

STANDARD 6

GOVERNANCE AND ADMINISTRATION

Introduction

The College has in place a governance structure that facilitates progress toward the institution's mission and goals. Since 1995, the College has worked to ensure that the governance and administration systems allow for effective communication, timely decision making, and reduction of barriers that hinder student success.

The Board has worked closely with the President to develop a Policy/Governance model which is closely tied to the College mission. This model will solidify the goals and expectations for governance activities.

Faculty, staff, and students are involved with governance as appropriate. The College has made improvements in the collective bargaining processes with classified staff and faculty in order to conduct negotiations in an open, straightforward manner with positive results for all involved parties. Students are provided with many opportunities to take part in governance at the highest levels of the institution.

The College meets all the requirements for Standard Six, and will continue to monitor the ongoing process of governance in order to further its mission and goals.

Standard Six

Governance System

As part of the transition experienced by the College in the past three years, the Board of Trustees has led College efforts to critically examine the governance system. Also, due to the number of new administrators in the past five years the College has assessed the strengths and weaknesses of the administrative structure in order to better align personnel with programs.

Following this assessment, and as part of the transition from one president to another, several changes in governance were made. First, the Board adopted a model of governance called Policy Governance. As part of this model, all aspects of governance at the Board and Presidential levels were reviewed and revised. These changes are outlined in more detail below.

Changes in administrative structure were also made in order to provide administrative support in a more efficient manner.

In the Educational Services area, academic departments are organized into divisions that are led by Deans. Since 1995, several changes in division structure have been made in order to maintain the highest level of efficiency and service to students. Deans have taken on additional responsibilities for distance learning, technology planning, inter-college relations, and other areas.

Student Services divisions have also undergone administrative change. The Dean of Students position was changed to Vice President for Student Services. A Director of Admissions and Registration position was created in 1996, and this position was upgraded to the current Associate Dean for Enrollment Services in 1999. The Curriculum Advisor positions were upgraded to Coordinator for Advising and Outreach in December 1999.

Positions in Administrative Services have been upgraded since 1995. The Vice President for Administrative Services was promoted from Dean status, and several positions moved from classified staff positions to administrative exempt, including Director of the Physical Plant and Director of Campus Safety and Security.

In Human Resources, the payroll manager was promoted to Assistant Director of Human Resources for Compensation and Benefits. This move gives the Human Resources office increased functionality.

These examples evince the College's interest in improving the governance and administrative operations through assessment and action.

Washington State Community College System

The College is part of a state system of community and technical colleges. Because of the large number of state agencies, state statutes, and state boards in existence, the College finds it necessary to respond to rules, regulations, and policies from at least a dozen of these entities. A chart of these agencies and comments on each is found in Figure 6.1.

Figure 6.1 – System Level Boards and Agencies

Agency / Board	Notes
Higher Education Coordinating Board	Nine-member board of citizens, appointed by the governor, to represent the broad public interest in the development of higher education policy.
State Board for Community and Technical Colleges	General supervision and control over community and technical colleges
State Board of Education and Office of the Superintendent of Public Instruction	Oversees the activities of the K-12 system, including Running Start program
Office of the Attorney General	Legal requirements for all state organizations
Office of Financial Management	Provides detailed financial reporting regulations
Washington Personnel Resources Board	Policies on employment, job classifications
Washington State Auditor's Office	Conducts system and college financial and special audits
Washington State Department of General Administration	General state regulations
Washington State Treasurer's Office	Additional financial policies / audits
Workforce Training and Education Coordinating Board	Oversight of special legislative program
Local Workforce Investment Board	Oversight for Workforce Investment Act activities
Washington State Employment Security Department	Regulates unemployment benefits

As a public institution, the authority flows from the people of the state of Washington to their elected legislative representatives. The legislative statutes dealing with community colleges are found in the Revised Code of Washington (RCW) section 28B.50 (see Office of Human Resources for a complete copy of the RCW and Exhibit 6.3 for a summary listing of sections).

The primary state agency with oversight over the system of 34 community and technical colleges is the State Board for Community and Technical Colleges (SBCTC). The College works closely with the SBCTC to ensure compliance with all regulations, policies, and procedures. A copy of the Policies and Procedures Manual for the SBCTC is accessible in the President's Office, on the College network (S:Accreditation/Misc/SBCTC Manual) and in Exhibit 6.3.A.

The secondary boards, agencies, and state offices that have policy requirements, regulations, and procedures for College operations have well-established channels of communication with college employees.

Board of Trustees

The Board of Trustees is comprised of five residents of the community college district. The following paragraphs from the Revised Code of Washington (RCW 28B.50.100) outline the general procedure for selecting Board members.

There is hereby created a board of trustees for each college district as set forth in this chapter. Each board of trustees shall be composed of five trustees, who shall be appointed by the governor for terms commencing October 1st of the year in which appointed. In making such appointments the governor shall give consideration to geographical diversity, and representing labor, business, women, and racial and ethnic minorities, in the membership of the board of trustees.

Every trustee shall be a resident and qualified elector of the college district. No trustee may be an employee of the community and technical college system, a member of the board of directors of any school district, or a member of the governing board of any public or private educational institution.

The College President serves as Secretary to the Board, and as such is without authority to place motions or vote on Board issues.

Policy Governance Model

A revision and assessment of Board policies took place in 1998-99; the resulting Policy / Governance (P/G) policy reflects the commitment of the Board to carry out its responsibilities in an effective and efficient manner (see Exhibit 6.4 for full text of the policy). An annual Board planning cycle has been established to ensure continual assessment of Board policy.

Board policies regarding decision-making are covered in the draft version of the P/G policy under the "Board Process" section, pages 3 through 10 (see Exhibit 6.4). The following statements from that document outline the duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures of the Board.

