

## **Standard Ten: Governance and Administration**

*The institution has a governing board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the board, administration, faculty, staff, and students, and facilitate effective communication among the institution's constituencies.*

### **A. Governing Board**

*A.1 The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

### **Descriptive Summary**

The Board of Trustees of the LACCD is comprised of seven publicly elected members. Members, who serve four-year terms of office are elected in odd numbered years and terms are staggered, four and three. The Board of Trustees conducts public meeting at various sites within the geographical boundaries of the LACCD.

### **Self Evaluation**

The staggered election process ensures continuity of leadership within the policy making body of the LACCD. Conducting elections in odd numbered years has not resulted in any discernable problems. Odd year elections generally result in the board elections having less competition on the ballot, thus providing greater visibility to the voting public, although there is generally less voter turnout than even numbered election years. District-wide elections, versus elections by trustee district, have generally produced more positive than negative results. Generally, the LACCD has realized diverse representation as to gender, ethnicity, and geographical location. Additionally, district-wide elections generally provide for greater policy objectivity, versus a more specific geographical focus associated with a trustee district type arrangement.

Public access to its representatives is facilitated through the board's scheduling of board meetings twice a month at multiple locations throughout the LACCD, primarily at the district office and college sites. The use of colleges as site locations facilitates access to the external constituency and to employees of the LACCD.

### **Planning Agenda**

There are no plans within the organization to change any of the aforementioned processes.

- A.2 The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.*

### **Descriptive Summary**

The Board of Trustees ensures the high quality of the LACCD's educational programs through Board Rules and Administrative Regulations that set standards, establish criteria and assert faculty rights and responsibilities for curriculum. The LACCD's policy on curricular matters can be found in the *LACCD Board Rules*, Chapter 7 Instruction. Related Administrative Regulations are E-65 -- *Curriculum Approval: Standards and Procedures*, and E-64 -- *Procedures for Development and Approval of New Educational Programs*.

Under the provisions Chapter 18 Academic Senate and Board of Trustees Shared Governance Policy, of the Board Rules, the board relies on the District Academic Senate and the college senates to make recommendations on "academic and professional matters," including curriculum. Thus the board relies on the colleges and their senates to monitor the quality of the curriculum, including courses and programs.

### **Self Evaluation**

As part of its reform and reorganization efforts, the Council of Academic Affairs and the District Academic Senate have been reviewing policies on curriculum development and approval in order to provide more flexibility at the college level, while maintaining the quality of courses and programs. During the 1999-2000 school year, E-65 -- *Curriculum Approval: Standards and Procedures* – underwent significant review and revision. The responsibility for faculty oversight in the development and approval of curriculum, which includes ensuring the quality of new courses, was delegated almost entirely to the colleges. Once approved, the college president recommends the approval of new courses to the Chancellor, who in turn recommends them to the Board of Trustees.

### **Planning Agenda**

During the school year, the Council of Academic Affairs and the District Academic Senate plan on reviewing and revising E-64 -- *Procedures for Development and Approval of New Educational Programs*.

- A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.*

### **Descriptive Summary**

The board-adopted policies are contained in Board Rules, while implementing and operational language is contained in Administrative Regulations. These policies are developed within the framework of the Chancellor's Directive Number 70 -- *District-wide Internal Management Consultation Process* described in C6 below. Policy revision and review is facilitated through this process, and recommendations for the revision of policy are made to the board and Chancellor, respectively, depending on the nature of the policy. In addition, district office staff periodically reviews Board Rules and Administrative Regulations to insure that they are consistent with current laws and regulations, and remain relevant to the LACCD's policy and operational needs.

### **Self Evaluation**

The review and revision of Board Rules and Administrative Regulations have been somewhat uneven. Some Board Rules have been reviewed, and where needed, revised in the past five years, while others have remained unchanged for over twenty years. The LACCD needs to adopt policies and procedures to ensure that policies are reviewed on a regular on-going basis. In addition, the Rules and Regulations are sometimes confusing when compared with other policy and procedure documents that exist such as Personnel Commission Laws and Rules, Collective Bargaining Agreements, Business Procedures, Personnel Guides, and processing forms.

### **Planning Agenda**

Over the next several years, district office and college staff will be collaboratively reviewing Board Rules, Administrative Regulations and various other policy and procedure documents, and, through the LACCD's consultation process, recommending changes where needed.

*A.4 In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.*

### **Descriptive Summary**

The Board of Trustees of the Los Angeles Community College District, as the policy making body of the LACCD, has primary personnel related responsibilities involving the Chancellor, Vice Chancellors, College Presidents and General Counsel. These responsibilities extend to hiring and evaluations. Except for the Chancellor, the board shares hiring and evaluation responsibilities with the Chancellor for these administrative level positions, all of which are contractual positions.

## Self Evaluation

The hiring of the Chancellor, Vice Chancellors, College Presidents and General Counsel are basically subject to the same personnel hiring and selection process. These generally involve the hiring of an outside consultant to assist in conducting a national search. Selection committees are established with representation from various internal and external constituencies. This selection process has generally served the LACCD well in attracting quality candidate pools.

