3: Governance and Administration

The role of College governance was assessed in several ways. A College-wide Governance Survey in 2005 and various interviews with select members of the four main constituencies (faculty, administrative and professional staff, classified employees, and students) form the basis of the analysis presented to discuss Standards 4 and 5.

Leadership and Shared Governance

The College operates on a shared-governance model intended to provide all constituencies with a voice in College planning and decision making (see Fig. 3.1). The Board of Trustees is the policy-making body of the College, and as such, it interacts regularly with the College President and senior administrators. The Board is composed of 15 community leaders from government, industry, and the sponsoring school districts. In addition, three trustees have been added to the Board since 2005 as a result of a new state law, one each from Gettysburg, Lancaster, and Lebanon. Within the internal shared governance process, the major constituencies are faculty, classified staff, administrative and professional staff, and students. These constituencies are represented by a number of councils and committees spanning all areas of College operations (e.g., planning, budgeting and finance, educational offerings, and student life). While the influence of any constituency group may vary with any given issue, each is given a voice through formal committees or councils. The exception to this is that professional staff have no formal body. Because of the multi-campus nature of the College, governance includes representation from all campuses and centers on the various councils and committees comprising the shared governance structure. An outline describing the function of each governing body at the College is provided in Appendix C**.**
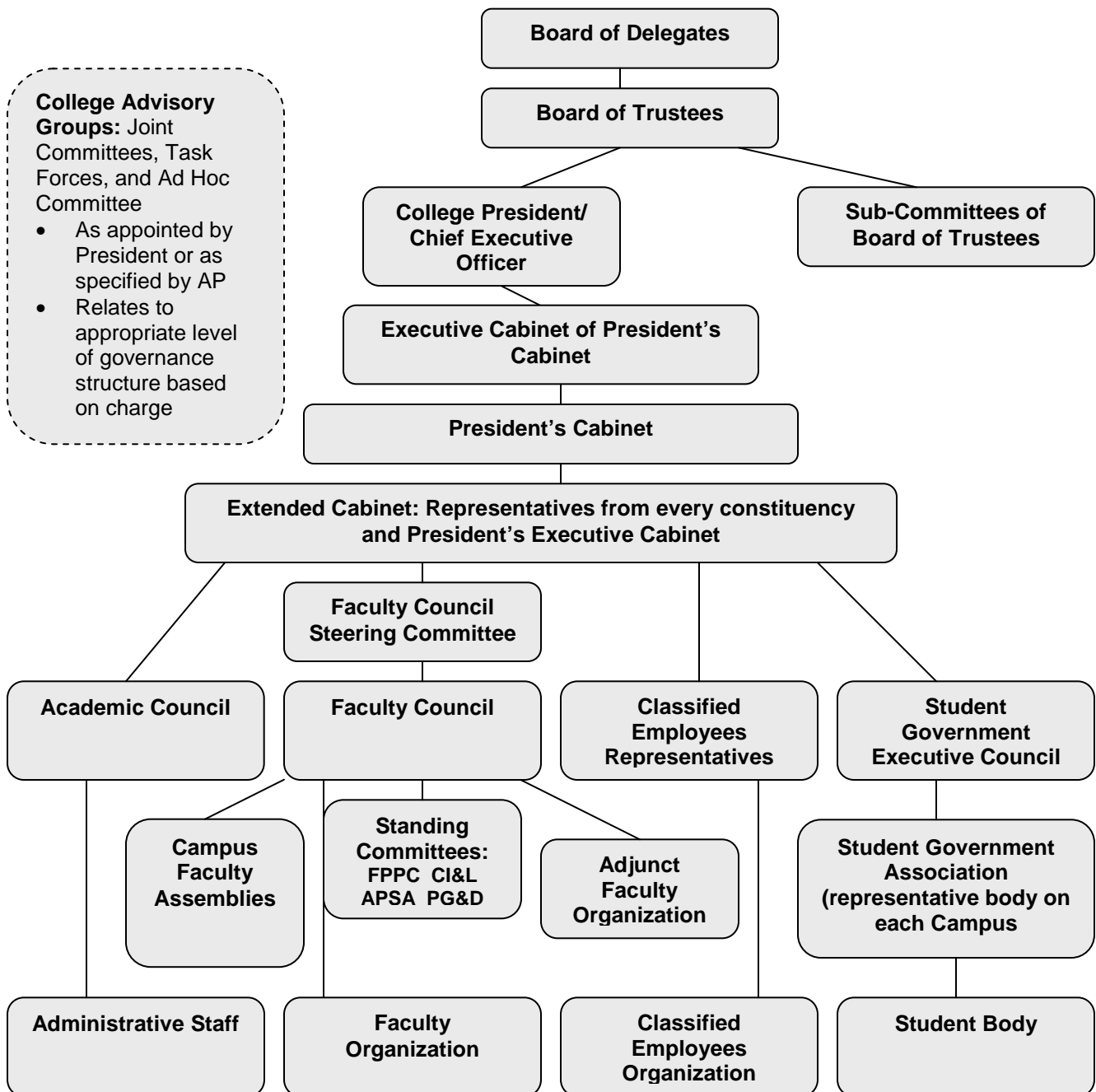
Activities of the various governing bodies are documented in minutes and communicated to the general community via e-mail and postings on various network drives and on the College Intranet. Individual faculty, administrators, and classified staff have input into and participation in the activities of the committees via their representatives. They can also participate in ad hoc committees formed for more complex issues. In addition, most administrators are open to direct communication with faculty or staff. Students have input and participation via their representatives who serve on some of the governances bodies.

Analysis of governance at the College centered on representation, effectiveness, inclusiveness, and assessment for improvement. For this Self-Study, a survey of all faculty, classified staff, administrators, and professional personnel at all campuses was conducted with the assistance of the College's Institutional Research Office to determine the following:

- Are members of the various constituencies involved in the governance system?
- How effective are the various governing bodies?
- Is the governance system working effectively in planning and policymaking?
- Is the governance system effective in securing resources for its constituencies and in sustaining and improving the College?

- Do members of the various constituencies, particularly at the regional campuses, feel effectively represented and integrated into the governance process?
- Is the governance system effective in updating curriculum and giving faculty a voice in new program initiatives?
- Do members of the various constituencies feel the governance system is working effectively for them?
- Do members of the various constituencies (both full time and part time) feel they have a voice in the College's governance?
- Does the governance system need to be changed?

