

## STANDARD SIX

### ***Governance and Administration***



#### **Governance System**

##### **History**

For more than a decade, Lane's Board of Education, administrators, faculty, staff, and students have engaged in extensive discussions about shared governance. Most who have participated in formal conversations on the subject have agreed that better decisions and wider support for those decisions would come when there existed an opportunity for all stakeholders to contribute active, meaningful, and recognized participation in the process of decision-making. However, there were major disagreements about where final authority for decisions should rest. Thus, while shared decision-making was ostensibly adopted by the former president and College Council in 1992, a lack of clarity and agreement about roles and responsibilities of stakeholders forestalled progress toward full implementation.

For years, two opposing views about how to operationalize shared decision-making characterized the discussion: faculty union leadership advocated for a decision-making

process whereby more authority for final decisions would rest with stakeholders themselves. The college administration and the board, on the other hand, maintained that final decisions were within their purview by statute and by policy.

Several efforts were undertaken between 1994 and 2001 to resolve these differences. In many areas of the college, shared decision-making as a practice began to take hold, and the organization developed capacity during this time. Many at the college were instrumental in developing the culture of inclusion upon which a new system could be built: board members and members of the new administration had long advocated for shared governance, and faculty and classified unions — the Lane Community College Education Association (LCCEA) and Lane Community College Employee Federation (LCCEF) respectively — were committed to the practice. Thus, when in 2001, Dr. Mary Spilde was appointed as the new college president, Lane was more prepared to begin again in earnest implementing a systematic, effective governance system.

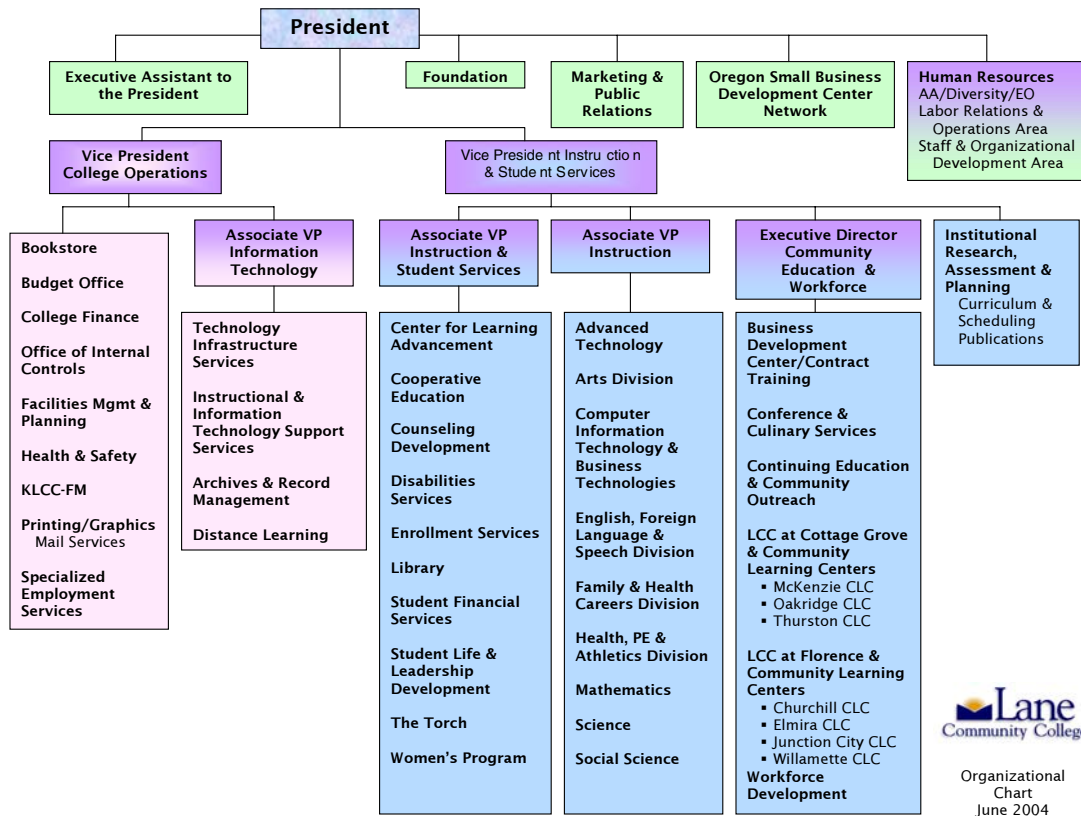


Figure 6-1: Lane Community College – Organizational Chart. (Source: IRAP).

Budget cuts of more than \$2 million in 2001 prompted an urgency around the need for a comprehensive planning and governance system. The need for cuts led to the appointment of a Criteria Application Work Group (CAWG), a broadly representative group which sought to develop principles for making cuts fairly. The CAWG and other groups across campus served their immediate functions. But the college recognized the need for such a committee to be intentionally linked to other planning and resource allocation systems.