With regards to the evaluation process for the aforementioned positions, the Chancellor is the board's designee to perform this task. The evaluation results are shared with the board. The consistency and thoroughness of the evaluation processes have been inconsistently implemented in the past. *A new process has been instituted whereby an outside consultant is brought in to conduct personal interviews to ascertain goals and objectives and interviews with campus and LACCD constituency groups' performance perceptions of these administrators.* This inaugural process worked well and will continue to be used with appropriate modifications. The evaluation process involving the Chancellor has previously never been formalized and, or conducted in a consistent manner.

The performance criteria, by which an evaluation is based, tend to be subjective rather than measuring results based on specific goals and objectives. However, based on the success of the model implemented for the previously referenced administrators, the board will avail itself of a similar model for the current Chancellor evaluation.

## Planning Agenda

The LACCD will be pursuing the utilization and continuing development of a more formalized evaluation process which will ensure consistency and substantive performance information for its evaluation of top level administrators.

*A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing body are clearly defined and published in board policies or by-laws. The board acts in a manner consistent with them.*

## Descriptive Summary

The Board of Trustees of the LACCD is an elected body subject to internal and external governing rules and regulations. There is legislation, as referenced in the Education Code, which sets forth the governing parameters of the board and district in a variety of educational and operational areas. There are state and federal regulatory parameters that must be complied with as a board and district. Internally, the board, as the policymaking body of the LACCD, established through its Board Rules policies and procedures, which must be complied with by all segments of the LACCD's operation, including the Board of Trustees.

### **Self Evaluation**

The LACCD's checks and balance mechanisms have to a large degree been effective to ensure compliance with the external and internal governing parameters. If anything, control mechanisms have been more restrictive than permissive. The Chancellor and General Counsel are the principal players in the compliance process as it relates to the board. This combined diligence has served, and continues to serve the board well.

### **Planning Agenda**

There is no direct need for significant changes. There is the ongoing commitment to maintain appropriate and effective compliance processes thus ensuring proper functioning of the LACCD's checks and balance mechanisms. In cases where it appears that over-regulation has negatively impacted the mission of the LACCD, a concerted effort will be made to simplify the rules and regulations.

*A.6 The governing board has a program for new member orientation and governing board development.*

### **Descriptive Summary**

The Board of Trustees, being an elected body, is subject to changes in its membership, generally in alternating two-year election cycles or changes brought about by retirement, resignation, illness, death, etc. As such, when necessary, it is essential for new Board Members to be provided with appropriate information to ensure consistency, uniformity, continuity, awareness and understanding of the policy and governing roles.

### **Self Evaluation**

The understanding of the importance of providing new incoming board members with pertinent and essential information has not always translated into effective orientation processes. The LACCD does not have a formal board member orientation practice that is comprehensive nor consistent in its application. New board members are provided with information as to the Brown Act, general operational overviews, and basic "Do's and Don'ts." The application of the orientation is not always consistent. The degree of orientation is often determined by the interest of the new board member.

### **Planning Agenda**

There is the recognition that the LACCD's orientation process for new board members needs strengthening; however, there is not currently a plan or proposal for its enhancement.

It is recommended that in recognition that the LACCD's orientation process for new board members requires strengthening; the present board initiates a plan or proposal for its enhancement.

## *B. Institutional Administration and Governance*

### *B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.*

#### **Description**

LATTC operated under one president for nineteen years, which some staff recall as a period of campus stability. In recent years, three presidents have served for short periods, contributing to the feeling that the college was drifting because of leadership transitions and a lack of inspiration. A series of interim Chief Executive Officers and many acting administrators did not create a campus environment of trust, accountability, cohesiveness, nor were opportunities supported to develop and communicate a shared campus vision with goals, and a planning agenda with priorities.

The current interim president immediately embarked on a proactive philosophy characterized by quick decisions to resolve long-standing problems or commitments made to the staff, and by an ambitious vision to reconfigure LATTC to meet the many 21<sup>st</sup> century demands made by the staff, students, and the communities the college serves. For some staff, the energetic style was refreshing and welcomed. According to the 2001 Triangle report, however, for others, the management style was interpreted to be non-consultative, dictatorial and arbitrary.

#### **Self Evaluation**

This current scenario is an environmental scan that impacts the president's effectiveness to define goals, develop plans, and establish priorities for the institution. For many years LATTC has been a unique institution because of its history and the many vocational programs it offers. There is no other community college in California that has the number of vocational and technical offerings supported by academic disciplines providing all of its students with a small, but growing, number of general education and life-long learning programs, and committed to creating learning opportunities in remedial education.

Most staff realize the uniqueness of LATTC and the potential for developing a showcase institution where the workforce emphasis in the vocational programs can be interwoven with a liberal arts curriculum in a changing inner-city environment that is requesting skilled and trained employees who can adequately read, write, and comprehend their work responsibilities. As a result, the interim president has actively suggested, and made several changes that have not all been positively received.