- The Board will use the expertise of individual members to enhance the ability of the Board as a body, rather than to substitute their individual values for the group's values.
- The Board will enforce upon itself whatever discipline is needed to govern with excellence, allowing no officer, committee, or individual to impede fulfillment of this responsibility. Discipline will apply to matters such as attendance, policy-making principles, respect of roles, and speaking officially with one voice following majority vote.

- The Board of Trustees shall generally meet twice a month, usually one of those meetings being a study session. Special meetings may be requested by the Chairperson of the Board or by a majority of the members of the Board. All business conducted by the Board shall occur during regular Board meetings or at properly noticed special meetings.
- All Board members shall follow applicable law and be open to the public in accordance with the spirit and letter of the Open Meetings Act. Closed sessions may only be held in accordance with the provisions of said Act. Only Board members and those specifically invited by the Board shall attend closed sessions. All discussions in closed sessions and the minutes thereto shall be kept confidential, except when the Board determines that such is no longer necessary to protect the public interest or the privacy of the individual.
- Three members of the five-member Board shall constitute a quorum, but in no event shall action be taken by less than a majority of Board members.

The general principle regarding delegation to individual Board members is stated as follows:

"The job 'product' of the chairperson is, primarily, to maintain the integrity of the Board's process and, secondarily, occasional representation of the Board to outside parties. The Chairperson is the only Board member authorized to speak for the Board (beyond simply reporting Board decisions), unless the authority is delegated to another member." (See Exhibit 6.4, pages 6 and 7 of the P/G policy regarding the roles of Chairperson and Vice Chairperson).

Duties and responsibilities of the Board are also outlined in the College operations manual, and come directly from the relevant Revised Code of Washington, section 28B.50 (see Exhibit 6.4). Additional information regarding meeting times, audience participation procedures, and other Board procedures specific to the College are found in the operations manual and P/G policy. (See Exhibit 6.4 for the P/G policy and Exhibit 9.6 for a draft copy of the operations manual).

The Board is tasked with the basic guidance of the College, including the responsibility for adopting the College's purpose, mission, vision, values, and goals. The Board's recent work with the P/G policy has focused on establishing "ends" (see Exhibit 6.4).

The organizational structure of the board is outlined in published documents including the relevant RCW statutes and the College operating manual. With the exception of more stringent ethical commitments in the P/G policy (page 8), ethical conduct requirements for Board members are the same as for college employees; these requirements are found in various public laws and college policies, including the Open Public Meetings Act, the Public Ethics Law of Washington, and the Policy Statement of the Board of Trustees. (See Exhibit 6.4)

The Board approves degrees, certificates, and diplomas awarded at the College, and policy statements reflect the Board's desire to work with the President to ensure effective organization and staffing. Exhibit 6.4 includes the policies relating to the relationship between the Board and Staff.

The Board considers and ultimately approves the annual budget for the College and any major revisions necessitated by ongoing operating conditions. In Spring

1999, the Vice President of Administrative Services' staff developed a five-year resource plan, which provides context for the annual recommendation process (see Exhibit 7.9). The State Auditor reviews the annual fiscal audit of the College with the Chairperson of the Board as well as the Senior Manager of the institution. Additionally, the President reports any audit difficulties and keeps the Board informed in response to the audit.

During Spring 1999, the Board was briefed on the process of the accreditation self-study. The Board has participated in the integration of the self-study along with the efforts in strategic planning, P/G policy, five-year resource plan and the annual budget. The Board approved the budget with additional funding for the accreditation self-study and follow-up, and will be actively involved in Fall 1999 in review and comment of the accreditation self-study document. During a Board retreat with the College President in January, 2000, the self-study committee chair presented an update on progress and answered questions relating to both the self-study document and upcoming evaluation visit. The Board will meet with the accreditation evaluation team in April 2000. Board participation was solicited as part of the writing and editing of Standard Six.

Leadership and Management

College President

RCW 28B.50.140 instructs the board of trustees to "...employ for a period to be fixed by the board a college president for the district, and fix their duties and compensation, which may include elements other than salary."

The Board's P/G policy directs the board to not only select the President and define the President's responsibilities, but to also monitor the performance and development of the President (see 6.6.A). As a result, the Board has systematically evaluated presidential performance annually for years, and by contract with the current President, the Board has committed to continue that process.

The President's full-time responsibility is to the institution. The current president is Charles N. Earl. He was appointed as Chief Operating Officer in July 1998, was named to the post of President on February 10, 1999 and became the 13th President of the College effective July 1, 1999.

Administration

Because many of the administrators, including the College President, are relatively new to their positions, the College has had the opportunity to sharpen the duties and responsibilities as outlined in the position descriptions for each exempt administrator (see Exhibit 6.6). The position descriptions include specific duties and responsibilities and reporting structures. As state employees, administrators are expected to follow the ethical requirements as outlined in the state ethics policy and in all college ethics policies (see Exhibit 9.5). In 1999 the College reviewed all administrative position descriptions and updated them as necessary (see Exhibit 6.6).

Administrative evaluation takes place on a regular cycle in order to maintain the high standards of leadership at the college. The President conducts annual evaluations of his direct reports using a published format available in the President's office. These evaluations address both general and specific job duties, including assessment of administrators' ability to work with others to make progress

toward College goals. A similar process using a modified version of this instrument is used by the Vice President for Educational Services to review and evaluate his direct reports. Instructional deans are evaluated against instructional goals and accomplishments. A copy of the evaluation forms used in the review process is found in Exhibit 6.5. Assessment of these policies indicates a high level of satisfaction with the evaluation process.