Fig. 3.1: Current Governance Structure at HACC

College Advisory Groups: Joint Committees, Task Forces, and Ad Hoc Committee
- As appointed by President or as specified by AP
- Relates to appropriate level of governance structure based on charge

Board of Delegates

Board of Trustees

College President/ Chief Executive Officer

Sub-Committees of Board of Trustees

Executive Cabinet of President's Cabinet

President's Cabinet

Extended Cabinet: Representatives from every constituency and President's Executive Cabinet

Faculty Council Steering Committee

Academic Council

Faculty Council

Classified Employees Representatives

Student Government Executive Council

Campus Faculty Assemblies

Standing Committees: FPPC CI&L APSA PG&D

Adjunct Faculty Organization

Student Government Association (representative body on each Campus

Administrative Staff

Faculty Organization

Classified Employees Organization

Student Body

Three surveys were developed and distributed to full- and part-time faculty, classified staff, and administration/professional personnel during Spring 2005. The surveys had a common structure; however, each was tailored to the issues relevant to the specific group. Participation in the survey was voluntary and care was taken not to identify individual respondents to the survey. A summary of those constituencies represented in the survey, and their response rate, is presented in Table 3.1. Assessment of student governance bodies was not included within the scope of the survey; however, an informal assessment of student government relative to these topics will be included in the following sections.

Table 3.1 Governance Survey Response Rates

Group	Mailed	Received	Response Rate
Faculty—Full Time (FT)	255	148	58.0%
Faculty—Part Time (PT)	700	138	19.7%
Faculty—Total	955	286	29.9%
Classified—FT only	285	86	29.2%
Admin/Prof—FT only	199	88	44.2%
TOTAL	**1449**	**460**	**31.7%**

According to the College Research Office, the response rate from the various constituency groups varied from a high of 58.0% for full time faculty down to 19.7% for adjuncts. The overall return rate was 31.7%. Even though the return rate varied, upon closer inspection of selected group characteristics, it was determined that all surveys, for the most part, were representative of each group population. This was even true with the adjunct rate, as the percentage responding mirrored their proportional total for classes taught at each location. Additionally, a review of the classified staff revealed that those at the Gettysburg and Harrisburg Campuses were slightly underrepresented based on Fall 2005 population totals, but the actual number of responses was deemed sufficient to reach a number of conclusions.

Participation in the Governance System

Interest and opportunities to participate in governance vary by constituency group. Full-time faculty are required to commit to College service, which may include College governance. Administrators are assigned to serve on various committees. Classified staff may volunteer to serve on committees, and part-time faculty are generally do not have the time or interest to participate in College governance. Not surprisingly, differences exist between awareness of the various opportunities to participate in governance and actual participation based on survey responses.

Full-time Faculty: Almost all (97%) of full-time faculty know that the Faculty Council represents them and 80% or more are aware of the five standing committees. However, only 45% had served on Faculty Council and about 30% served on a standing committee.

Part-time Faculty: Almost all of the part-time faculty are aware of Faculty Council and around half are aware of the five standing committees. Participation on Council or committees, however, is very low, less than 10%.

Classified Staff: For the classified staff, almost all are aware that the Classified Employees' Organization (CEO) represents them, but less than half responded that they frequently or occasionally participated in CEO activities or events.

Administration and Professional Staff do not have an organization directly representing them.

Differences between responses from full-time faculty and part-time faculty were significant regarding participation in governance because full-time faculty are contractually required to perform College service. Some full-time faculty choose to be involved in governance to fulfill this requirement; however, the low participation rate suggests this requirement may not be enforced or it is being fulfilled by committees outside of the governance process (e.g., search committees, task forces, division or campus committees, etc.). Part-time faculty seem to be disconnected from the governance process, and the survey comments suggest possible causes are lack of communication to adjuncts about governance, under-representation in the governance process, and lack of time or interest since many adjuncts work full-time elsewhere.

On the basis of the survey comments, classified staff participation is limited primarily due to a lack of available time. Classified staff commented they are generally too busy with their job duties to devote time to governance committee service. Other comments indicated supervisory administrators who would not allow classified staff to leave their posts for committee meetings or who discouraged their participation.

Effectiveness of Governing Bodies

Generally, the various constituencies at the College feel positively about their representation and ability to have a "voice" within their governing body. However, some complexities arise when the topic of representation is analyzed in more detail. Overall, classified staff and faculty evaluated their representative body in positive terms, with classified staff more positive than faculty. However, administrative and professional staff do not have a representative body. Review of survey comments was also illuminating. On the basis of this analysis, the following general trends can be observed for each group:
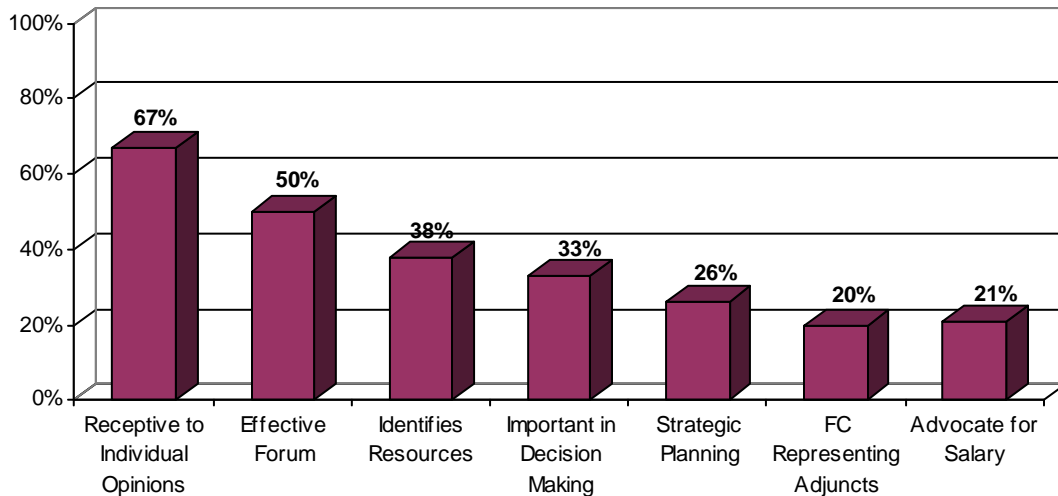
Classified Employees Organization: The Classified Staff responding to the survey have positive opinions about the Classified Employees Organization (Fig. 3.2). For example, 64% believe the CEO effectively represents classified staff, and 61% think CEO effectively communicates information; 50% believe CEO plays an important role.

