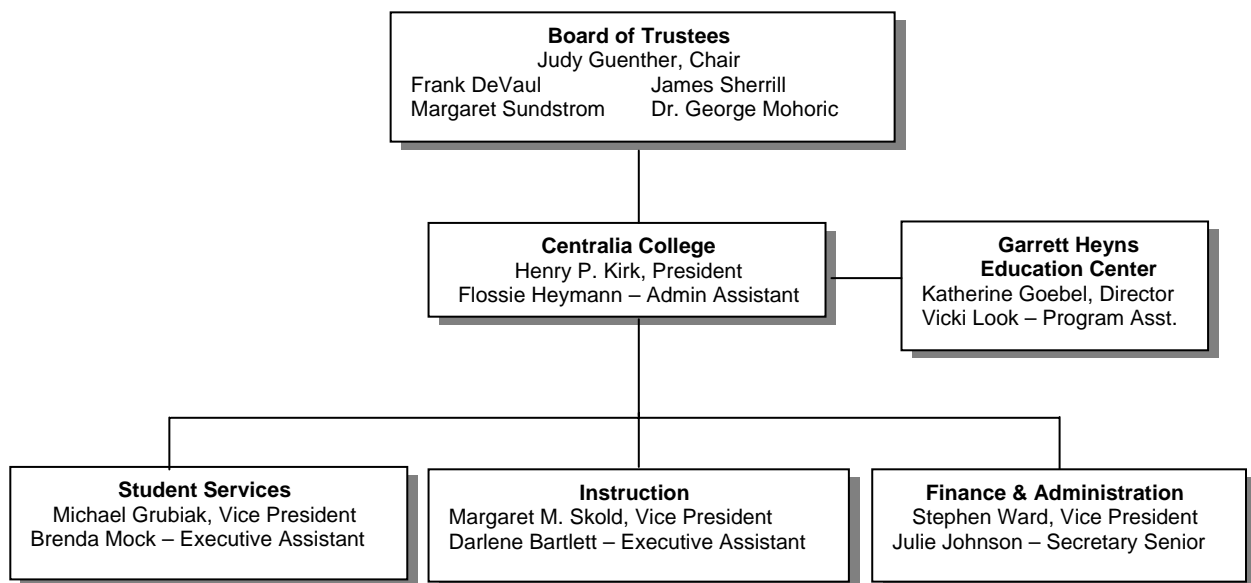


Governance System

As a part of the Washington Community and Technical Colleges System, Centralia College is District 12. The mission statement reflects the goals, values, and commitments of the Board of Trustees. In addition, the College mission is periodically reviewed by the Board of Trustees. The current mission statement was adopted by the Board on October 17, 1996 after being modified by a committee representing the various campus constituencies as part of the strategic planning process. (See Attachment 6.1)

The system of governance is described in state statute, college policies, and the organizational charts of Centralia College. These describe the lines of authority, areas of responsibility, and the relationship between the Board of Trustees and the employees of the College.

Centralia College Organizational Chart



The Board of Trustees is the College's five-member governing Board. The powers of the Board are delineated in the state statute, RCW 28B.50.140. The Board has delegated certain powers to the president (see *Board Bylaws and Policies*, Chapter Two, II), and, as required by law, has adopted bylaws detailing its organization, method of defining officers, and major committees (*Board Bylaws and Policies*). No employees of the College serve on the Board (RCW 28B.50.100).

Each member of the Board of Trustees is appointed by the governor and confirmed by the state Senate. Members are appointed for five-year terms which are staggered so that the entire membership of the Board does not change at the same time. Members must reside within the boundaries of the College district, and vacancies are filled according to statute. No employee of the College is permitted to serve as a member of the Board (RCW 28B.50.100.3). (See Attachment 6.2) The president, an ex-officio member, serves as an advisor, Board secretary, and as the direct link to the operations of the College.

In addition, the Board has chosen to delegate authority for the operation of the College to the president who also serves as Board secretary (*Board General Policy Statement II*). The president seeks input from members of the College community through the College Council which represents students, faculty, classified staff, and administrators.

Role of the Board

The role of the Board of Trustees is documented in state statute, college policies, and the organizational charts of Centralia College. Their authority, responsibility, and function are also included in the Board Bylaws and Policies so each member is aware of his or her relationship to the College, the state, and staff. To fulfill these duties, the Board meets monthly on the main campus or at one of the satellite centers to conduct college business. At most meetings, there is a representative from the local newspaper, the vice-presidents, an assistant attorney general, and any guests or persons interested in attending.