During this time, the board had affirmed its desire to govern by policy, formally entrusting the operational aspects of running the college to the administration (see Lane’s Organizational Chart in Figure 6-1); a developing trust between the college leadership, the board, and stakeholders produced a climate in which the governance discussions could continue.

Therefore, in accordance with the shared governance policy in place at the time, in 2003 President Spilde asked the councils, unions, student leadership, and the Management Steering Committee to appoint individuals to serve on a Governance Task Force. This group was chartered to develop a framework that would clearly define the college-wide governance system, including its structure, scope, roles, and processes. The Task Force sought to develop a system that could encourage meaningful involvement of stakeholders; manage workload issues; and complete work in a timely manner. In Spring of 2004, after a year of challenging work, the Task Force completed the plan for the new governance system. This was a major accomplishment for the college in 2003-04. Lane is currently in the middle of transitioning to full implementation of this new system.

## College Governance - Lane Community College - 2004

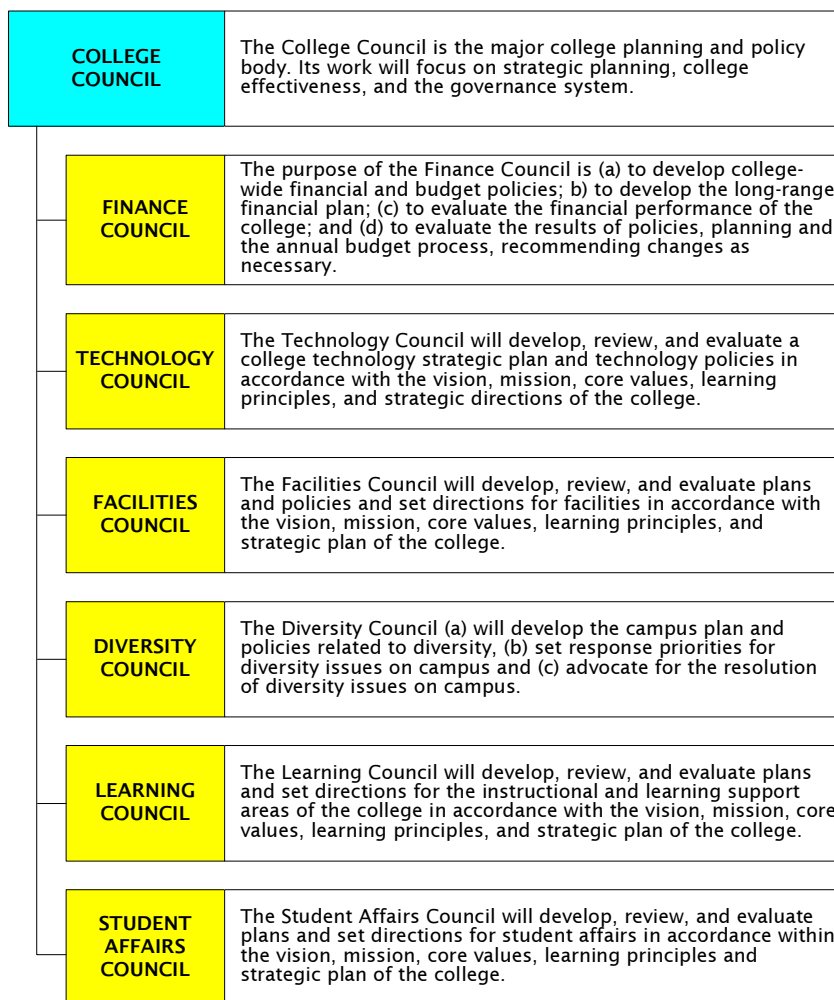


Figure 6-2: Lane's Governance Model (Source: President's Office).

### New Governance Structure

The new system, which was approved by the board in April, 2004, is summarized in Figure 6-2. This system of governance ensures that the authority, responsibilities, and relationships among and between the board, administrators, faculty, staff, and students are clearly described in official documents posted on the Lane website (6.A.1).

In adapting a policy governance model, the board clarified issues such as authority, responsibilities and relationships. The fundamental principles of the system of board policy governance are presented in Figure 6-3.

By policy, the college is governed by a learning-centered system that fulfills its vision, mission,

and core values. The president is the steward of the governance system, and is accountable and responsible for decisions made; she is evaluated accordingly.

The College Council serves as the major planning and assessment body for the college. College Council membership consists of representatives of college stakeholders, two vice presidents, the director of Institutional Research, Assessment, and Planning (IRAP) and the president.