A quick review of the January 7, 2002 Triangle Associates Assessment Report offers a campus "snapshot" taken to identify and describe problems and issues that are dividing the campus. Immediately, a need for a clear and acceptable vision was documented. Without clear directional guidelines, many staff are confused about the goals and plans for the college. In 2002 an architectural firm was hired to develop a Facilities Master Plan that will plan for and initiate many needed facility changes via Proposition A funds. In

the spring of 2002 a consulting group was contracted to assist the administration with the development of an Educational Master Plan.

The Facilities Master Plan used a process whereby all the college staff had opportunities to listen and respond to the architectural plans that were being developed. On several occasions, this firm made several presentations to the Planning and Advisory Committee to present their findings and request suggestions about the plans they were developing. In this effort to share plans with the entire staff, college priorities were identified vis-à-vis the facilities that were being designed.

### **Planning Agenda**

The Triangle Associate's report identified campus problems and, or issues and provided recommendations to rectify or resolve the problems described. A review of these recommendations reveals that they are realistic and possible. Developing a shared vision, generating a campus climate of family and trust, and listening to staff that are directly impacted by administrative decisions in an open and honest communication, are several ways that could transform the attitude among some of the faculty and staff. LATTC has too much to offer and too much to lose in the context of its educational importance in the larger Los Angeles community.

*B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.*

### **Descriptive Summary**

The Chancellor and the Vice Chancellors meet with the college presidents to review and develop an allocation formula that distributes district resources to the nine colleges. Each college president then a respective allocation model to ensure that college operations are adequately budgeted. The Chancellor has internal and external compliance requirements to monitor and make periodic updates to the board and the State Chancellor's Office about the financial status of the district as a whole and its individual colleges and district office operations. Each administrator is responsible for ensuring that consulting with the shared governance committees in his or her respective colleges follows appropriate practices and policies. This process is documented through periodic reviews, audits, and college self studies.

The president is responsible for implementing district policies and regulations, as well as maintaining the academic and fiscal integrity of the institution. The board now holds each president responsible for the fiscal viability of each campus with less interference from the district office. The current president welcomes this fiscal accountability and has some competent college staff that consistently monitors the college budget.

## Self Evaluation

With decentralization of the district, whereby college presidents now have more power and authority to make local decisions without intrusive interference from the district office, the current president has assumed full leadership responsibility for the daily operation of the campus, establishing plans and priorities with the advice and support of his administrators, faculty and staff. He fully comprehends the tremendous opportunity that the college has to be a major community resource that will assist the workforce needs of the City of Los Angeles that he sometimes becomes impatient with the slow and deliberate process that seems to hinder activities and, or projects that he feels are important.

Because so many of the students are now perceiving LATTC as their first entry into higher education, he is aware that the changing demographics of the local communities has caused stress between the academic liberal arts needs with the tradition vocational programs. Thus, he must now find an open process of resource allocation, guided by a program review process that will distribute the budget, the staffing, and the equipment to those areas where the demands are the greatest. So, while trying to maintain viable and important academic, vocational, and student support programs, he knows LATTC must keep abreast of the latest technology and, at the same time, reach out to the business and economic sectors of the city for their support in making LATTC an important education and training center for the many low income students who attend the college.

## Planning Agenda

The Triangle Associates Report identifies several of the problems and issues that currently exist at the college. However, there is a recommendation in this report that supports a need for a college-wide retreat where all the constituent groups of the campus can meet to review, discuss, and plan activities that will be consistent with the mission of the college. Planning must dictate the resource allocation. By having key representatives agreeing that they will participate in an honest and sometime difficult discussions where trust will be the overriding theme, the Standard Ten committee feels that many of the daily, and sometimes petty, issues can be overcome. As in previous retreats, the participants can leave the retreat with a sense of unity and direction.

*B.3 The institution is administratively organized and staffed to reflect the institution's purposes, size, and complexity. The administration provides effective and efficient leadership and management, which make possible an effective teaching and learning environment.*

## Descriptive Summary

The attached organizational charts describe the chain of command for each of the vice presidents. Functions, roles, and staffing are rather similar as in most community college. There has been a history of too many acting administrators and a high turnover of administrators that does not foster continuity or accountability. During Dr. Castro's

tenure, several new administrative staff have been hired that reflect the diversity of the student body and also bring a new energy and, or perspective to the management team.

The interim president meets weekly with senior staff, and attends most of the monthly Planning and Advisory Committee meetings, which include the three vice presidents, and meets monthly with the Executive Board of the Academic Senate, and with the leadership of the AFT collective bargaining agent, who also represents the classified staff, and with the campus representative for the Teamsters administrators union. Dr. Castro's management style is one of high energy, with little time to hear about past problems. He insists that the college must resolve current problems in such a way as to support the teaching and learning activities on this campus.

Due to the interim president's previous experience in managing an outreach center, he is very aware of the college's need to establish relationships with the external community that could lead to mutual opportunities and benefits. During his tenure, the enrollment of the campus has increased because his insistence that the campus be creative in establishing new delivery systems that are technology-focused and to expand existing efforts, such as online courses and classes for the Los Angeles Unified School District teacher aides (Project TEACH).