The minutes of the Board are sent to the College community on a regular basis so that staff are made aware of Board proceedings and decisions. The minutes also include the agenda for the next scheduled meeting so

anyone who wishes to address the Board will have time to contact the President's Office.

The Board makes policy to direct the operations of the College through the president. The College executives, president and vice-presidents, direct the day-to-day business of running the College and carry out the policies of the Board. There is a job description for each vice-president and each has periodic evaluations which include staff, peer, and presidential input. Vice-presidents serve on the President's Cabinet which meets weekly to discuss current issues and fulfill short and long-term goals. In addition, vice-presidents also serve on committees which meet regularly with staff, faculty, and students.

The duties, responsibilities, organizational structure, and operating procedures of the Board of Trustees are clearly defined in the *Board Bylaws and Policies*. Ethical conduct requirements are established by the Washington State law RCW 42.50 (*Ethics in Public Service Law*). In addition, the Board of Trustees adopted a *Code of Ethics, Policy Statement, Trustee Responsibilities and Trustee Tenets* on May 12, 1994. Specific information about conflict of interest policy is described in Standard 9. Although specific powers and duties may be delegated to the secretary (the College president), and to the treasurer (the vice-president of finance and administration), the Board of Trustees acts as a whole (Board Bylaws and Policies, Article I, Section 5; Article IV, Section 1).

During the spring of 1999, the Board began a study of and conversion to the "Carver Model" of policy governance. On June 10, 1999, by adopting a commitment statement, the Board began to review its policies and by-laws. (See Attachment 6.3) It is the Board's intent to adopt policy governance in all areas except where an RCW requires the Board to act at the process level. While in the design and study process, the Board continues to act as outlined in the current Bylaws and Policies Manual. The new model will be implemented when all phases of the policy model are complete. Final adoption and conversion to the full policy model is anticipated during the 2000-01 school year.

Additional discussion regarding the Board's role in approving substantive changes in institutional mission, policies, and programs can be found in Standards 1 and 9. In 1996, the Board added a commitment statement to the Mission, Values, and Commitments of the College authorizing the

College administration to promulgate rules and provide for sanctions that provide a civil and non-disruptive learning environment.

Staff Responsibilities

The job descriptions for classified staff members and their roles and responsibilities are delineated in state employee policies, college policies, and the staff negotiated agreement. Classified and exempt staff are responsible to the vice-president of their college area and are evaluated on a regular basis.

There is no comprehensive faculty job description. Faculty duties and responsibilities are noted in the College Handbook and in the Negotiated Agreement between the College and the Centralia College Federation of Teachers. The primary responsibility of faculty is teaching, but they participate in college operations by advising students and serving on committees as defined in the negotiated agreement.

There are evaluation processes for all faculty, including post-tenure faculty on a three-year cycle. This process includes student, peer, and administrative input as well as the creation of a professional development plan by each faculty member. In addition, many faculty members do frequent course evaluations by asking students to review and comment on course contents, expectations, and teaching methods as part of on-going assessment. Part-time and pro-rata faculty are also evaluated on a regular basis using similar evaluation instruments. (See Standard 4)

Students come to understand their role through the advising process, the Student Handbook, and the information disseminated by the student government and student newspaper. The Students Rights and Responsibilities Policy delineates student standards and the steps the College may follow to reprimand infractions.

Board Meetings

All monthly board meetings are open. The president and vice-presidents are required to attend as a resource to the Board. The administration is provided with direct access to the Board of Trustees at their monthly

meetings, but there is no formal, direct interaction between the Board of Trustees and the faculty, staff, or students. However, the Board is made aware of the campus activities through presentations, reports, receptions, and publications.

The vice-presidents of the three areas of the College provide reports to the Board, and faculty and students are often invited to present information to the Board about various college programs. Because the president is a member of the College Council, he receives information, input, and recommendations from representatives of the various campus constituencies for consideration by the Board of Trustees.

In addition, any interested individual or organization, upon written request, may ask that a relevant matter concerning the College be placed on the Board meeting agenda (Board By Laws and Policies, Article V, Section 10).