In addition there are six councils organized around the major work of the college:

- Learning Council
- Student Services Council
- Finance Council

# Board Governance by Policy

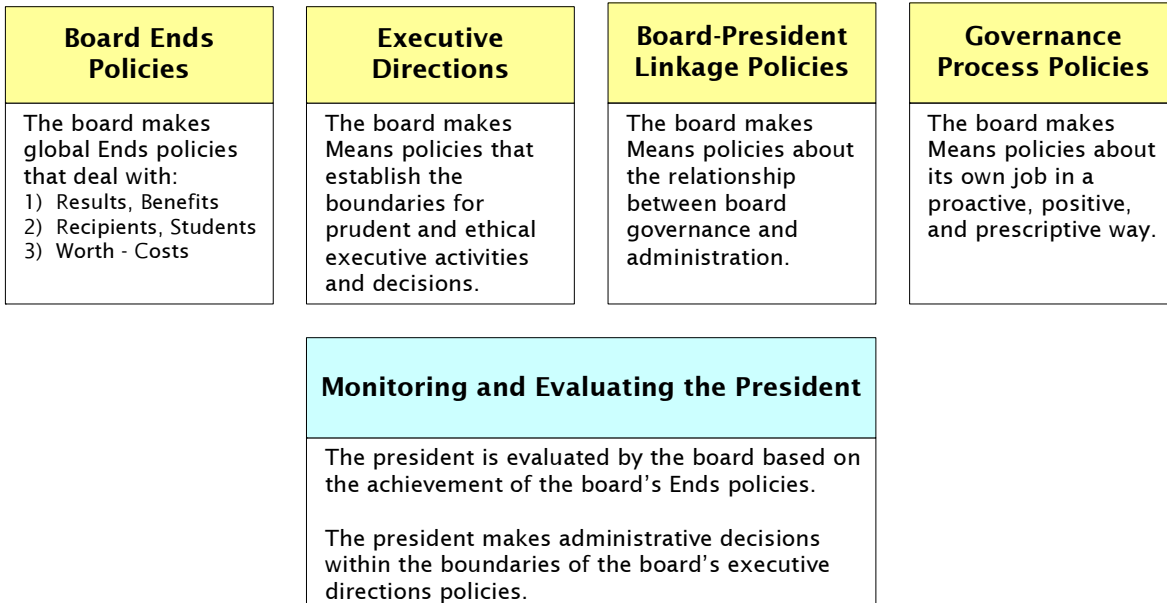


Figure 6-3: Board Governance by Policy (Source: President's Office).

- Facilities Council
- Diversity Council
- Technology Council

Each council has three major responsibilities: to create, review, and assess policies in their domain; to create integrated plans for their domain; to provide assessment of the overall effectiveness of their policies and plans. The councils are intended to link with and build upon the collaborative work of the college's 32 standing committees and councils comprised of members from the various constituent groups. The system provides for the ongoing management of all college committees and addresses the relationship of each committee's objectives to the college's mission, vision, core values, strategic directions and goals. The system also clarifies parties to whom a committee is accountable; expected outcomes of the committee; committee membership; and the policy for disbanding.

## Understanding Roles

In 2004-05, all members of the college will come to more fully understand any changes in their roles and responsibilities as a result of the new system's implementation; they will continue to

fulfill their respective roles in the board-approved new governance system (6.A.2). Training will occur in each council in 2004-05; in addition, future trainings will keep councils and the board apprised of changes in roles and responsibilities that arise as the college evolves.

The roles of the LCCEA and LCCEF and of faculty and classified councils have been clarified, and there are effective links between the governance system and the administrative system; the system makes provision for support for employees and students to participate and contribute usefully.

Lane recognizes that the best decisions are made through the inclusion of many and diverse voices. The system thus makes provision for consideration of all stakeholders in matters in which they have a direct and reasonable interest (6.A.3). Each council will include representatives of college stakeholders, an administrator with authority and responsibility for the area, and additional members appointed by virtue of expertise. Each council has a charter that outlines the scope of work and a decision matrix that assigns decision-making authority. Councils may

charter standing committees and task forces to accomplish their tasks. Council membership is to be appointed by these groups:

- Associated Students of Lane Community College (ASLCC), LCCEA, and LCCEF
- Faculty Council
- Classified Council
- Managers' Senate.

Of necessity, the councils operate at a high level of planning and policy development. Councils are responsible for publicly defining processes by which they obtain review comments from key stakeholders at critical decision points (problem definition, solution elements, and final recommendation/decision) in their deliberations (6.A.3).

The system has a built-in assessment mechanism for continuous improvement. As part of their work, committees and councils will evaluate the clarity, communication and effectiveness of the new system and recommend improvements as needed. Councils will also evaluate the processes devised to encourage employee and student participation in problem-solving and decision-making. They will assess their processes and outcomes to ensure that decisions are made at the appropriate level, by the appropriate group with the needed expertise.