### **Self Evaluation**

The three vice presidents are well qualified to adequately manage their respective areas of responsibility. They have worked at other colleges in the district for several years and thus understand the idiosyncrasies of the district. Although administrators can be distracted by the political environment on the campus, most of them focus on their responsibilities and remain committed to assisting their respective disciplines and departments. With several administrative positions vacant because of illness, retirement or transfer, the senior staff is expediting the process to fill at least four dean positions that are needed to reduce the workload of several managers who have been performing "double duty".

The development of an Educational Master Plan will illuminate where more energy and resources must be directed. The plan could generate a discussion of a reorganization of positions, titles, and responsibilities that could be very helpful in identifying and responding to the needs of the campus.

### **Planning Agenda**

Annual administrative evaluations will commence shortly. This is an excellent opportunity to review the job descriptions and duties to determine if they are congruent with the needs of the campus. Forthcoming new administrative hires will provide further opportunities to review the job descriptions to ensure they meet the current needs of the college. The development of an Educational Master Plan will result in the identification of existing needs for college programs and services requiring administrative support. All of these activities will provide the president with data and information to perhaps

restructure selected administrative responsibilities, and revise the current job descriptions to match the needs of the college.

*B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.*

### **Descriptive Summary**

Qualifications for certificated and classified administrators are subject to guidelines established by the board, Personnel Commission regulations, and the Education Code. Each administrative position has a job description and duty statement that specifies the duties and responsibilities of the position. Usually, responsibilities and duties of administrators are consistent at each of the colleges; yet the district office has some administrative positions that are unique to their operations. The board regulations determine minimum administrative qualifications. The college maintains a job description for each administrator whose job description is reviewed whenever a position is vacated or created.

### **Self Evaluation**

With decentralization comes the authority for each campus to determine its needs and how to resolve them. Although job descriptions are relatively uniform throughout the district, the college has the right and responsibility to change them to meet their unique college needs. The president has requested that the three vice presidents carefully review these job descriptions and examine the effectiveness of the administrator during annual evaluations where accountability will be the focus. Concurrently, the Teamster's Administrative Union is urging all its members to seriously review their job description because contract language requires this review for advancement on the salary schedule.

### **Planning Agenda**

To determine an administrator's effective requires a serious, not a pro-forma, evaluation process. The president knows that LATTC has a great opportunity to be a shining star among the community colleges in California, due to its unique characteristics. To attain this goal, the president must work with administrators who are dedicated, qualified, and knowledgeable about their duties. This expectation will be met if an evaluation process is taken seriously by all those involved. As a result, each administrator who is being evaluated is asked to prepare a duty statement that is reviewed by the vice presidents. This document is used to evaluate an administrator and to establish goals for next year.

*B.5 Administration has a substantive and clearly defined role in institutional governance.*

## **Descriptive Summary**

All three vice presidents are members of the Planning and Advisory Committee (PAC), which meets monthly to discuss all issues, activities, and plans in a shared governance environment. Each vice president has a separate monthly meeting with their respective deans and chairs to ensure that there is communication among them. When the president holds monthly meetings with the respective constituency groups, he usually invites the vice presidents to attend to ensure that they personally participate in the meetings with the Academic Senate Executive Committee, and the AFT Faculty and Staff Guild representatives. It is understood that recommendations that result from these meetings are advisory in nature, as the president maintains ultimate responsibility for all decisions made by and for the institution.

## **Self Evaluation**

Shared governance is a process that allows staff to participate in college discussions and also provides a forum where their opinions and perspectives are heard by the administration, to assist the administration in the decision making process. If the college staff is confident that the administration is honest and open about their advice, usually a positive and trusting relationship will ensue. In this scenario, the process of shared governance is more important than the product - the eventual presidential decision. Feelings of distrust, fear of retaliation or vindictive behavior, or a lack of sincere communication or respect will foster alienation, apathy, poor morale, and political decisions, rather than sound decisions based on the needs of the college.

Unfortunately, some aspects of the latter scenario exist at LATTC because of several historical and recent administrative decisions. The administration knows its role in shared governance: what is the best decision for student success? As recommended in the Triangle Associates Report, there is an important need to develop a vision for this college, which is developed in a shared governance environment. The president needs to personally meet with more departments so he can share his perspectives, but at the same time, listen to the “rank and file” about their needs.

## **Planning Agenda**

To ensure that the administration understands its role in institutional governance, workshops followed by a college retreat will mollify some of the strong feelings about the lack of participatory governance among faculty and staff. An honest discussion in several of the governance meetings on the role of the faculty and staff, as represented by the Academic Senate and the AFT, will more clearly define the administration’s role in the shared governance process.

*B.6 Faculty have a substantive and clearly-defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional policies, which relate to their areas of responsibility and expertise.*

## **Descriptive Summary**

The faculty involvement in institutional governance occurs at several levels. Areas of governance are divided between those areas covered by Title 5 and those areas identified in the AFT Faculty Guild contract. Title 5 was used both as the template in the development of LATTC's shared governance agreement and also as a guide that defines faculty involvement in educational issues. For example, all educational program concerns are the responsibility of the Academic Senate. Program review, budget development, and hiring needs are areas that affect all programs and thus fall in the purview of the Academic Senate.

