

Chapter 1

GOVERNANCE SUBCOMMITTEE REPORT

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INTRODUCTION

The governance of the College is primarily determined by the College and Institute Act. Historically, colleges and institutes were governed by their respective Boards with power assigned by legislation. In 1996 the College and Institute Act was amended and powers before vested solely in the Board, were given to an Education Council.

It is recognized that there are other sections to the College and Institute Act, as well as other legislation that have an impact on the Board, Education Council and the operation of the College. However, the College Board powers and responsibilities are found primarily in Section 19 of

- Policy #1.0 College of New Caledonia Board Responsibilities
Policy #3.0 College of New Caledonia Goals (short and long term reviewed annually)
Policy #5.0 Monitoring Executive Performance - President

A copy of the College and Institute Act, Board By-laws and Board Policies are attached as Appendices A, B, & C.

In summary, the College Board has delegated the appropriate authority to the President in order to carry out the responsibilities found in the College and Institute Act. The Board provides direction by establishing short and long term goals that are reviewed annually. The Board also monitors the performance of the President against progress made in fulfilling the short and long term goals.

The Board has a standing committee on Presidential Performance that meets with the President on a monthly basis. Also, progress on the goals is formally presented to the Board at mid term (February meeting). Additionally, in fulfilling its fiduciary responsibilities the Board has a Finance Committee. The Finance Committee is responsible to monitor financial aspects of the operations of the College. Appendix D outlines the mandate of the Finance Committee which also meets monthly.

The other committee of the Board is the Committee of the Whole. This Committee meets monthly and is established to cover a wide range of topics and to direct the Board and Administration in the preparation of policy position and Board agenda items.

Board Policies

The stated purposes for the Board are outlined in the Board Policies (Appendix C) and are reviewed annually. This annual review process complies with one of the policy statements.

Board Planning, Progress, and Review Initiatives

Board planning and review occurs on an annual basis. The process includes an assessment of the previous year's goals, data indicating relevant indicators and trends throughout the institution and determining the goals for the upcoming year. Progress on the goals is reviewed semi-annually as well other progress reports.

For the purposes of this Institutional Self-Study the progress on planning and review initiatives will be examined from 1995 to the present. At the Board Retreat in August of 1995, the Goals for the College Board (1994 - 1995) were reviewed, and current issues and the development of policy were discussed. A revised policy format was developed which resulted in policy statements that reflected the College Goals for 1995/96 as determined by the College Board. Included in Policy 3.0: College Goals is the theme, specific goals and strategies to achieve these goals. The major themes identified for

1995/96 were: Education, Community Involvement, Internal and Labour Relations, Students, and Funding. Board Committees (including senior administration) were created based upon the identified themes. The committees met monthly and progress reports were included in the public session of each Board meeting. Reports by the President were also included.

Prior to the subsequent retreat in November of 1996, an evaluation (Appendix E) was completed by Board members to assess the awareness of the Board, as a collective, of the goals and the progress being made in implementing the goals. The following questions resulted:

Were five goals too ambitious for a Board this size?

How can real Board ownership be created in each goal if there are too many?

What is the role of the Board?

outside of public and private sessions to accommodate increased knowledge and ownership of all issues for all Board members.

After discussions by Board members and the President it was determined that the Board retreat should be held in June to better accommodate institutional planning. The 1998/1999 Board Annual Action Plan (Appendix F) was developed at the Board Retreat in June 1998. The goals from 1996/97 were reviewed, presentations were made by constituent group members and the issues facing the college were discussed. Two paramount themes were identified: “communication” and “student focus”. The policy format was revisited again and resulted in an improved format. The major issues identified were: implementation of the Education Goals, financial/insufficient funds, role of the board, student focus, and a healthy atmosphere. For each issue a specific goal was identified and included: the issue, the goal, responsibility, implementation plan (including time lines and progress report dates), activities, effects on students and other information.

In November of 1998, a report (Appendix G) was submitted to the Board outlining progress on the strategies developed to meet the goals as outlined in *Charting a New Course*.

In February of 1999, the Board reviewed the progress being made to fulfill the 1998/99 Action Plan. The report included progress (Appendix H) on the 11 action items included in the Education Goals and the four other Board goal areas. Included, as well, were progress goal reports by the President and President’s Advisory Group (PAC), Vice-President Academic and Educational Administrative Team (EAT), Vice-President Administration, Director of Student Services, Director of Community and Continuing Education, and Associate Director of Resource Center.

