

Chapter 12

Institutional Integrity



INTRODUCTION

Chapter Twelve examines four areas of institutional integrity relative to Criterion Five: relationships with other institutions, policies and practices related to grievances, access and equity issues, and institutional advertising and publications. While the college's values are reflected in the college vision, mission and strategic goals statements, the institution's ethics are found in the policies and practices of all of the departments throughout the college, rather than in any single published statement. The college's commitment to honesty, fairness, equality, and diversity can be found in a review of these documents, but this chapter also addresses how well the policies and written procedures match the institution's practices and public statements.

Criterion 5: The institution demonstrates integrity in its practices and relationships.

MCCCD CODE OF ETHICS

The Governing Board reaffirmed the District Code of Ethics in 1993. A copy of this code is available in Appendix 12-A.

The Governing Board gives citizens, student representatives, the Faculty Executive Council, and other employee group representatives time at each regular board meeting to make presentations or express concerns. Generally, the Board does not respond to issues presented or take any immediate action, but when appropriate will place items on future agendas. If the Chancellor deems it necessary, he refers the speaker to whomever in the district might be able to resolve the issue or address the concern. All citizens, students, and employees have an equal opportunity to address the Board at the official meeting held on the fourth Tuesday of each month.

The Governing Board also conducts Strategic Conversations on various topics. These conversations provide feedback to the Board from employees, students, and community members.

RELATIONSHIPS WITH OTHER INSTITUTIONS

Chandler-Gilbert Community College enjoys many ties to other colleges and universities and other agencies and organizations. In some cases, there are formal contractual agreements. In other cases, the purpose of the relationship is accomplished without the need for a formal statement. The scope and diversity of these relationships provide evidence that CGCC values collaboration and teamwork in its efforts to fully accomplish its mission. Although not all relationships can be detailed in the Self-Study Report, these examples should demonstrate CGCC's commitment to collaboration to serve the needs of students and the community.

Relationships with Other Colleges and Universities

Certainly one of the most important relationships CGCC has with other colleges is the articulation of courses and the transfer of students/graduates. CGCC, as part of MCCCDC, participates in state-wide articulation task forces of public college and universities. The activities of the various articulation task forces, which are monitored and facilitated by the MCCCDC University Articulation Office, culminate in the publication of an annual Course Equivalency Guide (CEG). This document ensures that courses taken at all Maricopa Colleges are articulated and will be accepted when a graduate transfers to one of those colleges or universities. MCCCDC, and therefore CGCC, also has articulation agreements with several local private colleges which accept CGCC graduates. These relationships are reviewed regularly to ensure that students are experiencing the ease in transfer that the agreements promise.

The Dean of Instruction belongs to the Arizona Academic Administrators Association, an organization which meets to share strategies, issues, and successes with instructional programs and services. The Deans of Students also hold state-wide meetings to facilitate cooperation among colleges and universities and to promote student success across institutions.

Additionally, established intergovernmental agreements exist between CGCC and Arizona State University, the University of North Dakota, and Embry-Riddle Aeronautical University.

Relationships within Maricopa County Community College District

CGCC, as part of the multi-college Maricopa County Community College District, exists as part of a larger institution which has over a long period of time established excellent working relationships with a variety of educational and other institutions throughout the county, the state, and the country. The Chancellor of MCCCDC has often spoken of "balanced autonomy," a system whereby each of the MCCCDC sister colleges is given the autonomy to serve its own unique community with significant variations in college structure and programming, while sharing a centralized common structure of policies and agreements.

Within the district, students easily transfer courses from any one of the colleges to another. In addition, CGCC keeps information about each sister college available for student reference in the advisement office and the library. Concentrating on meeting the needs of the student regardless of which community college they attend is paramount. The new Apollo Project may offer additional benefits to students and staff in the coming years. One of the project goals is to allow students and staff to access information about registration, records, and programs at all of the Maricopa Colleges.