The department chairs and the respective deans to whom they report meet on a monthly basis with the Vice President of Academic Affairs at the Academic Council meetings to review and discuss all matters related to academic areas such as curriculum, faculty assignments and evaluations, class schedule development, staff development activities, and topics that affect all faculty on campus. The Academic Senate President and the AFT Chapter President are members of this council in order to foster communication.

Often many of the same topics are listed on the agendas for the Academic Senate, the Academic Council, and the Planning and Advisory Committee. For example, when the architects were redesigning the campus via Proposition A, an architect shared periodic presentations at all three governance-related forums. In addition to the agreement between the local Senate and the college administration, there is also another agreement between the District Academic Senate (DAS) and the Board of Trustees where Board policy is discussed and developed and implemented district wide at the nine campuses.

For those areas of hours, salaries, and working conditions, the college follows the polices and practices as outlined in the AFT collective bargaining contract which outlines the exclusive and shared responsibilities of the bargaining agents consistent with the guidelines of Title 5.

## **Self Evaluation**

Overall, the faculty's role in institutional governance is working fairly well. There are differences of opinion about the effectiveness of faculty input. There are some faculty who do not think the administration responds adequately to their suggestions, and thus evaluate the faculty's role as ineffective, and the administration's role as arbitrary. Some faculty are disenchanted with the Planning and Advisory Committee's inability to be more than an advisory committee, and who would like to see the administration act on PAC advice more consistently.

Some faculty perceive the administration as a group who know they must attend all the shared governance meetings, but in the end make decisions as if they never heard the concerns of the faculty and staff. The tension that does exist regarding governance focuses on the Academic Senate and the administration, not between the Senate and the

AFT. The relationship between the campus Academic Senate and the AFT is one of mutual respect and collaboration, depending on the campus issues.

### **Planning Agenda**

The administration realizes that it needs the voice of the faculty and staff to make sound decisions. In so many cases, the process of obtaining faculty and staff input is more important than the product, the eventual decision. Because the current president and his senior staff inherited many unanswered and long-standing campus issues, they have an urgency to get things done expeditiously. At times, some may perceive this as if the administration is ignoring the governance process. Therefore, it is important that discussions, meetings, or perhaps a retreat are in order where specific campus issues are identified and processes to resolve them are agreed upon. Moreover, a feedback loop where the administration describes why and how the final decision was reached also needs to be discussed, developed, and implemented.

*B.7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.*

### **Descriptive Summary**

The Academic Senate is the representative body of the entire faculty. Every department is represented in the senate, which has elected officers and members at large. It convenes every month in open meetings where an agenda is discussed according to its constitution and bylaws. The president and sometimes a member of his senior staff meet with the executive board of the senate to discuss campus concerns and issues. The following are several standing committees of the senate: Vocational Education, Facilities Naming, Distance Education, Program Review, Student Discipline, Student Grievance, Travel and Professional Growth, Staff Development, Hiring Procedures, Hiring Priority, Curriculum, and Academic Rank (Doc. 10.1). Each one has a chair with subcommittee responsibilities, which are discussed and subsequently reported to the full senate.

Many of these subcommittee discussions often are agenda topics at the regular senate meetings and also are topics for the Academic Senate Executive Board (E-Board) with the president. There is also a District Academic Senate (DAS) that represents all nine campuses in the district. The presidents of the local senates and the officers of the DAS meet monthly as the Executive Committee of the DAS.

### **Self Evaluation**

The role and functions of the Academic Senate are briefly outlined in a document prepared by the senate (Doc. 10.2). The members of the Standard Ten committee interviewed the Academic Senate President, who was honest and open about her role and effectiveness. The Academic Senate President felt the senate was effective in areas

of curriculum, program needs, hiring priorities and hiring committee representation, but needed stronger administrative support with the other functional areas of the college.

The interim president and the campus realize the tremendous potential LATTC has to fulfill its mission for training and education in the inner city of Los Angeles. There are many basic needs, such as upgrading current facilities so that new technology can be implemented and effective. For too long at LATTC, there were no power outlets, there was no air conditioning, no Internet capability, no new furniture, and no adequate maintenance of facilities. Basic needs had to be resolved before any higher level needs could be discussed. As in Abraham Maslow's needs theory, LATTC has been in the basic need stage, where lack of fundamental operational issues were undermining any discussion or plans to go forward with educational technology, and other plans that would provide students with better facilities, equipment, and more.

The interim president's proactive style has resulted in some faculty members contending that the president has difficulty understanding faculty concerns. Instead of assisting the interim president with resolving some of the basic campus issues and mutually supporting each other, some faculty members and the interim president clash because of different perspectives in resolving campus concerns.

### **Planning Agenda**

The Triangle Associates Report listed several governance issues on this campus and provided recommendations for alleviating some of the governance tension that currently exists. It is vital that the interim president meet with the appropriate representatives to respond to the recommendations, in light of the political climate on the campus.