Several important considerations, such as timelines, cost-effectiveness and conditions of participation, were considered in developing this system. It is expected that others will be addressed as they arise. Architects of the system sought to avoid creating another layer of bureaucracy that could impede timely decision-making or innovation. Principles of good practice in governance guide the system, including the recognition of legitimate differentiation of realms of responsibility, establishment of sound structures and procedures, and effective collaboration.

### **Unit-level Governance**

In addition to Board Governance and College-wide Governance, many of the college's units have established formal governance systems. Academic departments/divisions may have established governance charters that outline roles and responsibilities of the faculty and staff in determining processes for decision-making

(scheduling, budgeting, planning, etc.). In 2003, the college implemented unit planning, which by its very nature is a formal system of governance. Unit staff will collectively make annual decisions regarding the future direction and the continuous improvement of their unit (1.A.5, see Standard 1).

Lane is not part of a multi-college district and therefore not part of a multi-unit governance system (6.A.4).

### **Strengths:**

- Continuous efforts to clarify and define roles have resulted in a system of governance with clear decision-making matrices, agreed upon by all stakeholder groups. Features of the design ensure inclusive, timely and effective governance.
- Student participation in college governance demonstrates respect for their contribution and interest in their concerns.

### **Challenge:**

- The college is in a major transition with respect to governance. Members of the college community are still sorting out their new roles and the effect of the new system on their work.

### **Improvement Plan:**

- The college will assess the governance system after its first year of implementation and will adjust the system to improve it based on evaluation of its effectiveness.

## **Governing Board**

### **Representation**

According to Policy B.120, the board is responsible to the public and is legally vested with final decision-making in all matters of college policies, programs, facilities, budget and personnel; the board is also responsible for monitoring the effectiveness of the college. The board prescribes policies regarding effective operation of the college. These policies guide the president, who is responsible for establishing effective operations to carry out such policies. The board delegates to the president the responsibility and authority to operate the college in compliance with policies and executive directions (6.B.)

The board includes adequate representation of the public interest and the diverse elements of the college's constituencies; college employees are prohibited from sitting on the board by policy (6.B.1). Seven elected, unpaid persons comprise the Board of Education (Figure 6-4) and have primary authority for establishing policies governing the operation of the college and adopting the college's annual budget. Their charge is to oversee the development of programs and services which they believe will best serve the needs of the people of the Lane District. In accordance with Board policy B160, the board acts only as a committee of the whole (6.B.2). No member or subcommittee of the board acts in place of the board except by formal delegation of authority.

The duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures of the board are clearly defined in published board policy documents (6.B.3). All board policy documents and meeting minutes are posted on Lane's website and are available in the Exhibit Room. According to Board Policy C.060, the board selects, appoints, and regularly evaluates the president according to established policies (6.B.4)

The Board regularly reviews and approves the institution's mission, according to its Global Governance Commitment Policy (B.020), which outlines board duties and responsibilities. The board approves all major academic, vocational, and technical programs of study, degrees, certificates, and diplomas. It approves major changes in institutional mission, policies, and programs. Recently the board approved Lane's new vision, mission, and core values statements (6.B.5) and the Strategic Plan.

### **Evaluation and Improvement**

The Board regularly evaluates its performance and as necessary revises its policies to demonstrate to its constituencies that it carries out its responsibilities in an effective and efficient manner (6.B.6). In 2003-04, the board demonstrated its commitment to regularly evaluate its performance, participating in several workshops and reviewing and realigning its policies to conform to governance by policy and accreditation standards.

The board's work has changed since its 2003 review. Two retreats were undertaken by the board to clarify how its new policy governance system would be implemented. In the past year, the board has reviewed policies on Global Governance (Policy B020) and College Governance (Policy B025), among others. Faculty and staff also commented on the policies.

### **Board Oversight of the College**

The Board ensures that the institution is organized and staffed to reflect its mission, size, and complexity (6.B.7). It approves the academic and administrative structure to which it delegates the authority for effective and efficient management. For example in 2000, the board approved the new college organizational restructuring, and approved the governance system in April 2004. The board is continuing to develop operational performance indicators, such as benchmarks, to assess organizational effectiveness in achieving college goals.

The Board approves the annual budget, the budget development process, and the long-range financial plan; it also reviews periodic fiscal audit reports (6.B.8).

### **Board Involvement in the Accreditation Process**

The board is knowledgeable of Lane's accreditation status and is involved, as appropriate, in the accrediting process (6.B.9). The board has had work sessions to examine the Accreditation Handbook and has followed the progress of the self-study through regular reports and presentations by members of the Accreditation Coordinating Team. One board member participated in the data collection and analysis for the self-study.