Consortia Relationships

CGCC has been involved in a wide variety of consortia relationships. The Williams Education, Research and Training Consortium, in which CGCC is actively involved, includes Arizona State University East, Maricopa Community College District, the University of North Dakota Aerospace, Embry-Riddle Aeronautical University, Maricopa Regional Schools-East Valley High School, and the United States Air Force Armstrong Laboratory. CGCC is a partner in the East Valley Think Tank, a consortium of eleven educational institutions representing students from kindergarten through postgraduate level, created to develop collaborative educational projects to serve students. East Valley School-to-Work Initiative is a federally funded program involving over 185 business, education, and community-based organizations working together to implement a comprehensive school-to-work system. EVIN (East Valley Information Network) is a cooperative library information exchange program between CGCC and various public and high school libraries in the East Valley to maximize resource sharing so that clients at each library have access to an expanded and diversified base of materials.

Relationships with Local Schools

CGCC has increasingly chosen to be active in efforts to boost the likelihood that students in at-risk populations succeed at lower educational levels and are prepared to attend college. To that end, it has repeatedly taken responsibility to initiate projects and partnerships that address the needs of elementary, middle, and high school students.

To counteract the dropout rate in local high schools, the Chandler High Alternative School was created as a joint venture between the Chandler Unified School District and CGCC. The Alternative School is located on the CGCC campus.

The Dean of Students Office coordinates the Futures Expo each year, in collaboration with local schools and businesses, to provide information about two-year and four-year colleges, as well as opportunities in business and the military. Begun in 1989, the AIMES program at CGCC has recruited and financially supported at-risk, female and ethnic minority students interested in math, science, engineering and technological careers. AIMES, a scholarship incentive program, is a partnership between CGCC and the Chandler and Gilbert School Districts. The annual San Tan Arts Festival involves hundreds of local school children in music, dance, theater, and arts performances.

CGCC representatives visit all local high schools and many middle and elementary schools each year.

Relationships within the Community

CGCC enjoys strong support from its surrounding communities. The large majority of college employees live within the communities the college serves. The President's Advisory Council (PAC) provides community input to the college and extensive support for the college within the community. College representatives serve on a variety of community groups including the Chandler Chamber of Commerce, the Gilbert Chamber of Commerce, the East Valley Partnership, the East Valley Think Tank, the Gilbert Economic Development Advisory Board, the

In spring 1996, CGCC collaborated with ASU-East and the Gila River Indian Community on planning a summer "bridge" program for Native American students to prepare them for college. The program took place in summer 1996 at Williams Education Center.

Chandler Boys and Girls Club board, the Chandler/Gilbert Association for Retarded Citizens board, and the Southwest Leadership Foundation.

In addition, CGCC has increased efforts in the past 5 years to connect the college to the community through a variety of special programs and initiatives. The Service Learning program involves approximately 25 faculty and more than 600 students each semester, while providing roughly 12,000 hours of community service at over 100 agencies each year. In an effort to help citizens gain the skills, information, and resources needed to run effective homeowner and neighborhood associations in the fastest growing communities in the state, CGCC created The Southeast Valley Neighborhood Leadership College in partnership with the Town of Gilbert, the Community Associations Institute, and the University of Arizona extension services. The Jupiter Collision Project helped local teachers develop science and math activities of special interest for girls. The new Semiconductor Manufacturing Technology program was developed in response to a request from Intel. Chandler Regional Hospital has joined with CGCC to build a medical, health, and education center for the senior adult community at Sun Lakes. There are too many examples to delineate them all within the Self-Study Report, but they all serve as evidence of the efforts of CGCC to demonstrate integrity in its relationship to the communities it serves.

Contractual Relationships

The college has established policies on obtaining competitive bids and quotations for products and services, as well as for contractual relationships. CGCC contracts are reviewed by the Dean of Administrative Services, the MCCCDC Legal Office, and then they are approved by the Governing Board. Some contractual arrangements are made at the district-level, others are college-level. Two district-wide contracts are for bookstore services, with Follett College Stores, and for food services, with Restaura of Dial Corporation. Copies of contracts are available in the NCA Resource Room.

POLICIES AND PRACTICES FOR THE RESOLUTION OF INTERNAL DISPUTES

Employee Disputes

The employee policy manuals are the documents which outline expected behaviors and procedures for resolving conflicts. The President and the administrators adhere to and support all employee policies and procedures as approved by the Governing Board.

