

Resources and Capacity

By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.

Standard 2.A – Governance

2.A – Governance

- 2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.
- 2.A.2 ~~In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.~~
- {NA}
- 2.A.3 The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

2.A.1 Does Lane have:

a) an effective and widely understood system of governance?

b) with clearly-defined authority, roles, and responsibilities?

How and to what extent?

Do Lane's decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest? How and to what extent?

The following Board Policies should be evidence for this standard:

- Global Governance Commitment (B.020)
- College Governance System (B.025)
- Board Duties and Responsibilities: Educational Program (B.030)
- Board Duties and Responsibilities: Appraisal and Evaluation of Operation (B.040)
- Board Duties and Responsibilities: Personnel (B.050)
- Board Duties and Responsibilities: Budget Making (B.060)
- Governing Style (B.110)

NWCCU Year 3 Report – draft 1

- Global Board-President Relationship (C.010)
- Delegation to the President (C.020).

Following are figures that were included in the 2004 Accreditation Self Study Report:

- Figure 6-1: Lane Community College – Organizational Chart. (Source: IRAP).
- Figure 6-2: Lane’s Governance Model (Source: President’s Office).
- Figure 6-3: Board Governance by Policy (Source: President’s Office).

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College Governance Overview – Board Policies:

There are a number of Board Policies that pertain to this standard and each is consistently followed. Board Policy B.020 (College Governance System) directs the Board to “govern by policy” and to “establish appropriate ends policies and executive direction policies.”

Board Policy B.025 (Global Governance Commitment) explains:

Lane Community College shall be governed by a system that is a learning-centered system and fulfills the vision, mission, and core values of the college.

The president shall be the steward of the governance system, be accountable and responsible for the decisions made in the governance system, and evaluated accordingly.

The college governance system shall recognize that the best decisions are made through the inclusion of many and diverse voices. The system of governance shall ensure that the authority, responsibility, accountability, and relationship among and between the board, managers, faculty, staff, and students are clearly described and communicated.

Board Oversight of the College

Board Policy B.040 (Governance Process) explains that the Board is “ultimately responsible for the quality and integrity of the institution.” The Board ensures that the institution is organized and staffed to reflect its mission, size, and complexity.¹ It approves the academic and administrative structure to which it delegates the authority for effective and efficient management. The Board approves the college mission and all academic programs.² It adopts the annual budget, and appoints the seven members with

¹ Board Policy B.050, Board Duties and Responsibilities: Personnel

² Board Policy B.030, Board Duties and Responsibilities: Educational Program.

NWCCU Year 3 Report – draft 1

whom they shall serve jointly as the budget committee.³ It also reviews periodic fiscal audit reports.

College Governance System Overview:

Lane's governance system makes provision for consideration of all stakeholders in matters in which they have a direct and reasonable interest by giving them specific representational roles and by basing their participation on appointment by a stakeholder group⁴ or by the college president.⁵

The governance system (<http://www.lanecc.edu/governance/>) is charged with planning and policy development for the college. The system is made up of seven councils: six councils have responsibility for specific college functions and the College Council is charged with overall responsibility for the operation and effectiveness of the system and with specific budget development activities. Fourteen principles guide the work of the governance system.⁶

Each council works within a charter and scope of work statement, and each acts in accordance with a decision matrix. The entire governance system is responsible to the college board through the college president. The system has a built-in assessment mechanism for continuous improvement.

Following are four of the key principles that guide the governance system:

- The governance system should encourage and promote a wide range of opportunities for many people to provide leadership regardless of their formal positions at the college.
- The governance system should provide for clear, frequent, consistent, and timely communication within governance groups and between groups and the wider college community.
- The college governance system should provide for clear decision processes.
- The governance system should be open and provide for consistent and accessible records of council and committee work.

³ Board Policy B.060, Board Duties and Responsibilities: Budget Making.

⁴ The Lane Community College Employees Federation (LCCEF), Lane Community College Education Association (LCCEA), Associated Students of Lane Community College (ASLCC), Management Steering Committee (MSC), and Faculty Council all have rights to appoint representatives to councils.

⁵ The president appoints Executive Team members to councils.

⁶ See “Principles that Drive the Governance System” on the Governance System website <http://www.lanecc.edu/governance/princs.htm>

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. 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. The college governance system provides a campus-wide forum for discussion of matters that affect Lane's academic programs and for developing necessary policies and faculty are officially represented on all governance councils.⁷ Faculty participation also occurs through collective bargaining processes and in discipline, department, and division 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

⁷ See Principal Features of the Governance System (<http://www.lanecc.edu/governance/>) and discussion of stakeholder groups and participation and appointment on governance councils.

NWCCU Year 3 Report – draft 1

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.

Role of the Executive Team

The Executive Team (ET) comprises the president, the vice president, executive deans, Chief Information Officer, the Executive Director of Human Resources, the Chief Diversity Officer, the director of Institutional Research, Assessment and Planning, 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 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 members are 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 and reporting on implementation work;
- 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.

<p>2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.</p>

Not applicable – Lane is considered a single unit with a single governance system.

2.A.3 How does Lane monitor its compliance with the Commission’s standards for accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates?

The following Board Policies should be evidence for this standard:

- Equality of Opportunity (D.060)
- Equality of Opportunity in Admissions (D.070)
- Affirmative Action (D.100)

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Board Involvement in the Accreditation Process

The board is knowledgeable of Lane’s accreditation status and is involved, as appropriate, in the accrediting process. The board has had work sessions to follow the progress of the self-study through regular reports and presentations by members of the Accreditation Work Team.

Monitoring Compliance

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.

A Benchmark report to the Board tracks Lane’s progress with Affirmative Action.⁸ In 1995, employees of color at Lane were as follows: 25 Faculty (5.0 percent of contracted faculty who had reported their race/ethnicity); 29 support staff (6.9 percent of all support staff); and two Managers (2.9 percent of all managers), for a total of 56 employees of color or 5.7 percent of all contracted employees. In Fall 2011, 121 people of color were employed by the college, or 11.1 percent of all contracted employees: 65 faculty (10.3 percent); 50 support staff (11.1 percent) and six Managers (10.3 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 executive deans, the chief diversity officer, and the executive assistant to the president are women.

Processes in Place

⁸ See Institutional Research, Assessment & Planning website for the 2011-12 Benchmark to the Board: “Employees of Color as a Percent of Contracted Employees.”

NWCCU Year 3 Report – draft 1

Diversity is one of Lane's core values and Lane also has a Diversity Strategic Direction.⁹ Lane also employs a Chief Diversity Officer.

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.

Following are some of the diversity trainings that have been provided:

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

The 2008-09 Affirmative Action Plan (AAP) 2008-09 AAP is posted on the college's webpage. (http://www.lanecc.edu/afirmact/documents/AAPNarrative2008-2009_000.pdf)

⁹ A Diverse and Inclusive Learning and Working Environment (see <http://www.lanecc.edu/research/planning/StrategicDirections.htm>)