*B.8 The institution has written policy, which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.*

### **Descriptive Summary**

Shared governance, as defined by Title 5, is the primary focus of the Academic Senate and its various subcommittees. Educational programs are reviewed together with the appropriate curriculum of each teaching discipline of the programs offered at LATTC. The curriculum committee, a subcommittee of the senate, is the governance body where the faculty determine the viability and the currency of each program. Outside of educational programs the faculty participate in policy, planning, and budget discussions with the administration through the different campus committees. Every committee's recommendations are directed to the Planning and Advisory Committee for their review and then sent to the president. On the Planning and Advisory Committee there are members who represent the Academic Senate, members, the AFT, the classified staff, and administrators, which include the three vice presidents.

## Self Evaluation

The college president has consistently made available a 1.0 FTE of reassigned time for the elected Academic Senate Executive Committee (E-Board) (Doc. 10.2). The reassigned time varies throughout the nine campuses because the college president, in conjunction with the Executive Committee of the Academic Senate, determines the amount of release time for the senate leadership. Per the campus Academic Senate President, as of 2002, the campus Academic Senate reassigned time divisions are as follows: Academic Senate President = 0.6, Vice President = 0.2, Secretary = 0.1, Treasurer = 0.1 (Doc. 10.3).

The 2002-2003 Academic Senate President views this as an important issue because of the need for more faculty release time. Faculty participation on some committees, such as the Curriculum Committee is thriving. On others, such as the Budget Committee, there seems to be a lack of trust.

As mentioned in the Triangle Associates Report, "...many feel Trade-Tech's Academic Senate is not as effective an institution as it appears on paper. Some believe the president ignores it" (Doc. 10.17, p.17).

## Planning Agenda

The president and the faculty and staff leadership need to review the recommendations provided by Triangle Associates and determine how they could be implemented towards the goal of creating and supporting a united campus with a common vision.

*B.9 The institution clearly states and publicizes the role of staff in institutional governance.*

## Descriptive Summary

The AFT classified contract specifies the involvement of staff in shared governance. There are other unions, as well as unrepresentative positions on campus whose shared governance involvement is not specified. All union contracts are published and made available to all members of their respective units. There is no formal method of communication among the classified staff other than announcements in the Weekly Staff Bulletin that is coordinated by the president's office. The classified leadership is represented on campus committees like the Planning and Advisory Committee, accreditation, and meetings with the president on a periodic basis.

## Self Evaluation

The classified staff voted to merge with the AFT College Guild 1521 in the 1980's. According to some staff guild members, the merger appeared to have placed the classified staff in a secondary position where the needs of the faculty seemed to take precedence. As of the spring of 2002, the classified staff voted to establish a separate

guild, the Los Angeles College Staff Guild, Local 1521A. The classified leadership is conscious of their role and is represented on key college-wide committees, like the Planning and Advisory Committee.

### **Planning Agenda**

There is a need to have the classified leadership be more visible and better represented on more campus committees. The president has encouraged more meetings with the classified leadership and with the all classified staff as a whole. The classified staff represents the backbone of the institution and, as such, need to be recognized and motivated to be an active participant in all facets of the college.

*B.10 The institution clearly stated and publicizes the role of students in institutional governance.*

### **Descriptive Summary**

Efforts have been made to fully activate the Associated Students Organization. On every governance committee, students have an opportunity to be represented. Nevertheless, there is a lack of student involvement in the various college committees. Students may be too busy to get involved in campus governance or do not perceive that their voice will be favorably received.

### **Self Evaluation**

The Associated Student Organization has offices, clerical and administrative support, and opportunities to share their perceptions and experiences with the campus community by participating in the college's governance committees. A perception among some campus members is that the lack of student involvement could be a result of the administration's not placing the ASO high on the campus priority list. If student participation is desired on this campus, the needs of the Associated Student Organization must be identified and resolved.

### **Planning Agenda**

The Student Services division needs to review all student services to determine the factors that may have interfered with an active Associated Student Organization. A report identifying the problems can be distributed to various key units on the campus to investigate their support for the Associated Student Organization. Once discussion have researched and reviewed the issues, the Planning and Advisory Committee can make recommendations to the administrative leadership to rectify the problems identified. There must be an active Associated Student Organization at LATTC so that students' concerns and issues can be expressed to the faculty, staff, and administration.

## **C. Multi-College Districts and/or Systems**

*C.1 The district/system chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.*

### **Descriptive Summary**

The Chancellor is the Chief Executive Officer of the LACCD. This position is empowered by the Board with the responsibility for administering the LACCD's policies and operations. The Chancellor oversees an operation consisting of a District Office and nine (9) colleges. Each of these locations plays a critical role in the execution of the LACCD's primary objective, which is the education of students. The Chancellor is responsible for an operational budget that is in excess of \$500 million and serves a student population over 100,000. The Chancellor is responsible for maintaining the operational integrity of the LACCD, while at the same time providing appropriate levels of local autonomy to the nine colleges, which serve nine separate communities with unique characteristics.

### **Self Evaluation**

The Chancellor, in consultation with the board, college presidents, senior administration, and constituent groups, demonstrates effective leadership through the development of clear and concise goals and objectives at all operational levels, district and campus wide.