Fig. 3.2: Effectiveness of CEO
(Agree and Strongly Agree)

Category	Value
CEO Effectively Represents Classified Staff	64.2%
CEO Plays an Important Role	50.6%
CEO Effectively Communicates Information	60.5%
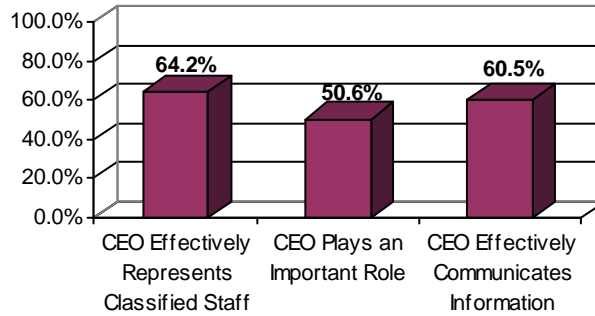
Faculty Council: Opinions about Faculty Council were positive among full-time faculty: 67% believe that it is receptive to individual opinions and 50% believe that it provides an effective forum for faculty (Fig. 3.3). Results were less positive when asked if Faculty Council is important in decision-making (33% agree) and in strategic planning (26% agree but 37% disagree), and 60% disagreed that it was an effective advocate for salary. Regarding the relationship of Faculty Council to executive level governance, comments are decidedly negative. The prevailing opinion expressed in survey comments is that Faculty Council resolutions are overruled, that decisions are made without faculty input, and that no mechanism for recourse exists after policy decisions are made.

Fig. 3.3: Effectiveness of Faculty Council
(Agree and Strongly Agree)

Category	Value
Receptive to Individual Opinions	67%
Effective Forum	50%
Identifies Resources	38%
Important in Decision Making	33%
Strategic Planning	26%
FC Representing Adjuncts	20%
Advocate for Salary	21%

Adjunct Faculty Representation: Survey results indicate improvements are needed for adjunct faculty representation (see Figs. 3.4 and 3.5). Among full time faculty, 20% believe Faculty Council represents adjuncts, but for adjuncts that number drops to 17%. However, 34% of the adjunct faculty believed that the Adjunct Faculty Organization (AFO) is effective, compared to only 17% of the full-time faculty. Perhaps even more significant is the high "Don't know/no response" rate from both full-time and part-time faculty on the question of the AFO's effectiveness. These results indicate an ambiguity or indifference about the effectiveness of the

Adjunct Faculty Organization as a representative for issues and concerns raised by part-time instructors.

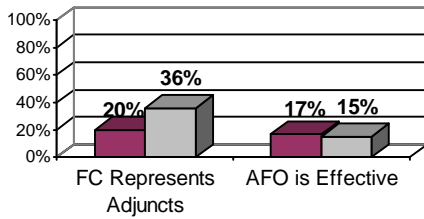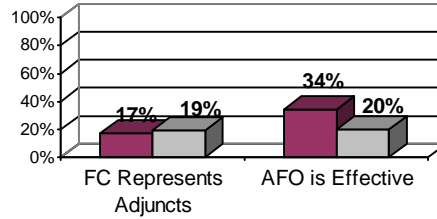**Fig. 3.4: Adjunct Representation, FT Faculty Responses**

**Fig. 3.5: Adjunct Representation, Adjunct Responses**

- While full-time faculty feel more strongly both positively and negatively about their voice in governance, 70% of part-time faculty are neutral or don't know if governance provides them an equal voice. Two major proposed changes to the faculty constitution were proposed in Fall 2006 with the goal of improving adjunct representation in governance. First, it is proposed that the Adjunct Faculty Organization (AFO) be more closely integrated into the Faculty Organization by the formation of a new standing committee, Adjunct Affairs. Second, it is proposed to add a second Vice President to the FO. The current position of AFO President will become a Vice President in the Faculty Organization and work with adjunct concerns.

- **Administrative/Professional Staff:** A majority of respondents (58%) believe an administration/ professional staff governance body is needed (Fig. 3.6). When asked about the details, though, responses were not so clear: 41% would exclude the president's cabinet from such an organization, and 39% would not restrict membership by salary grade. Comments in the survey indicate this body could be modeled after Faculty Council and that executive level administrators should be excluded.

Fig. 3.6: Need for Administrative/Professional Organization (Agree and Strongly Agree)
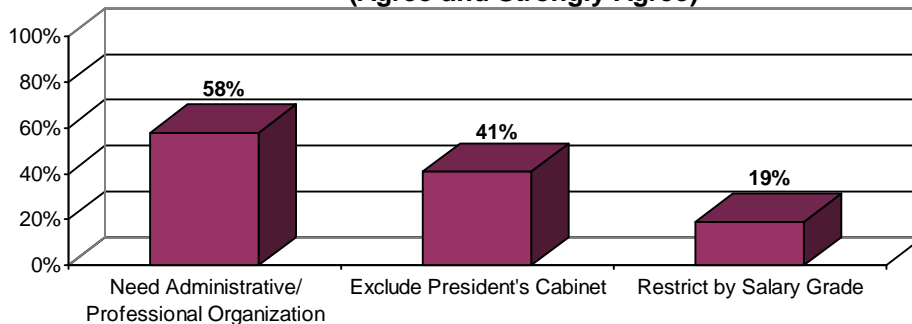
Recommendation 3.1: The College should explore the feasibility of a governance organization for administrators and professional staff or modify the mission of Academic Council to address the representation concerns.

Effectiveness of College Governance

Periodic assessment of governance is conducted only on an informal, ad hoc basis. While no regular, systematic assessment is conducted, members of these constituency bodies—Academic Council, Faculty Council, and Classified Employees Representatives—are given a forum in which members can raise concerns, and they are also encouraged to bring up issues during regular meetings. Each group responds to concerns by taking immediate action or evaluating an appropriate solution to issues that are raised. **Recommendation 3.2: The College should implement regular assessments of its governing bodies and the whole governance process.**

In survey responses, each constituency thought the governance structure was more effective in some areas than others. Faculty, for example, thought the current structure allows them authority to change programs; however, it provides less opportunity for voice in decision making or influencing policy. Financially, it secures resources for their job and keeps the College affordable, but it does not necessarily secure funds or salaries. Classified employees were positive about governance. Most thought it provides avenues to be heard, it meets the needs of classified staff, and provides required resources. It does not, however, provide everyone an equal voice or classified staff equal influence in governance. Administrators and professional staff believe the structure works to secure required resources and provides an opportunity to participate. They are not so sure it provides an effective way to manage the College, an effective means of communication, or a voice for policy change.

Overall, constituencies were positive about shared governance securing resources for their jobs, but not as positive about its effectiveness in planning and policy-making or in a multi-campus setting, as discussed in the following sections.

