

DOCUMENTATION

NCA

Advisory Visit

May 8-9, 2000

(Revised April 24, 2000)*

***Includes Attachments to "1/4/00 Response: GCC Faculty Senate Correspondence (10/6/99)."**



Handwritten initials

February 1, 2000

Raúl Cárdenas
Interim Chancellor

Family of Colleges

Chandler-Gilbert
Estrella Mountain
GateWay
Glendale
Mesa
Paradise Valley
Phoenix College
Rio Salado
Scottsdale
South Mountain

Maricopa
Skill Centers

Dr. Cecilia Lopez
Associate Director
North Central Association of Colleges and Schools
30 North LaSalle Street Suite 2400
Chicago, Illinois 60602-2504

Dear Dr. Lopez,

This will serve to follow-up on our telephone conversation regarding my request to schedule a Focused Visit to Glendale Community College early this spring semester. As I indicated, there have been several issues raised by the Faculty Senate that warrant an external review. I have discussed this request with President Pollack and while she favors waiting and including these faculty concerns in the self study report now underway in preparation for a comprehensive visit in 2001-2002, she is agreeable to moving ahead and addressing them as soon as possible.

Enclosed please find correspondence which describe the issues that have surfaced. Dr. Pollack in her memo (Attachment IV) suggests that a review of Criterion Five and Two, plus GIR's # 6 and # 7 may cover the areas of concern identified in this information. Please let me know if we need to provide you with anything additional.

Sincerely,

Handwritten signature of Raúl Cárdenas
Raúl Cárdenas

cc: Dr. Tessa Martinez Pollack
President
Glendale Community College

Attachments:

- I. October 6, 1999 Letter from GCC Faculty.
- II. January 4, 2000 Response to Faculty concerns,
- III. January 18, 2000 Letter from Gene Eastin
- IV. February 2, 2000 Memo Options for NCA Review

October 6, 1999

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file
GWC
GCC

Dear Dr. Cardenas and Members of the MCCCCD Governing Board:

The Glendale Community College Faculty Senate would like to inform you of a serious breakdown in communication and shared governance between the college administration and the faculty. Listed below are numerous descriptions of incidents in which faculty proposals and requests, submitted in writing, have gone unacknowledged, and decisions in which faculty should reasonably have had input have been made unilaterally by the administration. The unacknowledged proposals represent almost all Senate initiatives of the last few years. The decisions made without faculty input are, in some cases, violations of the Residential Faculty Policies.

- I. Unacknowledged Written Senate Submissions
 - A. Campus Reorganization Plan - After a strong, adverse reaction from department chairpersons to an initial, administration-produced reorganization plan; faculty, and the Senate in particular, were invited to provide input. The Senate produced and submitted a plan that was never acknowledged. The administration plan was implemented.
 - B. Budget Data Request - Accounting faculty along with a faculty member of the campus budget committee formulated a list of data that would be useful to faculty members on future budget committees. The written request went unacknowledged.
 - C. Afternoon College Proposal - The Senate presented a proposal to increase afternoon enrollment in the College. The proposal went unacknowledged.
 - D. Proposed College Plan - A plan was proposed at the end of March 1999. Questions were addressed to the Senate by the college President about the plan, which were promptly answered. There was no acknowledgement of the answers or plan until mid-September, and only after the Senate President actively lobbied the college President for a response.
 - E. Request for GCC's Financial Commitment to the Kellogg Grant Proposal - This request has gone unacknowledged.
 - F. Computer Fee Proposals - Both the department chairpersons and the campus computer committee were requested to propose plans concerning how students would be assessed computer usage fees. Both groups submitted proposals. Ultimately, the Budget Committee, at the urging of the Dean of Administrative Services, allocated funds for universal student access without a computer usage fee. The faculty proposals were ignored.

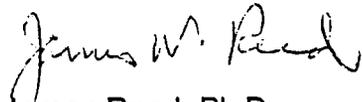
- II. Decisions Made in Which Faculty Should Have Had Input.
- A. Closing of the Library - The decision to close the College Library for renovations without providing an alternative location, at least, for the reference portion of the library materials, clearly has implications for instructional delivery. This decision was made in the face of faculty opposition.
 - B. Resubmission of the Kellogg Grant Proposal - Concern about previous grant proposals had resulted in the creation of a grant process requiring the campus community be informed of grant proposals before submission. The summer 1999 submission of the Kellogg grant proposal was not announced in any fashion. Faculty learned of the resubmission only when the Senate President inquired about its status. This was clearly a violation of the spirit of the new grant proposal process.
 - C. Revision of the Budget Process - In April 1999 a revision of the composition of the membership of the campus Budget Committee was announced. The revision significantly reduced faculty participation on the committee. A similar revision had been announced a year and a half earlier, and in response to faculty concerns, a Budget Process Committee was formed to propose a different composition. While the Budget Process Committee's recommendations were not accepted *in toto*, there was agreement to limited changes and to reconvening the Budget Process Committee in the case future revisions were to be considered. The April 1999 announced revision violated the process that had been agreed upon a year earlier.
 - D. Selection of Faculty Members of the NCA Steering Committee - The Senate President should have chosen, with Senate approval, at least some of the members of the NCA Steering Committee. Instead, the administration chose the faculty members to serve on the committee.
 - E. Selection of faculty members on Facilities Manager Hiring Committee - The Senate President did not select the faculty representatives on the Facilities Manager Hiring Committee, as required by the Residential Faculty Policies.

These examples are contrary to the American Association of University Professors principles concerning college government. As expressed in AAUP Policy Documents & Reports, 1995, p.177, the Association has "emphasiz[ed] the importance of faculty involvement in personnel decisions, selection of administrators, preparation of the budget, and determination of educational policies". Furthermore, these examples stand in contradiction to the NCA criteria for accreditation. Among these criteria is the requirement that there be "integrity in our practices and relationships." The GCC Senate believes that the GCC administration is not in compliance with these principles or criterion.

Criterion 5 ✓

For these reasons the GCC Senate decided to advise the Board of our intention to inform the NCA of these problems.

Sincerely,

A handwritten signature in cursive script that reads "James M. Reed".

James Reed, Ph.D.

President, Glendale Community College Faculty Senate on behalf and as directed by the Senate

cc. Carol Bernstein, President AAUP Arizona State Conference
Jim Richardson, President AAUP

Maricopa County Community College District
Chancellor's Office

Date: January 13, 2000

To: Governing Board Members

From: Raúl Cárdenas 

Re: Dr. Pollack's Response to Glendale Community College
Faculty Senate Correspondence

Attached is the response from Dr. Tessa Martinez Pollack regarding the concerns raised by the Faculty Senate in their December 6, 1999 correspondence to you and me. I'm currently reviewing her responses and considering options on how to best address the matter, including requesting a focus visit by a North Central team to review the concerns raised by faculty. I hope we can bring closure to these matters once and for all.

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- ? -

I will keep you informed of the direction I plan to take as soon as I have had an opportunity to discuss it with President Pollack.

Thanks.

cc: Dr. Jim Reed
President
GCC Faculty Senate

Dr. Tessa Martinez Pollack
President
Glendale Community College

I N T E R O F F I C E M E M O R A N D U M

Date: 04-Jan-2000 11:34am MST
From: Tessa Martinez Pollack
POLLACK, TESSA MARTINEZ
Dept: GCC Admin
Tel No: 623.845.3010

TO: Raul Cardenas (CARDENAS, RAUL AT A1 AT DIST)

CC: Tessa Martinez Pollack (POLLACK, TESSA MARTINEZ)

Subject: 1/4/00 Response: GCC Faculty Senate Correspondence (10/6/99)

This information is in response to the letter dated October 6, 1999 that the GCC Faculty Senate wrote to you and the Governing Board. Thank you for sharing a copy with me during the week of December 6 and for giving me the opportunity to respond.

The content of the Faculty Senate's letter to you and the Board is grossly and irresponsibly misinformed. I will elaborate broadly and specifically and make equally important closing comments that I especially wish to bring to your attention.

To provide you the courtesy of first review of this response, I have not copied the Board, the GCC Faculty Senate, or any others. I would, therefore, request that you share this response with the Governing Board and the President of the GCC Senate at your earliest convenience.

GENERAL COMMENTS

First, the letter misrepresents the facts to you, to the Governing Board, and apparently has the potential of equally egregious misrepresentations to the North Central Association of Colleges and Schools. The allegations are most regrettable especially as we prepare for the most rigorous self-study that Glendale Community College has ever undertaken. Indeed, large numbers of faculty and staff are working to make this self-study one of our best.

Second, the letter makes sweeping allegations without details or facts that make it difficult to respond. Where I cannot respond because of the absence of detail, I have stated so.

Third, I wish to re-state that I do not fault the Faculty Senate President for the contents of the letter. I understand he was directed to send the letter after a 5-4 vote of the Senate and despite his objections to the inaccuracy of its content. On the contrary, I wish to state that the Faculty Senate President has made a herculean effort both to advocate for faculty issues as well as to enable faculty participation in key college directions. His leadership has been most productive for the climate and results that we are continuing to realize in this academic year.

SPECIFIC RESPONSES

The following responses are provided as presented in the order of the Senate letter. I have attached only key supporting materials in the interest of brevity. I can provide additional supporting materials upon request.

Some of these events occurred and were already addressed over two years ago. In a few instances where I have been unable to locate supporting materials, I have relied on my or staff recollections and have identified them as such. The Senate's allegations, as they appear in the October 6, 1999 letter, are bolded. My responses follow directly beneath each of their allegations.

I. Unacknowledged Written Senate Submissions

- A. Campus Re-organization Plan - After a strong, adverse reaction from department chairpersons to an initial, administration-produced reorganization plan; faculty, and the Senate in particular, were invited to provide input. The Senate produced and submitted a plan that was never acknowledged. The administration plan was implemented.**

RESPONSE:

1. Re-organization of the college is a management decision. It is not a provision of the RFP. Furthermore, GIR #11 of NCA states that "...faculty has a significant role in developing and evaluating all of the institution's educational programs." It does NOT require the involvement of the Faculty Senate in financial matters nor in formulating the organizational structure of the college.
2. Even so, I and other college administrators spent almost two years from conceptual to proposal to implementation phases of re-organization to solicit and facilitate participation from all corners of the campus, by individuals as well as groups. The Senate was involved in significant ways but especially by their participation on the President's Executive Committee (PEC) where much of the discussion and deliberation on the re-organization occurred.
3. The President of the Faculty Senate at that time was Freddie Anttila. Early in discussions, she stated that the Senate desired "no change [in the organizational structure]." Later, a Subcommittee of the PEC, led by the Chair of the Department Chairs Council, gathered input from individuals and groups college-wide who wished to submit a recommendation. The Senate could have submitted recommendations at this time. (See ATTACHMENTS: PEC Minutes, November 14, 1997, Item 2. and all of its parts and PEC Minutes, November 21, 1997, Item 1.c.).
4. President Anttila chose not to participate in the PEC Subcommittee and designated faculty member, Mike McKinley, to serve (See ATTACHMENTS: PEC Minutes, October 31, 1997, Item 4. and PEC Minutes, November 14, 1997, Item 2. and all of its parts). The deadline for individuals or groups to submit feedback to the Subcommittee was December 8, 1997 (See ATTACHMENT, PEC Minutes, November 21, 1997, Item 1.c.) The Senate, to my recollection, did not submit any recommendations by the deadline. If they had, the Subcommittee would have considered them.
5. In November 1997, the Senate voted for a moratorium on re-organization. (See ATTACHMENT, Anttila to Pollack, January 28, 1998 and its attachments).
6. At the conclusion of the PEC Subcommittee's work on December 12, 1997, the PEC Subcommittee stated that they could not come to consensus, and that "The subcommittee does not feel comfortable making a recommendation to PEC. The subcommittee feels that the re-organization is ultimately the president's decision and that the President should consider these new comments along with the former

ones. All new comments have been forwarded to the President for review. (See ATTACHMENT, December 12, 1997 PEC Minutes, Item 3.) I reviewed all comments forwarded.

7. On January 22, 1998, the Senate formed a subcommittee to look at the organization of the college (See ATTACHMENT Item VI.C., Unapproved Senate Minutes of January 22, 1998, provided as attachment by Anttila on January 28, 1998).
8. Owing to the impending end of the academic year, to the long-overdue action on re-organization, and to the absence of a response from the Senate Subcommittee formed in January, on May 4, 1998, I announced the re-organization and how it was to be implemented to the entire college (See ATTACHMENT dated May 4, 1998.).
9. The Senate did not formally provide re-organization recommendations until May 12, 1998, six months after the PEC Subcommittee's original call for input and almost five months after the formation of the Senate Subcommittee on re-organization. (See ATTACHMENT, Reed to Pollack, May 12, 1998).
10. On May 14, 1998, I formally acknowledged and responded at great length to the Senate about its recommendations (See ATTACHMENT May 14, 1998).
11. To conclude, the Senate was given ample opportunities for involvement in re-organization, and their contributions were acknowledged as demonstrated here. Further, per GIR #11 of NCA, the faculty is intensely involved in committees and processes related to other matters that can be rigorously demonstrated throughout our institutional process.

B. Budget Data Request - Accounting faculty along with a faculty member of the campus budget committee formulated a list of data that would be useful to faculty members on future budget committees. The written request went unacknowledged.

RESPONSE:

1. Gay Garesche, an Economics faculty member and member of the Faculty Senate, presented a list of budget/expenditure data requests to the Dean of Administrative Services. The Dean met with Ms. Garesche and reviewed the data request with her. The information that Ms. Garesche requested was not available through District and college databases. Ms. Garesche was informed of this by the Dean.
2. The Dean still has the list and hopes that such data could eventually be available from the OGF report system. The retrieval of historical data will remain a challenge since OGF does not access the old FRS records. The Dean has no record of a similar written request being made by an Accounting faculty member.

C. Afternoon College Proposal - The Senate presented a proposal to increase afternoon enrollment in the College. The proposal went unacknowledged.

RESPONSE:

1. The Senate's letter to you does not specify when the Senate sent the proposal forward nor does it mention to whom it was sent.
2. However, last year Gay Garesche and two other faculty members

approached the Dean of Instruction about their ideas for an Afternoon College. The group was interested in offering classes that would potentially attract high-achieving high school students who were available to take college classes during the afternoon. They also mentioned the potential need for scholarships or reduced tuition for afternoon classes.

