

STANDARD VI

GOVERNANCE AND ADMINISTRATION

Standard VI describes South Seattle Community College’s administrative structure; its relationship with the Seattle Community College District, and the district’s relationship to the Washington State Board for Community and Technical Colleges. State statutes and “district” policies guiding the district and the college are also addressed. Board and presidential responsibilities are described as well as participation in governance activities.

INTRODUCTION

The focus of the Standard VI Self-Study Committee was to a) ensure that the college is in compliance with the standard; b) determine that the distinctions between the roles of the district and the college are clear; c) determine the extent to which faculty and staff are involved in governance, and d) to ensure that the recommendations from the 1990 report were addressed. To accomplish this, the committee examined relevant documents pertaining to the district and the college. The committee interviewed the district Chancellor, the college President, the Vice President for Instruction, and the Vice President for Student Services. In addition, the committee submitted supplemental questions related to governance and administration for the 1999 Climate Survey. The data used in this report was gathered from the Climate Survey and from the Issues Forum held in April 2000. To analyze the data, the committee compared the results of the 1999 Climate Survey with the results of the 1995 Climate Survey. Some of the data gathered from this analysis was further compared to the information gathered from the Issues Forum. Finally, the section illustrates that there have been changes in the governance system based on data.

GOVERNANCE SYSTEM

THE STATE

The Seattle Community College District falls under the broad regulatory authority of the Washington State Board for Community and Technical Colleges

(SBCTC). There are 34 community and technical colleges within this system, which was created by the Community College Act of 1967. It is through the State Board that the community and technical college presidents coordinate statewide efforts and interface with the state legislature. Funding from the state legislature for the community and technical college’s comes to the college districts through the State Board for Community and Technical Colleges (SBCTC) via a funding model. Monies, in-turn, come to the individual colleges via modified version of the state funding model.

THE DISTRICT

South Seattle Community College is unusual in that it is a part of a district, which is led by a district Chancellor. The Seattle Community College District (the district) is comprised of three degree-granting colleges with several satellite campuses and a vocational institute. Each college is accredited separately. The district office has both administrative and service functions. It is the reporting body for the district to the SBCTC and is responsible for ensuring that the district is in compliance with the laws, policies, and procedures that govern the state system. Under the direction of the Chancellor, a District Strategic Plan is developed that provides guidance for the district. The strategic plan for each college in the district falls under the umbrella of the district plan. The goals of the district and the colleges are mutually supportive (see Standard I for more details). The chancellor delegates to each college president, the authority to carry out each college’s respective mission. In addition, the district provides centralized services to the three colleges in the areas of payroll, benefits, financial accounting, purchasing, information technology, and human resources (see Exhibits – Policy Manuals).

A Board of Trustees (the board) governs each community and technical college district in the state. The governor appoints the members, and each trustee serves a maximum of two five-year terms

(6.B.4). The Board, which governs the three-college Seattle Community College District, is the highest level of district governance. The board selects the district Chancellor, who is the Chief Executive Officer of the Seattle Community College District, and delegates (6.B.7) to him/her the authority to carry out the mission of the district. The President of South Seattle Community College reports directly to the district Chancellor. As part of the district structure, four senior administrative positions: the Vice Chancellor for Business and Finance, the Vice Chancellor for Planning and Development, the Vice Chancellor for Information Technology, and the Vice Chancellor for Human Resources (see Exhibits – Organization Charts). In addition, each college president has district-wide responsibilities as a vice-chancellor. These assignments may be rotated.

At the district level, there are policies and procedures (see Exhibits – Policy Manuals) that apply to all three colleges (6.B.3). With the appointment of Dr. Peter Ku (who has served as president of both North Seattle Community College and South Seattle Community College) as district Chancellor since 1998, there is an ongoing effort to clarify the authority and responsibility (6.A.4) between the district office and the three colleges. In general, however, the district policies form the basis of college operating procedures.