At the Board Retreat in June of 1999, the Board will examine the Board policies and long and short term direction for the College.

Board Operations; Improvements

Currently there is not a formal process to determine the effectiveness of the actual functioning of the Board, other than the annual review/planning sessions. In the past, we had an evaluation of each meeting but found this was not really an effective method of operating the operations of the Board. There is regular informal evaluation of the operations and a willingness to discuss and try different procedures.

The Board has instituted many changes to its operations in the past several years as part of an evolving process. Examples include:

- a) a formal agenda committee consisting of the Chair, Vice Chairs, President and input from PAC, instead of only the President and the Chair,

- b) formation of the Committee of the Whole to accommodate more in-depth discussion of issues and broader involvement of all Board members instead of several smaller committees who often worked somewhat in isolation,
- c) a Board member as a member of the College Bargaining team,
- d) constituent representation at Retreat planning session to ensure stakeholder consultation in development of Board goals,
- e) a calendar of College events reviewed monthly to assign Board member(s) to attend to ensure representation and involvement by the Board,
- f) development of an improved Presidential evaluation process,
- g) Relationship by Objectives (RBO) - to improve labour relations within the institution after a labour dispute in 1995,
- h) annual employee appreciation function sponsored by the Board,
- i) staff Christmas in the Atrium social function,
- j) letters of congratulation to recognize employee achievements,
- k) development of a standard presentation format for the Board package.

Board Initiatives/College Operations

Examples of Board initiatives which resulted in direct effects on College Operations are:

- a) budgetary support for the development of International Education programs,
- b) development of a Community and Continuing Education Division in Prince George,
- c) building of the Student Residence,
- d) decision to operate in a deficit budget position rather than eliminate any educational programs.

Address Questions Provided by Provincial Institutional Evaluation Subcommittee

It is the opinion of the Governance: Board Working Group that the relevant questions are addressed in the body of the report or in the recommendations. A summary of responses to SCOEA's Criteria is included. (Appendix I)

Recommendations

The following recommendations are based upon the Self-Study review process and are intended to improve the Board of Governors' operations.

Recommendation 1.1: Receive the recommendations from all of the Self-Study working groups and develop a work plan which includes implementation strategies, responsibilities, time lines and progress reports.

Recommendation 1.2: Development of a Board Operations evaluation.

Recommendation 1.3: Formal succession planning for Board members.

Recommendation 1.4: Ensure Board member representation at Education Council.

Recommendation 1.5: Mentorship of new Board members.

Recommendation 1.6: Develop an evaluation process for the Board retreat.

Recommendation 1.7: Develop Critical Success Factors for CNC.

Recommendation 1.8: Standardize the format for Board direction to Administration.

Recommendation 1.9: Improve the process that the Board receives information on relevant trends and indicators.

Recommendation 1.10: Periodically review the legislation and the extent to which the Board is fulfilling its roles and responsibilities.

List of references/supporting material:

Appendix A - College and Institute Act

Appendix B - Board By-Laws

Appendix C - Board Policies

Appendix D - Finance Committee Mandate

Appendix E - Evaluation Tool - November 1996

Appendix F - 1998/1999 Board Annual Action Plan

Appendix G - Progress Report on Implementing "*Charting a New Course*"

Appendix H - Progress on Board Annual Action Plan - 1998/99

Appendix I - Responses to SCOEA's Criteria

A. GOVERNANCE, EDUCATION COUNCIL

Introduction

discussion on the workings of Education Council, its mandate, and its role in the college community, so in a way this was an informal evaluation, as well as establishing rules and guidelines for our Education Council.

Most years since January 10, 1991 members or committees of Academic Council and Education Council have met to review and revise the Handbook. Dates of these activities are indicated by the printing of the Handbooks:

Academic Council Handbook	1991 & 1992
Academic Council Handbook	1992 & 1993
Academic Council Handbook	1993 & 1994
College of New Caledonia Information & Guidelines	Sept 1995
College of New Caledonia Education Council Handbook	1996
CNC Education Council Handbook	Revised 1998

The Handbook writing exercise (Academic Council) and the subsequent Handbook reviews for the purpose of updating the book (Academic Council & Education Council) were performed by committees. These committees met many times to formulate guidelines for the smooth functioning of Education Council. These committees were sensitive to the needs of the council and the college community so in the act of reviewing the Handbook for needed changes, etc. these groups also performed duties which could be broadly described as an evaluation.