3. As a follow-up to that conversation, Ms. Garesche attended a Department Chair meeting to describe the ideas to the Department Chairs. Department Chairs, in conjunction with residential faculty members within their departments, are responsible for scheduling classes for an Afternoon College.
 4. GCC already offers a substantial mix of general educational and high-demand computer classes during the afternoon session. Administration welcomed the Senate's interest to enhance the mix of offerings.
 5. On October 28, 1999, as a follow-up to the concept I had heard discussed, I inquired with District about the possibility of a tuition discount for an Afternoon College. The inquiry, response, and notification to the Senate President are all attached (See ATTACHMENTS of October 28, 1999; October 29, 1999; November 1, 1999, 3:14 p.m.; November 1, 1999, 3:19 p.m.).
 6. A one-page Afternoon College Proposal was distributed by Gay Garesche at the November 30, 1999, Budget Development Committee (BDC) meeting. It was not received by the Budget Development Committee last year nor does the Dean of Administrative Services have record of receiving it prior to that time. As recorded in the BDC minutes, the proposal will be discussed during the spring 2000 meetings of the BDC. Both the Senate President and Senator Gay Garesche sit on the BDC. As representatives of the Senate, their role is to keep the Senate apprised of BDC discussions.
 7. Finally, please direct your attention to my request of the Senate for increased communication on matters of respective interest including the Afternoon College (See ATTACHMENT November 1, 1999, 3:19 p.m.). The Senate has been unresponsive to this request for communication on matters that, presumably, are of interest to them.
- D. Proposed College Plan - A plan was proposed at the end of March 1999. Questions were addressed to the Senate by the college President about the plan, which were promptly answered. There was no acknowledgment of the answers or plan until mid-September, and only after the Senate President actively lobbied the college President for a response.

RESPONSE:

Following is a more accurate depiction of the timeframes and activity on the development of a college plan proposal:

1. A College Plan proposal was requested of Senate President Freddie Anttila almost a year or more before it was first submitted in or about April 1999.
2. As noted in the Senate's letter sent to you and the Board, I asked for clarification of aspects of the proposed plan. I received those clarifications in a document dated May 2, 1999 at which time it became evident that we may have been reviewing an incomplete or incorrect version of the proposal. I acknowledged receipt of the responses and

asked for a correct, complete version of the proposal. On or about May 6, 1999, I and the Dean began review of the corrected version provided by the Senate.

3. On May 13, 1999 (See ATTACHMENTS of May 13, 1999 at 10:19 a.m. and 12:33 p.m.), Senate President Reed and I agreed that the semester was drawing too close to an end and that faculty schedules were too hectic for a meeting to bring closure to the College Plan Proposal (Commencement was occurring the following evening.).
4. On June 10, 1999 (See ATTACHMENT of June 10, 1999), I contacted Senate President Reed and suggested we begin to plan the time and process for a fall meeting of the appropriate Senate representatives.
5. On August 25, 1999, Senate President Reed stated that he was beginning to gather the faculty members' schedules to convene a meeting. Coordinating a meeting around busy faculty schedules proved difficult, and there were also differences among the Senate members as to who was composing the group of Senate representatives (See ATTACHMENT dated September 1, 1999 and its attachment.). The first meeting took place on September 22, 1999. Other meetings and delays can be documented.
6. As recently as November 22, 1999, I communicated with the four members of the Faculty Senate who have been in discussion with me about the proposed College Plan. I clearly specified the outstanding issues and provided the rationale for my not approving selected items of their college plan proposal. There has been no response as of this date for a followup meeting to confer on those issues (See ATTACHMENTS dated November 22, 1999 and November 23, 1999.).

E. Request for GCC's Financial Commitment to the Kellogg Grant Proposal - this request has gone unacknowledged.

RESPONSE:

1. Absent further information on when or to whom this request was made, I am unable to comment.
2. Nonetheless, the first item of business upon return to the 1999-2000 academic year was to provide the Senate President with a copy of the full details of the work done over the summer on the revision of the grant by community partners. I indicated to him that the community coalition had to submit revisions to the W.K. Kellogg Foundation by a July 15 deadline.
3. In accordance with the College grants development process, the proposal was placed on the first possible agenda of the PEC, and copies were also distributed there (See ATTACHMENT PEC Agenda, September 17, 1999, Item F.2.b.). The President's Assistant also recollects that several individuals came by to pick up a copy. Additionally, a copy of the proposal was placed in the Media Center as had been customary with various versions of this proposal. The proposal, dated July 15, 1999, discloses a complete itemization of the college's participation.

F. Computer Fee Proposals - Both the department chairpersons and the campus computer committee were requested to propose plans concerning how students would be assessed computer usage fees. Both groups submitted proposals. Ultimately, the Budget Committee, at the urging of the Dean of

Administrative Services, allocated funds for universal student access without a computer usage fee. The faculty proposals were ignored.

RESPONSE:

1. Various proposals relating to college computer/technology course fees have been reviewed over the last several years. The College Technology Committee (CTC) (open to all members of the GCC community) created a Subcommittee that studied the issue and made recommendations for several years. The Department Chairs also examined several of the proposals provided by the CTC and made recommendations as well. Faculty were involved in all aspects of the course fee discussions either in leadership roles in the CTC, as Department Chairs, and as leaders within the GCC Information Services structure.
2. There was no consensus on the approach because of differing philosophies about charging fees to students. In addition, when faculty began to realize that:
 - a. the library would be closed during 1999-2000;
 - b. that ALL students would need access to our technology resources in place of the on-campus library;
 - c. that there was no way to deny a student access to these library/technology resources;
 - d. that the college had no authority to levy a course fee on all class sections;

then:

the need to provide "universal access" to our technology emerged. Consequently, a proposal was developed with a good deal of CTC faculty involvement to eliminate the fees completely (See ATTACHMENT, April 13, 1999, Universal Access Proposal) for a two-year pilot period.

3. This proposal was reviewed and was presented to the Budget Development Committee. The debate over computer usage course fees was increasingly divisive within the college faculty ranks. The Dean of Administrative Services was only one of other advocates for the proposal and only one of many members of the BDC. The proposal was endorsed by the Budget Development Committee on which four (4) faculty served: the Faculty Senate President, a Faculty Senate President Appointee (accounting faculty member), and two (2) Department Chairs.
4. Faculty proposals were considered throughout the long study process. In the absence of specific references, it is not clear what is meant by "the faculty proposals were ignored." To my and the Dean of Administrative Services' knowledge, no formal recommendations from the Senate were received.

II. Decisions Made in Which Faculty Should Have Had Input.

- A. Closing of the Library - The decision to close the College Library for renovations without providing an alternative location, at least, for the reference portion of the library materials, clearly has implications for instructional delivery. This decision was made in the face of faculty opposition.

RESPONSE:

1. The decision to close the library for one year was made by the library planning team which included library faculty. Phasing the remodeling of the library was rejected, because it extended the construction time.
 2. An intergovernmental agreement was developed with the Glendale Public Library (GPL), located approximately 2 blocks and 10 walking minutes, from the campus. We recognized that if our library was not open, our students would go there for some of their needs. We felt a responsibility to help GPL handle the impact.
 3. The planning team also determined that the year could be used by the library faculty and staff to experiment with new approaches to library services in a technology-intensive environment. Thus, arrangements were made to move, where possible, items to an electronic reserve desk, to provide space and support in HTC-2 for librarians with the basic reference tools, for other staff in HTC-1 for interlibrary loan, and for training of the staff in the HTC's to assist students who need help with library functions.
 4. By the time that the opposition to the closure surfaced, the construction bid documents had been built based on the assumption of a vacated structure. If the project was to stay on schedule, the closing needed to stay as the planning team had recommended.
- B. Resubmission of the Kellogg Grant Proposal - Concern about previous grant proposals had resulted in the creation of a grant process requiring the campus community be informed of grant proposals before submission. The summer 1999 submission of the Kellogg grant proposal was not announced in any fashion. Faculty learned of the resubmission only when the Senate President inquired about its status. This was clearly a violation of the spirit of the new grant proposal process.

RESPONSE:

1. The grants development process was developed and finalized long after the first grant proposal was submitted to the W.K. Kellogg Foundation. The Los Vecinos/The Neighbors Coalition from the community was working to meet a summer deadline to revise that proposal to the W.K. Kellogg Foundation.
 2. In the summer, most faculty are gone. PEC meetings are also generally not held in the summer. Hence, in the spirit of the grants development process that is referenced, the revised proposal was shared at the first possible meeting of the academic year on September 17, 1999. There were no objections or concerns voiced. See response also under Section E., Roman Numeral I.
- C. Revision of the Budget Process - In April 1999 a revision of the composition of the membership of the campus Budget Committee was announced. The revision significantly reduced faculty participation on the committee. A similar revision had been announced a year and a half earlier, and in response to faculty concerns, a Budget Process Committee was formed to propose a different composition. While the Budget Process Committee's recommendations were not accepted in toto, there was agreement to limited changes and to reconvening the Budget Process Committee in the case future revisions were to be considered. The April 1999 announced revision violated the process that had been agreed upon a year earlier.

RESPONSE:

1. The revision of the budget development processes for this campus has involved faculty throughout the process. The changes "announced" in April 1999 reflected the recommendations of the Budget Development Committee (BDC). There is/was confusion on the process that had been agreed upon during the prior year's deliberations. This confusion was addressed during meetings this fall.
 2. The number of faculty involved in the current process exceeds what the college has experienced in the past. During January/February 2000, an evaluation of the process will again be conducted. Changes will be recommended, and the appropriate reviews of those recommendations will be conducted. Faculty do and will continue to have input into these processes.
- D. Selection of Faculty Members of the NCA Steering Committee - The Senate President should have chosen, with Senate approval, at least some of the members of the NCA Steering Committee. Instead, the administration chose the faculty members to serve on the committee.**

RESPONSE:

1. The North Central Association specifies that "People chosen for the Steering Committee should be recognized leaders who can command the respect of the institution's various constituencies...." and that "The institution's Executive Officer should make these appointments, in consultation with the Self-Study Coordinator, so that a broadly representative Steering Committee, including significant faculty involvement, can receive the cooperation necessary to carry out its task." This was done.
 2. The present NCA Steering Team has a total of 17 members, 12 of whom are faculty including four Senate members, one of whom is the official representative of the Senate.
- E. Selection of Faculty Members on Facilities Manager Hiring Committee - The Senate President did not select the faculty representatives on the Facilities Manager Hiring Committee, as required by the Residential Faculty Policies.**

RESPONSE:

1. Apparently, the Senate has chosen to interpret section 2.11.2.1 of the RFP in one fashion; we have interpreted it in another. The Section reads:

The College Senate Faculty President will recommend faculty to serve on screening committees for college ADMINISTRATIVE personnel [emphasis added].
2. The Senate has interpreted that to mean all MAT personnel. Since MAT includes management, administrative, and technical personnel, the college interprets "administrative" as Dean-level (MAT IX) positions and above.
3. In actuality, a faculty member (a Department Chair) did serve on the committee for the Facilities Manager, MAT V - level position. However, he was not recommended by the Faculty Senate President; he

was invited to serve by the committee chair.

4. Clarification on this section of the RFP should be provided by the Legal Department. I understand that other employee groups are lobbying for inclusion of similar language into their policies.

CLOSING COMMENTS

The Senate's letter cites American Association of University Professors (AAUP) principles and NCA criteria regarding its allegations. The Board has not recognized AAUP.

The Senate's reference to NCA Criteria Five, specifically that "The institution demonstrates integrity in its practices and relationships," has great legitimacy. Compliance with Criteria Five is of concern to me and should be to the Chancellor and to the Board in the context of the Senate's allegations. NCA text follows:

By integrity, the Commission means that an institution adheres both to the civil laws and to the code of ethics commonly accepted by the academic community. Such values are reflected by an institution's

- o expression of the ethical values it has adopted through institutional policies and procedures, made public in its public documents and contractual arrangements;
- o assurance that its practices are consistent with its publicly stated policies;
- o expectation that members of its constituencies (administration, faculty, and students) observe the tenets of academic honesty;
- o practice of full disclosure in its dealings with members of the institution and its publics;
- o operation, without conflict of interest, at the board, administrative, and faculty levels;
- o living up to commitments it makes in all its public representations.

[Source: The NCA-CIHE Handbook of Accreditation, Second Edition, 09/97, page 57]

The GCC Faculty Senate raises a serious concern regarding integrity in the practices and relationships of the institution as defined by NCA above. I concur with their concern. Evidence provided in this response or elsewhere shows:

1. Reckless and questionably-motivated contents in the letter sent to you and the Board by the GCC Faculty Senate
2. Abuse of the communication process with frivolous allegations by the GCC Faculty Senate despite the Senate President's objection to the Senate regarding the lack of veracity in the letter
3. The recent fining of the Maricopa Community College Faculty Association, of which the GCC Senate is a member, in connection with the campaign of a Governing Board Member of the Maricopa Community College District who is also a former faculty member of Glendale Community College

These conditions clearly demonstrate non-compliance with Criteria Five and warrant the attention of the North Central Association of Colleges and Schools.

GLENDALE COMMUNITY COLLEGE

President's Executive Committee

November 14, 1997

MINUTES

PRESENT: Tessa Martinez Pollack, Joyce Elsner, Jean Ann Abel, Alberto Sanchez, Mary Lou Bayless, Mike McKinley, Freddie Anttila, Ann Brandt-Williams, Pat Brodie, Socorro Meek, Mike Murphy, Regis Della-Calce, Jim Hernandez, Pam Jorranstad for Linda Hawbaker

ABSENT: Linda Hawbaker

1. STANDING ITEMS

- a. New Committees - No new committees were announced.
- b. Employee, Retention, Achievement - No report

2. INFORMATION: Joyce Elsner, Ann Brandt-Williams, Mike McKinley
Update from Re-Organization Sub-committee - The sub-committee composed of Joyce Elsner, Ann Brandt-Williams, Mike McKinley thoroughly reviewed all input. The sub-committee reviewed criteria that the Deans and President had used during their initial deliberations. The criteria stressed that any reorganization should provide a focus on instruction, distribute work load, allow for achievement, and provide a high level of service.

The sub-committee read all input, categorized it, and sorted out the themes. In some cases, the comments did not relate to reorganization but to other peripheral matters unrelated to organizational structure.

Following that review, the sub-committee drafted another version of the chart that would address the major concerns, that would provide additional clarification, and that would allow the college to move forward and improve upon some of its current practices. The result of their efforts was a chart labeled "Draft #21/Revised 11/12/97." The highlights include the following items:

- a. Where the earlier chart had stated "Effective January 1998," the wording was changed to read "Implementation Phased January through June 1998."

Rationale: This wording better reflects the original intent. It is recognized that a change in organization cannot occur overnight and that there are always portions of an organization that continue to evolve. The sub-committee's intent with this word change is to reflect a gradual change over the course of the spring semester with the goal to have it in place by midyear.

- b. The units, other than the deans, that report to the President (Institutional Effectiveness, Marketing and Public Relations, and the Athletic Director) were re-drawn to better reflect their overall

position in relation to the deans. A question had been asked about why the Athletic Director was reporting to the President. The feeling was that athletics was such a complex area that it best remain close to the president.