THE COLLEGE (6.A.2 AND 3)

The governing board, administrators, faculty, staff, and students understand and fulfill their respective roles as set forth by state statutes, district policies and procedures, district collective bargaining agreements, and procedures. In addition, the governance system at South Seattle Community College, as established by its President, facilitates the successful accomplishment of its missions and goals (see Organization Chart). This is an advisory (or consultative) system, which includes 4 main governing councils: the President’s Cabinet, the College Council, the Instructional Council, and the Managers of Student Services (MOSS). The President’s Cabinet, made up of senior administrators, is the primary advisory governing body. The Instructional Council and the Managers of Student Services provide direction and leadership in the areas of instruction and student services. There are

several standing committees that provide for the consideration of faculty, student, and staff views, two key ones are the College Council and the Curriculum and Instruction Committee (CIC). The College Council, with broad representation from across the campus, communicates issues and makes recommendations directly to the President. This council provides some of the elements of a shared governance model but their ultimate role is advisory. In addition, the President’s Cabinet reviews recommendations made by the College Council and advises the President accordingly. The College Council is the primary voice of the college community and its role and responsibilities are laid out in its bylaws (see Exhibits – Bylaws). In addition, the Curriculum and Instruction Committee plays a major role in accomplishing the institution’s instructional mission. This committee is responsible for program reviews, new course approvals, and course revisions. It, too, operates under a set of bylaws (see Exhibits – Bylaws). Establishment of this committee addressed one of the recommendations from the 1990 Accreditation Report.

A Faculty Senate was established through the Seattle Community College Federation of Teachers (SCCFT). While not a part of the college’s official governing and decision-making structure and, therefore, not a traditional senate, it serves as a voice for faculty concerns and provides a forum by which faculty can make recommendations to the President. Provision is also made for students to play a role in the governance system, primarily as representatives on the College Council as well as on the CIC and other key committees. In addition, representatives of the student government meet with the President quarterly. Other college committees that play a role in the governance of the college include, among others, the Institutional Effectiveness Committee (IEC), the Academic Programs Advisory Council (APAC), the Diversity and Retention Committee, and the Classified Development Advisory Committee.

The governance system provides for the orderly and successful accomplishment of the college’s mission and goals. The institution is mindful of its entrepreneurial role, of the importance of being responsive to the needs of its students and the

community it serves, and of the necessity to form partnerships with business and industry. Thus, in fulfilling its mission, the college prides itself on having the flexibility to adapt to change and to respond to opportunities.

THE GOVERNING BOARD (6.B)

The five member Board of Trustees for the Seattle Community College District (the board) is ultimately responsible for the quality and integrity of the institution. In accordance with district policy, the Board, selects, appoints, and evaluates the district Chancellor. The board approves the missions of the district’s colleges and exercises broad-based oversight to ensure compliance with district policies. The Board also approves district policies and delegates to the district Chancellor the responsibility to implement and administer of these policies. In addition, the board approves academic degrees and delegates to the colleges the authority to approve certificates, other major programs of study, and any substantive changes to existing programs. Finally, the board approves the district/institutional budgets and reviews periodic fiscal audit reports.

The board has routinely conducted self-evaluations since the inception of the district. However, with one new member having joined the board each year since 1997, board members have focused on learning about the district. Currently the Board is planning several retreats to review board operations, including self-evaluations. By fall 2000, the most senior board members will have only served seven years.

The Chancellor is a nonvoting member of the Board as are the three college presidents. In addition, faculty, classified staff, and student representatives participate as ex-officio or nonvoting members (the Student Body Presidents of each campus participate). The terms of individual board members are staggered to provide continuity. No member is a district employee nor does any member have a financial interest in the district or its colleges. The board holds open meetings and meets on a regular, publicly announced, schedule. Current board members are listed below.

Current or Most Recent Positions

Thomas Malone	Principal, Treece Richdale Malone Corning Abbot Chair, 1999-2000. Appointed 1997
Paul Wysocki	Executive Director, WA State Rehabilitation Advisory Council. Appointed 1991
Nobie Chan	Former Academic Dean of Edmonds Community College, Kobe Japan Campus. Appointed 2000
Yvonne Sanchez	Supervisor, Department of Social and Health Services Appointed 1998
Dorothy Hollingsworth	Interim Director, Senior Citizen’s Department Office of the Mayor. Appointed 1999

LEADERSHIP AND MANAGEMENT (6.c.)