#### **Strengths:**

- The board's adoption of a policy governance model provides the foundation for effective college governance. All board policies have been reviewed and updated and collected in a compendium which clearly outlines board roles.
- The board's Strategic Conversations keep members informed of community concerns.
- Monitoring Reports and Benchmarks enable the board to monitor institutional effectiveness. There are mechanisms in board policy to initiate changes when necessary.

	<p><b>Paul Holman</b>, associate broker, Florence, appointed 2002, elected 2003, term expires 2005  <b>Zone 1</b>–Western part of the college district  <i>paul@presys.com</i></p>		<p><b>Larry Romine</b>, retired college administrator, Eugene, appointed 2002, elected 2003, term expires 2007  <b>Zone 5</b>–Central Eugene  <i>mollyromine@earthlink.net</i></p>
	<p><b>Jay Bozievich</b>, civil engineer, Eugene, elected 2003, term expires 2007  <b>Zone 2</b>–Northern part of the college district  <i>jayboz@qwest.net</i></p>		<p><b>Roger Hall</b>, radiologist, Eugene, elected 1991, term expires 2007  <b>At-Large</b>, Position 6  <i>rhall3275@aol.com</i></p>
	<p><b>Dennis Shine</b>, retired college instructor, Springfield, elected 2001, term expires 2005  <b>Zone 3</b>–Marcola and Springfield school districts</p>		<p><b>Michael Rose</b>, retired college instructor, Eugene, elected 1999, term expires 2007  <b>At-Large</b>, Position 7  <i>rosem@lanecc.edu</i></p>
	<p><b>Kathleen Shelley</b>, retired educational administrator, Vida, appointed 1996, elected 1997, term expires 2005  <b>Zone 4</b>–Southern and eastern parts of the college district  <i>kathleencshelley@cs.com</i></p>		

Figure 6-4: Governing Board and Zone Representation (Source: President's Office).

### Challenge:

- One challenge of the governance transition, including policy governance, is to ensure board actions are consistent with the new set of policies and guidelines.

### Improvement Plan:

- Through trainings and work sessions, and in the course of its regular work, the board will continue to be guided by the new system and will make policy adjustments for improvements as needed.

## Leadership and Management

### Role of the President

According to Board Policies C.010 and C.020, the president is directly accountable and responsible to the Board of Education for the educational leadership and effective management of the college's human, physical and fiscal resources. The president's role includes but is not limited to:

- Articulation of the vision, mission, core values, and learning principles for the college within which its educational objectives are developed and implemented

- Formulation of strategic long- and short-range plans for the college
- Provision of leadership, direction and guidance to the administration of the college, including holding administration accountable for completed work
- Responsibility for recommending a balanced budget and strategies that lead to fiscal stability to the board of education
- Representation of and primary spokesperson for the college to various external organizations
- Development and maintenance of a climate in the college conducive to productive learning and effective teaching

President Mary Spilde is a full-time employee of the college (6.C.1). President Spilde was hired in 2001 after serving the college in the role of vice president of instruction and student services for four years. Under her presidency, Lane was reaffirmed as a board member of the League for Innovation in the Community College. President Spilde communicates regularly with the college community in letters and all-college gatherings; her letters are posted on the President's Office website.

The duties, responsibilities, and ethical conduct requirements of Lane's administrators are defined and published in job postings (6.C.2). In addition, by Board Policy A.010, the president ensures that every activity, decision, or organizational circumstance shall be lawful, prudent, and in accord with commonly accepted business and professional ethics. The president also assures that procedures and decisions are safe, dignified, unintrusive and confidential (Policy A.020). Board policy also calls for proper treatment of learners and staff. The Treatment of Learners and Treatment of Staff policies are comprehensive and were reviewed in Spring 2004. The college annually evaluates its treatment of learners and staff.

A new board policy on Ethical Conduct of all Employees had a first reading by the board in July, and a second reading for review and approval in September. The College Online Policy and Procedures System (COPPS) policy on sexual harassment specifically addresses ethical conduct related to sexual harassment (see also Standard 9.A.).

### **Role of the Executive Team**

The Executive Team (ET) comprises the president, the vice presidents; associate vice presidents; executive directors; director of Institutional Research, Assessment and Planning (IRAP); and the executive assistant to the president. The members of the team have individual accountability and responsibility for and to their assigned areas and are collectively accountable and responsible for viewing the college as a whole and making or recommending decisions that align the best interests of their units and the college.