Since the beginning, both Academic Council and Education Council have tried to clarify their roles, mandate, and responsibilities and establish processes and procedures that, when published, were available to all. Such information has been collected and housed in our Handbook. Although evaluation criteria are not stated as such, measurable reference points have been determined at times by interpreting and adjudicating this document. So until now, CNC Education Council has not undertaken a formal evaluation review but it has a history of introspection, subsequent adjustments and significant change(s) when precipitated by validated observations through various activities. Certainly a “culture of evaluation” has prevailed for many years to facilitate improvements of our Education Council.

Education Council Planning

C. Education Council

In earlier times, the establishment of Guidelines, Handbook, and Bylaws promoted activities that were more 'proactive' in nature so one could say that planning was a vital part of Education Council. However, the Education Council, at least the group of constituency members that are appointed or elected and meet monthly, has appeared to be primarily 'reactive' in the past few years. It has been responsive to items and submissions that have been put forward but it has not been the originator of much activity and/or planning. Schedules of upcoming Academic years do come to Education Council and some discussion may arise, but this is mainly a review and verification process. Schedules for Program Reviews also are established through Education Council, but again this is often only a formality as a sequence or rotation of such and is ongoing. Through a recommendation of the Spring 1999 Review, it is hoped that the establishment and review of annual Goals & Objectives will provide a basis for future planning.

Recommendation 1.11: Education Council annually set and review formalized and published Goals and Objectives.

The format and presentation of the Spring 1999 Review may signal a shift in attitude and activities that will facilitate more planning in the future as far as review of progress on recommendations at a later date will provide for an organized basis for planning. This report, through these recommendations, strongly suggests elements of planning that are more 'proactive'.

Recommendation 1.12: Education Council establish an Orientation Process for newly elected and appointed members.

Recommendation 1.13: Education Council improve communication with the following stakeholders:

- a Students
- b Program Committees
- c OMC (Operational Managers' Committee)
- d Faculty in general

Standing Committees of Education Council, such as Program Committees, have been and are 'proactive' in nature. Planning is a major activity of these groups, for example new course and new program submissions. The role of these committees will not change in the future but the methodology of planning is individual and independent for each group.

D. Budget Planning

At present there is no evidence of results of an Education Council review, such as the Self Evaluation, May 1999 being used in budget development as this topic was not analyzed. Our Education Council has no direct input into the development of the CNC Budget but over time a process of review and information sharing has been established. Budget Assumptions are presented to Education Council, as well as reports during the developmental phases of the Budget. Our Education Council, through interpretation of the legislation, Bill 22, has determined that our area of authority and advisory role should focus on educational matters and not financial ones, so budgetary reports from the administration are for information only (FYI).

E. Institutional Planning

The involvement of Education Council in institutional planning was reviewed during the study of Education Council's mandate and our relationship with the CNC Board. An arrangement which facilitates communication and involvement in the planning process is the representation of Education Council and the Board at each table, i.e.: the Education Council Chair serves as a non-voting member of the Board and a Board representative attends Education Council.

Education Council has the mandate under the Powers of the Education Council section 24, (1) & (2) of the College and Institute Act to deal with many matters which effect students and are educational concerns, i.e.: set policies concerning exams, set policies concerning student withdrawal, set criteria for academic standing, set curriculum content for the course, etc. All these legislated responsibilities influence the planning within the institution. Also, the formation of new Education Council standing committees, such as new Program Committees, facilitate the work of developing new courses and programs (i.e.: Wood Technology Program Committee) at CNC.

Many issues that fall within the Advisory role of the Education Council, Section 23 (1) to (4) of the College and Institute Act, Chapter 52, also illustrate how Education Council is involved in institutional planning. Curriculum content falls within the jurisdiction of Education Council but Admission & Selection Criteria for courses and programs leading to certificates are brought forward to the Board by Education Council in an advisory capacity. Program Reviews come to Education Council and then are subsequently carried to the Board. Through the Education Council Self Evaluation study, Spring 1999, a concern surfaced about the responsibility and need to monitor and adjudicate the results and implementation plans put forward in a Program Review so this may be an issue for further consideration in the coming year (Goals & Objectives of Education Council or Annual Evaluation). A quarterly report of Continuing Education courses is presented to Education Council. Prioritization of Locally Initiated Curriculum Projects (LIC) are set by a committee of Education Council (including the Vice President Academic), presented to Education Council and then forwarded to Centre for Curriculum, Transfer and Technology (C2T2). "Letters of Intent" are presented to Education Council and if necessary are prioritized before submission by Education Council to the Board and then the Ministry.

