

SAN JOSE·EVERGREEN COMMUNITY COLLEGE DISTRICT

CAMPUS MEETING

Presented by:

Dr. Rita Cepeda, Chancellor

Henry Yong, President, Evergreen Valley College

Dr. Byron Breland, Interim President, San Jose City College

Kim Garcia, Vice Chancellor, Human Resources

Doug Smith, Vice Chancellor, Administrative Services

Peter Fitzsimmons, Director of Fiscal Services

Ruth Villasenor, District Curriculum Coordinator

Mike Russell, CTO CampusWorks





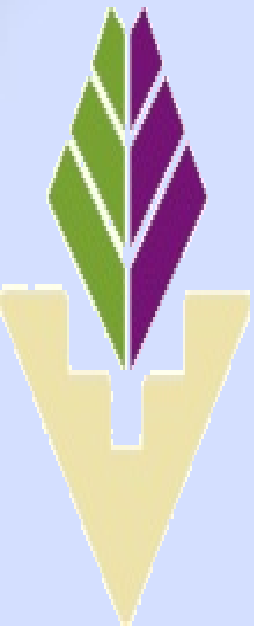
SJECCD Redesign Drivers

Accreditation

Institutional Effectiveness

Continuous Improvement

- Resources
- Board & Administration Oversight
- Decision Making
- Functions → Redesign

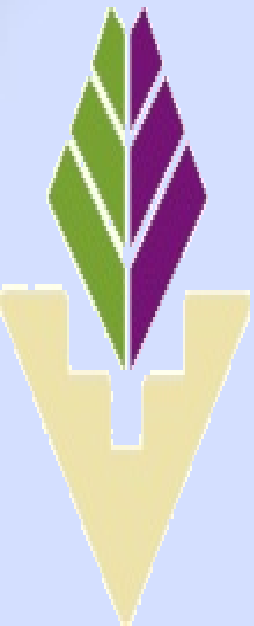


Accreditation

Standard III : Resources

The institution effectively uses its human, physical, technology and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness... in multi-college systems... the system (district) is responsible for meeting standards on behalf of the accredited colleges.

- Human Resources (HR)
- Physical Resources (Maintenance/Bond Construction)
- Technology Resources (ITSS)
- Financial Resources (Admin Services)

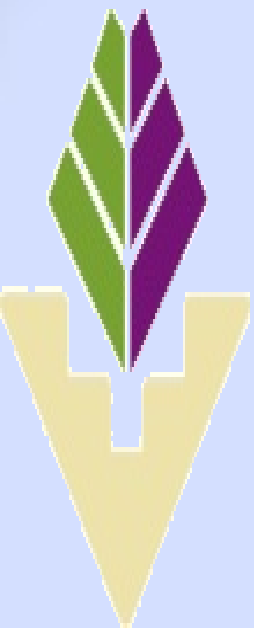


Accreditation

Standard IV : Leadership & Governance

Board and Administrative Organization

- 1. ...Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges
- 2. The district/system ...establishes clearly defined roles of authority and responsibility between the colleges and the district system and acts as the liaison between the colleges and the governing board.
- 3. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges....



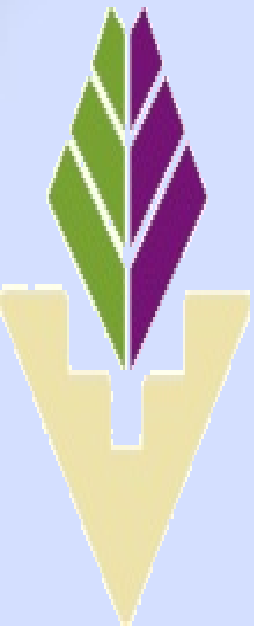
Accreditation

Standard IV : Leadership & Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution.

Decision-Making Process

- 1. Institutional leaders create an environment for empowerment, innovation and institutional effectiveness. They encourage staff, faculty, administrators, and students, no matter what their official titles to take initiative in improving the practices, programs and services in which they are involved.