The role of ET lies largely in the executive and administrative realms. Members of ET as individuals are accountable for particular branches of the college (Figure 6-1) and as such are active participants in the governance system. The board and the president rely on ET to provide expert advice and view the college as an entire system rather than individual, disconnected parts. In the administrative realm, ET is accountable and responsible for:

- collaborating with governance councils to assure that information is shared to inform decisions/recommendations;
- forwarding issues to governance councils according to their charters;
- sharing perspective and implications with councils prior to decisions/recommendations;
- initiating major college wide issues in conjunction with the governance system;
- executing major initiatives of the college;
- implementing plans and policies;
- advising the president on matters relevant to their areas of responsibility;
- assisting the president in formulating final recommendations to the board of education;
- implementing operational systems and management;
- providing triage on day-to-day management;
- coordinating implementation of plans, projects and operations.

### **Administrator Qualifications**

Administrators are highly qualified and provide effective educational leadership and management. Minimum qualifications and job descriptions guide the hiring process, which involves all



stakeholders. The president is responsible for implementing appropriate procedures to evaluate administrators regularly.

The new performance-based evaluation outlines clear criteria for commendations and recommendations for improvement.

### **Institutional Advancement**

Institutional advancement activities at Lane, including development and fundraising, institutional relations, and alumni programs are clearly and directly related to the mission and goals of the institution (6.C.4; 7.D.1; see standard 7). The board has adopted an agreement between the college and the Foundation by which it is stated that the Foundation “exists for the express purpose of advancing and promoting the interest and development of the college and students, faculty and the community.” The 501(c)(3) status of the Foundation gives it a separate “nonprofit corporate status wherein the Foundation Board has stewardship of the foundation funds.” The Foundation director is supervised by the college president. In February 2004, the Foundation’s nonprofit corporate status was reaffirmed.

The Foundation Board at Lane has been revitalized in the last five years. The findings of a feasibility study conducted in 2000 suggested that Lane was not quite ready to launch a capital campaign. The Foundation has followed the recommendations of this study by increasing its fundraising efforts and scholarships and improving its connections to the philanthropic community. The Foundation continues to build the infrastructure to prepare for a capital campaign.

### **Timeliness, Collaboration and Open Communication**

One of the features of the governance system’s design is to provide broad-based discussion for decision-making based on a planning system that is tied to the budget and operates on annual and multi-year cycles. There is a built-in incentive to develop collaborative solutions to problems as they arise, since if a decision needs to be made and the council cannot reach agreement, the authority for the decision reverts to the responsible administrator, who ensures the decision is made in a timely fashion (6.C.5).

Prior to development of the new governance system, there were concerns about coordination, goal attainment, duplication and complexity (e.g., too many committees). The new governance system is designed to allow administrators to facilitate cooperative working relationships, promote coordination within and among organizational units, and encourage open communication and goal attainment (6.C.6).

### **Institutional Research**

Administrators responsible for institutional research ensure that the results are widely distributed to inform planning and subsequent decisions that contribute to the improvement of the teaching/learning process (6.C.7). Lane’s Institutional Research, Assessment and Planning (IRAP) office has significantly contributed to the college-wide effort to use the Plan-Do-Check-Act system of continuous improvement (1.B, see Standard 1). Each month, IRAP reports benchmarks to the board, detailing areas of analysis; beginning in Summer 2003, IRAP also makes recommendations for change. The use of institutional data has improved the teaching and learning process.

IRAP provides external reporting that focuses on student enrollment, customized assessment and student outcomes studies/analyses, and evaluations of needs and services provided at the unit/department level. The Lane Profile and the American College Testing (ACT) Student Opinion survey, as well as other research data, are available on IRAP’s website. As with many areas in the college, there has been an expanding number and variety of responsibilities placed on staff who are providing institutional research services (1.B.6, see Standard 1).

### **Administrative and Staff Appointment and Compensation**

Policies, procedures and criteria for administrative and staff appointment, evaluation, retention, promotion, and/or termination are published, accessible, and periodically reviewed (6.C.8). COPPS outlines procedures and policies for staff appointment. COPPS outlines policies for evaluation of administrators. The Management Employees Working Conditions document outlines policies for evaluation, retention,

promotion and/or termination. The Employees Working Conditions document is reviewed periodically and approved by the board. The Faculty Evaluation Handbook, developed collaboratively by the LCCEA and the administration, is available online and in division offices.

Administrators' and staff's salaries and benefits are adequate to attract and retain competent personnel consistent with the college's mission and goals (6.C.9). Compensation studies are underway for faculty (4.A.4, see Standard 4) and agreed to by classified staff. A compensation study for managers was completed and approved by the board in 2001; those management salaries that were not within the market range were adjusted accordingly. The system, which is a pilot program, calls for market review every two years. A sub-committee is discussing plans for improvement.