- c. As mentioned earlier, the sub-committee tried to deal with the major areas of consensus first. In general, the major areas of concern cited by the respondents related to the Dean of Instruction and the Associate Deans. Common themes cited about this area included the desire for all department chairs to report to the dean and that two associate deans were not needed. After much discussion, it was felt that if all departments reported to one dean, there would still be a need for an associate dean to help carry the overall workload.
- d. Draft #21 shows one Dean of Instruction, fifteen (15) instructional departments reporting to the Dean, and one (1) Associate Dean. The Associate Dean would be responsible for initiatives that crossed many departments. General Education and Basic Skills are cited and are meant to convey the programs that this person would support and coordinate. With these two, for example, the Associate Dean may look at the way General Education courses are scheduled and ensure that a student who wants to take the transfer block of courses would be able to do so (within a semester, two semesters, three semesters or more). The present structure does not easily facilitate this across discipline scheduling and coordination.

In addition, the Associate Dean would provide leadership for the non-credit programs of the Institute and Special Interest. While these are separately funded, they can be a "feeder" or test area for new courses and new programs. By having them under the umbrella of "instruction," the hope is that they can be used in this way more often.

The Honors program, faculty-designed and student-focused, remains in this area with general supervision provided by the Associate Dean. This Associate dean would also provide support for those faculty who wished to do more with other instructional initiatives, such as, Learning Communities, Service Learning and International Education.

- e. The Dean on the left side of the chart was re-named to Dean of Students and New Directions. The words "Community Service" were dropped from the title.

Rationale: This change was intended to better reflect the emphasis of this position. New directions and initial implementation refers to the work that must be done to create and implement courses, programs and services at new sites and new partnerships. The UCC (University-College Center) at ASU-West and the current work on "GCC North" demonstrate the types of activities that are needed to move us in new directions of the Strategic Issues. The success of the UCC is the result of good work by many people, but someone needed to be the point-person to be sure that all of the right people were involved in planning and in implementation. The planning for "GCC North" (the acreage on Happy Valley Road that will be operated as an extension of

the campus) is another example in process. People are being brought together to think about the site, about what program(s) could or should be offered there, about the type of facilities we will need to deliver that programs, and about the partnerships that might be needed to deliver the program desired. Again, someone needs to take the leadership and be a "rainmaker" with new initiatives. The responsibility was lodged with this position.

- f. The line that is drawn between the Dean of Students and New Directions and the Dean of Instruction is an important one. That line is meant to convey that programs initially "incubated" by the Dean of Students and New Directions would move over to the Dean of Instruction and Department Chairs to institutionalize and continue.

The line also indicates that new directions will be built with the Dean of Instruction and the Department Chairs so that the transition to part of the ongoing operation can be a smooth one.

- g. The programs and services listed under the Associate Dean for Enrollment Services and the Associate Dean for Student Life were reviewed. In general, Enrollment Services focuses on services the potential student needs ("life before enrollment"), while Student Life focuses on services that support the students after they have enrolled. These are not clear-cut distinctions as many of our programs have multiple tasks of outreach, enrollment and retention support.

The sub-committee tried to look at the major work of units as listed to see if they met the "before" or "after" enrollment emphasis. Comments about the placement of the Counseling Department were made, but when one looked at the work of the Counseling Department, the majority of their efforts dealt with student support and retention, and while they also taught courses, many of those courses, too, focused on retention strategies. Plus, the counseling department has not expressed any concern so it was left with Student Life.

- h. Questions were also raised about the placement of ACE+, but again, while it is involved with instruction, the instruction is the responsibility of the instructional department. The program's main emphasis is on the retention of the student through support services. The staff works closely with the department chairs to ensure that courses of interest to these students are provided.

- i. The LAC/Literacy Center was another program that received comments. It was placed where it was because it was felt that the major area of their work was retention and tutoring of students. While many faculty are involved in providing tutoring, the faculty involvement was not as strong as, say, the Honors Program, which remained under the umbrella of instruction. Again, with distribution of workload, it seemed appropriate where placed. The issue of the Literacy Center may need further discussion as it can be/is a feeder to our below-100 courses, and right now LAC and LC are linked primarily because of physical location.

The sub-committee decided that, since the Department Chairs were scheduled

to meet the day before the PEC, this draft should be shared with them. Ann Brandt-Williams did so. She reported that the reaction was varied and consensus was not reached.

Michael McKinley commented that the need for some reorganization was a theme that had appeared in the Interim Advisory Committee work and in the work of the Strategic Planning Committee. He noted that organizations evolve and continue to do so.

Socorro Meek invited Joyce Elsner to attend the PSA meeting on November 20 to explain the changes on the new chart. Joyce indicated that she is available to talk to departments and/or answer any questions.

In summary, all the feedback received was reviewed thoroughly. Tessa and deans will begin sharing the new chart during the department meetings. All feedback will be due back to Joyce Elsner, Ann Brandt-Williams or Mike McKinley by Monday, December 1. A revised recommendation to PEC will be presented on December 5.

Tessa expressed appreciation to all who submitted feedback on the re-organization and to the PEC sub-committee who had the difficult task of considering and organizing it.

3. **DECISION:** Tessa Martinez Pollack
Feedback on Employee Recognition Program - The proposed employee recognition program was approved. Tessa presented Scott Kozak's request to expand the charge to include "frivolity and fun," and it was approved. The PEC wishes to extend thanks and appreciation to the Employee Recognition Committee for its hard work.
- INFORMATION:** Ann Brandt-Williams
4. Department Chair Update
 - a. John Griggs and Bruce Thomas will participate on the Enrollment Study Group.
 - b. Ann will forward to Tessa a summary of community work being done by individual departments.
 - c. Departments will be sending to Ann their ideas on whether testing should be in one area or various areas on campus.
 - d. Ann shared with the Chairs the most recent version of the re-organizational chart. The Chairs will be sharing the chart with their departments and giving feedback to Ann. The department chairs requested that Tessa review all the re-organization comments.
5. **INFORMATION:** Jean Ann Abel
Holiday Recess and January 2 Coverage - Jean Ann indicated that the Chancellor granted an additional half-day of winter recess on the morning of December 24, 1997. She indicated that we do return on January 2 and that all departments should be staffed. Please get word to your appropriate dean if phones will be forwarded to a "cluster."
6. Next Meeting - Friday, November 21, 9:00a.m.

GLENDALE COMMUNITY COLLEGE

President's Executive Committee

November 21, 1997

MINUTES

PRESENT: Tessa Martinez Pollack, Joyce Elsner, Alberto Sanchez, Mary Lou Bayless, Freddie Anttila, Mike McKinley, Ann Brandt-Williams, Mike Murphy, Linda Hawbaker, Regis Della-Calce, Pat Brodie, Don Jensen-Bobadilla for Socorro Meek

ABSENT: Jean Ann Abel, Jim Hernandez, Socorro Meek

1. STANDING ITEMS:

a. New Committees to Announce - Mike Murphy has received a good response from the employees who were asked to participate on the steering committee to plan the event to promote Fall, 1998 registration.

b. Enrollment, Retention, and Achievement Update - Mary Lou reported that the Enrollment Study Group (ESG) sent a letter to Tessa outlining concerns relating to the additional charges from PEC (see PEC minutes dated 10/10/97). Mary Lou Bayless will bring it to PEC at a later date.

c. Rumor Control/Clarification - This is clarification on the PEC minutes dated 11/14/97. All members of the PEC will distribute DRAFT 21 of the re-organization chart to their respective groups with a note indicating that feedback/input is due back to Joyce Elsner, Ann Brandt-Williams, or Mike McKinley.

Monday, December 8: Re-organization feedback due.

As before, input can be kept anonymous. Tessa has reviewed all feedback received to-date. She will review new re-organization feedback as well.

A revised recommendation on re-organization will be presented by the sub-committee to PEC on December 12. PEC will act on the recommendation. PEC defined consensus as:

- Everyone has spoken.
- There is discussion and exchange of ideas.
- Comments have been recorded.
- The recommendation reflects a direction that has received suitable deliberation.

d. Employee Group Reports -

Don Jensen-Bobadilla reported that PSA has its own web page. The website address is <http://gcunix.gc.maricopa.edu:80/PSA/> It can also be found on the GCC home page under Programs/Departments with a link entitled Professional Staff Association. The links and information on

this web site include our Professional Staff Policy Manual; GCC PSA Bylaws; meeting schedule; list of current officers; and links to various PSA related committees. Joyce Elsner attended the last PSA meeting and answered questions in relation to the re-organization chart. PSA has adopted Phoenix Childrens Hospital as their community service project.

Pat Brodie reported that there are 30 MAT members on campus. Participation has increased since meetings are being scheduled during the lunch hour. Gene Eastin attended the last meeting, and Linda Rosenthal is scheduled for the December 1 meeting.

Freddie Anttila reported that Tessa attended the Faculty Senate meeting on November 20.

2. INFORMATION: Regis Della-Calce
Budget Process Review Update - Regis reported that a draft budget process model is scheduled to be completed December 9. The model will link budgeting to the strategic planning process and provide a more holistic approach to the budget process. The first draft model will be submitted to the committees represented by team members (including the current budget team) for feedback. The revised (if necessary) draft model will be brought to PEC in February for the PEC approval process. The new budget process should be ready for implementation in April.
3. INFORMATION: Tessa Martinez Pollack
Developing Grants Procedure - Joyce Elsner and Alberto Sanchez have been working on a procedure for developing grants. Tessa suspended introduction of the "straw model" to PEC in favor of the development of a process by PEC membership. It was felt that a varied group of stakeholders should work on the development of the grants procedure including Institutional Effectiveness and the Strategic Planning (Operational Planning) sub-committee. The following individuals will work on developing the grants procedure: Freddie Anttila, Jean Ann Abel, and Linda Hawbaker. This group may decide that others should be added. Linda Hawbaker will identify someone from the Strategic Planning Operational Planning sub-committee to participate.
4. INFORMATION: Tessa Martinez Pollack
December 24 and January 2 - The Chancellor granted all employees an additional half day on December 24. The campus will be open on Friday, January 2 and the first four Saturdays in January for registration. Supervisors will need to work out fair staff scheduling that meets College needs on January 2.

The PEC Minutes of 10/31/97 were re-typed on 12/15/99 from a hard copy because the original was not saved in an A-1 folder.

Glendale Community College

President's Executive Committee

October 31, 1997

MINUTES

PRESENT: Tessa Martinez Pollack, Joyce Elsner, Jean Ann Abel, Alberto Sanchez, Mary Lou Bayless, Freddie Anttila, Mike McKinley, Ann Brandt-Williams, Socorro Meek, Pat Brodie, Linda Hawbaker, Regis Della-Calce, Mike Murphy

ABSENT: Jim Hernandez

1. STANDING ITEMS

New Committees - The purpose of this item is to introduce new committees on campus, as well as to propose that an ad hoc/select committee be formally designated as a committee for inclusion as a Committee and Professional Assignment request. An ad hoc/select committee requesting to become a designated committee must:

- a. Relate directly to the mission of GCC.
- b. Not overlap with work of an already existing committee.
- c. Specify a charge, meeting schedule, records.

No new committees were announced.

Employee, Retention, Achievement - Mary Lou will report following the next meeting of the Enrollment Study Group.

2. INTRODUCTION: Scott Kozak and Cookie Horne

Update from the Employee Recognition Committee - This committee, with representation from all employee groups, solicited from all employees ideas for a comprehensive Employee Recognition Program. The following minor modifications were suggested:

- a. Add the word "team" to Employee of the Year Award so that it reads "Employee/Team."
- b. Add Service to Students to the Gauchos Pride certificate.
- c. Add Going the Extra Mile to the Gauchos Pride certificate.
- d. Include retiree recognition to the program.

Employee group leaders will take the report to their respective areas and bring comments and suggestions back to the November 14 PEC meeting.

Scott Kozak will discuss with Donna Murchland and Freddie Anttila that this committee become a standing committee. Monitoring and implementation are the keys to a successful Employee Recognition Program.

3. DECISION: Mary Lou Bayless

Selling of Catalogs - A consensus was reached on the selling of catalogs.

4. INTRODUCTION - Tessa Martinez Pollack

Considering Feedback on Re-Organization - PEC collected input, in different shapes and forms. Freddie Anttila or Mike McKinley, Ann Brandt-Williams, and Joyce Elsner will organize possible categories (e.g., questions, concerns, recommendations) keeping names of input anonymous. If any PEC member discussed re-organization issues with faculty and staff, please summarize the discussion (keeping names anonymous) and forward comments to Joyce Elsner.

The organized responses will be presented at the November 14 PEC meeting.

The implementation date of January 1998 is a proposed date of implementation rather than completion date.

5. OTHER

The first tuition due date has been extended to January 8 to do reporting the Hope Scholarship/Tax Benefit. Letter will be mailed to all students who registered after October 29 have been given the January 8 due date.

GCC received three "Best of the West" awards. The awards were given for the Soleri Amphitheater, University College Center partnership, and ACE Plus in conjunction with the City of Surprise.

Tessa indicated that various situations have brought us to a point of great stress in the College. She has requested to meet with the executive team of the Faculty Senate. She has also requested to meet with the other employee groups and departments as well. The first step is recognizing and identifying the problems and then determining if we want to fix it.

6. Next Meeting - Friday, November 14 at 9:00 a.m. in the ACR

I N T E R O F F I C E M E M O R A N D U M

Date: 28-Jan-1998 11:07am MST
From: Freddie Anttila
ANTTILA, FREDDIE
Dept: English
Tel No: 435-3629

TO: Tessa Martinez Pollack (POLLACK, TESSA MARTINEZ)
CC: Mary Lou Bayless (BAYLESS, MARY LOU)
CC: Joyce Elsner (ELSNER, JOYCE)
CC: Alberto Sanchez (SANCHEZ, ALBERTO)
CC: Jean Ann Abel (ABEL, JEAN ANN)
CC: Gay Garesche (GARESCHE, GAY)

Subject: RE: Meeting Notes of January 26, 1998

The Faculty Senate has not proposed a new reorganization of the college. Our discussion in Senate was to support the moratorium that was passed at the Nov. 20th meeting. We did, however, form a committee to look at the organization of the college. This committee could be charged to look at the organization of the college in a number of ways, not exclusively at the reporting structure or lines of responsibility. I hope that this clarifies the rumor. I am curious as to how this rumor was spread, given that the unapproved minutes of the Senate had not been distributed at the time of our meeting. The attached minutes do not reflect the discussion that took place with regard to Old Business, item C. The title Faculty Driven Reorganization reflects the way the topic was listed on the agenda, as requested by the person who introduced the item, it does not reflect the actual motion as was passed.

Thanks for asking,

Freddie

I N T E R O F F I C E M E M O R A N D U M

Date: 27-Jan-1998 02:42pm MST
From: Betty Hufford
HUFFORD, BETTY AT A1 AT GC
Dept:
Tel No:

TO: Distribution to 199 addressees.