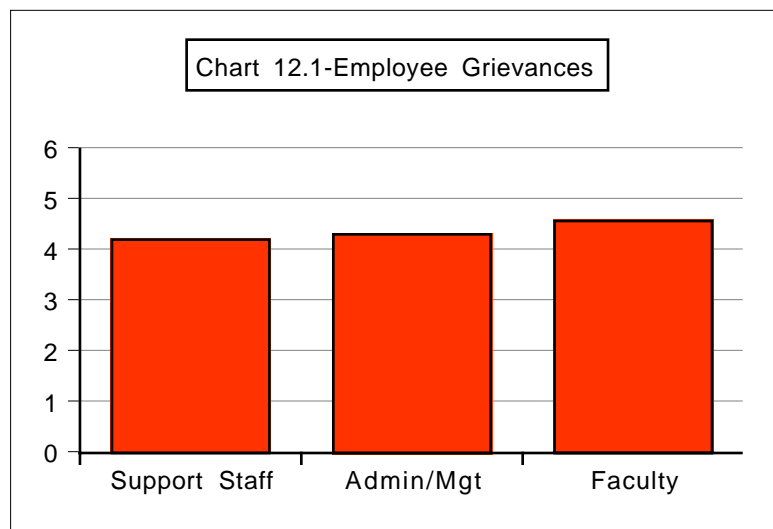
All prospective full-time employees are interviewed by the President before hiring decisions are made. Each is strongly encouraged to build and maintain "win-win" working relationships with his/her peers in order to provide a comfortable and supportive environment for employees and students. The President has an "open door" approach to provide access to managers, staff, and faculty. Employees are told that they may, at any time, contact the President if they feel they have a concern that has not been appropriately handled within any part of the college. This encourages open communication at all levels of the organization.

When disputes do occur, every effort is made to resolve them informally and at the lowest level possible. Disputes can be handled formally or informally, depending

upon the situation and the request of the employee or employee group. All employee groups have employee manuals that detail procedures an employee may utilize under various situations.

Aside from stated college policies and practices in dealing with actions and internal disputes that have been formally processed, the perceived climate of the college reveals much about its fairness, equity, and honesty. A report from the President's office indicates that in the past five years, CGCC has had only a handful of employee grievances, non-renewals, and internal disputes. This document will be available in the NCA Resource Room.

Chart 12.1 shows the results of a question asked on the Human Resources survey, complete results of which are available in Appendix 5.



(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Human Resources Survey

Question 21. Employee grievances are handled appropriately at CGCC.

Student Disputes

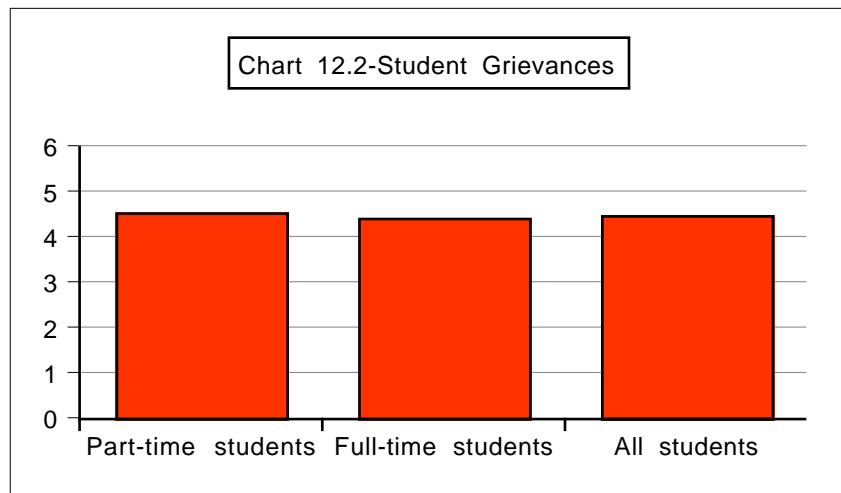
CGCC generally has a pleasant and peaceful campus environment, characterized by good relationships among faculty, staff and students. On occasion there are disputes or grievances. The Student Policies and Procedures Manual outlines Board-approved policies and procedures for students and faculty/staff dealings with students. A copy of this document will be available in the NCA Resource Room.

Student complaints are handled in a seven-step process, which because of its thoroughness and responsiveness, generally results in resolution of issues. A report from the Dean of Students Office on student grievances during the 1991-1996 period indicates that there have been only two formal student grievances filed in that period, although a number of incidences have been resolved informally to the satisfaction of the parties involved.