participants such as a student representative, Vice President Academic, submission presenters, and the College community in general. One facilitated Focus Group was held with Program Committee Chairs. Midway through the process, all members of Education Council were given an opportunity to participate in this evaluation when the Task Force presented an Interim Report on CNC Education Council Evaluation (April 1999). Comments and input were used by the Task Force to adjust and formulate other recommendations. It should be noted that the Task Force discussed the use of surveys, other focus groups, and solicited comments or interviews as appropriate methods of data collection for some topics but due to the limited time decided to forego these options. However, the Task Force saw value in these methods and would recommend such investigative options to Education Council in the coming years.

After applying these investigative strategies to the evaluation, the Task Force concluded that Education Council at CNC is functioning well. There are a few areas of concern, however, that need various degrees of improvement so the Task Force presented to Education Council recommendations and suggestions for consideration.

G. Annual Reviews

SCOEA's Institutional Evaluation plan suggests that the purpose of an annual review is to promote 'continuous monitoring and adjustment'. The three aspects of the review are 'measurement of institutional critical success factors, examination of indicators and trends, and the review of previous recommendations'. At the moment we at CNC have a difficulty because critical success factors are dependent on an institutional strategic plan and we, at this time, do not have such a formulated plan. The Task Force established to carry out a self-study in the Spring of 1999 did offer some advice, formulated recommendations and gave suggestions regarding subsequent annual reviews.

A major suggestion of the Self-Evaluation of Education Council Spring 1999 was in regard to Annual Reviews:

Suggestion:

A Standing Committee of Education Council on evaluation be established to conduct annual reviews of Education Council.

Responsibility:

The Chair will assure the formation of a Standing Committee for Evaluation. This Standing Committee will assume the responsibility to develop a process and carry out an Annual Review of Education Council.

The Task Force responsible for the Spring 1999 review felt that the scope, methodology, data collection and criteria for subsequent yearly reviews be determined by the committee established in the fall of each year responsible for a final report to Education Council in the spring of the same academic year. The Task Force does recommend that SCOEA's

criteria, etc. be followed as appropriate, that other pertinent problems be addressed and that recommendations be forwarded to Education Council for action that may bring about 'changes as needed'. A format for annual reviews should be established, however allowing for variations each year as needs arise. There was one major recommendation from the Spring 1999 Task Force that would give specific direction to upcoming annual reviews. The recommendation to incorporate in all annual reviews in subsequent years, measurable parameters such as Goals & Objectives for Education Council.

Recommendation 1.11: Education Council annually set and review formalized and published Goals & Objectives.

Suggestions:

- i The establishment of Goals & Objectives take place at the first meeting of Education Council each academic year.
- ii A review of annual Goals & Objectives be part of the April meeting of Education Council each year.

Responsibility:

The entire Education Council is responsible to participate in the discussion and review of previously set Goals & Objectives, as well as formulate new Goals & Objectives for the coming year.

These Suggestions, Recommendations and the general body of the final report may give direction to upcoming committees established to carry out an annual review. Besides these, supporting documents, detailed notes and 'minutes' of Task Force meetings are on file with the Recording Secretary to aid those assigned with the task of annually evaluating Education Council for the purpose of monitoring and adjusting activities and conditions and understanding ongoing operations and results. The selection of appropriate indicators and trends dealing with educational programs and services (ie Institutional KPIs, institutional Student Outcomes data, program and education services reviews) should be the decision of the committee formed for each annual review. However, such decisions should be based on the College's strategic plan (yet to be determined), the role of Education Council in the institution, the internal concerns of Education Council, and the perception of Education council within the college community at that time. It is suggested that a review of Annual Goals & Objectives be undertaken at the April meeting of each academic year as an evaluation tool and that the Recommendations, Suggestions, and Responsibilities section of the previous year's report be evaluated at some time during an annual review.

C. Periodic Reviews

SCOEA's plan for institutional evaluations does encourage 'a culture of evaluation' throughout a college and is valued for providing meaningful data by which the health of the institution can be measured and plans formulated by the institution (and parts thereof) for improvement. This type of evaluation will be more in-depth than an annual review.

section of the Institutional Evaluation and pertaining to Education Council as a governance body is:

Recommendation 1.15: That the Board and Education Council maintain their excellent working relationship, facilitated through representation of the CNC Board on Education Council and Vice Versa.

List of Task Force Members:

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