The College administrators strive to work together to ensure that the decision-making processes are timely. Various administrative groups (Dean's Council, Instructional Council, Enrollment and Student Services team) exist in order to promote open communication and educational goal attainment. These groups, as well as the individual administrators, are responsible for course approval, hiring, program review, budget planning, collective bargaining, and other decisions that impact the College. The President holds weekly staff meetings in order to ensure coordination within and among organizational units. During the past three years the College has not been fully satisfied with the timeliness of decision making in hiring, especially for the Director of Human Resources and Vice President of Information Resources positions. The President has indicated that improving the timeliness of decision making will be a priority.

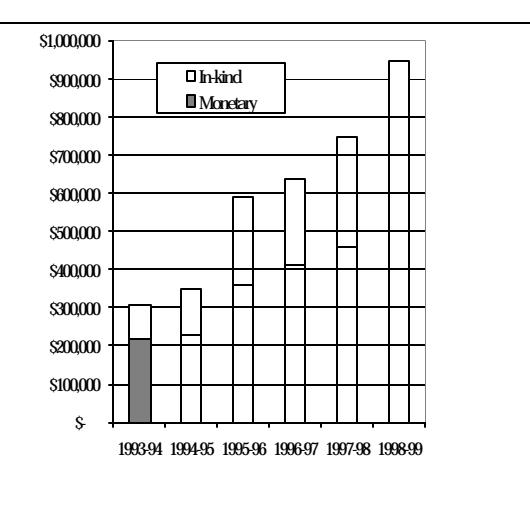
Institutional Advancement

The College's institutional advancement activities are housed in two areas--the Everett Community College Foundation and the Office of College Relations. The Foundation mission is to "enhance the College's ability to respond to student, faculty, and community educational priorities." All Foundation fundraising activities are governed by the Foundation board, in accordance with its mission statement. The Foundation has experienced significant increases in gifts since 1993-1994 (see Figure 6.2).

The Foundation Board, in 1999, sought and participated in joint meetings with College officials and the College Board of Trustees, in order to better understand the College's mission, goals, and challenges. By participating in such meetings, Foundation leadership believes that they will better understand the expectations placed on Foundation fundraising, and be able to provide more opportunities for College/business partnerships.

The Office of College Relations is responsible for internal and external communication of College activities. These activities help the College make progress toward the mission statement's goals of "promot[ing] a sense of campus community characterized by mutual support and open communication; and collaborat[ing] with regional businesses, agencies, schools, and universities to create mutually beneficial partnerships. In addition, Strategic Initiative 4 directs the College to improve communication both internally and externally. The activities of this office typically support the ongoing efforts of the campus community as progress is made toward the other seven strategic initiatives, and communicate the effectiveness of

Figure 6.2 Monetary and In-kind Donations to EvCC Foundation



the institution to external audiences such as the state legislature, media outlets, and others.

Institutional Research

Institutional research at the College is currently conducted with the goal of providing data and analysis for planning activities of the College. The College's institutional researcher works closely with the President, the Vice President of Educational Services, and the deans to provide information directly related to planning efforts. The Dean's Council, Board of Trustees, and President's staff have received written and oral reports from the institutional researcher on a variety of research projects. Most significant are the Key Indicators report and Level I report on the Comprehensive System for Measuring Educational Effectiveness. Other research on the Accountability for Improvement Plan and on individual program review measures has been distributed as appropriate in order to inform the decision making processes at the program and course levels. See Standard One for more detail on institutional research.

Policies and Procedures: Appointment, Evaluation, Salaries, and Benefits

All administrative and staff policy information is published and accessible through the Office of Human Resources and in exhibits for Standard Six.

For classified staff, the Washington State statutes clearly outline policies for appointment, retention, promotion and/or termination, including information on the reclassification appeals process. These policies are reviewed each year at the state level.

As part of the accreditation self-study process, administrative appointment and evaluation policies were reviewed and updated as necessary. Periodic review is conducted by the Office of Human Resources.

Salary and benefits packages for staff are determined by state statute. The state Department of Personnel distributes the salary and benefits information to the campus Office of Human Resources. This information is found in Exhibit 6.8.

Administrative salaries are based on a single point compensation system, and hire offers are determined by a combination of internal equity and external market factors. Subsequent raises are granted according to state budget allocations. Recent vacancies for administrative positions were advertised nationally, and the following numbers of qualified applicants for each follows:

- 25 out of 43 applicants met minimum qualifications for the VP, Information Resources.
- 23 out of 44 applicants met the minimum qualifications for the VP, Educational Services.

It appears that both pools hold a good number of well-qualified candidates, which indicates the ability of the College to attract personnel.

The college administration has experienced considerable administrative turnover in the past five years. The President, Vice President for Educational Services and twelve other administrators (out of thirty) are new to their positions since the 1995 NASC Interim Visit. Seven administrators started at the College between 1990-1995,

and nine of administrators have been in their positions for ten years or more. In spite of this turnover, no measures have been implemented to address the issue. The College is confident that the employees are competent and act in accordance with the mission and goals of the institution.

Participation in Governance

The governance system's official documents outline the respective roles for administrators, faculty, staff, and students. For board members and administrators, position descriptions, procedures/operations manuals, and state statutes clearly delineate responsibilities. The faculty contract contains sections on faculty responsibilities and governance. In addition, the collective bargaining agreement between the faculty and the College is administered by the Contract Administration Committee, which functions as the body responsible for interpreting any questionable or unclear sections of the faculty contract. Staff members operate under a collective bargaining agreement as well, and roles and responsibilities are outlined by the Higher Education Personnel Board. The role of students in the governance of the College is conveyed to students in the student handbook (Exhibit 3.2) and the Associated Students Constitution (see Volume Two and Exhibit 3.15).