Subject: UNAPPROVED Minutes of January 22, 1998

Attached for your consideration are the latest faculty senate minutes (the unapproved edition).

UNAPPROVED

GLENDAL COMMUNITY COLLEGE SENATE MINUTES
FOR JANUARY 22, 1998

- I. CALL TO ORDER - President Anttila called the official meeting to order at 2:40 in the Council Chambers.

PRESENT - Vice President Gay Garesche, Senators Carmela Arnoldt, Larry Bohlender, Rod Brooker, Jim Daugherty, Paul DePippo, Marilyn Hofffs, Mike Holtfrerich, Betty Hufford, Pam Joraanstad, Hannes Kvaran, Phil Moloso, Joann Pell, Jim Reed, and Linda Smith

ABSENT - Pat Haas and Michael Petrowsky

VISITORS - Included but were not limited to Juan Gurule, Margaret Hawks, Jeanne Saint-Amour, and Lyle Walcott

- II. ADDITIONS/CORRECTIONS TO THE MINUTES - Phil Moloso moved, and Linda Smith seconded approval of the minutes of December 11 with corrections. PASSED.
Pam Joraanstad moved, and Jim Daugherty seconded that the expanded summary of discussion with Dr. Pollack be approved with one addition. PASSED.
- III. ADDITIONS/CORRECTIONS TO THE AGENDA - Jim Daugherty added a Meet and Confer report as point C under information. Marilyn Hofffs moved, and Carmela Arnoldt seconded that the modified agenda be approved. PASSED.
- IV. TREASURER'S REPORT - Marilyn Hofffs reported \$12,236 in savings and \$294 in checking. GCC membership stands at 148.5. She had received thank you notes from the families of Sylvia Meixner and Joe Terrell for Senate donations in their names. Betty Hufford moved, and Phil Moloso seconded acceptance of the report. PASSED.
- V. STUDENT INTERIM -- No students were present.
- VI. OLD BUSINESS
- A. BUDGET REVIEW PROCESS
Rod Brooker reported that the revised budget process was now in the "tweaking" stage and should be available for all faculty to peruse by mid-February. This model will be delivered to Dean Elsner. President Anttila suggested that senate should officially review the process when it is available.
- B. DOCUMENT TO MOVE ON
Joann Pell moved, and Betty Hufford seconded acceptance of a document delineating problems in communication, morale, systems, and community relations which led to the lack of confidence vote. This document would be sent to Dr. Pollack; the president in concert with the faculty senate would develop a means for discussing progress. After lengthy discussion and many friendly amendments, senate PASSED the motion in principle, pending a review of finalized wording via

A-1. Gay Garesche voted NO.

Phil Moloso moved, and Gay Gareshe seconded that the finalized statement be forwarded to other appropriate parties, such as the chancellor, the governing board, and the @gc distribution list. The resolution PASSED; Marilyn Hoff's abstained.

C. FACULTY DRIVEN REORGANIZATION PLAN

Joann Pell moved, and Jim Daugherty seconded that a committee composed of faculty senate volunteers investigate campus organization. PASSED; Marilyn Hoff's abstained. The volunteer committee of Jim Daugherty, Pam Joraanstad, Joann Pell, Jim Reed, and Linda Smith was approved by acclamation.

D. CO-ENROLLMENT

Gay Garesche reported that the Executive Council committee to gather information on the pervasiveness of co-enrollment had finished the task; the committee's report will be available soon. However, the committee has dissolved, and an executive council committee to act on the information is unlikely. Two proposals might fill this gap. One, Garesche announced that the next GCC convocation on quality would address this subject. Two, she moved, and Pam Joraanstad seconded that the GCC senate form a committee on co-enrollment. PASSED. Senators Brooker, Garesche, and Joraanstad volunteered to serve; Al Shipley and Margaret Hawks (who initially brought this item to the attention of senate) will also be invited to join the committee.

Paul DePippo moved, and Betty Hufford seconded that Dean Sanchez, who has been working on issues of quality and control with co-enrollment, be asked to present at the convocation. Dr. Pollack and the deans would be invited for informational purposes. PASSED.

VII. NEW BUSINESS

A. CONSTITUTIONAL REVISION

Phil Moloso delineated several areas of the constitution that needed clarification or change. Then he moved, and Marilyn Hoff's seconded that senate authorize Phil Moloso and Betty Hufford to frame enabling language for constitutional changes to be considered at the February meeting. PASSED.

B. RFP ON WWW

Since district is no longer distributing printed copies to all faculty, departments should watch that their paper budgets do not go to printing the RFP.

VIII. INFORMATION

A. AAUP/Faculty Association

The move to disaffiliate has been tabled at Executive Council, but President Anttila expects it to resurrect. She has been supporting the association but is open to response from faculty at large.

B. Legislative Report

President Anttila reported that the Whistleblower Law is likely to pass. Its main feature is provision to go to state personnel for mediation rather than the current internal process. The governance law may also pass. Mail or e-mail your legislator to support these bills.

C. Meet and Confer Report

Jim Daugherty reported that the employee alliance had presented well-supported proposals to CFAC and had been generally well received. Improved retrenchment language is likely to be TAed (tentatively approved) at the next meeting. The movement in professional growth is to keep the policy but not the procedures in the RFP; policies still must be approved by the faculty Executive Council. The faculty evaluation plan is likely to be approved. Probationary faculty reform may fly.

IX. NEXT MEETING

The next meeting is February 26 at 2:30.

X. ADJOURNMENT

Jim Reed moved to adjourn, and Marilyn Hoff's seconded.
PASSED. The meeting was adjourned at 5:25

Respectfully submitted,
Betty Hufford, Secretary

GLENDALE COMMUNITY COLLEGE

President's Executive Committee

December 12, 1997

MINUTES

PRESENT: Joyce Elsner Acting President for Tessa Martinez Pollack, Jean Ann Abel, Alberto Sanchez, Mary Lou Bayless, Freddie Anttila, Mike McKinley, Ann Brandt-Williams, Fernando Camou, Linda Hawbaker, Regis Della-Calce, Mike Murphy, Pat Brodie, Jim Hernandez, Don Jensen-Bobadilla for Socorro Meek

ABSENT: Tessa Martinez Pollack, Socorro Meek

GUESTS: Steve Williams, Fernando Camou

1. WELCOME: Fernando Camou was welcomed as the new PEC representative of the Department Chairs Council. Ann Brandt-Williams was thanked for her contributions to PEC during the fall semester.

2. STANDING ITEMS:

a. New Committees - Linda Hawbaker announced that she has asked several department chairs to serve as an ad hoc committee and advise her of information that should appear on the IE web page.

Jean Ann Abel announced that she and several faculty are meeting at ASU West on January 8 to discuss 2+2 opportunities. Anyone interested in attending the meeting should contact Jean Ann at 5-3155.

Freddie indicated that the Employee Recognition Committee will be submitting paperwork to be recognized as a permanent committee.

b. Enrollment, Retention, and Achievement - No report. Joyce Elsner announced that spring enrollment is down.

c. Rumor Control/Clarification - Faculty in the 02 building will not be moving to the LA building.

d. Grants Development Update - Diana Dias is working with a district-wide team on a grant from AACC/Microsoft. If the grant requires matching dollars, Carl Perkins dollars and release time for faculty will be used.

Steve Williams announced that GCC, PC, and SMCC in conjunction with ASU West have been awarded an NIH grant. Ten (10) students from GCC need to be identified for participation in this program. The grant aims to create a bridge program for minority students to complete a baccalaureate degree in the Life Sciences at ASU West and to direct the students into biomedical research careers. The minority students targeted by NIH are Hispanic, African American, Native American, and Pacific Islander. Anyone who knows of a minority student who has a 3.0 GPA or better and has an interest in a

biomedical career, should contact Steve Williams at 5-3621.

e. Employee Group Reports - Don Jensen-Bobadilla reported that PSA is collecting information for the Collaborative Policy Development (CPD) meeting. This is the new term for meet and confer. He also reported that PSA collected over \$5000 in toys for the Phoenix Childrens Hospital.

Jim Hernandez reported that Crafts Collaborative Policy recommendations were approved by the Governing Board at the last Board meeting. The next years process now begins.

Pat Brodie - No report from MAT.

Freddie Anttila reported that the Faculty Senate met with the Arizona Hispanic Forum. The Faculty Senate has donated funds for a party and gifts for the children of the parents attending our classes in El Mirage.

3. INFORMATION AND DECISION

Re-Organization - The re-organization subcommittee reviewed all the additional comments submitted. The subcommittee does not feel comfortable making a recommendation to PEC. The subcommittee feels that the re-organization is ultimately the president's decision and that the president should consider these new comments along with the former ones. All new comments have been forwarded to the President for review.

4. Other - No PEC meeting scheduled for Friday, December 19.

I N T E R O F F I C E M E M O R A N D U M

Date: 04-May-1998 05:05pm MST
From: Tessa Martinez Pollack
POLLACK, TESSA MARTINEZ
Dept: GCC Admin
Tel No: 435-3010

TO: Via System List GC

(SUBSCRIBERS: AT A1 AT GC)

Subject: Staffing of the College

Throughout many discussions and input periods regarding the organizational structure of the College, there has been agreement on one point: we all seek a structure that supports academic quality, students, and the continued growth and development of the College for a changing community. I thank all of you who participated in the processes, discussions, and contribution of feedback for your level of care and interest.

Today, I have taken the following actions:

1. Jean Ann Abel and Alberto Sanchez will begin the transition of moving the on-campus Dean of Instruction duties to Jean Ann. Alberto and Jean Ann will continue to work as a team to support instructional initiatives.
2. Alberto Sanchez will focus on the Northwest Center, the UCC, other campus sites, and education partnerships in a transition to duties as the Dean for Educational Services.
3. Two posting requests for Associate Deans have been sent to the District Office. The Associate Deans will work with both Dean Abel and Dean Sanchez.
4. Donna Murchland has been re-assigned to serve as Associate Dean of Student Life. She will assume administrative responsibility for Disabled Student Resources, the Learning Assistance Center, Career Services, Job Placement, and Re-entry Services.

To begin the phase-in of these staffing changes, I have requested that the following occur:

1. Dean Abel and Dean Sanchez will meet with all of the instructional departments.
2. Dean Elsner and Donna Murchland will meet with departments where there will be changes in reporting relationships in a few of the program areas.

Early on, I shared with you some of my priorities in a management decision regarding the organizational structure and staffing of the College. They were:

- o that we be able to develop a more efficient focal point for the support of instruction;
- o that we be able to move in the direction of the same focal point for the support of students services;

o that we be able to develop a more balanced work load across a dangerously lean administrative structure; and others.

I believe that these staffing arrangements achieve those priorities. I thank you for helping me to shape some adjustments that have been incorporated. The Deans and I look forward to your continued participation and cooperation for a continuously evolving structure as the demands on our college may require.

I N T E R O F F I C E M E M O R A N D U M

Date: 12-May-1998 11:45pm MST
From: Jim Reed
REED, JIM
Dept: Communications
Tel No: (43) 53631

TO: Tessa Martinez Pollack (POLLACK, TESSA MARTINEZ)

Subject: GCC Reorganization

Dr. Pollack:

The Faculty Senate has spent a great deal of time discussing numerous revisions of GCC's organizational structure. At our April 23 meeting we agreed upon the following:

1. That we add a Dean of Instruction rather than two Associate Deans.
2. That we have a Director of Student Life rather than an Associate Dean.

I have put a model of this plan in your office for your consideration. The Senate requests that you suspend your reorganization plan pending a review of the Faculty Senate's Proposal. Our rationale favoring a fourth Dean in preference to two Associate Deans is:

1. A Dean would be less expensive than multiple Associate Deans.
2. A Dean maintains GCC's non-hierarchical structure.
3. A Dean can take a higher profile role in our community.
4. A Dean does not demand time for supervision/delegation.
5. A Dean would allow instructional departments to be divided among two Deans rather than have all instructional departments reporting to one Dean.
6. A Dean would accommodate NCA requirements that there be a Dean of Instruction responsible for curriculum.

A portion of our UNNAPPROVED MINUTES from the May 7 meeting follows:

"Phil M. moved, accepting Michael P's. friendly amendment, and Gay G. seconded, that the Senate, on behalf of the entire Glendale Faculty, opposes the addition of the two new associate deans to GCC's Administration, favoring instead the faculty's reorganization plan prepared recently for President Pollack. The Senate requests that Dr. Pollack suspend her reorganization plan pending a review of the Faculty Senate proposal. Discussion followed. Passed. Marilyn Hoffs voted No."

The Senate thanks you for your consideration in this matter.

Cordially,

Jim Reed, Senate President

I N T E R O F F I C E M E M O R A N D U M

Date: 14-May-1998 01:24pm MST
From: Tessa Martinez Pollack
POLLACK, TESSA MARTINEZ
Dept: GCC Admin
Tel No: 435-3010

TO: Distribution to 22 addressees.

Subject: Changes in College Staffing

This is to respond to each of your two messages attached. Let me thank you and other members of your Senate's sub-committee who worked with the Deans to obtain a better understanding of organizational and staffing needs so that we can provide the type of service that students need and faculty and staff deserve.

RE: SENATE RECOMMENDATIONS

First, I will respond to each of the Senate's recommendations:

1. That we add a Dean of Instruction rather than two Associate Deans

I cannot agree with this recommendation. Now, let me explain why ---

- a. The addition of another Dean maintains the current fractionalization of our most important enterprise at the college, instruction. One of the keys to effective organizational design is the coordination of key functions. We need more coordinated support for programs that have both transfer and occupational aspects (e.g., Psychology, Sociology, HPER, Art). We are growing in our need for more of that coordination between general education and occupational programs as well as in some labor intensive NCA processes such as Institutional Effectiveness, Program Review, and College-wide Academic Achievement.
- b. There are other areas in which faculty need a cohesive approach and integrated support for emerging themes of instruction (e.g., Integrated Learning Communities, Multiple Intelligences, the infusion of diversity into the curriculum, writing across the curriculum).
- c. The addition of a Dean does not address one of the top priorities related to workloads. Whether or not we choose to use any college within the system or outside of it as a reference, it would be unreasonable for me to expect any human (or superhuman) being to attend to the coordination of instruction described above with any level of quality in its growth and support. The communication tasks, alone, from e-mail to meetings are mammoth.

Additionally, I have decided in the last two days to post these two support positions as Senior Associate Deans. These positions more adequately reflect the breadth and depth of responsibilities that the work above requires. Posting these two positions at the Senior Associate level rather than the Associate Dean level was accommodated in the 1998-1999 budget. An important outcome of this is that the salary level of the Senior Associate Dean may also attract more faculty applicants in the pool. I believe that this is a plus and addresses some of the input that I received regarding administrative

opportunities for faculty.