### **Planning Agenda**

The leadership characteristics currently being demonstrated by the Chancellor have produced positive educational and operational results. This leadership approach will continue and is expected to lead the LACCD and its colleges in a progressive and responsive direction.

*C.2 The district/system chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.*

### **Descriptive Summary**

The Chancellor as the chief executive officer of the LACCD has the overall responsibility and accountability for all operational aspects of the LACCD operations. The Chancellor is responsible for the District Office operations, the college operations and other district wide related activities. Assisting the Chancellor in the execution of these comprehensive areas of responsibility are the District Office senior staff and college presidents.

## **Self Evaluation**

The cost effective management of the LACCD's resources specifically involve the Chancellor, the Vice Chancellor of Operations and the College Presidents. There are effectively ten cost centers, including the district office and the nine colleges. Under the collective leadership of the Chancellor, the Vice Chancellor of Operations and the college presidents, the LACCD's financial resources are utilized in meeting the systems' educational and operational goals and objectives. Through a collaborative process, the system-wide allocation model is developed and implemented. In addition, the LACCD has an annual audit conducted by an external accounting firm to assess the LACCD's financial operations.

The Vice Chancellor of Operations and the General Counsel have specific fiduciary and legal responsibilities to ensure compliance with all applicable statutes, regulations and board policies. The management leadership and the oversight checks and balances provide the appropriate level of quality control. New approaches are and will continue to be evaluated which will provide the greatest degree and autonomy, while maintaining the necessary and required level of control and financial integrity.

## **Planning Agenda**

As previously indicated, through the LACCD's management leadership, the LACCD is striving to ensure financial accountability and integrity and at the same time optimizing the operational capability of the colleges and district office. The collaborative process will continue as a better model in which the LACCD's resources are identified, evaluated and allocated.

*C.3 The district/system has a statement, which clearly delineates the operational responsibilities and functions of the district/system and those of the college.*

## **Descriptive Summary**

The LACCD is basically comprised of ten operational centers, district office and nine colleges. These operational centers have collective and individual areas of responsibility that are governed in numerous internal and external manners with legislative parameters, Education Code parameters, board rules, administrative regulations, current and past practices.

## **Self Evaluation**

Over the past few years, the LACCD operational philosophy, as determined by the Board of Trustees, has been in the direction of decentralization or more specifically providing the colleges with greater local autonomy. During the initial stages of this transformation, there was not a clear delineation of the responsibilities of decentralization/restructuring. Numerous collaborative processes were developed to assist in the shaping and clarifying

of the operational responsibilities. These attempts, although well meaning, still lead the newly selected Chancellor to feel compelled to bridge the gap of misunderstanding.

In order to answer the many questions that existed regarding the split of accountability, authority and responsibility between the district office and the colleges, it was necessary to again attempt to develop a clear and unambiguous statement of decentralization philosophy and practice. As a result of the Chancellor's efforts, the Board of Trustees adopted on December 15, 1999, a new decentralization perspective with much clearer objectives. This philosophy is now the basis for efforts by the district office and the colleges to clarify and delineate operational responsibilities. It is understood that the newly adopted decentralization philosophy is a work in progress that will require periodic review and changes. It serves a good framework for understanding and implementation. A detailed operational definition of decentralization is still needed.

### **Planning Agenda**

Concerted efforts are ongoing to provide greater authority and autonomy to the colleges. Several of the objectives are long-term and are directly connected to the LACCD's "systems upgrade" projects. In some areas, newer systems software and programs and trained personnel are essential in providing the colleges with greater autonomy in financial, business, personnel, etc., operations. Many of the detailed policy and procedure changes that are needed to effectively decentralize and restructure the LACCD are expected to be implemented with the new "systems upgrade" software project.

*C.4 The district/system provide effective services that support the mission and functions of the college.*

### **Descriptive Summary**

The District Office's primary purpose is to provide operational and logistical support to the colleges. In this effort, the district office offers an array of support services to the colleges. The main services involve Instructional and Student Services Support, Intuitional Research, Human Resources, Business Services, Financial Services, Equal Employment Opportunity, Legal Services, Public and Marketing Relations, and Information Technology services.

### **Self Evaluation**

The effect of these services comes with mixed reviews. The colleges directly benefit from these support services directly and indirectly. The direct benefit, although, subject to different opinion, is the assistance and, or information requested to conduct its operations. The indirect, although, not always recognized is access to services at no direct cost to the college. Without this access, colleges would be required to provide for these services within its budgetary allocation (in-house or through contracted services). These services would tend to be more costly when provided or contracted for on an individual basis. It is however clear that the customers of these services have not always been

satisfied ones. Much of the dissatisfaction is justified and is related to antiquated systems and the sometimes overly control oriented policies and practices.

### **Planning Agenda**

The local autonomy operational movements and the systems upgrade projects are, and will continue to enhance and improve the services the District Office is responsible for rendering to the colleges. There is a collaborative commitment from the board, the Chancellor and the college presidents to act responsibly and proactively in this area. That commitment involves an allocation of required human and financial resources, a willingness to change the campus mindset and manner in which LATTC does business, and the perseverance to complete the detailed changes required.