Provision is made for several groups to participate in the system of governance within the college at the appropriate level. Students, staff, and faculty have direct representation at Board meetings (the ASB president, classified staff union president, and faculty federation president attend and are regular agenda items at each general board meeting).

Deans and Directors

The Deans and Directors are active in the governance of the College. They are responsible for making administrative decisions that are geared toward improving student learning. This includes participation on hiring committees, assessment of educational programs using the Comprehensive System for Measuring Educational Effectiveness, developing strategies for reaching FTE targets, making effective use of financial resources, and general administration of the College.

The College has an Executive Dean of Instruction who chairs the Instructional Council and is the College representative to the Inter-College Relations Commission (ICRC), among other duties. Other academic deans serve on various College standing committees; each of these committees has a representative from the administration. Deans and Directors are also involved in strategic planning.

Classified Staff

Classified staff participation in governance issues also takes place through activities of the union management committee, which generally consists of five classified staff representatives (and the union representative) and two administrators. The committee can consist of an equal number of members from the staff and the administration. In addition, staff members participate on College committees and general support for College programs.

Faculty

Faculty members have input (as outlined in the governance section of the faculty contract), including participation on hiring committees for faculty and administrators. Contract negotiations have included bargaining on governance

issues, and it is likely that such issues will continue to be part of the collective bargaining process.

Divisions serve as administrative units for groups of academic departments. A department head is elected from full-time faculty to represent them in carrying out the responsibilities of course scheduling, part-time faculty hiring recommendations, curriculum development and revision. The department head has many opportunities for decision making at the department and division level on program development and evaluation, budgeting, and selection of faculty to represent the department on college-wide committees and issues.

Faculty members participate in governance as members of the Academic Appeals and Regulations Committee, the Dismissal Review committee, and the Instructional Council. The Contract Administration Committee is also a committee that has an impact on the governance of the college. Exhibit 6.11 contains the lists of committees (and their memberships) involved with institutional governance.

More information regarding the role of faculty in institutional governance is found in Standard Four.

Students

Student views are expressed to the Board directly through the student body president, who serves as the representative attending and participating in each board meeting. Additionally, students may participate as audience members as outlined in the Board policy document (see Exhibit 6.4). The Vice President for Student Services also communicates student concerns to the Board. Student participation on campus-wide committees is encouraged by the Vice President for Student Services, who coordinates the recruiting and placement of students on the campus committees. The nature of the community college student often makes this process difficult, as many students have time constraints, family responsibilities, and jobs that limit the amount of participation. However, the student activities staff, in concert with the Vice President for Student Services office, does an admirable job of enabling students to have a voice in the governance of the College.

See Standard Three for an assessment of the student role in governance.

Major Accomplishments and Future Directions

Policy governance, when fully adopted by the Board, will provide a solid framework for governance of the College.

There remains a high level of involvement in the governance of the College by students, faculty, and staff. Improved negotiation sessions as a result of the move to interest-based bargaining have contributed to the positive working relationship between members of the College.

Action has been taken on each of the recommendations from the Standard Six subcommittee (see Appendix C). This demonstrates the commitment of the College to address areas of concern in a timely manner.

Institutional advancement activities have been demonstrably improving since 1995. The increase in monetary and in-kind donations received are attributable in large part to the work done by the Foundation director, his staff, and the Foundation Board.

Institutional research has also improved as the College made the commitment to employing a full-time researcher.

Standard Six

List of Appendices

Appendix A -- Exhibit 6.1 -- Board and committee membership with brief background statement on each board member, including term of office and compensation for board service.

Appendix B -- Exhibit 6.2 -- Organization charts or tables, both administrative and academic, including names of office holders with a notation of any changes since the last accreditation visit.

Appendix C -- Recommendations and Actions Taken

Standard Six -- Materials Available in the Exhibit Room

- 6.1 -- Board and committee membership
- 6.2 -- Organization charts or tables, both administrative and academic
- 6.3 -- Articles of incorporation and bylaws
- 6.4 -- Board policy manual, together with agenda and minutes of the last three years of meetings
- 6.5 -- Administrative policy manuals
- 6.6 -- Administrative position descriptions
- 6.7 -- Staff handbook
- 6.8 -- Salary data (including ranges if applicable) and benefits for administration and staff
- 6.9 -- Collective bargaining agreements, if any
- 6.10 -- Constitutions or bylaws of faculty and staff organizations, with minutes of meetings, for the last three years
- 6.11 -- List of currently active committees and task forces with names and on-campus phone numbers or task force chairs *
- 6.12 -- Reports to constituencies, including the public
- 6.13 -- Charter or constitution of student association

Appendix A

Biographical Information – Board of Trustees

Kathleen Gutierrez appointed July 1989, re-appointed November 1991 and Sept. 1996; Chair 1992-93 and 1998-99; Vice chair 1991-92, 1996-98; ESL Program supervisor K-12, Everett School District; M.Ed. Seattle University, 1974; 1989-90 President of the WA Organization for Reading Development; Hawthorne Elementary Community Schools Advisory Board; Everett School District ESL Community Advisory Committee; National Association for Bilingual Education; International Reading Association; Snohomish County Camp Fire Boys and Girls Club Board of Directors.

Steve Parker appointed January 1996; Vice chair 1998-99. Everett Fire Department, 1978; EFD Deputy Chief, 1990-present. Emergency Medical Technician and EMT Instructor; EFD special projects and Washington State Fire Academy instructor/coordinator; Chair of EFD legislative, technical and operational committees; Founder and Chair, Washington State LEOFF Pension Committee; past Chair and two-term Vice president, Everett Local #46 Political Action Committee; past Chair, EFD Negotiations Committee. Graduated Everett Community College, 1976; Arizona State University, 1975. Coaches Softball, Soccer, and Basketball. Assists with various community fund raising activities.