Regarding the Senate rationale, let me hasten to add that I am aware of and share concerns for leanness and hierarchy in structures. One of the reasons, I deferred refilling Dean Staten's vacated position was in the interest of being lean. The trade-off to address the workload issue is some elongation to the structure. However, I believe that the net effect will be better service and support. I am confident that the Dean of Instruction will be able to work closely with the Department Chairs to define functions that require her direct supervision and functions where the Senior Associate Deans can lend support.

2. That we have a Director of Student Life rather than an Associate Dean

I cannot agree with this recommendation. This position will also be reclassified as a Senior Associate Dean. Like the positions above, it was accommodated in the budget building process and will not affect the 1998-1999 budget. Here, I would also like to explain why the adjustment is necessary ---

- a. The current breadth and depth of responsibilities of this position require it. Again, regardless of the reference to a college in or out of the system, the duties being performed in that position currently command that placement in our District employment classification structure.
- b. The Senior Associate Dean for Enrollment Services is a parallel position, meaning that the Student Life duties are comparable in depth and breadth to that in Enrollment Services. If we do not classify this position in a parallel fashion, we are not acting in accord with good business practices.

RE: PLACEMENT OF COUNSELING

Second, this is to respond to your attached a1 on the reporting of Counseling. My a1 of May 4, 1998 (Staffing of the College) is also attached. It does not suggest nor have I decided anything as yet regarding the reporting of Counseling anywhere else other than where it is reporting now. As I also said there, I am keeping a view toward the continuing evolution of the organizational structure. The Counseling Department has done some outstanding work as part of the Student Success Council, and I will want them to take that promising work into consideration in continuing decisions. Regardless, I would hope that we do not confuse issues of function (i.e., Where will Counselors best serve students as part of the Student Success model?) with classification (i.e., Counselors are, by RFP, faculty regardless of where they report.).

Finally, Jim, I am, again, most appreciative of the diligent work done by the Senate sub-committee. The Deans and I are very interested in the inverted organizational model that you have proposed. We would like to continue to work with you in reflecting the staffing changes as noted above and as they continue to evolve in an organizational chart of the same type. The sub-committee gave us a head start on a chart that will need to be in place by the time of the NCA visit.

I N T E R O F F I C E M E M O R A N D U M

Date: 01-Nov-1999 03:19pm MST
From: Tessa Martinez Pollack
POLLACK, TESSA MARTINEZ
Dept: GCC Admin
Tel No: 623.845.3010

TO: Jim Reed (REED, JIM)
CC: Jean Ann Abel (ABEL, JEAN ANN)
CC: Joyce Elsner (ELSNER, JOYCE)
CC: Alberto Sanchez (SANCHEZ, ALBERTO)
CC: Christine Hall (HALL, CHRISTINE)
CC: Randy Kimmens (KIMMENS, RANDY)
CC: Mary Lou Massal (MASSAL, MARY LOU)
CC: Donna Murchland (MURCHLAND, DONNA)
CC: Roxie Helbert (HELBERT, ROXIE)

Subject: Attached E-mail RE: Afternoon College

Jim, sorry I missed you last week: lots to talk about, and tough to line up our schedules. The attached on Afternoon College was one of the topics.

On a broader but related topic, I am feeling a deficit of communication to and fro on matters that are of respective concern to the Senate and me. At the beginning of the semester, I felt that you and I were briefing each other, but, as semesters and schedules go, we've not really maintained the effort.

The group on the College Plan is a good example of an opportunity in which we have been able to establish communication on that particular topic. However, I think that we need a means to brief, discuss, inform, and so on on broader topics and interests that may not always present themselves in something so structured as PEC or a particular activity (i.e., such as the development of the College Plan). Additionally, if we had a pre-arranged time for standing meetings, we could have taken up topics like the College Plan which, as you know, continues to be difficult to schedule.

What do you think of creating some spot on the calendar where you and Senate leadership or some group of your design meet regularly with me and the Deans on any topics that may need to be shared or discussed. Let me hear from you if you're interested so that I may coordinate calendars.

I N T E R O F F I C E M E M O R A N D U M

Date: 28-Oct-1999 06:28pm MST
From: Tessa Martinez Pollack
POLLACK, TESSA MARTINEZ
Dept: GCC Admin
Tel No: 623.845.3010

TO: Rufus Glasper (GLASPER, RUFUS AT A1 AT DIST)

CC: Raul Cardenas (CARDENAS, RAUL AT A1 AT DIST)

Subject: Afternoon College

Rufus, I understand that some time back there was an Afternoon College tuition discount that was later discontinued. What is the history of this? I'm sure that there were adjustments that needed to be made to address the offsets of the discounts. However, could this be a discussion for FAC?

Such an arrangement is of great interest to GCC and I would imagine would be to the larger colleges. It certainly beats adding new buildings, new parking lots, etc. when ATRA and others (our own Board) might potentially challenge us on a 38% (or thereabouts) use of our buildings.

I N T E R O F F I C E M E M O R A N D U M

Date: 29-Oct-1999 03:09pm MST
From: Rufus Glasper
GLASPER, RUFUS AT A1 AT DIST
Dept: Business Services
Tel No: 731-8555

TO: Tessa Martinez Pollack (POLLACK, TESSA MARTINEZ AT A1 AT GC
CC: Rufus Glasper (GLASPER, RUFUS AT A1 AT DIST)
CC: Raul Cardenas (CARDENAS, RAUL AT A1 AT DIST)

Subject: RE: Afternoon College

Tessa,

The initiator of the Afternoon Program was Mesa College. The rate of tuition was (if I can remember indexed at 2/3 of full tuition). The program lasted a few years but received mixed reviews from the colleges. Not all colleges participated and when offered--the reduced tuition did not appear to increase the number of student in sufficient numbers to warrant the cost of faculty, etc. Additionally, when the program was eliminated district-wide revenues continued to increase. We are not sure of the relationship.

The topic is a good one...maybe its time has come to try again....If you would like I will ask Jack Twitchell or Larry the master designers to research their files for stuff to share...please advise...thx rg

I N T E R O F F I C E M E M O R A N D U M

Date: 01-Nov-1999 03:14pm MST
From: Tessa Martinez Pollack
POLLACK, TESSA MARTINEZ
Dept: GCC Admin
Tel No: 623.845.3010

TO: Rufus Glasper (GLASPER, RUFUS AT A1 AT DIST)
CC: Raul Cardenas (CARDENAS, RAUL AT A1 AT DIST)
CC: Rufus Glasper (GLASPER, RUFUS AT A1 AT DIST)
CC: Tessa Martinez Pollack (POLLACK, TESSA MARTINEZ AT A1 AT GC)
Subject: RE: Afternoon College

Yes. I think Afternoon College needs to be placed back on the table. As I understand it, there may have been some tactical scheduling errors that the colleges made when it was piloted. We would need campus enrollment experts and DI's to be part of the conversation so that we address the programmatic side as well as the fiscal side.

I N T E R O F F I C E M E M O R A N D U M

Date: 13-May-1999 10:19am MST
From: Tessa Martinez Pollack
POLLACK, TESSA MARTINEZ
Dept: GCC Admin
Tel No: 623.845.3010

TO: Jim Reed (REED, JIM)
CC: Roxie Helbert (HELBERT, ROXIE)
CC: Jean Ann Abel (ABEL, JEAN ANN)
CC: Alberto Sanchez (SANCHEZ, ALBERTO)
CC: Joyce Elsner (ELSNER, JOYCE)

Subject: College Plan

Jim, I need some advice. I have been trying to move my reviews of the college plan and response as soon as you have provided them. I know that you and the Senate have done the same. Yet, here we are upon the close of the semester, and we have not been able to bring closure to it. Where do you want to go from here? Shall we plan to meet over the summer or wait until the Fall to continue the journey?

I N T E R O F F I C E M E M O R A N D U M

Date: 13-May-1999 12:33pm MST
From: Jim Reed
REED, JIM
Dept: Communication/Faculty Presiden
Tel No: (43) 53631

TO: Tessa Martinez Pollack (POLLACK, TESSA MARTINEZ)
CC: Joyce Elsner (ELSNER, JOYCE)
CC: Alberto Sanchez (SANCHEZ, ALBERTO)
CC: Jean Ann Abel (ABEL, JEAN ANN)
CC: Roxie Helbert (HELBERT, ROXIE)

Subject: RE: College Plan

Dear Dr. Pollack:

I believe that we need to move ahead on the College Plan. But, it's a very crowded week for us to add anything else to the plate. So I'll be in touch with you and several of the Senate members at the beginning of next week.

See you tomorrow evening,

Jim

I N T E R O F F I C E M E M O R A N D U M

Date: 10-Jun-1999 11:16am MST
From: Tessa Martinez Pollack
POLLACK, TESSA MARTINEZ
Dept: GCC Admin
Tel No: 623.845.3010

TO: Jim Reed

(REED, JIM)

Subject: Suggestion for Finalizing the College Plan

Jim, summer is moving swiftly through GCC, and I thought I would get us both talking again about finalizing the College Plan. Here are my best thoughts on a process subject to discussion with you. It's a place to start for organizing the dialogue.

Let me hear your reactions to it or whether you'd rather wait on reviewing the suggested process with your colleagues when they are all back. We probably don't want to stretch this out too much beyond a Fall, 1999 completion. Take care, drop by, call, or send a postcard...!

Proposed Process for Adopting a College Plan

The goal: to reach agreement on the content of the college plan as per RFP
D.1.1

The timeframe for reaching agreement: Close of Fall, 1999

The process: The Senate President and the College President will decide on a process and the membership of the College Plan Team.

As the proposed process, the team will:

1. Review the currently existing college plan.
2. Develop a working document that aligns the currently existing college plan and the proposed college plan to facilitate discussion and examination of the differences.
3. Discuss the working document and specify rationales where there are differences between the existing and proposed college plans.
4. Draft alternative proposals for consideration where there are areas of disagreement.
5. Retain the language of the existing college plan in those areas where agreement cannot be reached.
6. Submit the final proposed college plan to the President for approval.

I N T E R O F F I C E M E M O R A N D U M

Date: 01-Sep-1999 02:43pm MST
From: Roxie Helbert
HELBERT, ROXIE
Dept: GCC President's Office
Tel No: 623.845.3012

TO: Tessa Martinez Pollack
TO: Jim Reed

(POLLACK, TESSA MARTINEZ)
(REED, JIM)

Subject: FYI re College Plan Meeting

I N T E R O F F I C E M E M O R A N D U M

Date: 01-Sep-1999 02:11pm MST
From: Gay Garesche
GARESCHÉ, GAY
Dept: GCC Social Science
Tel No: 623.845.3701

TO: Roxie Helbert

(HELBERT, ROXIE)

Subject: RE: College Plan Meeting

Roxie - Bob Albury is the other individual that the Senate chose to meet with Dr. Pollack. Jim Daugherty was not chosen for this committee. I would like to see the meeting include only those who the Senate chose. Perhaps if we had a longer lead time on this meeting, this error could have been more gracefully corrected.

Please pass this comment along to Presidents Pollack and Reed. I don't know how to select a portion of a distribution list for an a-1 response.

Thanks,
Gay

The PEC Minutes of 10/31/97 were re-created on 5/15/99 from a hard copy because the original was not saved in an A-1 folder.

Glendale Community College

**President's Executive Committee
Administration Conference Room
September 17, 1999
12:00 - 1:00 p.m.**

(Minutes Approved via A-1)

Meeting 12

Present: Jean Ann Abel, Regis Della-Calce, Joyce Elsner, John Griggs, Christine Hall, Linda Hawbaker, Pam Joraanstad, Randy Kimmens, Scott Kozak, Mary Lou Massal, Donna Murchland, Debra Palok, Tessa Martinez Pollack, Jim Reed, Alberto Sanchez, Patricia Vogel.

Guest: Mark Ferris representing Alice Estrada

Minutes:

A. Introductions Tessa Martinez Pollack
Committee members introduced themselves. An orientation for the new members to the roles, responsibilities, and protocols of PEC was deferred until the next meeting in order to get to the topics (especially parking) on the agenda.

Tessa attended the President's Summit on September 15. The meeting was comprised of all of Arizona's community college and university presidents. Some of the topics included a need for more collaboration; general education; dual enrollment; and what the new Arizona population means to community college and university roles. Governor Hull is creating a Task Force on Higher Education that would include three Chancellors (one from MCCD, one Pima Community College District, and one from the rural community colleges), three university Presidents, a representative from the University of Phoenix, and four representatives from the private sector. She stated that she will be increasing her involvement in statewide issues and organizations given the importance of emerging issues.

B. Review of Ground Rules

C. Proposed changes to Agenda/Approval of Agenda

D. Recommendations (Old Business)

E. First Consideration (New Business)

F. Standing Items

1. Rumor Control/Clarification
2. Grants

- a. NSF ACEPT Grant Funding from ASU Jean Ann Abel
GCC did not apply for this grant, but Bob Thompson, three faculty (including part-time faculty) attended a seminar at ASU during the summer. After attending, Bob was offered \$10,000 from an ASU NSF grant that can be used for equipment, supplies, and temporary help.
- b. Los Vecinos/The Neighbors Coalition Grant Tessa Pollack
The third revision to the grant was submitted to W.K. Kellogg Foundation by the Coalition of which the college is a member. The changes from the former proposals include: (1) in-kind increases by organizations involved in the partnership; (2) greater involvement from the banking community, (3) an Invitational Summit in collaboration with the Maricopa Foundation and WKKF where the project could serve as a model for socio-economic development, as well as to stimulate a more philanthropic culture in the West Valley.

GCC students have already been involved in landscaping and immunization projects in the community. The experience has been of mutual benefit to students and the community. It was suggested that community involvement such as these should be made public on A-1 and the legislative brochure.

- c. Child Care Grant Alberto Sanchez
The Governing Board accepted an intergovernmental agreement for \$78,247 between GCC and the Arizona Department of Economic Security/Child Care Administration (DES/CCA) for the term of July 1, 1999 through June 30, 2000, to conduct the GCC/DES Academic Training Program.
3. College Committees
 - a. Jim Reed and Alberto Sanchez will recommend to Tessa Pollack the charge for a Grants Development Committee. It will not hamper the grants development process but provide a plan for securing external resources especially pertinent to the Strategic Plan.
 - b. Mary Lou will be bring forth recommendations to form two committees: America Reads-America Challenge Committee and Opportunity Scholarship Committee. She will work with Jim to bring the new committees to PEC for approval.
 - c. Alberto mentioned a need for a Grants Resources Committee and will work with Jim to bring the new committee to PEC for approval.

4. Issue Bin (add, alter, screen, schedule)

5. Information and announcements

- a. Parking Update

Debra Palok/Joyce Elsner

GCC took a proactive approach by adding 700 new spaces knowing that 500 existing spaces would be lost because of construction. It costs \$550 - \$600 per lighted parking space.