**Governance and the Allocation of Resources**

The President works actively to secure funding from the Commonwealth and effect changes in the Commonwealth funding formula. Resources are also secured at the executive level via the budgeting process of working with the delegate body, and using the strategic plan to develop goals and objectives for each campus and division. According to the survey (as Fig. 3.7 indicates), the governance system effectively generates resources to sustain and improve the College. Results on this issue are positive among classified staff and faculty, with almost 70% of classified employees and 76% of faculty agreeing. However, 48% fewer of administrative and professional staff agreed that the governance system at the College accomplishes this task. A notable percentage of "don't know" responses for each of the constituencies suggests the work governance and administration is doing to secure resources could be better communicated to the overall College community. Most of the survey respondents in all constituencies rated the governance structure effective in securing the resources required for them to do their jobs.

Fig. 3.7: Governance Effectiveness in Securing Resources (Agree and Strongly Agree)
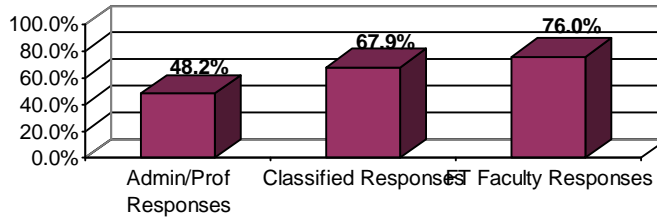
Faculty responses on the details, though, were mixed (Fig. 3.8). Most faculty believe the governance system is effective in securing resources for their job and keeps the College affordable. However, 49% believe it is not effective in securing attractive salaries. This negative response likely reflects faculty dissatisfaction with the functioning of the Budget Advisory Committee and the overall compensation process.

Fig. 3.8: Governance and Resource Allocation, FT Faculty Responses (Effective and Somewhat Effective)
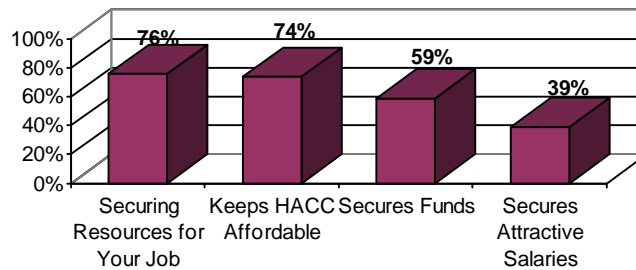
To ascertain whether or not the faculty impressions were accurate, salary data was collected from the American Association of University Professors (AAUP) and the College and University Professional Association for Human Resources (CUPA). A comparison of salary figures between the College and other, similar institutions reveals that 9-month salaries for faculty are in fact competitive, as the figure below illustrates:

|	HACC	AAUP	CUPA
Professor/Senior Professor	$71,312	$66,011	$68,296
Associate Professor:	$52,630	$53,405	$54,355
Assistant Professor:	$45,345	$47,116	$48,942
Instructor:	$40,629	$40,266	$35,299.

Effectiveness of Governance in Planning and Policy-Making

Planning has historically been accomplished in an atmosphere of sharing information, consultative decision-making, and shared responsibilities among the constituent parts of the College. Each constituency is also equally represented on the College's Strategic Planning Committee (see Chapter 1). Input for institutional renewal and strategic planning is gathered via constituency involvement in their governance committees and the Strategic Planning Committee. The results of renewal and planning activities are typically communicated via committee representatives and College-wide communications from administration; however, the degree to which communication takes place depends on the involvement of the various representatives.

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Other College planning activities such as budgeting, program planning, and curriculum take place outside the scope of the Strategic Planning Committee, which may further complicate the connection between governance and institutional renewal. In addition, in the last few years, major decisions about campus expansions, administrative reorganizations, and new initiatives have been made at the executive level and not consistently with constituency input. After directions are established by the Board of Trustees, constituencies are consulted for implementation.

Classified staff appear to have a more positive outlook in their influence in planning and policy making than faculty, administration, or professional staff (Fig. 3.9). Among full time faculty, 26% agreed with 37% disagreeing that Faculty Council plays an effective role representing faculty interests in the area of long term strategic planning; similarly, among administrative and professional staff, 37% agreed and 38% disagreed that the current structure provides a voice for planning.

Fig. 3.9: Role in Planning
(Agree and Strongly Agree)
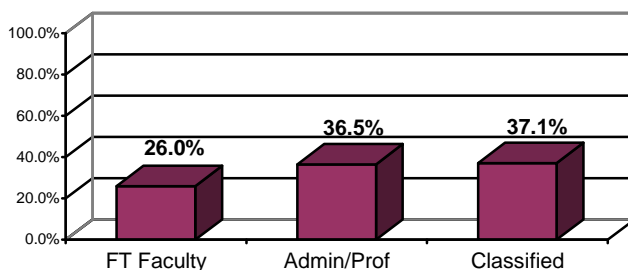
**Effectiveness of Governance in a Multi-Campus Setting**

The College is committed to a one-College concept at every campus. Regional campus faculty and staff are integrated into the governance structure through representation on the College-wide governing bodies. Benchmarks for regional campus representation have been established as a result of the Multi-Campus Task Force Report of 2003. Regional campus faculty have served on Faculty Council for well over a decade, and the same is true for administrators on Academic Council, and classified staff on the Classified Employees Organization. Presently there are two members on the Faculty Council from the Lancaster Campus and one each from the Gettysburg and Lebanon Campuses. In addition, the chair of the Lancaster Faculty Assembly is the Lancaster representative to the Faculty Council Steering Committee, linking these two governance bodies. Members of the regional faculty also serve on College-wide standing committees. With regard to joint committees, however, regional campus representation may not be as effective because membership is determined by interest and by the openings available.

The Multi-Campus Task Force report endorsed establishment of local assemblies and local committees to address local governance issues when a regional campus surpasses certain thresholds. Connection to the College as a whole would be established by one or more of their committee members sitting on the campus-wide counterpart of the committees. So far, only the Lancaster Campus has formed a Faculty Assembly. The chairperson of the Lancaster Faculty Assembly is a member of the Faculty Council Steering Committee and the vice chair of the Lancaster Faculty Assembly is one of two campus representatives to Faculty Council. The

Lancaster Faculty Assembly has set up committees similar to the standing committees of the Faculty Council. The full-time faculty in Gettysburg voted not to create a Faculty Assembly but to handle the governance process by discussing topics with faculty and administrators in regular meetings. The full-time faculty is also represented on many of the Gettysburg Campus's sub-committees and campus activities and clubs, as well as on many College-wide committees.

While the Task Force Report establishes clear administrative and governance structures, the survey results show that regional campus representation needs improvement (Fig. 3.10). When asked if governance is effective in a multi-campus setting, positive responses ranged only from 20% (faculty) to 28% (classified). Negative responses were higher for faculty (48%) and administrative/professional staff (32%).