Nancy Truitt Pierce appointed September 1998, reappointed September 1999. Founder and President, Woods Creek Consulting Company. Former director of the Supervision and Management program at South Seattle Community College and director of the Small Business Management programs for the Seattle Community College District; member of the South Seattle Community College Foundation since 1991 - currently holds the office of president-elect. BA Human Development, The Evergreen State College, Olympia, WA. 1979.

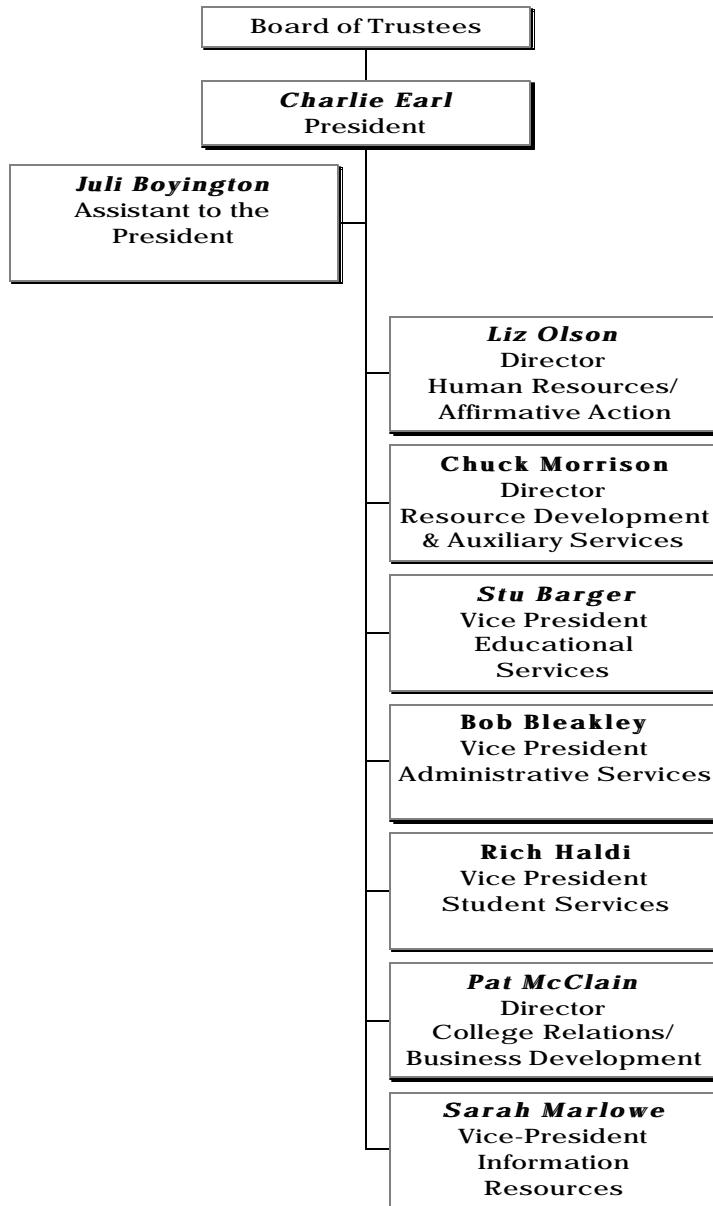
Alicia P. Lalas appointed September 1999. Operating Room Staff Nurse, Stevens Memorial Hospital, 1983-present. Labor and Delivery Staff Nurse, 1977-1983. Member Everett Community College Multicultural Services Advisory Board, Treasurer of the Asian Pacific Islanders Coalition of Snohomish County, President and Secretary of the Filipino American Association of North Puget Sound. B.S. in Nursing from Zamboanga General Hospital College of Nursing, Zamboanga, Philippines.

Glenn Jennings appointed December 1997; died January 28, 2000. Director of Make/Buy and Work Transfer, Boeing Company; M.B.A., University of Washington; B.S, Friends University, Wichita, Kansas. Chair, Everett Chamber of Commerce; SchoolWork Initiative regional board member; Stanwood School District Technology Team member; fundraiser for several Snohomish County activities; co-chair, EACC Education Committee; vice-chair, Business Development programs EACC; chair-elect, 1996-97 EACC; baseball, soccer, softball, and basketball youth coach.

The Governor will appoint a fifth member of the Board to serve the remainder of Jennings' term of office.