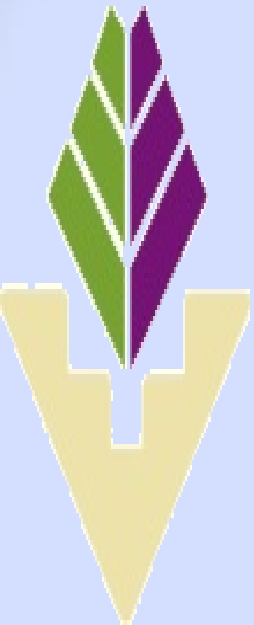


Accreditation

Standard IV : Leadership & Governance

Board and Administrative Organization (con't)

- 1. ...the district conducts institutional evaluations, examine the results, and plans for improvement.
- 2. ...the district/system develops a “functional map” or description of district and college functions that delineates and distinguishes roles and responsibilities clearly.

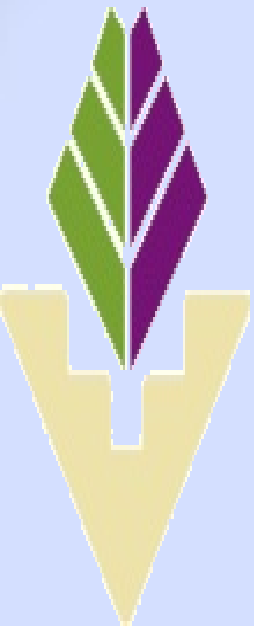


A Framework for Centralization vs. Decentralization

Accreditation Standard IV.3

In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges.

- It (District Office) establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.
- The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.
- The district/system provides effective services that support the colleges in their missions and functions.
- The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.



SJECCD Context for Centralization vs. Decentralization

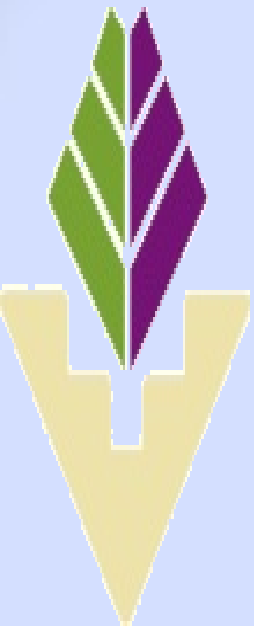
The District Offices' primary responsibilities/functions are

- Leadership - strategic institutional development and long term financial stability of the district and district colleges; institutional self-assessment, and continuous organizational improvement;
- Districtwide Alignment - consistency in process/systems
- Districtwide Communication – internal and external - represent the district to external stakeholders and constituencies.
- Facilitation- essential administrative support services in areas related to educational
- programs, student services, business and financial services, human resources, payroll and benefits reporting, risk management, police services and district-wide bond and capital construction programs;
- Economies of Scale - To identify and implement district-wide projects and services; to increase efficiencies and economies of scale;
- Accountability compliance with state and federal laws and mandates through the
- implementation of Board Rules, Administrative Regulations, administrative procedures and collective bargaining agreements;
- Financial - entity that receives funding/fiscal resources

Within the context of district responsibilities, a collaborative discussion among the District Offices, colleges and the specific stakeholders is carried out to make specific determinations whether a function is centralized or decentralized.

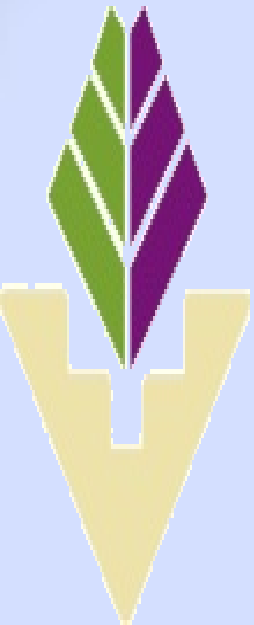
Guiding Principles for Chancellor's Initiative - Redesign