Fig. 3.10: Effectiveness of Governance in a Multi-Campus Setting
(Agree and Strongly Agree)
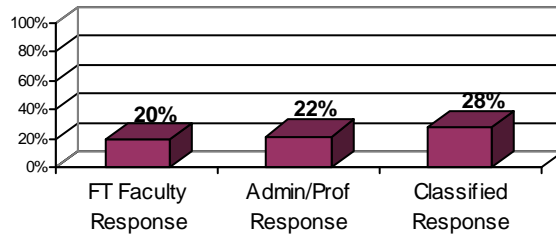
The survey results indicate more time is needed to determine if the Multi-Campus Task Force Report recommendations have addressed concerns related to governance and the one-College concept. **Recommendation 3.3: The College should continue to monitor and assess changes resulting from the Multi-Campus Task Force Report to determine whether they address concerns related to governance, operational practice, and the one-College concept on governance in a multi-campus setting.**

Constituency Perceptions of Voice in Governance

Each constituency thinks a little differently about the level of their influence in the governance structure.

Classified Staff were the most positive, as indicated in Fig. 3.11: 52% believe governance provides avenues to be heard, and 41% believe it provides an equal voice; however, 36% did not believe it affords classified staff an equal influence in governance, and ten comments expressed concerns about the lack of influence of classified staff.

**Fig. 3.11: Classified Perceptions of Voice Governance
(Agree and Strongly Agree)**
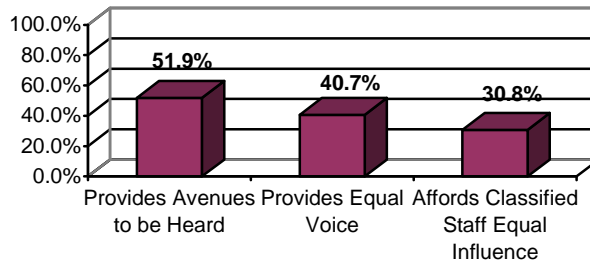
Administrative/Professional Staff are split on the question of their voice in governance, but they generally do not believe the current structure provides them a voice (Fig. 3.12). While 74.1% of Professional and Administrative Staff surveyed agreed that they do have a voice in the decision-making processes that affect them directly, the survey results show that only 34% believe governance provides them a voice for policy change. This may be directly connected to the lack of a governing body representing all administrative and professional staff.

**Fig. 3.12: Admin/Professional Perceptions of Voice in
Governance (Agree and Strongly Agree)**
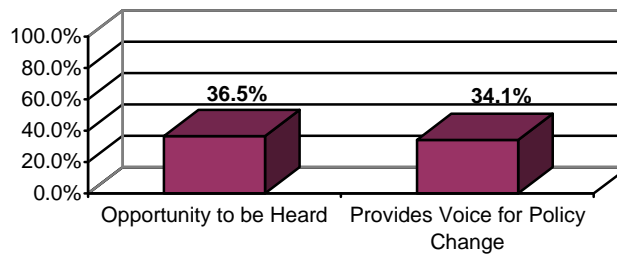
Full-time Faculty are positive about their voice in reviewing and changing academic programs: 67% of full time faculty agree the current governance is effective in changing programs, and only 13% disagreed. However, other questions of faculty voice were answered more negatively, as the chart below illustrates (Fig. 3.13). Nearly half do not believe that they have a voice in decision-making, that governance provides them an equal voice, or that they have a voice in influencing policy. Only 30% responded positively on voice in policy or decision-making.

**Fig. 3.13: FT Faculty Perceptions of Voice in Governance
(Agree and Strongly Agree)**

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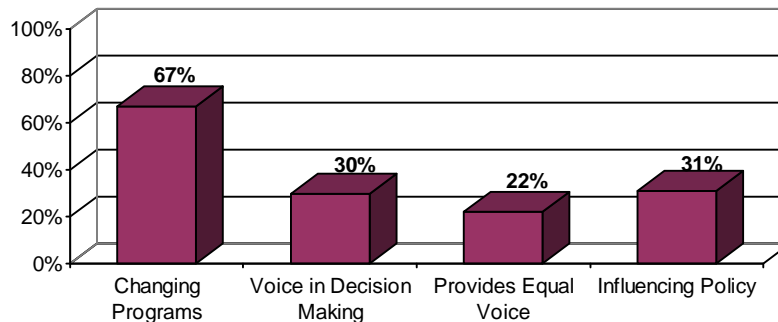
Furthermore, closer examination of the survey results and supporting comments reveal significant concern about the effectiveness and equity of constituents' voice arising from disconnects existing between shared governance and executive level administration. Faculty and administrator survey results both contained comments about decisions taking place between the President and the Board of Trustees that override the outcome of the shared governance process. Specific examples include College in the High School and the Virtual Campus (see Chapter 5). Faculty also express frustration over the use of outside consultants (and the attendant cost) to study College planning and policy issues, especially when they perceive that knowledgeable, internal resources are available. This was illustrated recently when the Research Office was asked to recalculate enrollment projects when those done for the Master Plan were considered unrealistic.

In the same vein, numerous comments also mentioned that decisions occurred at the highest administrative levels without consultation within the governance process. When this occurs, constituencies within shared governance are typically provided the ability to react to the decision but are unable to appeal or significantly affect the outcome of the decision. This is similar to results of the 2001 faculty survey, which indicated that faculty were satisfied with their representation within their own committees, but less satisfied with the way their interests were represented on College-wide committees and at the executive level. Several examples illustrate this concern.

- College in the High School was implemented in Fall 2000 at the Lancaster Campus before a Task Force was convened in Fall 2001 and an Administrative Procedure (774) was implemented at the end of Fall 2003.

- The Virtual Campus was implemented in January 2005 as the College-wide Task Force report was being drafted. The Task Force Report was finalized in June 2005, and revisions to AP 772, Distance Education Courses as a result of Task Force Recommendations were still being refined in Fall 2006.

- The Board of Trustees' recent rejection of the unanimous recommendation from the College Budget Advisory Committee for salary increases. The Board of Trustees has generally approved recommendations brought forth by the College Budget Advisory Committee. Thus, when the Board reduced the College Budget Advisory Committee recommendation for a 5% salary increase in Spring 2006 to 4%, and turned down an earlier proposal on domestic partner benefits, faculty members of the College Budget Advisory Committee felt frustrated because their recommendations were not supported. Dr. Baehre noted in a special Faculty Organization meeting that the College Budget Advisory Committee recommendations were completed and forwarded to the Board too late to be thoughtfully considered and with no time for further feedback to the College Budget Advisory Committee.