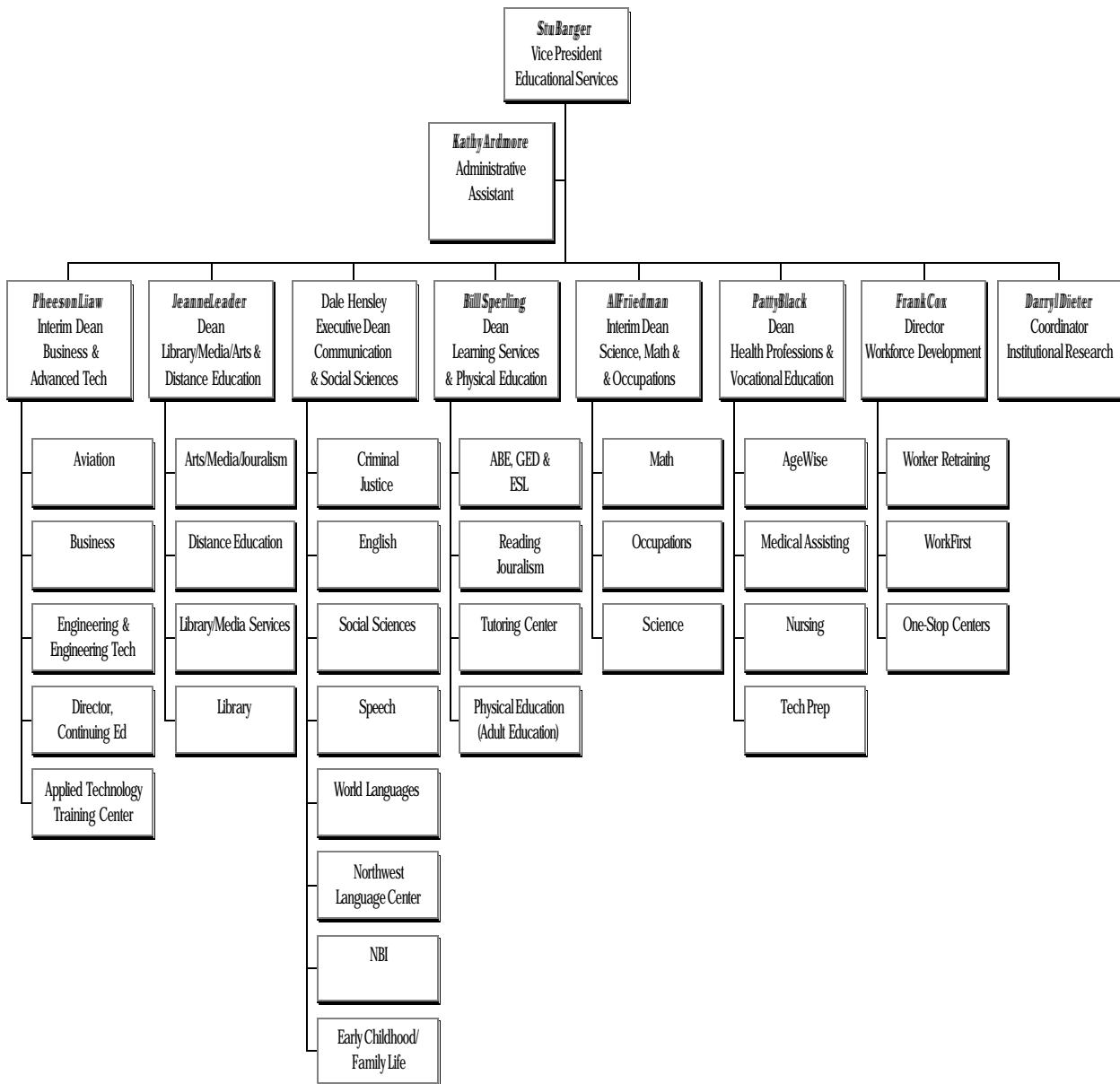
Appendix B -- Exhibit 6.2 -- Organization charts or tables, both administrative and academic, including names of office holders with a notation of any changes since the last accreditation visit.

Senior Administration



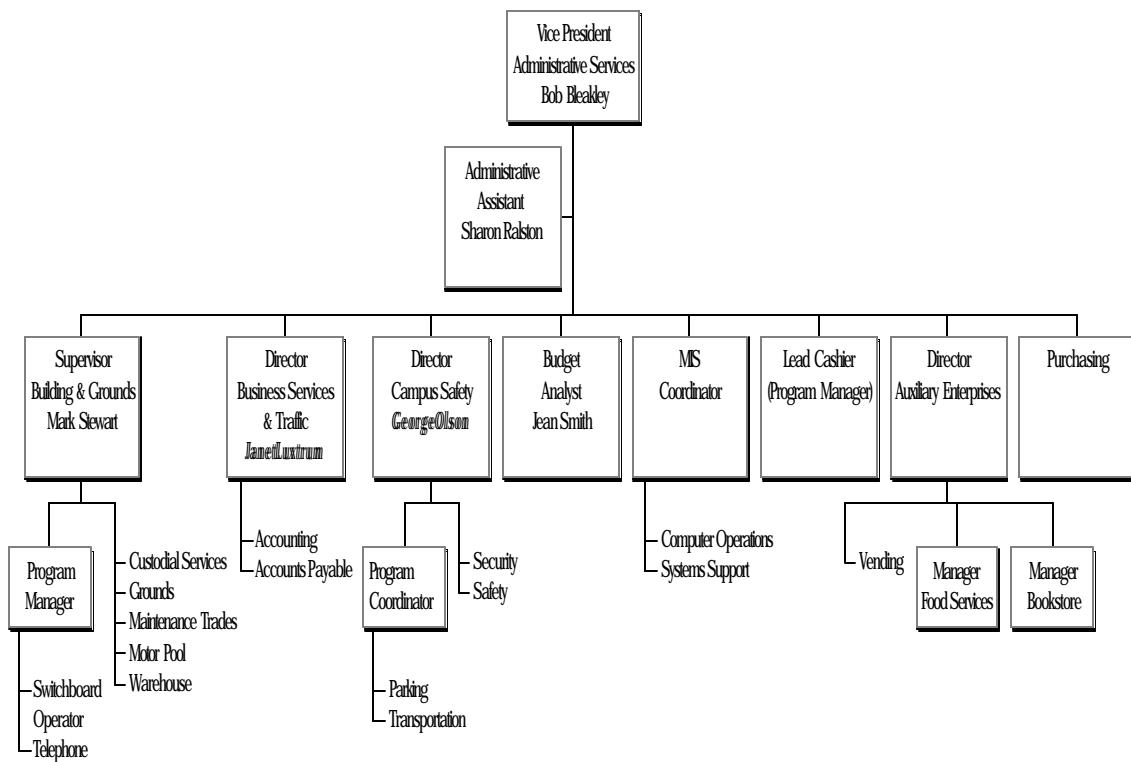
Bold italics indicates new to position since 1995