**Strengths:**

- Lane employs dedicated and talented administrators and managers who act consistently within clearly defined policies and procedures.
- The Lane Foundation has advanced significantly in developing the infrastructure for capital campaign planning.
- There is a mechanism in the new governance system to ensure timely decision-making.
- The Performance Evaluation of Management Employees has been evaluated and revised substantially and implemented in the 2003-04 academic year.
- Administrative and management salaries, adjusted to align with market ranges, help ensure retention of competent staff.

**Challenges:**

- The realms of governance and administration and the roles of administrators as individuals and as members of ET may overlap; this may necessitate clarification.
- It is difficult to assess the impact of compensation on retention for those who leave the college.
- The college could improve the clarity and communication of documents regarding administrative responsibilities.

- Since the college's new systems require analysis and research data, workload concerns in IRAP will need to be considered

**Improvement Plans:**

- Evaluation of the new governance system will include appraisal of the impact of overlapping roles on the clarity and effectiveness of the system.
- Exit interviews will include discussions of salary as data for Lane's study of staff retention.
- In revising its COPPS policies and procedures website, the college has collected documents that address responsibilities and ethical conduct requirements of all staff in a single place. The President will announce this at Fall 2004 In-service.
- The college will continue to review workload considerations when setting priorities for institutional research, and consider appropriate adjustments.

**Roles in Governance**

The roles of faculty, students, and classified staff in institutional governance, planning, budgeting and policy development are made clear and public through the governance documents posted on the college website (6.D; 6.E., 6.F ). (Lane has included a "6.F — Classified Role in Governance" section to recognize the important role of classified staff in Lane's governance system and in the learning environment in general.) The governance system maximizes participation and collects the best thinking of all, and places authority at the appropriate level. It recognizes that ultimately the board holds the president and the administration accountable and responsible. Within this framework, the goal of the system is to produce a process for timely decisions with clear rationale and transparency.

**Role of Faculty**

College faculty have primary authority over several areas of the college, including strategies and methods of instruction and assessment; innovation in the learning environment; curriculum design; course and program requirements; faculty research; roles, expectations, and interactions among teachers and students; and

academic elements of student life. The methods and processes for faculty and instructional department decision-making at the level of the individual course and program are well established, and not the subject of college-wide governance except insofar as regulated by college policy and external constraints such as state law and accreditation.

The faculty, individually and collectively, also participate as an active partner in decisions in other areas of the college. Faculty Council contributes to the quality of education at Lane by providing a campus-wide open forum for academic issues and policies in order for faculty to collaborate in governance. The Faculty Council also contributes by functioning as the deliberative faculty representative group on academic matters. Faculty participation also occurs through collective bargaining processes and in discipline, department, division, and college-wide governance structures.

### **Role of Students**

The governance system provides for active participation of student representatives. Students provide valuable insight and perspective to community needs and contribute to the college's collective wisdom. Students are in a unique position to speak to diversity by virtue of their varied constituency. As recipients of college services, they provide insight about the college's institutional effectiveness and quality. Incorporating students into the college's decision-making processes promotes greater student involvement in the life of the college and prepares them for community stewardship.

### **Role of Classified Staff**

The primary responsibility of classified staff is to carry out the mission, vision, learning principles, and core values of the college by supporting students, faculty, administrators and managers. Classified staff members participate in the governance system as stakeholders and because of their expertise in operational, instructional, student services, and technical areas. Classified staff have extensive knowledge of student needs, college processes and procedures, as well as professional standards and practices. Classified staff members provide the college community

with a unique perspective, insight, and sound judgment that will help guide the decisions made in the governance process.

### **Role of Managers**

Managers have accountability, authority and responsibility to work with faculty, classified staff and students to achieve the vision, mission, learning principles, strategic plan and goals of the college. Managers are active partners in college decisions and are charged with executing and implementing timely strategies that move the college forward.

### **Policy 6.1 Affirmative Action and Nondiscrimination**

The hiring process of the college ensures that the selection of candidates is based solely on their qualities and aptitudes as they pertain to the requirements of the position with due regard for affirmative action. Lane employs an affirmative action officer who is involved with the hiring process for every position. The college has developed in the last ten years beyond a compliance mentality with respect to EEO/AA, and has attempted to find creative ways to recruit and retain diverse staff. Lane has had some success in this area, although the results of its efforts are still inconclusive, and the processes themselves require time and other resources (4.A.4, see Standard 4).

IRAP has tracked Lane's progress with Affirmative Action. In 1995, employees of color at Lane were as follows: 25 Faculty (5.0 percent); 29 Classified Staff (6.9 percent); and two Managers (2.9 percent), for a total of 56 employees of color or 5.7 percent of all employees. In Fall 2003, 96 people of color were employed by the college, or 9.8 percent of all employees: 45 faculty (9.1 percent); 43 Classified Staff (9.8 percent) and eight Managers (16.0 percent). This is a significant improvement.