There are several special efforts that have been made to minimize serious student concerns. Each semester handouts are provided for full-time and part-time faculty with all relevant policies that impact student rights and responsibilities. In the spring of 1995, a workshop was held for faculty to discuss procedures for handling student issues. One of several services provided by the Dean of Students Office is to review faculty syllabi and course materials for information relevant to student discipline, student academic misconduct, discrimination, sexual harassment, and a variety of other student issues. A student "hotline" phone number was established in 1994 to provide another way for students to get immediate assistance with problems.

Student policies are widely disseminated. These policies are listed in the catalog and Student Handbook, and in many course syllabi. The library, Dean of Students Office, and the Office of Student Life keep current copies of all student policies available for student reference. There are plans to develop a World Wide Web site with CGCC student information, including grievance policies and procedures. The Dean of Students has expressed a desire to continue expanding student awareness of conflict resolution procedures.

Chart 12.2 shows the results of a question asked on the Student Services survey. Almost 10% of the student body responded to the survey, the results of which indicate that there is satisfaction with the process for handling a student grievance. Complete survey results are available in Appendix 9.



(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Student Services Survey
Question 28. The process for handling a student problem,
complaint, or grievance is adequate.

EQUITY AND ACCESS

CGCC has appointed Lois Bartholomew, the Dean of Student Services, to coordinate services and/or activities relating to discrimination, access, and equity. In addition, the Maricopa County Community College District office includes an Equal Employment Opportunity/Affirmative Action Office to which questions can be directed.

Nondiscrimination/Equal Opportunity/Affirmative Action

Nondiscrimination Policy. Chandler-Gilbert Community College “does not discriminate on the basis of race, color, religion, national origin, sex (including sexual harassment and pregnancy), handicap/disability, age, and disabled or Vietnam era veteran status in any of its policies, or practices in compliance with Titles VI and VII of the Civil Rights Act of 1964, as amended; the Civil Rights Act of 1991; Title IX of the Education Amendments Act of 1972; Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act; the Vietnam Era Veterans Readjustment Act of 1974, as amended; and the Age Discrimination Act of 1975.” (p. iii, 1995-96 CGCC Catalog)

This nondiscrimination policy covers all aspects of the employment relationship and admission to, access to, and treatment of students in Chandler-Gilbert Community College programs and activities including vocational education. This policy also prohibits discrimination on the basis of sexual orientation in the admission and treatment of students in CGCC programs and activities and in the hiring, treatment, promotion, evaluation, and termination of employees.

Equal Opportunity. Chandler-Gilbert Community College “does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, handicap/disability, age or Vietnam era/disabled veteran status in employment or in the application, admission, participation, access and treatment of persons in instructional programs and activities.” This equal opportunity statement appears in the college catalog, class schedule, student handbook, employee policy manuals, advertisements (internal and external), recruitment publications, application forms (student and employee), and all other documents with wide dissemination.

Affirmative Action. MCCCCD, to the extent required by law, employs the concepts of Affirmative Action in the recruitment, hiring and promotion of employees.

A Barrier Free Environment

One of the ways CGCC seeks to protect individuals with disabilities from discrimination is by access to facilities. An architectural consultant has surveyed the physical accessibility of the campus. Installation of automatic doors on building entrances, automatic doors on restrooms, and sidewalk remodeling to include wheelchair ramps are upgrades that have already taken place. Braille signage is being added to the campus in the 1996-97 year. As the budget allows, additional physical changes are being made to bring the existing facility into full compliance.

For the buildings in the capital expansion program, architects have included Americans with Disabilities Act (ADA) specifications within the planning process.

The college has made every attempt to accommodate students and employees with physical challenges. Faculty/staff meetings have covered student accessibility and accommodation in the classroom. The Dean of Student Services Office handles requests for special services related to the ADA.

Sexual Harassment

It is the policy of MCCC and CGCC to provide an educational, employment, and business environment free of unwelcome sexual advances, requests for sexual favors, and other verbal and/or physical conduct or communications constituting sexual harassment as defined and otherwise prohibited by state and federal law. Sexual harassment by and between, employees; students; employees and students; and campus visitors and students or employees, is prohibited by this policy.