Educational Services



Italics indicates new to position since 1995

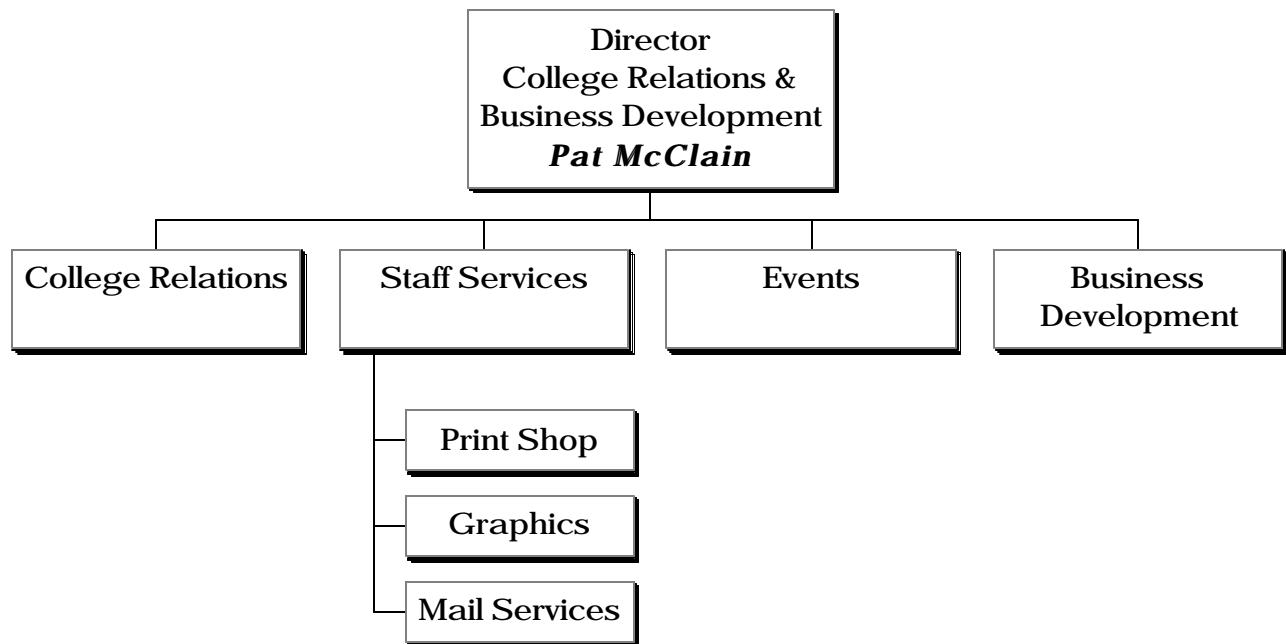
Administrative Services



Notes:

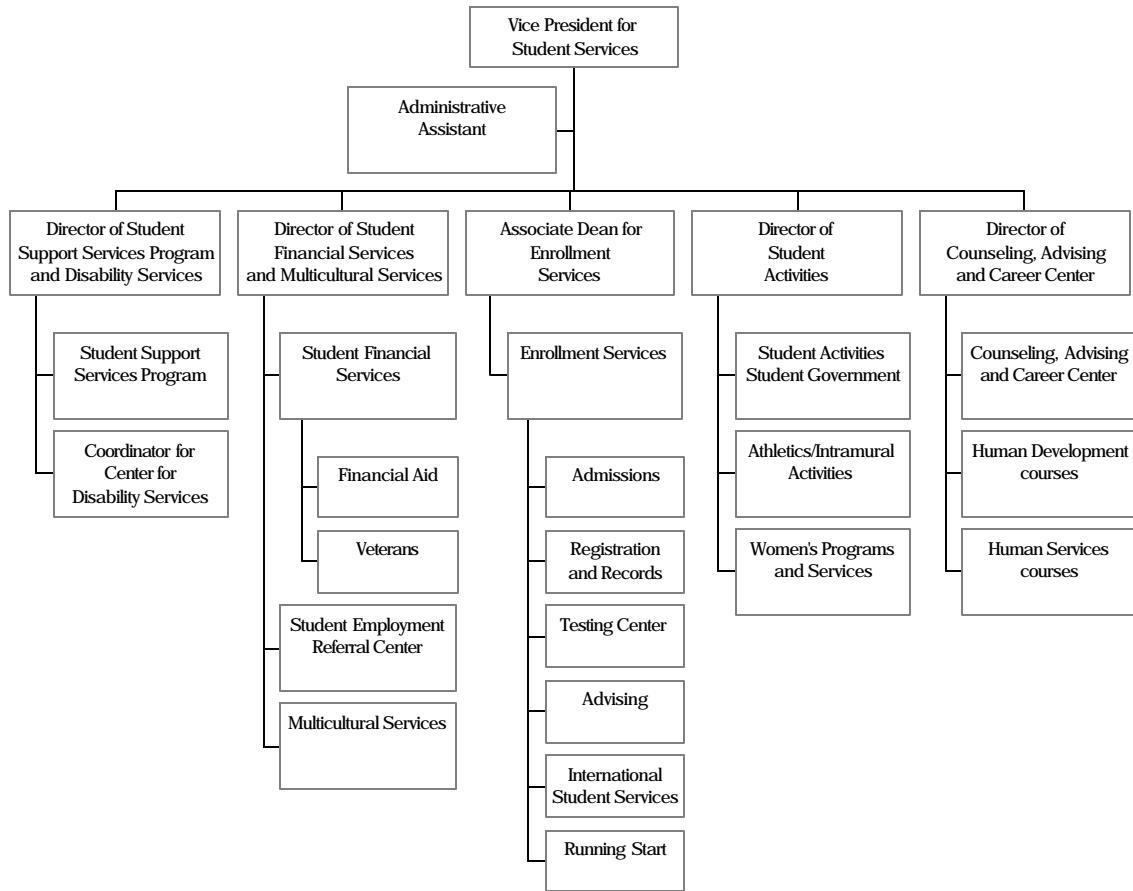
1. Supervisor of Buildings & Grounds also serves as part-time Facilities Director;
2. Director of Auxiliary Enterprises also serves as the Director of Resource Development;
3. Bold italics indicate new to position since 1995.