Most complaints about parking have been in regards to finding a parking space and the distance the available parking spaces are from classrooms. There have also been complaints from faculty regarding students parking in employee parking spaces.

Ideas and comments included:

Could hire temps for directing traffic to available parking

More signage

Provide parking map with warning or ticket

Signs on Orange Grove are perpendicular to curb

Higher penalties for parking in employee spaces (fees are set by the Governing Board)

Remind students when registering that parking is congested during the beginning of the semester

Add parking information in newsletter

Practice more forgiveness

Figure out how to address distance issue

Inform that we lost parking spaces here but added there

Could handle more growth if more classes offered in afternoon

Update the master plan to lay foundation for next bond cycle

Parking garages (paid by parking fees)

Update map for pathways because of construction

Shuttle? No budget or plans for shuttle

Visitors parking full for visitors, etc.

Warning tickets seemed to disappear earlier this year

Warning ticket created stain on car seat

Incentives for travel by bus and car pools

Student questioned why the employees don't park further out as employees at the malls do

Explore shuttle service between ASU West and GCC

Lease parking across the street during first weeks of semester

Pay premium for reserved parking

ACTION: Send suggestions to Debra. She will brief PEC about the additional things that Safety will do to help prepare for next time. Debra will bring the number of employee parking spaces to the next meeting.

b. NCA

Alberto Sanchez

NCA will be coming to GCC for the accreditation visit in a couple years. The NCA Steering team, comprised of Jean Ann Abel, Joyce Elsner, Alberto Sanchez, John Griggs, Linda Hawbaker, David Raffaele, Regis Della-Calce, Tessa Pollack, and Johnette Williams, are organizing the planning of the NCA document. The co-chairs are Jean Ann Abel for instruction, Alberto Sanchez for student services, and Johnette Williams for faculty. The team viewed models of several different colleges and decided to incorporate elements of Sinclair Community College's model which has three phases: 1) description phase, 2) evaluation phase, and 3) planning phase. The Steering Team

will oversee the process. There are five accreditation criteria with a team for each. The writing should be done by the end of next year.

- c. Faculty will be hosting an Oktoberfest. Date and time will be announced later.

G. NEXT MEETING

October 8, 1999 from 12:00 p.m. - 1:00 p.m. in the ACR

H. UPCOMING AGENDAS OR GUESTS

- | | |
|------------------------------|-----------------|
| a. Marketing Update | Trish Vogel |
| b. Early Warning System | Donna Murchland |
| c. Evaluation of PEP Grant | Mary Jane Onnen |
| d. Action Planning Resources | Donna Murchland |
| e. Role and Scope of PEC | Tessa Pollack |

What follows will be distributed in hard copy at the meeting this afternoon, but I thought you might appreciate a preview of this agenda item:

GLENDALE COMMUNITY COLLEGE
Administrative Services

Date: April 13, 1999
To: Budget Development Committee
From: Joyce Elsner
Subject: Universal Access to Technology for Students

Background

Over the past year, a great deal of discussion revolved around the concept of providing "universal access" for all students to the Instructional Palette. The College Technology Committee (CTC) and the Department Chairs Council examined various funding models that focused on assessing a course fee on ALL sections offered on campus.

The discussions were ably led and produced a recommendation to assess \$1 per section for those courses that were 1 credit or less and to charge \$2.25 per section for all others. The recommendation was endorsed by the CTC and received a majority vote of the Department Chairs Council.

Authority for assessing such a fee seemed to be included in the definition provided the colleges. A position paper on the issue was developed and circulated to the Administrative Services Group, the Deans of Instruction, the Deans of Students, and the Administrative Councils of the ten colleges. Support for the approach varied from college to college. Each wanted to be sure that assessment of such a fee would be a college decision and not a district mandate.

Ultimately, the issue of the course fee on all sections in support of technology moved to the district-wide Financial Advisory Committee (FAC) where, after discussions at two meetings, it was tabled. FAC was just not able to deal with the issue at that time. Thus, GCC had not received validation of its authority to move forward with the total assessment approach.

Simultaneously, the timeline for the remodeling of the library was revealed, and it became apparent that without a functioning library on campus, much would need to be done to create electronic library resources for students. If our library were evolving to a "cybrary" for next year, all students would need access to the Palette where the electronic resources would reside.

Where we are now

- Without clear support to assess an "all sections" fee from the district-powers-that-be, and
- Recognizing that there was not universal shave universal access if our students are to use our electronic library resources, and
- Recognizing that we have never charged for library services,

We must fund universal access to the Instructional Palette with our own operational dollars.

Proposed Budget for 1999-2000 and 2000-2001

Recent financial data for 1998-99 shows that we have spent and encumbered \$152,000 and have collected \$163,000 through existing TUF fees. Thus, for this year, we appear to be in budget. The revenue data is somewhat corrupted as it also reflects dollars collected to date for summer school and/or fall semester. We also have yet to expend funds in support of the rest of this semester and there will also be needs for the summer session.

The "all sections" fee that had been endorsed for the college was projected to produce a total of \$293,000, with an estimate of \$117,000 per semester plus the summer sessions.

Based upon our past experience and facing the potential of increased student use for next year, the proposed budget for next year of \$200,000 is recommended. The budget will cover:

- Toner
- Paper
- Student network supplies (connectors, cables, basic software, standard suite of tools and selected options, storage)
- Emergency, temporary help for the student network

There are carry-forward dollars in the existing technology user fee account that will make up the difference between the two amounts for the pilot period.

The actual expenditures in the various categories would be monitored closely so that an accurate report could be prepared based on real expenditures.

A commitment of this amount for a two- (2) year pilot period is recommended. In this way, there would be a full-yearUs experience with actual expenditures prior to submission of the 2001-2002 budget request. We would be better able to assess the impact of the "technology fee-free" experiment.

Where would the dollars come from?

It is a fair question. Throughout the fall semester, we had been saying that assessing the technology course fees on all sections was Tabsolutely criticalU for the survival of the program. Now, we are saying that we can fund it though our operational dollars. What has changed?

The change is GROWTH. If we had not realized the enrollment growth this year, the item would not be on the table for discussion. There would not be any

additional dollars for distribution. This proposal could not be considered.

Course Fees Would Still Be Needed in Selected Programs

Universal access would not include expenditures for software beyond the basic Palette needs. Expensive software programs that are used by relatively few (200-250) students (e.g., CAD, Computer Graphics, and selected high-end Business applications, etc.) would still need to be funded by separate course fees for their instructional program.

Implications for Implementation

When adopted, the staff would need to determine processes for:

- Refunding dollars already collected
- Deleting TUF fees from the course sections
- Validating processes to add student accounts and provide the necessary support
- Monitoring capacity and usage across the campus

In addition to the mechanics of the two "technology fee-free" years, we can also begin developing the strategies to assess the effectiveness of this approach for students and for services. Evaluation processes will need to be developed to determine the impact on learners, on faculty, on staff, on library and student services.

These implications are manageable within the time available to be ready for the summer sessions. This approach will also move the overall discussion of technology and learning to the "uses and benefits" mode. We can leave the "to-course-fee or not-to-course-fee" discussions behind us. We have learned that they are divisive and unproductive. The pilot will enable us to focus on learners and learning.

Next Steps

The recommendation of the Budget Development Committee will be forwarded to the President for consideration.

I N T E R O F F I C E M E M O R A N D U M

Date: 22-Nov-1999 04:59pm MST
From: Tessa Martinez Pollack
POLLACK, TESSA MARTINEZ
Dept: GCC Admin
Tel No: 623.845.3010

TO: Jim Reed (REED, JIM)
CC: Robert Albury, (ALBURY, ROBERT)
CC: Gay Garesche (GARESCH, GAY)
CC: Michael Holtfrerich (HOLTFRERICH, MICHAEL)
CC: Jean Ann Abel (ABEL, JEAN ANN)
CC: Roxie Helbert (HELBERT, ROXIE)

Subject: College Plan Revisions

Jim, I looked at the revisions delivered to me last Tuesday. I thought that I'd give you some feedback on remaining concerns:

1. Item 10 on page 2 and 3

This is complicated for those occasions if and when a President must remove a Department Chair. I can think of occasions in which it would not be possible to even suggest that there are "legal issues." I am consulting with Legal as we discussed.

2. Item V on page 7 and 8

This also is complicated in contrast to the process proposed for the original creation of the plan. Perhaps we have a mutual, periodic review of the college plan that still conforms to the RFP D.1.1. process under which it was created. A President must approve the college plan whether it's brand new or modified.

Roxie is away all of this week, and I will not be here after Tuesday. Esme is available if you want to work with her on the calendar for a group meeting. Please let me, Esme, or Roxie (when she returns) know how you want to pick it up after Thanksgiving.

This has been a fine group to work with. Thanks to all of you and to Mike whom I gather has been the scribe for our work. Happy Thanksgiving to all of you.

I N T E R O F F I C E M E M O R A N D U M

Date: 23-Nov-1999 01:48pm MST
From: Jim Reed
REED, JIM
Dept: Communication/Faculty Presiden
Tel No: (43) 53631

TO: Tessa Martinez Pollack (POLLACK, TESSA MARTINEZ)
CC: Roxie Helbert (HELBERT, ROXIE)
CC: Jean Ann Abel (ABEL, JEAN ANN)
CC: Michael Holtfrerich (HOLTFRERICH, MICHAEL)
CC: Gay Garesche (GARESCHE, GAY)
CC: Robert Albury, (ALBURY, ROBERT)

Subject: RE: College Plan Revisions

Tessa,

I'll talk to my colleagues and see how their schedules are for the week we return. Looks to me like we're almost there. Meetings are starting to take over my life. :)

Jim



2411 West 14th Street • Tempe, AZ 85281-6942 • Phone (480) 731-8000 • Fax (480) 731-8650

Raul Cardenas
Interim Chancellor

Family of Colleges

Chandler-Gilbert
Estrella Mountain
GateWay
Glendale
Mesa
Paradise Valley
Phoenix College
Rio Salado
Scottsdale
South Mountain

Maricopa
Skill Centers

DATE: January 18, 2000
TO: Raul Cardenas
FROM: Gene Eastin

Handwritten: 3/4
Dr. Pollack
5-11-00

RECEIVED

JAN 18 2000

CHANCELLOR'S OFFICE

I have read Dr. Pollack's response to the GCC Faculty Senate, and I am not only extremely outraged, but also deeply offended by her remarks about me near the end of her closing comments.

The irrelevancy of her statement concerning my campaign is astonishing and surely escapes no one.

I am filled with alarm and dismay that she uses in her third piece of "evidence" to impugn my honor and dignity while I am president of the Governing Board of MCCCC.

In the first place, the Faculty PAC is an entirely separate and independent entity from the Faculty Association. In the second place and based on her response, she knows absolutely nothing about the intricacies and details of my campaign finances, nor those of the Faculty Political Action committee (FACPAC). Neither does she know about the particulars of the situation that she describes as "a serious concern regarding integrity."

I find it personally appalling that she would dare to involve my campaign and that of the Faculty PAC in her long-running dispute with the GCC faculty when there is not the slightest shred of evidence to connect one with the other.

Seen from my perspective, it is my opinion that Dr. Pollack's comment is reckless, antagonistic and lacking in the kind of judgment that I would expect from a college president. If anything, it has created a perception in my mind that GCC probably needs new leadership.

Dr. Cardenas, I am so resentful of this heedless reference that I want a written apology from Dr. Pollack followed by the elimination of that reference to me and my campaign in her memorandum.

In conclusion, you should know that I am sending a copy of this letter to all persons and organizations mentioned in her comments. I am assuming of course, and in all fairness, that every person and organization mentioned has a copy of her comments.

Sincerely,

Handwritten signature: Gene Eastin

Gene Eastin
President of the Governing Board

Subject: Options (revised) for NCA Review

Date: Wed, 02 Feb 2000 11:20:25 -0800

From: Tessa Pollack <tessa.pollack@gmail.maricopa.edu>

Organization: gcc

To: Raul Cardenas <raul.cardenas@domail.maricopa.edu>

BACKGROUND

As you know, the Faculty Senate of Glendale Community College (GCC) wrote to you and the Governing Board alleging GCC's non-compliance with accreditation Criterion Five of the North Central Association of Colleges and Schools (NCA). I responded to you on January 4, 2000 regarding those allegations. In that response, I concurred with the GCC Faculty Senate's position of non-compliance due to conditions cited in my response. Further, I stated that conditions at GCC warrant the attention of NCA.

This response is to recommend to you options for an NCA review to serve the best interests of the college. This response also addresses Board President Gene Eastin's letter to you dated January 18, 2000 (ATTACHMENT A) as his comments therein are related to the January 4 document.

GENERAL COMMENTS

In reviewing my January 4, 2000 response, it is possible that, inadvertently, I failed to distinguish between the representative organization of the college faculty and the political action organization of the district faculty. If that is so, I acknowledge the error. Not knowing with whom you or Mr. Eastin have shared the response, I hope that you and he will share this clarification as well. This clarification in no way affects either the GCC Faculty Senate's allegations of non-compliance nor my request for NCA's attention to GCC's compliance with Criterion Five.

Mr. Eastin states in his January 18 letter that I am unfamiliar with the details of his campaign finances and those of the Faculty Political Action Committee (FACPA). He is correct. Those matters are not my concern. Because Criterion Five addresses the integrity of an institution's practices and relationships, those details may be of interest to NCA's Commission on Institutions of Higher Education. It is ultimately for NCA to determine whether the GCC Faculty Senate's allegations, the complex set of conditions (represented in part by Items 1. and 2. on page 9 of my January 4 response), in combination with practices and relationships (represented in part by Item 3. of my January 4 response) affect institutional integrity and compliance with Criterion Five.

OPTIONS

One option that may be available is for you to request a Focused Evaluation. Following is the description of a Focused Evaluation:

Focused evaluations are another form of Commission oversight; they occur between comprehensive evaluations and examine only certain aspects of an institution. Focused evaluations are not primarily concerned with determining whether an institution fulfills the Criteria for Accreditation. Instead they are meant to review specific developments and changes at an institution or to follow up on concerns identified by a previous evaluation process [NCA-CIHE Handbook of Accreditation, Second Edition, September 1997, page 13] (ATTACHMENT B).

The NCA-CIHE Handbook further describes a possible need for Commission monitoring when there is an:

Existence of highly publicized and divisive controversies among the governing board, administration, and/or faculty [NCA-CIHE Handbook of Accreditation, Second Edition, September 1997, page 163] (ATTACHMENT C).

An alternate option to requesting direct NCA involvement through a Focused Evaluation is to conduct a review of these issues within GCC's on-going self-study process. The college has begun preparing for its next comprehensive NCA evaluation scheduled for 2001-2002.