Dissemination of and Compliance with Policies

MCCC and CGCC are committed to ensuring that its employees and students are aware of its nondiscrimination and Affirmative Action policies and procedures. Although it is every administrator's responsibility to ensure that employees and students know of policies, the MCCC EEO/AA Office is primarily responsible for disseminating the policies and articulating discrimination charge procedures. At CGCC, written copies are available in the library and the President's office.

The MCCC EEO/AA Office informs a variety of external constituencies about the policies including community leaders, schools, businesses, and others. A complete list of internal and external dissemination information is available in the MCCC Affirmative Action Plan.

Every administrator is responsible for ensuring that equal opportunity is practiced in all personnel and student activities throughout his/her area of responsibility.

The NCA Resource Room includes copies of all policy statements regarding EEO, AA, ADA, and sexual harassment.

CGCC's Commitment to Equity and Access

In an effort to achieve more than just minimal compliance with the law, CGCC strives to create an environment which promotes appreciation and acceptance of diversity among students, faculty, and staff. The President consistently cultivates diversity and equity as important in all areas of college functioning.

The college faculty and staff are, in fact, more diverse than the student body, providing appropriate role models for student success. The President requires that hiring committees recommend to her an affirmative pool of 3-4 final candidates for each position.

CGCC's International/Intercultural Education Committee helps faculty and staff to internationalize the curriculum and sponsors co-curricular events and activities. Each March, they sponsor Cultural Awareness Week, which includes the annual Foreign Language Night and daily community hour cultural events.

Courses which promote cultural understanding include cultural and social anthropology, intercultural communication, cultural values in education, personal and exploratory writing, music in world cultures, psychology of gender differences, and many others which are detailed in a report, *Survey of Human Diversity Activities 1995-96*. Recently, CGCC students have been able to enroll in International Business courses through the videoconference network.

President Arnette Ward is the first black woman college president in the State of Arizona and has been honored for her achievements by many organizations.

The English as a Second Language (ESL) program encourages foreign speakers from a variety of countries to learn English. No proof of citizenship is required. Special placement testing and advisement services are available. ESL courses offerings and registration forms are available in English and Spanish.

There are several student organizations that provide activities and support for students in regard to race, religion, and national origin. In the 1995-96 academic year, the following organizations were active on campus: Sigma Delta Mu, the Spanish Language and Literature Cultural Honorary, the Hispanic Student Organization (HSO), Christians in Action (CIA), and the Latter Day Saints Student Association (LDSSA). In previous years, there have also been other active organizations such as the Eagle Feather Club (Native American Student Organization), the Association of African-American Leaders (AAAL), and the International/Intercultural Exchange (ICE). Recent special events include the Polynesian Luau, the Noche de Fiesta dance, the Generations Prom (senior citizens and students), and Women's History Month activities.

The college is reaching out to community members of diverse backgrounds and cultures. The Achievement in Math, Engineering and Sciences (AIMES) program encourages young girls to pursue studies in non-traditional fields. A scholarship program has been initiated by the Dean of Students with the Chandler and Gilbert Boys and Girls Clubs. The service learning program works with a variety of community organizations.

There are numerous other human diversity activities, too many to be identified in this Self-Study Report. The library provides special displays for Native American Month, Hispanic Heritage Month, Black History Month, Women's History Month, Cinco de Mayo, and AIDS Awareness Month. The Hands Across the Border program involved CGCC participants, and CGCC hosted a German exchange student in 1995-96. A science faculty member has received a National Science Foundation Grant to promote "Women's Images in Science and Engineering."