Members of the College community can voice their opinions on the decisions, but there is no formal mechanism to appeal them. Instead, a stronger component for voice in the process should be worked into the Administrative Procedures for critical areas and for all new initiatives. Communication appears to be a major contributing factor to the disconnect that exists between shared governance and executive level administration. Survey results on the topic of communication correlate with results on voice, where only 27% of full time Faculty and 28% of

administrative and professional staff agree or strongly agree on the effectiveness of governance in communication. Comments in the administrator survey responses such as "general lack of communication and knowledge about issues and decisions being made," "never hear about anything until after the fact," "major decisions made at the top without consultation," and "no opportunity for feedback or opinions to be heard" support the assertion that communication is an issue. Faculty comments tend to mirror the administration and professional staff comments. Classified staff surveys had fewer comments on communication issues; but a few comments in their surveys also mentioned that they believe their opinions do not matter and decisions are being made without consultation. **Recommendation 3.4: The College should develop a process requiring the input from and communication to all constituencies of the College in a timely manner when implementing new initiatives.**

Should the Governance Structure Change?

Despite the concerns and comments expressed by the various constituencies, no clear mandate for change is indicated by the survey conducted for this Self-Study. Each survey contained the questions asking if the governance structure should be changed (see Fig. 3.14). While 48% of full time Faculty agreed it should, only 26% of administrative/professional staff and 9% of classified staff agreed. Most administrative/professionals and classified staff were unsure about changing.

Fig. 3.14: Should the Governance Structure be Changed?
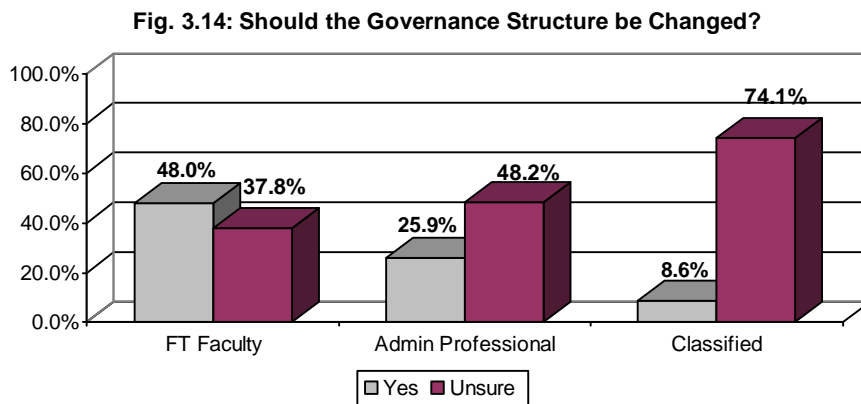
Follow-up comments on how governance should be changed vary by constituency. Administrative and professional staff consistently mention the formation of an administrator and professional advocacy group. They also mention a desire for faculty and staff to be more directly involved in budget and policy decisions and that regional campuses need more voice in the day-to-day operations of the College. Faculty are particularly concerned about their lack of representation and influence at executive levels of governance; a significant number of faculty comments propose forming a union as a means to resolve governance issues. Classified staff comments would like more influence in governance as well, and a couple of comments mentioned unionizing.

Assessment of Student Governance

Student government serves as the official voice of students in College Governance and oversees all clubs and student organizations. Students elect representatives to their campus Student Government Association, and campuses select two representatives each to attend the newly

established Student Government Association Executive Council. The Student Government Association serves students by working closely with various governing bodies of the College community, including the administration, Faculty Council, and various College committees. Details are spelled out in the Student Government Association Constitution. The Student Government Association receives a budget each year from the revenue generated from the student activity fees; each year this budget supports organizations and activities such as Athletics, the Child Play Center, and the Cultural Events Series, among others (see Chapter 4 for more on Student Government and Student Activities).

According to the student survey administered in Spring and Fall of 2004, the students at Harrisburg, Lebanon, Lancaster, and Gettysburg know about their representative organizations. Almost 75 percent of students surveyed at Gettysburg and 70 percent of those at Lancaster and Lebanon and Harrisburg Campuses are aware of their representative organizations; however, a substantially lower percentage of students (ranging from 2 to 3 percent) express interest in participating.

The Student Government Association does not survey its members to assess their effectiveness in any systematic way. It relies mainly on informal feedback from members, elections, publication of minutes, contact with representatives, general concern at meetings, etc. Each campus student government organization prepares end-of-the-year reports including internal assessment of strengths and weaknesses. The Student Government Association Listening Post activity in Harrisburg is also a notable internal assessment involving a semiannual set up of tables at various campus locations to solicit feedback from students on issues of concern. In addition, Student Government Association has revised their Constitution in an attempt to better integrate student representation from the regional campuses. Campuses revise their Student Government Association constitutions and by-laws as needed. All campus advisors noted that it is difficult to attract students to run for office and student participation in the organization is very limited.

Student governance issues were assessed by student satisfaction surveys undertaken in 2004-05 on each of the four regional campuses. (Reports on these surveys will be available in Spring 2007.) These surveys have provided valuable feedback on student perceptions of academic affairs, student affairs, and the physical facilities. In addition, the four Student Government Association regional campus advisors and the Student Government Associations at Lancaster, Lebanon and Gettysburg use informal methods such as surveys, suggestion boxes, and posted walk-in office hours as ways to ascertain students' interests and concerns. The Harrisburg Student Government Association President meets with the College President on a regular basis and students are represented on Extended Cabinet, Faculty Council, and other College-wide committees. Lancaster Student Government Association has representation on the Lancaster Campus Advisory Committee. From time to time Student Government Association representatives have served on task forces. Beginning in the Fall of 2005, the College created the Student Government Association Executive Council to bring together campus Student Government Associations and to "ensure equal representation to students at all HACC Campuses." The opinions of the advisors were that the new structure may help to create a more inclusive forum for addressing College-wide issues. A concern is that it will be difficult for student government leaders to devote additional time for the executive council along with their

responsibilities and studies at the respective campuses. Each campus will develop and operate under its own campus bylaws in accordance with the student government constitution. **Recommendation 3.5: The College should assess the effectiveness of the new structure for student government at the end of the first full year of operation.**

Standard 5: Administration

The College is administratively organized into the broad areas of Academic Affairs and Enrollment Management, Student Affairs and Enrollment Management, Regional Campuses, Finance and College Resources, and College and Community Development. Each area is divided into divisions or departments that provide specific operational, academic, student-centered or business-centered services. Some services are centralized for the College on the Harrisburg Campus (such as the academic divisions) while the regional campuses may have locally centralized offices that anchor operations to their campuses (such as student registration and advising). The vice-presidents of each area and the deans of the regional campuses report directly to the President, who reports to the Board of Trustees (refer to College organization chart in Appendix D).