*C.5 The district/system and the colleges (s) have established and utilize effective methods of communications and exchange information in a timely manner.*

### **Descriptive Summary**

Communication between the colleges and the District Office is essential to the success of the LACCD and its colleges' educational and operational responsibilities. From a technology perspective, communications between locations occurs through the use of telephones, email, and faxes. In addition, the Chancellor and senior administration of the District Office routinely engage in a variety of personal meetings (individual basis, group and, or committee). There are numerous district wide committee structures that facilitate the flow of communication among all locations. The Chancellor routinely visits the colleges and conducts cabinet meetings and other related sessions involving the college presidents and district office staff as necessary.

### **Self Evaluation**

The communication methods currently in place are basically effective in providing timely information. The technological mechanisms will continue to be enhanced as the LACCD and its colleges provide resources for necessary and periodic upgrades. The LACCD's collaborative personal communication processes are essential, but occasionally require refinement to ensure efficient and timely exchanges of information. Inclusive, personal involvement is essential to effective and successful results.

### **Planning Agenda**

There is a genuine commitment of all parties to support the ongoing enhancement and upgrade of the technical aspects of communication. There is also the same general commitment to collaborative exchanges at the Chancellor, president and senior management levels. The Chancellor's leadership by example in this area suggests that the current direction will be maintained.

*C.6 The district/system has effective processes in place for the establishment and review of policy, planning, and financial management.*

**Descriptive Summary**

The LACCD's policy for "identifying, considering and acting upon operation and policy matters" is contained in the Chancellor's Directive Number 70 – *District wide Internal Management Consultation Process*, which was issued on October 26, 1995. Policy, in the form of board rules and administrative regulations, which are issued through the Chancellor's Office, are addressed in this directive. The policy engages the LACCD's three councils of Vice Presidents, the Council of Academic Affairs, the Council of Administration, and the Council of Student Services, the Chancellor's Cabinet, consisting of the Chancellor and college presidents, in the policy development and review process.

Where appropriate, other district wide committees and constituency groups are consulted such as the District Academic Senate, the AFT College Guild, and the board's Student Affairs Committee, comprised of the student trustee, the nine associated student body presidents and at least one board member).

Similar processes are utilized in connection with the areas of planning and financial management. In these areas, there is one other primary consultation body, that being the district wide Budget Committee (composed of representatives of the various employment organizations and the college presidents). From a documentation and/or mechanism standpoint, there are such things as the District's Budget Allocation Model (which is developed through a consultation process involving the Chancellor, the College Presidents and the Vice Chancellor of Operations), Board Rules, Administrative Regulations, etc. Additionally, the Board, Presidents, and public are provided with periodic updates and presentations regarding the LACCD's financial state of affairs (past, present and future). Strategic Planning sessions are conducted involving the board, college presidents, senior management, constituency groups, etc., primarily as it relates to the development of the LACCD's legislative agenda.

**Self Evaluation**

Over the past five years, the Management Consultation Process has been relatively effective, although because it is cumbersome, it is not always strictly followed. Recently, the Chancellor and the Vice Presidents' Council have expressed a desire to revisit and revise the policy in order to streamline it and make it more consistent with the LACCD's decentralization efforts. The processes in place in the financial management area have been effective and productive overall.

There is not complete agreement as to the numbers and recommendations, but the process does facilitate the necessary dialogue and input accessibility. The district wide Budget Committee format is a sound, but there have been issues as to the level of authority that is delegated to this body. Issues arise as to whether it is an advisory body to the Chancellor,

or whether is actually has a direct governance and authority role as an independent body established by the board.

Although planning occurs in a variety of ways, there is no specific or ongoing mechanism whereby strategic planning at the Chancellor and board level occurs. It is an area that the Chancellor is interested in strengthening.

### **Planning Agenda**

During the 2000-2001 academic year, the Councils of Academic Affairs and Administration and Student Services will be reviewing the Management Consultation Policy and making recommendations to the Chancellor for its revision.

**Standard Ten: Governance and Administration Document List**

- 10.1 Academic Senate Standing Committees
- 10.2 Academic Senate Role and Functions
- 10.3 Academic Senate Bylaws
- 10.4 Triangle Report

**Standard Ten: Additional Documents Referenced in Self-Study List**

- 10.5 Board of Trustees' Self Evaluation Form
- 10.6 District Decentralization Plan-12/15/99
- 10.7 District Organizational Chart
- 10.8 LA Trade Tech Organizational Charts
- 10.9 Administrative Job Descriptions
- 10.10 President's Evaluation Form
- 10.11 Teamster' Contract Dean's Evaluation Document
- 10.12 Vice President's Evaluation Form
- 10.13 Planning and Advisory Council Charter
- 10.14 Faculty Guild Contract
- 10.15 Academic Senate Agreement on Shared Governance
- 10.16 District Academic Senate with the Board of Trustees Chap XVIII of Board Rules
- 10.17 Faculty Staff Survey, March 2002
- 10.18 District Academic Senate and Bylaws
- 10.19 AFT Classified Contract
- 10.20 Facilities Master Plan