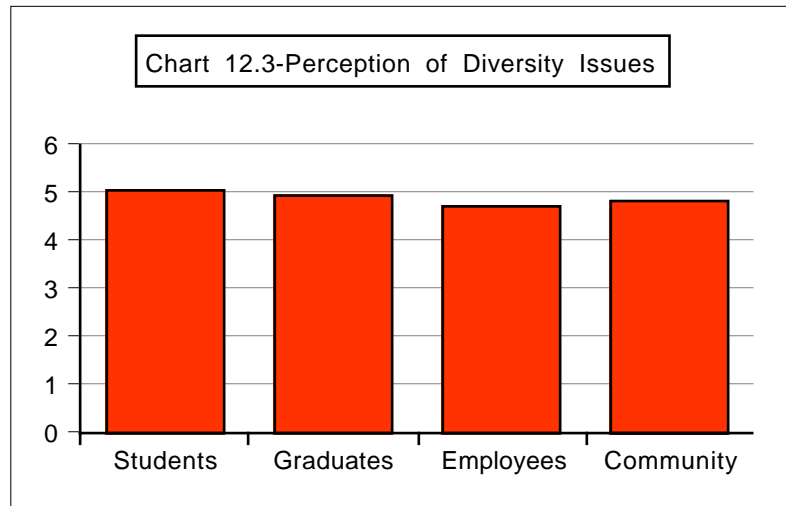
The ad hoc Cultural Diversity Committee was recently established by the President to develop a plan to assess the college climate regarding cultural diversity in all facets of college operations, and to make recommendations to the administration. A faculty member chairs the committee which will get fully underway in the 1996-97 academic year. In the 1995-96 year, a MCCCCD committee on diversity surveyed each college for programs and services for students and employees. A copy of their report is available in the NCA Resource Room.

There are several areas which the college has initially identified for improvement in regard to equity and access. The college would like to develop stronger relationships with neighboring Native American communities. A faculty member is attending planning meetings with the Gila River Indian Tribe regarding their involvement at the Williams Education Center. Native American student and faculty/staff recruitment and retention, could be improved. As indicated in Chapters 3 and 9, improved access and support for physically challenged and learning disabled students is a goal. Also, the college community would like to expand student and staff awareness activities related to diversity, access, equity, safety, and freedom from harassment.

Chart 12.3 shows the results of a question asked on the Mission and Goals surveys, complete results of which are available in Appendix 3. Students, graduates,

At CGCC, every student services department now has at least one bilingual (Spanish) staff member.

college employees and community members all agreed that CGCC does support and promote the understanding, appreciation and acceptance of diversity.



(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Mission and Goals Surveys

Question 8. CGCC supports and promotes the understanding, appreciation and acceptance of diversity.

GIR #22: Its catalog or other official documents includes its mission statement along with accurate descriptions of its educational programs and degree requirements, its learning resources, its admissions policies and practices, its academic and non-academic policies and procedures directly affecting students, its charges and refund policies; and the academic credentials of its faculty and administrators.

INSTITUTIONAL PUBLICATIONS AND ADVERTISING

The review and approval of college publications and public statements is primarily the responsibility of the college’s Public Relations and Marketing Office. In order to ensure accuracy, it is the campus practice to have the public relations staff, and sometimes also a Dean, review all publications and statements before printing or release.

Catalog

The college catalog, updated and published every year, includes information about admission, enrollment, registration, requirements for graduation, programs of study, as well as course descriptions. A district committee, with representatives from each Maricopa college, develops “common pages” for all college catalogs with specific policies and procedures on the following topics:

- MCCCCD vision, mission, and strategic goals
- nondiscrimination, equal opportunity, affirmative action statement
- admissions and registration
- tuition and fees
- refund policies
- scholastic standards
- credit by examination
- transfer credit
- residency

- financial aid
- assessment
- attendance policies
- withdrawal procedures
- grading policies
- student information and records
- copyright laws
- emissions control compliance
- campus security and safety
- student grievance processes
- sexual harassment
- student rights
- health concerns

A examination of the catalog determined that student policies are current and accurate. College resources and services are described fairly. The college's commitment to student development was exemplified in a section entitled "Student Success Strategies." Some information regarding faculty and staff was outdated, but was accurate at the time of printing.

Class Schedule

The class schedule is published each semester. Members of the Self-Study Committee on Integrity examined class schedules for the past two years. Course schedules, which are presented in a newspaper tabloid format, were deemed to have accurate and current information. In addition to class listings, they contained enrollment steps and registration information, tuition and fees schedules, refund policies, the college calendar, a telephone directory, the final examination schedule, maps, registration forms, and other pertinent information for students.

It was noted by the Committee that improvements have taken place within the last two years in both the general organization and format of the class schedule to make it more "reader-friendly."