Whether you decide to pursue a Chancellor-requested Focused Evaluation or an integration of this review within GCC's on-going NCA preparations, I recommend that the following aspects of NCA's Criterion Five serve as a focus:

By integrity, the Commission means that an institution adheres both to the civil laws and to the code of ethics commonly accepted by the academic community. Such values are reflected by an institution's integrity

[text omitted]

- expectation that members of its constituencies (administration, faculty, and students) observe the tenets of academic honesty;

[text omitted]

- operation, without conflict of interest, at the board, administrative, and faculty levels;

[text omitted]

[NCA-CIHE Handbook of Accreditation, Second Edition, September 1997, page 57] (ATTACHMENT D).

I also recommend the following aspects of NCA's Criterion Two as a focus:

In developing the pattern of evidence supporting Criterion Two, the Commission suggests the breadth of evaluation that it considers appropriate to it [as partially listed below].

- a) governance by a board consisting of informed people who understand their responsibilities, function in accordance with stated board policies, and have the resolve necessary to preserve the institution's integrity.

- b) effective administration through well-defined and understood organizational structures, policies, and procedures.
- c) qualified and experienced administrative, personnel who oversee institutional activities and exercise appropriate responsibility for them.
- d) systems of governance that provide dependable information to the institution's constituencies and, as appropriate, involve them in the decision-making processes [NCA-CIHE Handbook of Accreditation, Second Edition, September 1997, page 39] (ATTACHMENT E).

Importantly, the NCA-CIHE Handbook of Accreditation also notes that:

Since each GIR [General Institutional Requirement] deals with issues evaluated in greater breadth and depth under the Criteria, it is important that both institutions and Consultant-Evaluators understand the relationship between the threshold requirements of the GIR's and the higher expectations embodied in the Criteria [NCA-CIHE Handbook of Accreditation, Second Edition, September 1997, page 27] (ATTACHMENT F).

It is my recommendation, therefore, that the review acknowledge the relationship that NCA specifies between GIR #6 and GIR #7 as the broader contexts of Criterion Five and Criterion Two [NCA-CIHE Handbook of Accreditation, Second Edition, September 1997, page 27] (ATTACHMENT F). GIR #6 states:

GIR #6:

Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

Although every governing board will be concerned primarily with the integrity and academic quality of the institution for which it is responsible, it also has an obligation to assure that the institution serves the public interest. The Commission expects, therefore, that each governing board will have "public members," people who can make decisions free of any personal or financial interests that might be affected. Moreover, the Commission expects that a governing board, while conscious of the interests of a variety of constituencies, has structures and personnel that make it capable of decision-making free from undue influence of governmental bodies, supporting bodies, and employees [NCA-CIHE Handbook of Accreditation, Second Edition, September 1997, page 20] (ATTACHMENT G).

GIR #7:

It has an executive officer designated by the governing board to provide administrative leadership for the institution.

The Commission requires that the governing board designate a person who leads the institution and who coordinates the day-by-day running of it. Typically that person is the president. No matter what the title, that person must hold appropriate authority to carry out the broad policies established by the governing board. [NCA-CIHE Handbook of Accreditation, Second Edition, September 1997, page 21] (ATTACHMENT H).

The thrust of Criterion Five is on ethics, policies, and actual practices and relationships. Therefore, it is my recommendation that the review refer to the "Board Members Code of Conduct" policy (ATTACHMENT I, adopted by the MCCC Governing Board on September 24, 1999), and other policy pertinent to the Board's role to study for consistency between policy and practice and relationships.

To Mr. Eastin's point of my leadership of the college, I want to emphatically state that, per the job description of the Maricopa College Presidents (JDD 103 38/1) (ATTACHMENT J), the President is the responsible agent for the college. It is my duty to preside as President with a view for the total operation of the college including the maintenance of a positive working climate and high morale. I am also obligated, per my duties, to inform the Chancellor about major or unusual developments of the college such as those described in my response of January 4, 2000, prompted by the GCC Faculty Senate's allegations.

ANALYSIS OF OPTIONS

GCC is at a critical point of its growth and development. It must open itself to the pursuit of learnings about its practices and relationships --- not only for their real and perceived effect on the GCC campus operation but on District-wide policy, structures, and processes as well. There are advantages and disadvantages to each option.

Integration of Review

Currently, GCC has a self-study structure composed of excellent faculty and staff whose participation continues to broaden and deepen. Under this option, GCC could integrate a review of these issues within the on-going Self-Study plans and processes. This would enable Self-Study Teams to focus on the issues, to build the issues into the work load, and hopefully to assure robust participation for outcomes that serve the college and students. A major disadvantage is the prolonged time until these pressing issues could be addressed by the Study Teams. Another disadvantage is whether individuals would feel free to lead in a study of the issues without fear of retaliation or retribution.

Focused Evaluation

The Focused Evaluation has been described in a preceding section. A Focused Evaluation would provide more immediate attention. It will also make use of an objective team external to the college and District that could take a view of the issues from without.

CLOSING

Under either option, my recommendation is to advance these issues, with all records referenced or generated to-date, to the Self-Study Tri-Chairs and appropriate Self-Study Teams or to NCA for inclusion in their reviews.

Finally, Mr. Eastin expresses strong reactions in his letter of January 18, 2000. It is my hope that he, in his new role as MCCC Governing Board President, and I, in my role as President of Glendale Community College, will welcome this as an opportunity for GCC to review issues over which he has expressed

concern, non-compliance issues that the GCC Senate alleges in their letter to you and the Board, and issues that I raise in my January 4 response and herein. Until we participate in a rigorous and honest review of the issues, GCC will continue to be deterred from critical strategic directions and especially from important work in service to students. Most importantly, I, you, and the Board must provide the college community with absolute assurance and actions that demonstrate that this review can proceed honestly without fear of retribution.

I hope to hear from you as soon as possible so that we proceed to appropriately charge the Self-Study Teams or to request NCA for assistance on a Focused Evaluation.

I have appended (and will fax) the following attachments:

- ATTACHMENT A: Gene Eastin's letter dated 1/18/2000
- ATTACHMENT B: Focused Evaluations NCA-CIHE Handbook of Accreditation, Second Edition, September 1997, page 13].
- ATTACHMENT C: Relationships with Students/Faculty/Administration/Governing Body [NCA-CIHE Handbook of Accreditation, Second Edition, September 1997, page 163]
- ATTACHMENT D: Criterion Five [NCA-CIHE Handbook of Accreditation, Second Edition, September 1997, page 57]
- ATTACHMENT E: Criterion Two NCA-CIHE Handbook of Accreditation, Second Edition, September 1997, page 39]
- ATTACHMENT F: Relationship Between the GIRs and the Criteria Evaluations NCA-CIHE Handbook of Accreditation, Second Edition, September 1997, page 27]
- ATTACHMENT G: GIR #6 [NCA-CIHE Handbook of Accreditation, Second Edition, September 1997, page 20]
- ATTACHMENT H: GIR #7 [NCA-CIHE Handbook of Accreditation, Second Edition, September 1997, page 21]
- ATTACHMENT I: Board Members Code of Conduct [www.dist.maricopa.edu/gvpolicy/policies/govprocess.html]
- ATTACHMENT J: Maricopa College President Job Description (JDD 103 38/1)

You may also want to refer to the NCA-CIHE Handbook of Accreditation in its entirety. Please let me know if I may be of assistance.



2411 West 14th Street • Tempe, AZ 85281-6942 • Phone (480) 731-8000 • Fax (480) 731-6650

Raúl Cárdenas
Interim Chancellor

Family of Colleges

Chandler-Gilbert
Estrella Mountain
GateWay
Glendale

Mesa
Paradise Valley
Phoenix College
Rio Salado
Scottsdale
South Mountain

Maricopa
Skill Centers

DATE: January 18, 2000
TO: Raúl Cárdenas
FROM: Gene Eastin

Dr. Pollack
5-11-00

RECEIVED

JAN 18 2000

CHANCELLOR'S OFFICE

I have read Dr. Pollack's response to the GCC Faculty Senata, and I am not only extremely outraged, but also deeply offended by her remarks about me near the end of her closing comments.

The irrelevancy of her statement concerning my campaign is astonishing and surely escapes no one.

I am filled with alarm and dismay that she uses in her third piece of "evidence" to impugn my honor and dignity while I am president of the Governing Board of MCCCCD.

In the first place, the Faculty PAC is an entirely separate and independent entity from the Faculty Association. In the second place and based on her response, she knows absolutely nothing about the intricacies and details of my campaign finances, nor those of the Faculty Political Action committee (FACPAC). Neither does she know about the particulars of the situation that she describes as "a serious concern regarding integrity."

I find it personally appalling that she would dare to involve my campaign and that of the Faculty PAC in her long-running dispute with the GCC faculty when there is not the slightest shred of evidence to connect one with the other.

Seen from my perspective, it is my opinion that Dr. Pollack's comment is reckless, antagonistic and lacking in the kind of judgment that I would expect from a college president. If anything, it has created a perception in my mind that GCC probably needs new leadership.

Dr. Cardenas, I am so resentful of this heedless reference that I want a written apology from Dr. Pollack followed by the elimination of that reference to me and my campaign in her memorandum.

In conclusion, you should know that I am sending a copy of this letter to all persons and organizations mentioned in her comments. I am assuming of course, and in all fairness, that every person and organization mentioned has a copy of her comments.

Sincerely,

Gene Eastin

Gene Eastin
President of the Governing Board

ATTACHMENT B

ion with the Commission

13

Evaluations

Focused evaluations are another form of Commission oversight; they occur between comprehensive evaluations and examine only certain aspects of an institution. Focused evaluations are not primarily concerned with determining whether an institution fulfills the Criteria for Accreditation. Instead they are meant to review specific developments and changes at an institution or to follow up on concerns identified by a previous evaluation process.

The Commission may call for a focused evaluation as part of its accrediting action. Such actions are recorded on the institution's Statement of Affiliation Status. In addition, either the Commission or the Commission staff may schedule a focused evaluation based upon Commission policies concerning institutional change (see Chapter 12). In either case, focused evaluations require a report focused on the issues, but do not require a complete Institutional self-study. Focused evaluations, in unique situations, may lead to a recommendation for Probation or withdrawal of affiliation.

☐ Institutional Annual Reports

In the spring of each year, the Commission sends each affiliated institution an Institutional Annual Report form. The Commission considers the Annual Report to be such a significant monitoring tool that failure to supply it may invite sanctions.

The Institutional Annual Report requests information about enrollment, about changes in degree offerings, and about contractual arrangements. It includes the Annual Report of Off-Campus Offerings, which requests detailed information about all off-campus operations. The Annual Report is structured around the Record of Status and Scope (RSS). The Commission staff reviews the reports to ensure that institutional operations continue to comply with Commission policies and are within the affiliation status of the institution. Inconsistencies between activities reported and the current RSS may lead to the initiation of the Commission's change process (see Chapter 12). An institution's most recently completed Annual Report form is included in the materials sent to Evaluation Teams from the Commission office. Information from the Annual Report is essential to the publication of the Commission's directory of affiliated institutions.

☐ Payment of Dues and Fees

Payment of dues and fees is an obligation of affiliation. The Commission bills affiliated institutions for annual dues that are payable on receipt of the billing and are not refundable. The Commission bills the institution for all evaluation processes. Payment is due prior to the evaluation. The Commission reserves the right to withdraw the affiliation of an institution that, after due notice, fails to meet its financial obligations.

SANCTIONS

From time to time, the Commission may apply sanctions against its affiliated institutions. Currently, the Commission has two sanctions: Memorandum for the Record and Probation.

☐ Memorandum for the Record

The Memorandum for the Record is the sanction applied to an institution that initiates a change without receiving prior Commission approval. The policy states:

ATTACHMENT C

Chapter 12. Institutional Change

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Relationships with Other Institutions/Group continued . . .	Approval Process Required
Merging of the affiliated institution and an entity not accredited by a regional institutional accrediting association. (I.C.2a.5.)	On-Site Visit
Changing institutional affiliation with a sponsoring organization (e.g., changing denominational affiliation). (I.C.2c.1.)	Staff Recommendation, Evaluators' Panel, or On-Site Visit
Changing ownership, control, and/or the legal status of the institution. (I.C.3.1.)	On-Site Review After Initiation (visit within six months) ¹
Transferring to a new entity the accredited statuses of two or more regionally accredited entities. (I.C.3.2.)	On-Site Review After Initiation (visit within one year) ¹
Merging two or more regionally accredited entities, or the absorption of a regionally accredited entity by another. (I.C.3.3.)	On-Site Review After Initiation (visit within one year) ¹
Notification of sanctions applied by governmental agencies. (I.C.5.3.)	Might require Commission monitoring ²
Public sanctions applied by other institutional or professional accrediting associations. (I.C.5.5.)	Might require Commission monitoring ²
Relationships with Students/Faculty/Administration/Governing Body	
Changing, after significant planning, the character and nature of the student body. (I.C.2b.5.)	Evaluators' Panel or On-Site Visit
Absorbing unanticipated but significant changes in the character and nature of the student body (e.g., assuming oversight for programs orphaned by a closing institution). (I.C.2c.3.)	Staff Recommendation, Evaluators' Panel, or On-Site Visit
Significant unanticipated reduction in program offering, faculty, and/or enrollment. (I.C.5.2.)	Might require Commission monitoring ²
→ Existence of highly publicized and divisive controversies among the governing board, the administration, and/or the faculty. (I.C.5.1.)	Might require Commission monitoring ²
Financial and Ethical Matters	
Financial audit reports that raise serious concerns about financial viability or financial management practices. (I.C.5.6.)	Might require Commission monitoring ²
Declaring financial exigency. (I.C.4.2.)	Staff Report to the Commission ²
Declaring bankruptcy. (I.C.4.1.)	Staff Report to the Commission ²
Serious legal, financial, or ethical investigations. (I.C.5.6.)	Might require Commission monitoring ²
Announcing closure of an institution. (I.C.4.3.)	Staff Report to the Commission ²
Disasters that jeopardize the institution's physical infrastructure. (I.C.5.4.)	Might require Commission monitoring ²
Serious misrepresentation to students and the public. (I.C.5.7.)	Might require Commission monitoring ²

- ◇ Because it replaced its chief academic officer, an institution did not actually implement the assessment program it so carefully planned. Moreover, academic planning now appears to be driven largely by the desire to institute "niche" programs that will offset the decline in traditional students. Yet each new "niche" program appears to have assessment of student learning integrated into program design and evaluation. Seeing that the institution understands and is committed to assessment in these new programs and appreciating the work that went into the designed but never-implemented assessment program, the team recommends a monitoring report on assessment in two years. The text of the report states that if the report does not provide dependable evidence that the assessment program is operating, a focused visit on assessment should be conducted.

