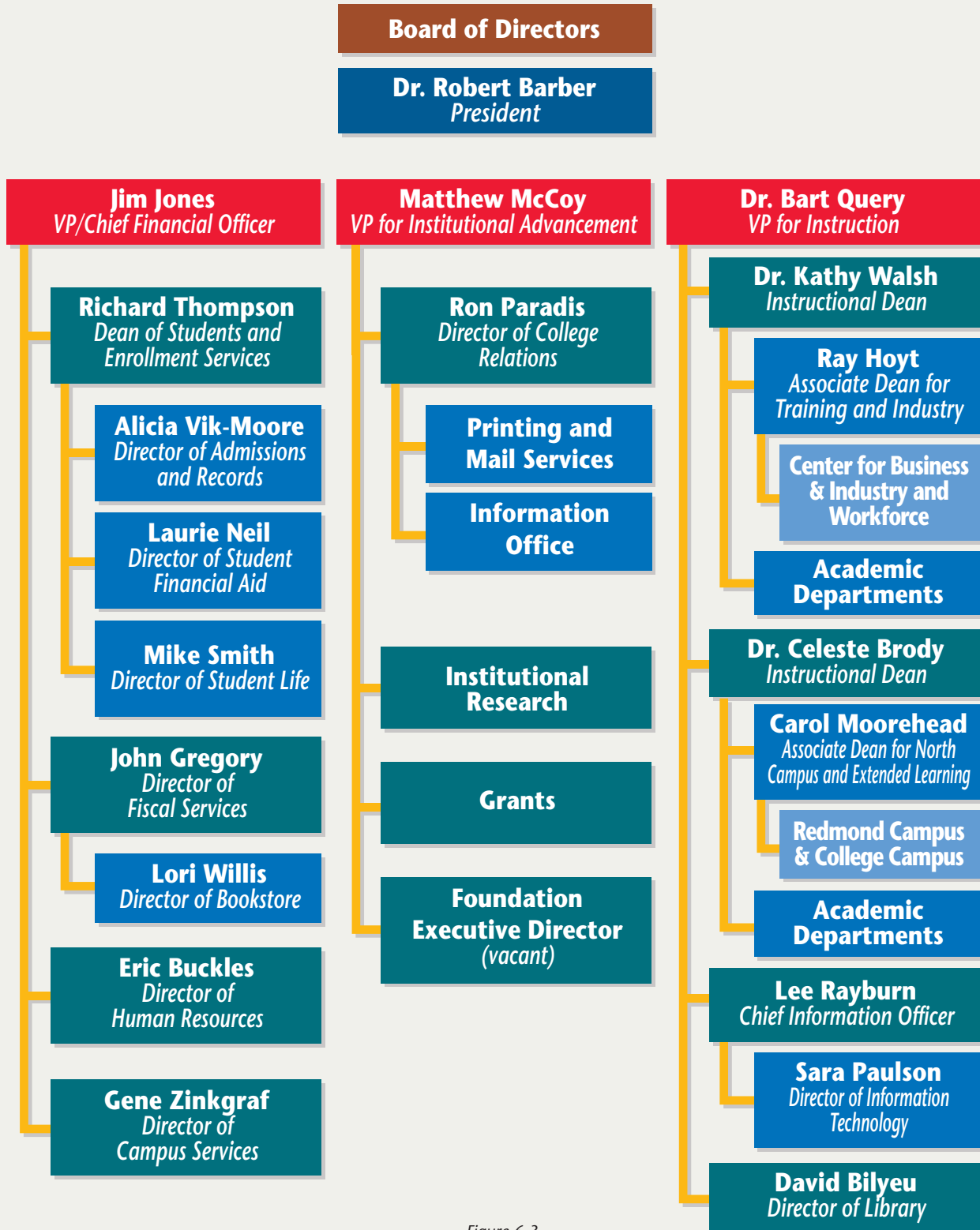# Central Oregon Community College
January 2002

Board of Directors

Dr. Robert Barber
President

Jim Jones
VP/Chief Financial Officer

- **Richard Thompson**
  Dean of Students and Enrollment Services
  - **Alicia Vik-Moore**
    Director of Admissions and Records
  - **Laurie Neil**
    Director of Student Financial Aid
  - **Mike Smith**
    Director of Student Life
- **John Gregory**
  Director of Fiscal Services
  - **Lori Willis**
    Director of Bookstore
- **Eric Buckles**
  Director of Human Resources
- **Gene Zinkgraf**
  Director of Campus Services

Matthew McCoy
VP for Institutional Advancement

- **Ron Paradis**
  Director of College Relations
  - **Printing and Mail Services**
  - **Information Office**
- **Institutional Research**
- **Grants**
- **Foundation Executive Director**
  (vacant)

Dr. Bart Query
VP for Instruction

- **Dr. Kathy Walsh**
  Instructional Dean
  - **Ray Hoyt**
    Associate Dean for Training and Industry
    - **Center for Business & Industry and Workforce**
  - **Academic Departments**
- **Dr. Celeste Brody**
  Instructional Dean
  - **Carol Moorehead**
    Associate Dean for North Campus and Extended Learning
    - **Redmond Campus & College Campus**
  - **Academic Departments**
- **Lee Rayburn**
  Chief Information Officer
  - **Sara Paulson**
    Director of Information Technology
- **David Bilyeu**
  Director of Library

Figure 6-3

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