The College's administrative structure is constantly evolving to meet the needs of the institution and its main constituencies of administrative/professional staff, faculty, classified staff, and students. As the College has experienced growth over the last five years in both enrollment and additional campuses and centers, the administration of the institution has become more complex. In response, task forces have been activated to analyze complex issues, to incorporate input from all constituencies and campuses, and to propose solutions that are viable for all locations. Task force members are recommended with these objectives in mind from the appropriate governing body (i.e., Faculty Council, Academic Council, and/or the Classified Employees Organization), but final appointments are made at the discretion of the President.

While task forces have been representative in their make-up, communication of their activities to the general College community has been inconsistent. In some cases, deliberations and reports are published on the College Intranet, discussion sessions have been scheduled, and comments from the College community on preliminary reports have been obtained before reports are made final. This was true of the Multi-Campus Task Force, where everyone's input was considered, recommendations were posted in a timely fashion on the Intranet, and follow-up was reported less than two years after the acceptance of the report. This is not always the case for other taskforce work, including that of the Virtual Campus. Here, publication and discussion of the report was postponed following taskforce deliberations, in part, because the College had already committed to operating a distinct Virtual Campus, and day-to-day operational details took precedence over discussions of the plan in the task force report. **Recommendation 3.6: Complete membership rosters, charges and deliberations of all Task Forces should be published on the College Intranet in a timely fashion, and provisions should be made to include College-wide discussion sessions accessible to all campuses both during the deliberations and as a response to any preliminary reports.**

A few of the administrative and organizational changes in the last five years are as follows:

- the assessment and improvement of the College's multi-campus administrative structure;
- the creation of a Virtual Campus to administer distance education;
- the reorganization of Student Affairs to reflect the College's enrollment management strategy;
- changes in titles of Vice Presidents: from Vice President of Student Services to Vice President Student Affairs and Enrollment Management and from Vice President of Instruction and Educational Services to Vice President of Academic Affairs and Enrollment Management;
- the creation of the Vice President of College and Community Development; and
- the consolidation of two academic divisions to form the new Business, Hospitality, Engineering, and Technologies Division.

Multi-Campus Task Force

The College has long struggled with an effective administrative and reporting structure for faculty, staff, and administrators at multiple campuses. A Multi-Campus Task Force was appointed by the President in 2001 to survey faculty and staff on the issues and to make recommendations. After two years of work, recommendations were published and accepted by faculty, administrative/professional staff, and classified-staff constituencies. Organizational models were adopted, providing a framework for staffing campuses through a series of defined stages or tiers for startup, growth, and maturity. Recommendations for increasing full-time faculty, administration, and support services at regional campuses were made based on increasing student enrollments. Dual reporting lines for full-time faculty were established with regional campus faculty reporting to the campus dean for non-academic administrative issues and to the academic dean for academic issues. Table 3.2 provides an overview of specific improvements made as a result of the work of the Multi-Campus Task Force.

Table 3.2: Changes Resulting From the Multi-Campus Task Force Report

Business and Finance:
- HACC Web was implemented, allowing online time entry, electronic approvals, e-PAFs, and other actions from any location.
- Some processes were decentralized to improve efficiency; campus Regional Budget Advisory Committees will allow campus faculty input into budget decisions.

Faculty and Academic Instruction
- Campus faculty evaluations now include input from the campus dean.
- All course outlines are now available electronically.

General Administration
- Organizational structures were established, providing sequential, structured organizational models to serve as the framework for staffing at all campuses via a series of defined stages: start-up, growth, and maturity.

Services and Support to Students
- Campuses follow the division counselor model when they reach a specified size; counselors now have dual reporting lines to the campus dean and the Dean of Retention Services.
- The Director of Financial Aid evaluates staffing needs on campuses based on numbers.

Perceptions on the changes resulting from the Multi-Campus Task Force work are mixed. Overall, it appears organization and authority have been communicated well to faculty. In the survey conducted for this Self-Study, almost two-thirds of faculty reported they are familiar with their reporting structures. The survey did not assess administrator/professional or classified staff perceptions of how well the organizational changes were communicated. An assessment of the recommendations from the Multi-Campus Task Force Report (March 2005) reported a lack of communication as one of its major findings. The existence of this review was not communicated to the College community. Nonetheless, attempts to improve communication are being made through regular meetings with campus deans to discuss common concerns and strategies. In addition, Campus deans collaborate through the Data Driven Enrollment Management Committee and regular meetings with the Vice President of Academic Affairs and Enrollment Management.

While many changes have occurred following the Multi-Campus Task Force Report, the 2005 College-wide survey on Administration and Governance revealed perceptions about the multi-campus functioning are mixed. When asked if all campuses have an equal voice in College governance, only a minority of each constituency agreed or strongly agreed (22% of faculty, 31% of classified staff, and 26% of administrators and professional). Similarly, when asked if governance is effective in a multi-campus setting, 17% of faculty, 28% of classified staff, and 22% of administrators and professionals agreed or strongly agreed. **Recommendation: 3.7: Changes from the Multi-Campus Task Force Report, including organizational structures, should be formally assessed by a process involving all constituencies over the next two years and communicated to the College community.**

The Virtual Campus

The creation of the Virtual Campus was intended to streamline administration for the increasing number of online courses. The former Information Technology and Distance Learning Department was divided into Information Technology Services and the Virtual Campus and Instructional Technology. Information Technology Services reports to the Vice President of Finance and College Resources and Virtual Campus and Instructional Technology reports to the Vice President of Academic Affairs and Enrollment Management. Information Technology Services is administered by a Chief Technology Officer and is responsible for Enterprise Technology Services and Technical Services. Enterprise Technology Services supports the College's administrative software package (Banner) and associated hardware while Technical Services supports all other administrative systems such as the network, email, and file servers, and help desk support for all of these systems. Virtual Campus and Instructional Technology is overseen by a dean who is also responsible for all academic technology (e.g., SMART classrooms, distance education, and online instruction). The effectiveness of this new structure needs to be assessed in 2007-08.

The Virtual Campus had its genesis in the 2002-2005 Strategic Plan, under the goal of technological excellence (III.C), and more specifically "to provide College services, programs, and operations via the Internet" (III.C.3). The planning of the Virtual Campus took part in two phases over several years, and the final planning report was accepted by the President in July 2005. The mission of the Virtual Campus is to allow the College to better respond to student needs by offering more online courses, by facilitating student services unique to the virtual

educational environment, and by providing technical training and assistance to the faculty who teach online courses. Phase II of the planning included recommendations for mission and purpose, administration, student services, and faculty and assessment. A number of those recommendations have already been implemented, as noted in Table 3.3 below.