➔ FOCUS ON CRITERION FIVE

"The institution demonstrates integrity in its practices and relationships."

☐ Commission Meaning of "Integrity"

The higher education community has often assumed that because of its traditional commitment to the pursuit of truth, its institutional behavior is beyond reproach and that the public should trust in this. But institutions of higher education are as vulnerable to error as are all other social institutions. During the past decade, some widely-reported lapses in institutional integrity have brought into new focus the relationship between institutional integrity and institutional accreditation.

By integrity, the Commission means that an institution adheres both to the civil laws and to the code of ethics commonly accepted by the academic community. Such values are reflected by an institution's

- ◇ expression of the ethical values it has adopted through institutional policies and procedures, made public in its public documents and contractual arrangements;
- ◇ assurance that its practices are consistent with its publicly stated policies;
- ➔ ◇ expectation that members of its constituencies (administration, faculty, and students) observe the tenets of academic honesty;
- ◇ practice of full disclosure in its dealings with members of the institution and its publics;
- ➔ ◇ operation, without conflict of interest, at the board, administrative, and faculty levels;
- ◇ living up to commitments it makes in all its public representations.

The Commission recognizes that an institution's history, tradition, and mission may shape its particular policies and practices. Consequently, the Commission does not prescribe any single set of principles to be followed by all institutions; it does expect each member institution to have a body of ethical values to which it subscribes and which inform institutional policies and procedures and guide institutional practices and relationships.

☐ Commission Meaning of "Practices and Relationships"

"Practices and relationships" implies a distinction between policies and procedures—between what the institution states in writing and its actions—how the institution actually carries out its activities as an educational and business organization.

ATTACHMENT E

II Pattern of Evidence Supporting This Criterion

The institutional self-study process and its subsequent report should review a broad variety of matters. In developing the pattern of evidence supporting Criterion Two, the Commission suggests the breadth of evaluation that it considers appropriate to it.

- a. ~~governance by a board consisting of informed people who understand their responsibilities, function in accordance with stated board policies, and have the resolve necessary to preserve the institution's integrity.~~
- b. ~~effective administration through well-defined and understood organizational structures, policies, and procedures.~~
- c. ~~qualified and experienced administrative personnel who oversee institutional activities and exercise appropriate responsibility for them.~~
- d. ~~systems of governance that provide dependable information to the institution's constituencies and, as appropriate, involve them in the decision-making processes.~~
- e. ~~faculty with educational credentials that testify to appropriate preparation for the courses they teach.~~
- f. ~~a sufficient number of students enrolled to meet the institution's stated educational purposes.~~
- g. ~~provision of services that afford all admitted students the opportunity to succeed.~~
- h. ~~a physical plant that supports effective teaching and learning.~~
- i. ~~conscientious efforts to provide students with a safe and healthy environment.~~
- j. ~~academic resources and equipment (e.g., libraries, electronic services and products, learning resource centers, laboratories and studios, computers) adequate to support the institution's purposes.~~
- k. ~~a pattern of financial expenditures that shows the commitment to provide both the environment and the human resources necessary for effective teaching and learning.~~
- l. ~~management of financial resources to maximize the institution's capability to meet its purposes.~~

III Other Types of Evidence Appropriate for This Criterion

Institutions of higher education accredited by the Commission have some common purposes. However, most institutions differ from one another enough that they must use other types of evidence to demonstrate that they meet this criterion.

Some examples:

- a. An institution has experienced rifts among the trustees, the President, and faculty. Institutional efforts to develop new avenues for intra-institutional communication might be important evidence that the institution is committed to fostering more effective organizational communication structures.

ATTACHMENT F

GIR	Explanation
24. It makes available upon request information that accurately describes its financial condition.	Most public and private institutions publish annual financial reports, available to prospective students, to alumni, and to the public at large. This requirement aims at providing assistance to those seeking assurance of the fiscal health of an affiliated institution. An institution must communicate to its publics, in catalogs, viewbooks, or other publications, what financial information is available to the public, and how this information can be obtained.

THE RELATIONSHIP BETWEEN THE GIRS AND THE CRITERIA

The General Institutional Requirements (GIRs) describe the primary requirements for affiliation with the Commission. A team evaluating an institution applying for initial candidacy not only examines carefully whether it meets each GIR, but also explores its ability to meet the five Criteria within its period of candidacy. Since each GIR deals with issues evaluated in greater breadth and depth under the Criteria, it is important that both institutions and Consultant-Evaluators understand the relationship between the threshold requirements of the GIRs and the higher expectations embodied in the Criteria.

An institution evaluated for continued candidacy, for initial accreditation, or for continued accreditation continues to document—and Evaluation Teams continue to confirm—that the institution meets the GIRs. Appropriate documentation for establishing that the GIRs and the Criteria are met is listed in Chapter 5, in the section on "Materials Available to the Evaluation Team on Campus." However, it is unusual for examination of the GIRs to constitute a large part of the agenda for comprehensive evaluation visits to accredited institutions unless that institution has undergone significant transformation since its last visit. Customarily, an institution's ability to meet the higher expectations of the Criteria forms the focus of visits to candidate and accredited institutions.

The GIRs establish a foundation within the accreditation process. The Criteria for Accreditation constitute the frame and structure built on that foundation. Each criterion is related to one or more GIRs, but each goes beyond the basic expectation of the GIRs.

The following table suggests the rich variety of relationships between the GIRs and the Criteria.

Criteria for Accreditation	General Institutional Requirement
Criterion One	GIRs #1, 2, 3, 4, 12, 14
Criterion Two	GIRs #5, 6, 7, 9, 10, 11, 17, 18, 19, 20, 21
Criterion Three	GIRs #9, 11, 13, 14, 15, 16, 20
Criterion Four	Almost all GIRs relate to this Criterion.
Criterion Five	GIRs #3, 6, 8, 17, 22, 23, 24



GIR #1 calls for a mission statement. Criterion One asks for "clear and publicly stated purposes consistent with [the] mission."

3. THE GENERAL INSTITUTIONAL REQUIREMENTS

ATTACHMENT G

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Chapter 3. The General Institutional Requirements

3. The General Institutional Requirements

GIR

GIR 1 continued...

Explication

activities as well as to their quality, it is necessary that the institution's mission statement be adopted formally by the institution's governing board and be made available to the public at large, particularly to prospective students.

2. It is a degree-granting institution.

Through this requirement, the Commission limits affiliation to degree-granting institutions. While an affiliated institution might offer certificates and diploma programs, the Commission expects an appropriate academic focus on its degree programs.

Authorization

3. It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.

An institution of higher education, no matter in which state(s) it is located, must hold appropriate state (and, in a few cases, federal) authority to exist and to grant its degrees. All of the Commission's activities presume the legality of the institution and its operations. Therefore, before an institution can affiliate with the Commission—and before the Commission can extend an institution's affiliated status to include new sites in new states—it must have assurance that the institution holds all appropriate legal authorizations for its higher education activities.

4. It has legal documents to confirm its status: not-for-profit, for-profit, or public.

It is essential that the Commission, as well as the public at large, understand clearly the corporate nature of an institution. Because that nature is confirmed by legal documents, the Commission requires that those documents exist and are available for review.

Governance

5. It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

Corporate charters, state legislation, or federal charters typically outline the basic authority held by institutions' governing boards. The Commission looks to those documents and to the subsequent bylaws established by the institution to determine whether the governing board possesses appropriate power. In the minutes of the board the Commission seeks evidence that the board carries out its authority. Governing boards should establish policies to direct the institution. Boards should meet frequently enough and be so structured that they possess sound knowledge upon which to establish and review those policies.

6. Its governing board includes public members and is sufficiently autonomous from the administration and ownership to assure the integrity of the institution.

Although every governing board will be concerned primarily with the integrity and academic quality of the institution for which it is responsible, it also has an obligation to assure that the institution serves the public interest. The Commission expects, therefore, that each governing board will have "public members," people who can make decisions free of any personal or financial interests that might be affected. Moreover, the Commission expects that a governing board, while conscious of the interests of a variety of constituencies, has structures and personnel that make it capable of decision-making free from undue influence of governmental bodies, supporting bodies, and employees.

ATTACHMENT H

3. The General Institutional Requirements

GIR	Explanation
7. It has an executive officer designated by the governing board to provide administrative leadership for the institution.	The Commission requires that the governing board designate a person who leads the institution and who coordinates the day-by-day running of it. Typically that person is the president. No matter what the title, that person must hold appropriate authority to carry out the broad policies established by the governing board.
8. Its governing board authorizes the institution's affiliation with the Commission.	In affiliating with the Commission, an institution enters a relationship that it agrees to honor. The governing board must be knowledgeable about that relationship and must approve, by formal action, the institution's entry into it.

Faculty

9. It employs a faculty that has earned from accredited institutions the degrees appropriate to the level of instruction offered by the institution.

This GIR describes the threshold educational requirements for an institution's faculty. In this requirement, faculty includes both full-time and part-time faculty. All of an institution's faculty, both those at its home campus(es) and those at other instructional sites, are included in judging this requirement.

Typically, this means that:

<i>in an institution whose highest degree programs are significantly or predominantly at the:</i>	<i>most (i.e., at least two-thirds to three-quarters) of the faculty have earned, from accredited institutions:</i>
- associate's level	- bachelor's or graduate degrees
- bachelor's level	- graduate degrees
- graduate level	- doctoral degrees

However, several other factors may lead a team to conclude that this GIR is met. Particularly when judging institutions in or applying for candidacy, a team might consider whether the institution can document the following conditions:

- ☞ All or nearly all faculty teaching transfer courses (i.e., courses in subject areas where work toward the associate degree earns transfer credit toward higher degrees—the liberal arts, business, technology, and an ever-growing number of other fields) hold graduate degrees. (Increasingly, any technical course is liable to be transferable toward a higher degree.)
- ☞ Faculty who now hold less than baccalaureate degrees possess special training, experience, creative production, or other accomplishments or distinctions that qualify them for their specific assignments, and, over the next three to five years, the institution will replace these faculty or upgrade their academic credentials.
- ☞ Faculty who do not hold the typical degrees expected in an institution offering a particular level of instruction are nearing completion of these degrees, or are, with institutional encouragement and support, actively

ATTACHMENT I

Policy Title:

Board Members' Code of Conduct

The Board expects of itself as a whole and of its members ethical and professional conduct. This commitment includes proper use of authority and appropriate decorum in group and individual behavior when acting as Board Members.

1. Board Members must represent unconflicted loyalty to the interests of the ownership. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other Boards and staffs. This accountability supersedes the personal interest of any Board Member acting as an individual consumer of the organization's services.
2. Board Members must avoid any conflict of interest with respect to their fiduciary responsibility.
 - A. There must be no self-dealing or any conduct of private business or personal services between any Board member and the organization except as procedurally controlled to assure openness, competitive opportunity and equal access to "inside" information.
 - B. Board Members must not use their positions to obtain employment in the organization for themselves, family members or close associates.
3. Board Members may not attempt to exercise individual authority over the organization except as explicitly set forth in Board policies.
 - A. Board Members' interaction with the Chancellor or with staff must recognize the lack of authority in any individual Board Member or group of Board Members except as noted above in these governance policies.
 - B. Board members' interaction with the public, press or other entities must recognize the same limitation and the similar inability of any Board member or Board Members to speak for the Board.
 - C. Board members will make no judgments of the Chancellor or staff performance except as that performance is assessed against explicit Board policies by the official process.
4. Board Members must deal positively with each other, including the use of open and honest communication.
5. Board Members will provide the opportunity for open and honest communication with their internal and external communities.
6. Board members will be reimbursed at the same rates as district employees for mileage incurred for authorized travel or for necessary expenses incurred while on district business at conferences or professional meetings.
7. Governing Board members, their spouses and dependent children may participate in the District's health, accident life and disability insurance plans if they pay the full amount of the premium(s). Board members are subject to the same guidelines and parameters as other insurance eligible employees.

Board members who participate in the above plans may continue to participate after leaving the Board if

1. the member served at least six consecutive years on the Board, and
2. the Board member pays the full premium.

The surviving spouse and/or dependent child of a Board member or former Board members may continue to participate in the plan if

1. they were covered under the Board member's plan, and
2. they pay the full premium.

It is strictly prohibited for the District to expend any district funds to subsidize the participation of any Board member, spouse or dependent in this program.

Adopted 09/24/99

ATTACHMENT J

FINAL

FINAL

MARICOPA COMMUNITY COLLEGE DISTRICT
JOB DESCRIPTION

TITLE: College President

GRADE: XII

LOCATION:

Job Summary

Serves as the chief officer of the assigned college and the responsible agent for the total operation of the college within the policies and procedures directed by the Governing Board or Chancellor.

Scope

The College President has full authority to administer and manage the college to which assigned and participates in policy and operational determination of the District. Work contacts include administrators, faculty, students, staff, Governing Board and the public.

Supervision Received

This position reports directly to the Chancellor and operates within District policies.

Supervision Exercised

The College President, through subordinate instructional and operational administrators, directs all activities of the assigned college.

Representative Duties

Directs the implementation of District policies and programs in the operational and educational activities of the assigned college; plans, organizes, and administers the activities of the chief officer's office; develops and recommends college long and short term goals and objectives, organizational structure and staffing complement; oversees the selection of personnel for the college; develops and recommends the college budget within limitations established by the Governing Board or Chancellor, and administers approved budget; serves on committees and councils as directed by the Governing Board policies and procedures and by the Chancellor; establishes and maintains a climate which encourages the development and retention of competent personnel, high level of morale, and achievement of the college's goals; informs and consults with the Chancellor regarding the status of any major or unusual developments of the college; promotes an integrated effort with other district and college administrators and staff, overseeing the coordination of inter- and intra-college activities; maintains effective working relations with the faculty, students, staff, and other educational institutions; develops public relations goals to enhance image in the local community; performs related duties as assigned or delegated by the Chancellor.

ATTACHMENT J (2)

F I N A L

F I N A L

College President

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Knowledge and Abilities

Knowledge of: community college educational philosophy and top management administrative practices and procedures; college curricula and instructional programs;

Ability to: work independently, making decisions based upon Governing Board and Chancellor policies; direct all activities of assigned college operations through subordinate administrators; establish cooperative relationships in a multi-cultural community and with staff, faculty, students and others contacted in the course of assigned responsibilities; communicate effectively orally and in writing, and make effective public presentations.

Training and Experience

Any combination of education, training, and experience that provides the required knowledge and abilities. An example of this would be a Master's degree from an accredited institution; a doctorate degree is preferred; extensive experience as an administrator in an educational institution.

Special Conditions of EmploymentWorking Conditions

Wage and Salary Manager Data

This class specification is intended to indicate the basic nature of positions allocated to the class and examples of typical duties that may be assigned. It does not imply that all positions within the class perform all of the duties listed, nor does it necessarily list all possible duties that may be assigned.