Gender is also a protected class, and Lane has a strong record of hiring and promoting women; women fill some of the highest administrative positions at the college: the president, vice president, two associate vice presidents, and the executive assistant are women.

### **Processes in Place**

The college continues to improve its Affirmative Action practices. The Hiring Processes Team is a representative committee including members from Human Resources; their charge is to improve hiring practices to help the college meet its staffing goals, including increasing diversity among staff. The team has been engaged in qualitative discussions aimed at enhancing and improving the college's hiring processes and outcomes regarding EEO/AA and diversity. The team made a strong recommendation to evaluate and improve hiring process marketing efforts through a variety of means. The team produced a Survey and Recommendations Report with a focus on improving practices. The report was reviewed by College Council in Fall of 2003. Most recommendations have been implemented; a training committee continues ongoing implementation work.

In addition to the Hiring Process Team, the collectively bargained faculty contract created the framework for a Committee to Focus Efforts to Create and Maintain a Diverse Faculty, which is currently in the process of completing a charter which will guide its work. Employment Non-Discrimination requirements are currently ensured through several quality control and assurance steps:

1. Each job posting's language is reviewed for compliance with EEO/AA standards.
2. Search committees' established education and experience equivalencies are reviewed, as are paper-screening criteria, interview questions, competency tests/teaching demonstration scenarios, and reference check questions.
3. Applicant pools are reviewed.
4. Recommended interview pool is reviewed.

Diversity is one of Lane's core values; thus diversity is a consideration in all of the college's planning and resource allocation considerations. Following recommendations of Western Interstate Commission on Higher Education (WICHE), Lane staff, students, and community members created the first Diversity Plan for Lane in 1995 (1.B.4, See Standard 1); this was updated in 2003. Lane also employs a diversity coordinator, and hired a faculty member whose responsibilities include acting as a resource for curriculum infusion of diversity and cultural competency.

The Diversity Team monitors diversity initiatives on campus and acts as a resource for diversity expertise for the college. Action Team Committees, acting in collaboration with the Diversity Team, provide the mechanism to monitor the progress of action items listed in the Diversity Plan.

Other examples of initiatives to support Lane's focus on diversity include the Rites of Passage Summer Academies; the Lane to Your Future visitation program for high school students from diverse communities to visit Lane Community College. The program provides small groups with an in-depth look into Lane and motivates students to pursue higher education. Staff actively participate in the Interagency Diversity and Equity Coalition and on the Oregon Diversity Institute Board of Directors.

The following diversity trainings are offered regularly:

- Diversity Conversations
- Harassment & Discrimination
- Understanding Diversity
- Racism Free Zone
- Winning Balance (Respectful Work Environment)
- AA/Non-Discrimination Information.

The Affirmative Action Plans (AAP) have been authored and implemented during the last three years. The 2003-04 AAP will soon be posted on the college's webpage.

A study was completed on the impact on recruitment of advertising in minority publications. The results showed little impact, which suggests that other methods of recruitment will need consideration.

### **Policy 6.2 Collective Bargaining**

The LCCEA provided a statement on the impact of collective bargaining on the college in which it concludes that collective bargaining has had a comprehensively positive impact on the life of the college. Included in its statement are promotion of excellence in instruction and instructional support; participating in the creation of the college's shared governance system; negotiating and providing leadership for the Strategic Learning Initiative, with numerous benefits to the college, including

helping Lane become a Vanguard Learning College. The LCCEF agreed in principle to the statement of the LCCEA. The Classified Council also provided analysis of the effects of collective bargaining on the quality and effectiveness of the institution. Some issues were raised concerning the use of part-time employees; professional development issues; and fair representation in the governance councils. Complete statements from these groups are available in the Exhibit Room.

The administration sees collective bargaining agreements as a framework that organizes work conditions and expectations, the operational aspects of the workplace. Further, it can contribute to the building of shared vision and changed organizational culture. The administration believes that collective bargaining is at its heart a balancing of competing needs and interests by persons who share a commitment to, and dependence on, the success of the institution, thereby creating a healthy and productive environment.

**Strengths:**

- The college is developing collegiality, clarity and inclusiveness in governance.
- The college had made significant strides in its efforts to recruit a diverse staff and meet its Affirmative Action goals.
- Collective bargaining has had positive effects upon institutional effectiveness.

**Challenges:**

- The transience of students is in conflict with need for sustained attention on long-term governance projects.
- There is room for improvement at the college on recruitment and retention of diverse faculty, administration and managers, and classified staff.
- Lengthy bargaining over the years, while essential, has distracted the college from other important work.

**Improvement Plans:**

- College will consider issues of continuity and training when welcoming students to the governance system.
- The college continues to make improvements to its recruitment and retention efforts.