Student Handbook

A student handbook is available to all students at CGCC. It is reviewed and updated annually. The handbook contains information about various services that are provided for students such as counseling, advisement, financial aid, career planning, and others. Hours of operation and locations for areas such as the library, the Computer Information Center, the bookstore, and cafeteria are included. It contains a calendar of college events and activities, as well as a section on student rights and responsibilities.

College Advertising and Press Releases

Most public statements of the college are made through press releases and through interviews with college administrators. Again, personnel preparing those statements take care to doublecheck their accuracy particularly in cases of statements involving college programs or policies. In order to ensure fairness, all press releases or public statements are provided to all local media, by way of a constantly updated mailing list. No exclusive arrangements are made with any particular media. The public relations staff follows a policy of maximum disclosure and

minimum delay when responding to media inquiries. If reporters request potentially sensitive information, public relations staff consult with appropriate college administrators, often the President, to get the facts and the approval to release the information. College policies and practices are in accordance with the Freedom of Information Act.

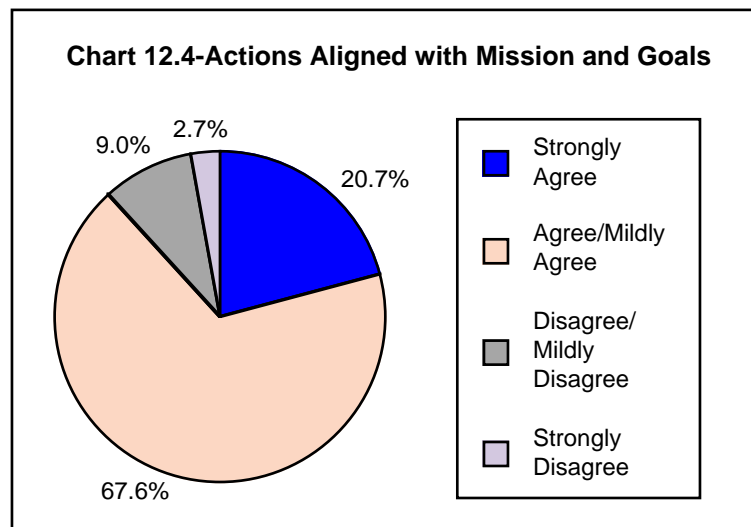
Special efforts are made in the production of recruitment materials to present a fair and honest picture of the college to prospective students.

A review of a number of college publications found them to be consistently accurate and fair in their representation of the college. In general, they outline the breadth of opportunities available at the college and they contain pictures and descriptions of the college which are current and realistic.

SUMMARY

A review of the college's policies and procedures reveals that the college has in place documents which guide its conduct with students, employees, community and other educational institutions. Clear policies guide its publications and advertisements. More importantly, the college fulfills its promises in these policies. Access and collaboration are hallmarks of the institution.

A Self-Study survey question, depicted in Chart 12.4, asked whether the college's actions are aligned with its public statements. Eighty-eight percent of the respondents agreed with the statement.



Mission and Goals, Employee Survey

Question 12. The actions and values of CGCC faculty, staff and administration are in alignment with the mission and goals statements.

The Self-Study Committee on Integrity believes CGCC has demonstrated institutional integrity and ethics.

Strengths

- District and college policies and procedures are thorough, well-documented, and widely distributed to district employees and constituencies.
- College faculty and staff are widely and appropriately involved in state and national community college and higher education activities.
- The college's partnerships with sister educational institutions and other community partners are extensive and effective.
- The college is widely known for its desire to meet the needs of the community as evidenced by its service learning program and numerous other community programs and initiatives.
- Policies and procedures afford reasonable access and opportunities for all students.
- Students and community members agree that CGCC supports and promotes the understanding, appreciation and acceptance of diversity.
- The college President has provided strong leadership in developing an ethnically diverse faculty and staff.
- The college participates in structured district-wide processes for the award of competitive bids, oversight of contractual arrangements, and implementation/evaluation of grant awards.
- College publications adequately portray the college, its mission, and its offerings.

Challenges

- The college should focus on developing a strong relationship with neighboring Native American communities.
- Student awareness of conflict resolution procedures could be enhanced.
- The college needs to improve access and support for physically challenged students.
- Student and staff awareness activities related to diversity, access, equity, safety, and freedom from harassment should be expanded.

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