State Agencies

A clear delineation between the state system, the State Board for Community and Technical Colleges (SBCTC), and the local districts is established in RCW 28B.50, Community and Technical Colleges. All Revised Code of the State of Washington is available at www.mrsc.org/rcw System policies, regulations, and procedures concerning the governance of the College are defined in great detail in state documents. The SBCTC interprets rules and monitors compliance with the rules to assure consistency without individual colleges losing their autonomy.

Other state agencies which have a role in operations include the Employment Security Department, Office of the Attorney General, Washington Personnel Resources Board, State Board of Education, Office of the Superintendent of Public Instruction, the Higher Education Coordinating Board, the Office of Financial Management, and the Office of General Administration.

Board Evaluation

The Board of Trustees adopts annual goals during fall quarter. The following fall the Board produces a document entitled *Review of Accomplishments*, a summary of the major Board activities for the previous year. Although the Board does not distribute this document, it is mentioned in the minutes of the Board meeting as well as in the campus-wide e-mail summary. Employees who want to review the document may do so by contacting the Office of the President.

Prior to this self-study the Board did not complete a formal evaluation of itself. However this self-study led to the Board's recognition of that need, and a Board retreat was held January 30, 1999. As a result of that retreat and this self-study, the Board reviewed its evaluation process and developed a new assessment instrument during the spring and summer of 1999. The Board has decided to conduct its annual self-evaluation each November. (See Attachment 6.4)

College President Evaluation

The current process for the annual evaluation of the College president was developed by the Board of Trustees in the fall of 1986. The Board used as a guide, *Presidential Evaluation for Community Colleges*, published by the Association of Community College Trustees (ACCT).

The presidential job description was developed and approved by the District Twelve Board of Trustees at its meeting of January 15, 1987. A presidential evaluation form was also developed to provide more specific criteria for each performance area:

- Community relations
- Legislative relations
- Educational planning
- Budget control
- Personnel and labor relations
- Management fundamentals and style
- Board relations
- Relationships with constituent groups
- Professional growth

-
- Strategic planning
 - Personal characteristics

In addition, the College president prepares an annual self-evaluation which is reviewed by the Board of Trustees. The president's performance is also rated by the Board, and these findings are discussed with the president in executive session. The current president, Dr. Henry P. Kirk, was last evaluated in December 1999. A copy of the evaluation form is available in the Exhibit Room.

College Organization

The College is composed of three major areas: Administration, Student Services, and Instruction. Each area is led by a vice-president with managers who report to him or her. Each vice-president reports to the president and along with the president compose the President's Cabinet as the executive management team responsible for carrying out college policies and decisions.

Instruction

Instruction reorganized in 1997 creating seven departments based on disciplinary groups. Each department selects a chairperson who recommends to the dean of professional/technical programs or the dean of academic transfer about scheduling, budget, adjunct faculty hiring, and equipment requests.

The deans, associate deans, and the directors report directly to the vice president. The administrative team composed of the deans, associate deans, and the director of Centralia College East meet weekly. The agendas are dominated by administrative detail, policy, and strategic planning. The entire Instructional Cabinet team meets monthly to review progress toward strategic goals, share information, and track progress of individual areas as related to the College Mission. (See Instruction organization chart in Standard 2) The Instruction Cabinet is composed of:

- Vice-President of Instruction
- Dean of Professional/Technical Programs

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- Dean of Academic Transfer
 - Associate Dean of Home and Family Life
 - Associate Dean of Learning Resources
 - Director of the Library
 - Director of Centralia College East
 - Director of Continuing Education and Community Services
 - Director of Workforce Training
 - Director of WSU Partnership Programs (CTEP)

The group reserves time weekly for project work that may not require the attendance of the entire group.

Student Services

Student Services is divided into various departments based on function:

- Admissions and Records
- Enrollment Services
- Advising
- Running Start
- Financial Aid
- Sports Program
- WorkFirst Tuition Assistance Program
- Student Job Center
- Student Support Services
- Educational Talent Search
- Counseling/Career Services
- Special Needs/Special Populations
- International
- Student Programs

Each of the managers reports to the vice-president of students and makes up the Student Services Cabinet which meets every two weeks. (See Student Services Organization Chart in Standard 3)

Administrative Services

The Administrative Services sector of the College is composed of:

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- Public Information
 - Business Services/Bookstore/Food Services
 - Payroll
 - Budget
 - Foundation
 - Institutional Research and External Funding
 - Facilities/Operations
 - Personnel
 - Technology and Computer Services
 - Central Services

Staff in these departments report to the vice-president of finance and administration and comprise the Administrative Services Cabinet which meets twice a month. (See Standard 7 for Administrative Services Organization Chart)

Annual Budget

The Board of Trustees approves an annual College budget and the Student Services Activities (S&A) Budget at its June meeting for the coming fiscal year July 1 through June 30. In addition, it receives quarterly financial updates at Board meetings and copies of the final audit reports are mailed to each Board member. The audit report results are noted during Board meetings and references are found in Board minutes.

Accreditation Involvement

The Board of Trustees is kept fully informed of the accreditation status and progress. Periodic reports are given to the Board by the chair of the accreditation team once each quarter. In addition, individual Board members served as resource people for the self-study portion of the accreditation process.

Administrative Positions

The College expects the organization of the College and the administrative functions to support teaching and the learning mission of the institution. The duties and responsibilities of administrators are clearly defined and published in the *Campus Handbook*, Chapter 2, Section 2.07. There are also position descriptions which are maintained in employees' files and updated with each evaluation process. These files contain input from peers, staff, and faculty. The ethical conduct expectations of administrators are clearly defined and published in the Board adopted personnel policy (*Board Bylaws and Policies*, Chapter 3) and the State of Washington Ethics Law-RCW 42.52.900. The conflict of interest policy is described in greater detail in Standard 9.

Qualifications for administrative positions are set out in the job description and become part of the required qualifications when a position is opened. The Office of Human Resources oversees the process for hiring administrators. A copy of the process as modified in August 1997 is available.

There are yearly evaluations done of administrators. These evaluations/assessments are led by their direct supervisor, i.e., vice-presidents by the president, directors by their vice-president or dean, managers by their director. This process is done with the full knowledge of the administrator and is completed by the end of winter quarter to ensure adequate time for feedback.

According to the policy passed by the Board of Trustees in March 1997, the yearly evaluation is designed to provide "timely, effective, and written feedback on administrative performance, and shall address the attainment of specific and measurable objectives." The current Board policy requiring the evaluation of the process for administrators is included in the Board Book in the Exhibit Room.

President

The president is the chief executive officer of Centralia College. He is a full-time employee of the College with no other employment, although he sits on community or professional boards that serve the interests of the College such as: Rotary Club, United Way, Providence Hospital

Foundation, Lewis County Economic Development Council, and the Twin City Chamber of Commerce.

Vice-Presidents

Members of the President's Cabinet (vice-president of instruction, vice-president of student services, vice-president of finance and administration) meet with their administrative managers/directors on a regular basis to discuss issues and make timely decisions. The President's Cabinet meets weekly; the College Council meets once a month; and other college groups meet regularly so information can be shared with their members and with the College. Departments, divisions, and administrative units meet on a regular basis to discuss issues and allow for appropriate decision-making.

In addition, administrators maintain open and frequent communication with the faculty through meetings, committees, e-mail, and personal contact. There are monthly meetings between the president of the Centralia College Federation of Teachers and the College president and bi-monthly meetings between the union and the vice-president of instruction. The purpose of these meetings is to share information and address concerns before they escalate.

The three vice-presidents facilitate cooperative working relationships and meet weekly to share information, conduct projects, and coordinate efforts across campus.

Director of Institutional Research and External Funding

According to its mission statement, the Office of Institutional Research and External Funding is dedicated to assisting the College in fulfilling its mission by utilizing research and planning methods to assist in identifying institutional priorities and direction. It offers assistance in implementing grant identification, support for proposal writing and administrative oversight of external funding.

In July 1998, Centralia College hired a new director of institutional research and external funding. The director collaborates with the State

Board for Technical and Community Colleges, and supports institutional efforts in strategic planning and data analysis.

The College Foundation

The Centralia College Foundation provides a scholarship program that significantly expands the community's ability to access the College's offerings. The amount of money awarded in scholarships has grown from \$70,000 to \$180,000 in recent years. This figure includes endowments and scholarships given by individuals, businesses, faculty, staff, and private organizations.

The Foundation has manages the exceptional faculty award funds. These funds were secured by local donations matching legislative funds to create the endowments. Interest on the endowments is awarded annually to exceptional faculty nominated by campus members and chosen by a Foundation committee.