Business Development



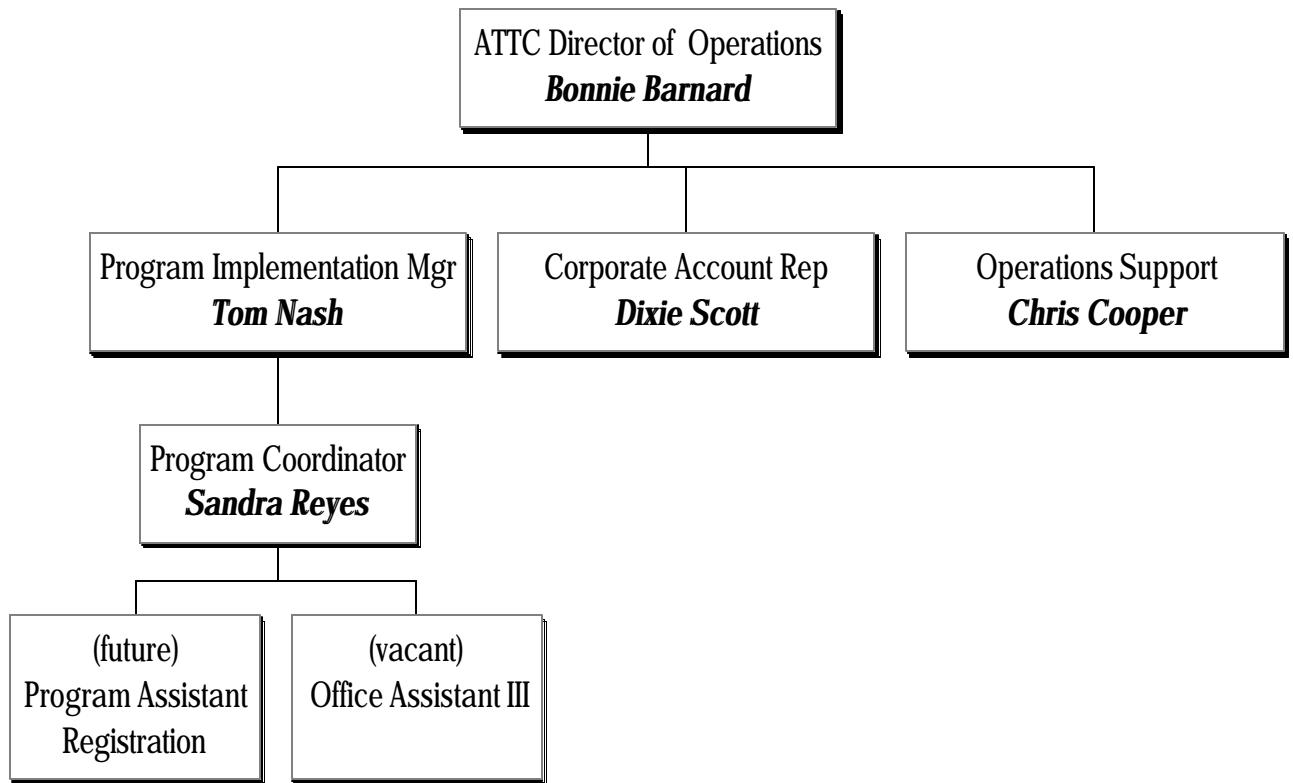
Bold italics indicates new to position since 1995

Student Services



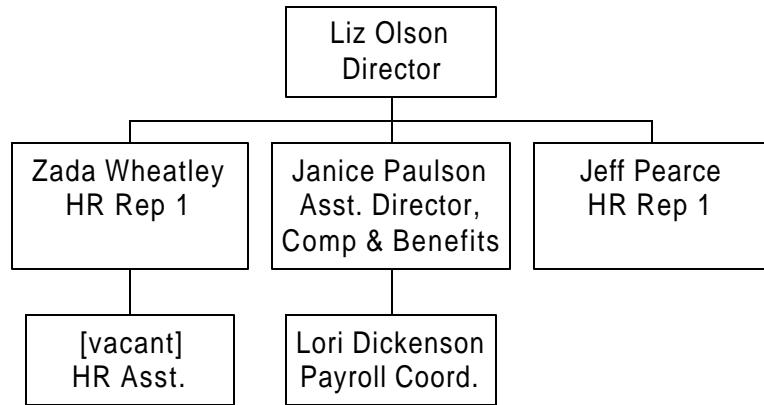
Bold italics indicates new position (formerly Dean of Students)

Applied Technology Training Center



Bold italics indicates new to position since 1995

Human Resources/Affirmative Action



Appendix C

Recommendations and Actions Taken

Recommendation	Actions Taken
The move to Policy Governance and its impact on the mission and goals of the College needs to be communicated to the campus community properly.	In progress Board and President have met monthly (including an August 1999 retreat) to continue this discussion. Charlie Earl has agreed to lead this effort.
The College's administrative policy manuals, including policies, procedures, and criteria for administrative and staff appointment, evaluation, retention, promotion, and/or termination need to be published, accessible, and periodically reviewed.	Director of Human Resources reviewed most of these in March, 1999. The revision needs to continue until policies are published and accessible.
The College needs to identify where institutional decision-making is not done in a timely manner, and work to improve those areas.	This is a priority in the new Strategic Planning Process.