Table 3.3: Phase II Recommendations for Virtual Campus

1. New Purpose statement for the VC developed
2. Finance and Administration Recommendations implemented:
    a. Structured as a Tier 4 campus based on benchmarks set in the MCTFR
    b. Separate budget with reimbursement to Harrisburg for overhead.

3. Strategic Enrollment Management
    a. Implemented: improved Help Desk support, online bookstore services, online withdrawal process, and online Web CAPP (graduation requirements).
    b. Still in progress: online counseling services need to be developed.
4. Faculty, Instruction and Assessment Recommendations Implemented
    a. VC faculty meet the same criteria for course qualification and evaluation as other faculty.
    b. Course assessment procedures have yet to be developed.
    c. AP 772, Distance Education Courses is being revised in light of task force recommendations.

The Virtual Campus was set up as a Tier IV campus, following recommendations of the Multi-Campus Task Force Report. This campus has its own budget, makes hiring and staffing decisions, and has started hiring full-time faculty. As of Fall 2006 there were 124 online courses, 18 video courses with a total of 261 sections and 3,313 students enrolled. Plans for assessment of the effectiveness of the Virtual Campus in the coming semesters include the following benchmarks:

- Grade distribution studies
- Revenue/expense reports
- Enrollment reports
- Student surveys
- Course and faculty surveys
- Number of students served outside the College's region
- Online Academy Faculty (assessments after each session)
- Public Perception of VC (via web site surveys, presentations, and awards)
- Adjunct to full time faculty ratios
- Number of Programs Available online
- Number and usage figures for online Student Support Services

Implementing some of the recommendations for the Virtual Campus has been held up by a lack of support staff. With the addition of a dedicated counselor, an associate dean of academic affairs, and an administrative secretary, along with a committee working to revise AP 772, *Distance Education Courses* in light of task force recommendations, the rest of the recommendations should be implemented in the next two years. **Recommendation 3.8: The effectiveness and efficiency of the Virtual Campus structure needs to be assessed in 2007-08 because of the rapid increase in size and complexity.**

Other Organizational Changes

Student Affairs

Organizational changes were made in Student Affairs in a manner consistent with a strategic enrollment management model. Student Affairs now consists of three major components: Enrollment Services, Retention Services, and Student Life. Staff positions and job descriptions

were reviewed in each area and individual offices were realigned to fit this model. Regional campuses developed their Student Affairs offices along the same model as the Harrisburg campus in response to recommendations of the Multi-Campus Task Force Report. Details on changes in those areas and an assessment of their effectiveness are described in Chapter 4, Services to Students.

Academic Affairs and Enrollment Management
Another significant change was to rename the position of Vice President of Instruction and Educational Services to Vice President of Academic Affairs and Enrollment Management. This change was made to emphasize that the academic side of the College should work closely with Student Affairs in the College's Enrollment Management Plan. Hence, Enrollment Management is included in the titles of both Vice Presidents (i.e., Academic Affairs and Student Affairs), and both work closely with Public Relations to market programs and serve on the College-wide Data Driven Enrollment Management Committee (DDEMC). The connection between the two areas and the work of the DDEMC is explained in more detail in Chapter 1, Mission, Planning, and Assessment. Student Affairs administrators participate in Academic Council to improve communications between academic areas and student services.

College and Community Development
The College created a new administrative position, Vice President of College and Community Development. This Vice President works to strengthen development and outreach initiatives by the following:
- creating partnerships for the College,
- increasing fund raising opportunities through the HACC Foundation,
- coordinating all grant activities with local, state, and federal funding, and
- providing oversight for the Institute for Entrepreneurial Studies – a center devoted to assisting the creation of start-up businesses in the region.

The focus of the position is to enhance the external partnerships for training with business and industry, making non-credit a vital service of the College.

Division reorganization

Another organizational change was the combination of two academic divisions (the Business, Engineering and Technology Division and the credit side of the Workforce and Economic Development Division into one larger Business, Hospitality, Engineering, and Technologies Division. Process mapping was used to reorganize the Workforce and Economic Development Division division, and the non-credit area has been consolidated. All non-credit and continuing education staff now report directly to the Harrisburg division. This maintains programmatic crossover between the Business, Hospitality, Engineering, and Technology Division and the Workforce and Economic Development Division so that non-credit workforce and economic development training and education programs can be articulated with credit bearing courses and programs in Business, Hospitality, Engineering, and Technologies. This organizational structure allows Business, Hospitality, Engineering, and Technologies to operate more like its sister academic divisions, Communications, Arts, and Social Sciences and Math, Science and Allied Health, while allowing a tie in of the business model operation of Workforce and Economic Development Division with the academic side of the College.

The creation of another large academic division has led to questions about how to effectively administer such large areas, particularly when spread across four campuses plus additional centers and sites. The proposal of a department chair model may help address some issues, particularly if the workload questions associated with the current coordinator model can be resolved. This new look at administrative structure has also led to informal questions about the faculty-to-administrator ratio in some divisions and campuses. The College has not developed a metric for calculating overhead rate to go along with recommendations for increasing overhead per the organizational structure of the Multi-Campus Task Force Report. Further, the effectiveness of other organizational changes across the College need to be assessed. Because all of the changes discussed in this section are relatively recent, the new administrative structures have not been assessed. Assessment of the newly created organization will be conducted as performance measures tools and intervals are established and agreed upon. **Recommendation 3.9: A mechanism should be established to assess the division and campus organizational structures, using agreed-upon timeframes and performance measures.**

3: Governance and Administration Recommendations

3.1:   The College should explore the feasibility of a governance organization for administrators and professional staff or modify the mission of Academic Council to address the representation concerns.

3.2:   The College should implement regular assessments of its governing bodies and the whole governance process.

3.3:   The College should continue to monitor and assess changes resulting from the Multi-Campus Task Force Report to determine whether they address concerns related to governance and the one-College concept on governance in a multi-campus setting.

3.4:   The College should develop a process requiring the input from and communication to all constituencies of the College in a timely manner when implementing new initiatives.

3.5:   The College should assess the effectiveness of the new structure for student government at the end of the first full year of operation.

3.6:   Complete membership rosters, charges and deliberations of all Task Forces should be published on the College Intranet in a timely fashion, and provisions should be made to include College-wide discussion sessions accessible to all campuses both during the deliberations and as a response to any preliminary reports.

3.7:   Changes from the Multi-Campus Task Force Report, including organizational structures, should be formally assessed by a process involving all constituencies over the next two years and communicated to the College community.

3.8:   The effectiveness and efficiency of the Virtual Campus structure needs to be assessed in the next year because of the rapid increase in size and complexity.

3.9:   A mechanism should be established to assess the division and campus organizational structures, using agreed-upon timeframes and performance measures.