In addition, the Foundation helped the College begin Leadership Lewis County, a cooperative effort with the Chamber of Commerce and *The Chronicle*, a local newspaper. The Foundation is now in the middle of a major capital funds campaign hoping to raise over \$1 million. This money is targeted for the new instruction building which combines the theatre, arts, business, and computing center.

Policies Governing Administrative Positions

Policies, procedures, and criteria for administrative and staff appointment, evaluation, retention, promotion and/or termination are published, accessible, and periodically reviewed. This information is included in the *Campus Handbook* which is distributed to each permanent/benefited employee, as well as available in the library, and with shop stewards and union representatives. In addition, the Human Resources Office has copies of the handbook for review by any employee, and the *Washington Administrative Code* (WAC) can be accessed on the Internet (www.mrsc.org/WAC.htm) and in the College library.

The Board of Trustees adopts policy for administrative and exempt employees, and the Director of Human Resources is responsible for

regularly reviewing and recommending changes. These policies are contained in the *Board Bylaws and Policies*, Chapter 3, and pertain to evaluations, compensation, professional development, leaves, and conflicts of interest.

The *Washington Administrative Code* (WAC) found on the Internet at www.mrsc.org/WAC.htm contains rules for appointment, evaluation, retention, promotion, and termination for classified staff employees. These are promulgated by the Washington Personnel Resources Board to be used by the Director of Human Resources.

Salaries

The State Department of Personnel conducts a biannual salary survey of approximately 50 positions found throughout large and small non-state employers. This data is used as benchmarks to compare salaries in comparable state positions. A recent comprehensive analysis completed by the State Board for Community and Technical Colleges has determined that salaries for Washington government employees, including higher education classified staff, are 10% to 25% below the salaries of non-state government employees.

Administrative Salaries

According to the 1998 Annual Administrative Salary Survey completed by the State Board for Community and Technical Colleges, many administrative salaries at Centralia College (at the director level or above) fall below the state average and the median.

According to this same survey, the statewide median salaries fall well below national median numbers resulting in recruitment and retention problems. Technology and International Program personnel have been especially difficult to attract. The College is addressing this concern because state regulations allow the College to distribute raises based on a percent of total group salaries but do not require that each individual receive the same percent. Therefore, the College has used part of the salary increase pool to achieve equity. Progress has been made to get exempt salaries closer to the system average.

When possible, new hires are salaried at or above the system average because there is no schedule of step increases for exempt and administrative personnel.

Classified Salaries

Statewide salary practices and regulations guide salaries of the classified staff of Centralia College, thus allowing the College little flexibility in setting salaries. However, the College is able to increase salaries when it recognizes increased duties and responsibilities. This is done through a position review, usually requested by the employee. The College has also made promotional preferences available to current employees by opening certain positions to current employees only. However, difficulty in recruiting continues for fiscal and technical positions.

Faculty Role in Governance

Faculty participate in institutional governance, planning, budgeting, and policy development through the Centralia College Federation of Teachers (CCFT), Local #4469, the Faculty Senate, the College Council, Instructional Council, individual departments, and a variety of committees.

The CCFT is the exclusive bargaining agent for the Centralia College faculty and represents all faculty. The federation negotiates a contract pertaining to wages, hours, and working conditions. The president of the federation meets with the College president and the vice-president of instruction on a regular basis in order to resolve problems as they arise. In addition, faculty union representatives serve on specific committees including the Faculty Professional Development Committee, the Sabbatical Committee, and tenure committees. Officers are elected by the members of the union for a two-year term. The Executive Board includes a president, secretary, treasurer, vice-presidents for part-time faculty, Garrett Heyns, and off-campus instruction. There is also one at-large executive board member.

The Faculty Senate is composed of all faculty and meets at least twice a quarter to discuss issues that concern faculty but are outside the CCFT; such as, pedagogy, research implications, student readiness, and

retention issues. The leadership of the senate, elected by the faculty, bring issues of concern to the attention of the College administrators. The senate is also asked frequently by the College to inform faculty of any open committee positions, and the senate helps various areas fill these vacancies.