- Visioning for the future with clear goals
- Designing institutional structures that are student-centered to empower individuals to be master students
- Respecting the strength of the heritages and life experiences of students to build more responsive colleges that reflect the cultural, religious, socioeconomic, linguistic and racial/ethnic diversity of those served.
- Organizing to maximize collaboration and integration
- Retooling to increase institutional efficacy, effectiveness and efficiency
- Integrating flexibility and the ability to be dynamic
- Ensuring the outcomes are not based on "doing more with less"
- Honoring any and all provisions of the Collective Bargaining Agreements



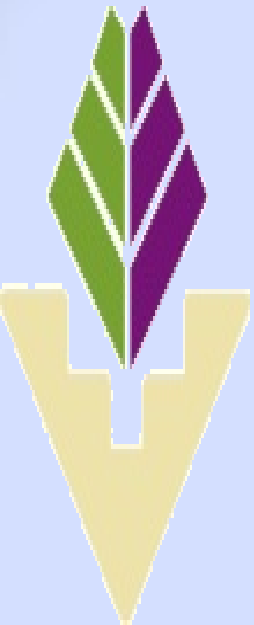
Next Steps

- Feedback on Proposed Organizational Charts from Colleges & District Community – Electronic Survey to be Sent
- Review Feedback and Revise
- Follow the Timeline
- Board Adoption
- Implementation



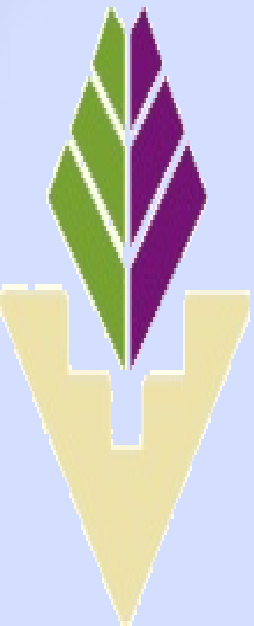
Redesign Timeline

- July 2012 Introduce at Asilomar
- Fall 2012 Develop initial frame work with Executive Leadership
- Fall 2012 Introduce and consult with District Council
- Jan. 2013 Presentation to the Board of Trustees
- Jan. 2013 Board Approved Redesign Principles
- Apr. 2013 Campus Presentations
- May – Aug. 2013 Unit Development of Proposed Organizational Plans
- July 2013 Workshop Presentation by HR to All Managers
- Aug. 2013 Senior Leadership Retreat
- Sept. 2013 All Managers & Supervisors Meeting
- Sept. 2013 District Council
- Oct. 2013 College & District Presentation
- Oct. 2013 Feedback on Proposed Organizational Chart



Redesign Timeline (con't)

- Nov. 2013 District Council
- Dec. 2013 Draft Report to the Board of Trustees
- Jan. 2014 Final Report to the Board of Trustees
- Jan. 2014 Implementation of Phased Approach



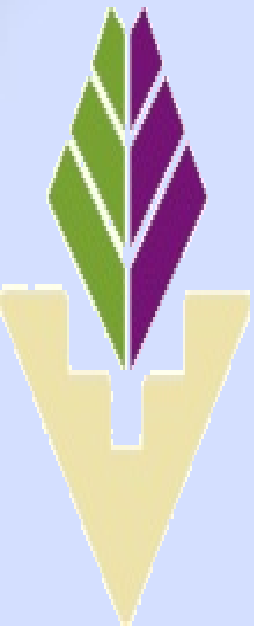
Implementation a Phased Approach

Redesign Initiatives

▪ Phase I	2013-14 Redesign Investment	\$250,000
▪ Phase II	2014-15 Redesign Investment	\$750,000
▪ Phase III	2015-16 Redesign Investment	\$750,000

Student Success Initiatives

▪ Phase I	2013-14 Board Investment	\$250,000
▪ Phase II	2014-15 Board Investment	\$750,000
▪ Phase III	2015-16 Board Investment	TBD



THANK YOU FOR ALL THAT YOU DO....

We appreciate your hard work and commitment



Remember to check your email for the upcoming survey. Your feedback is invaluable.