All full-time faculty have the opportunity to participate in governance at the department level. Part-time faculty participation varies by department with some part-time faculty attending department meetings. Department chairs (selected by department members) provide assistance to the vice-president of instruction and their immediate administrator with regard to curriculum planning, budget, scheduling, and the hiring and evaluating of adjunct faculty. The Instruction Office puts out a list of department chairs each year as well as noting them on the phone list for the College which is updated frequently.

Created in 1993 in a move geared toward increasing and improving campus-wide communication, the College Council is composed of representatives from the various campus constituencies. Elected for two-year terms, members represent the College as a whole as they provide input, information, and feedback on governance issues. The faculty has three representative positions on the College Council.

Faculty also have the opportunity to participate in governance through membership on various committees. These include, but are not limited to: Instructional Council, Budget Review and Planning, Facilities, Strategic Planning, Assessment, Technology, Diversity, External Funding, and Student Issues and Policy Council.

Student Role in Governance

Student participation in governance is through elected positions on the Associated Students of Centralia College (ASCC), the Students' Activities Board, the College Council, and as appointees to standing committees, program advisory committees, tenure committees, and a variety of other college committees.

Student government officers are elected in the spring to serve the following year. There are currently six positions on the ASCC: president, vice president, senator for executive affairs, senator for technology,

senator for legislative and academic affairs, and senator for clubs and organizations.

In addition to governance opportunities, students are responsible for the management and decision-making processes of a \$226,700 Services and Activities Fee Budget (1998-99). Student government also keeps the student body informed about administrative or legislative policies that directly affect them through bulletin boards, publications, and meetings.

Policy on Affirmative Action and Nondiscrimination

Centralia College maintains an environment which promotes the concept of nondiscrimination in various ways:

- The Affirmative Action (AA) officer creates an affirmative action plan every three years with yearly updates.
- The AA officer is responsible for making annual reports to the Board of Trustees regarding Affirmative Action Plan reviews and progress toward the College's goals.
- The AA officer provides the Department of Human Resources with reports on employee promotions.
- The director of human resources and the vice-president of instruction have attended the California Community College Affirmative Action Job Fairs and actively identified targeted advertising opportunities to attract applicants who help fulfill the College's affirmative action goals.
- All position announcements include a statement of affirmative action and equal opportunity.
- The director of human resources meets with screening committees to discuss the value of a diverse faculty.
- Faculty screening committees include an equity representative trained by the AA officer.
- The College has an active Diversity Committee with campus-wide representation. The committee is actively involved in a variety of activities to

promote diversity on the campus including curriculum infusion and multicultural celebratory activities.

Collective Bargaining

Both the Centralia College Federation of Teachers (CCFT) and the Washington Federation of State Employees (WFSE) help to enhance the quality and effectiveness of the College. Both the faculty and the classified staff agreements promote a positive environment by addressing such issues as due process, grievance procedures, salaries, benefits, and other matters of importance to the employees.

The CCFT is a representative body which acts on behalf of the faculty. The Executive Board serves as a link between the faculty and the administration. It is composed of representatives of full-time, part-time, main-campus, and off-site faculty. The role of the CCFT is consistent with providing a positive environment on campus, providing a quality education to the students, and supporting faculty in their professional development.

The CCFT is responsible for conducting negotiations with the administration, managing problems related to contract disputes, and advocating for contracted faculty interests during regular meetings with the administration. The Washington Federation of State Employees (WFSE) represents the classified staff and is the recognized advocate for classified staff.

In 1995, the College administration and the CCFT began using interest-based bargaining aided by an outside facilitator who assists in implementing the agreed upon process for negotiating. The process has been used for the last two agreements. The administration and the CCFT find the process effective for the College.

The faculty contract was last negotiated in 1998 and continues through 2001. The classified contract was negotiated in 1999 and is in effect for three years.

Analysis

Centralia College has recognized that administrative salaries at the College are not on a par with other state community colleges. It has taken steps to address this salary disparity by hiring administrators at the system average plus any projected legislative system-wide salary increases. Position review and promotion is another method used to address this problem. The College has been able to promote several exempt employees who have taken on significant additional duties.

Standard Six Future Directions

- Evaluate College Council regularly to assure it is an effective campus conduit for information.
- Keep lines of communication open between bargaining units and the administration.
- Designate a central place or person for committee membership information, so staff and faculty will know who to contact for committee information.
- Synthesize the faculty job description into one cohesive document.
- Complete the Board of Trustees' transition to "Carver Model" policy governance.