Dr. David Mitchell is the President of South Seattle Community College. He provides full-time leadership through defining institutional goals and the implementation of the college’s Strategic Plan. President Mitchell is also the district Vice Chancellor for Distance Learning. As such, the President has responsibilities district-wide and at the college. The duties and responsibilities of campus administrators are defined in their respective job descriptions, (see Exhibits – Job Descriptions) district polices (see Exhibits – Administrative Policy Manuals), and state statutes. Acting in accordance with these duties and responsibilities, administrators are qualified to provide effective educational leadership and management. To ensure effective leadership and management, administrators are evaluated annually. Evaluation criteria include meeting unit goals, exercising effective management skills, job knowledge, meeting peer expectations, taking initiative, and demonstrating creativity. (see Exhibits – Administrative Policy Manuals). All college employees had the opportunity to evaluate the President and Chancellor, spring 2000.

The college's planning and institutional effectiveness cycle (see Figure I.1 Standard I) sets a framework for timely decision making. Each year, the Office of Planning and Research conducts a number of research activities. The results of this research are forwarded to key councils and committees, including the President's Cabinet, the Instructional Council, the IEC, and MOSS. This information is then shared with key constituencies, including faculty and counselors. The information gleaned from an analysis of the research data is used to set unit goals, to inform decisions that lead to the improvement of teaching and learning, and to evaluate institutional effectiveness.

Institutional advancement activities are clearly and directly related to the college's mission statement and goals. The SSCC Foundation supports students in achieving their goals by providing student scholarships. In 1999, the Foundation awarded \$169,000 in student scholarships. The Foundation also supports faculty and staff development. There is a \$200,000 endowment earmarked for faculty development. In 1999, \$15,000 was awarded through the Fund for Excellence Grant program. Among other fund-raising activities, the Foundation hosts an annual golf tournament, which netted \$48,000 at its 1999 event. The Foundation strives to enhance community and business relations through events such as The Benefactor's Award Dinner, Friends of the College Dinner, the Arboretum Tour and Tea, and the High School Scholarship Awards Reception. The Foundation is currently involved in its first capital campaign – a \$1.2 million campaign to build a new kitchen and renovate existing space for the Culinary Arts program.

Administrative committees such as the Instructional Council and MOSS are designed to facilitate cooperative working relationships among organizational units. Within units, committees such as the APAC, along with regularly scheduled division meetings, encourage and promote open communication and goal attainment. In addition, on a campus-wide basis, informal gatherings such as the Lunch Club, a monthly activity hosted by the Foundation and coordinated by the College Council, are designed to facilitate open communication and foster community. The President also holds quarterly forums

that serve to encourage open communication and goal attainment. Biennial "Meet-the-President" meetings are held. Notes are taken and follow-up occurs on topics discussed, e.g., security, lighting, and hours of cafeteria service.

District policies and procedures and the Seattle Community Colleges Collective Bargaining Agreements identify procedures and criteria for administrative and staff appointment, evaluation, and termination. Recently, the recruitment and retention of qualified administrators has been challenging, given the current salary structure and a very competitive job market in the region.

FACULTY ROLE IN GOVERNANCE (6.D)

South Seattle Community College and the Seattle Community College District support the role of faculty in governance. In fact, since 1995, faculty (and staff) have a far more significant role in governance than they had had in the past. At South Seattle Community College, faculty serve on various committees, subcommittees, and councils that relate to institutional governance, planning, budgeting, and policy development. These committees include the College Council, the College Council Budget Subcommittee, the IEC, and the CIC. The college supports faculty who serve on these committees by providing, when appropriate, reassigned time or professional improvement units (salary credits). Faculty are involved in setting and meeting unit goals as part of the institution's planning process. At the district, faculty also participate on committees and councils such as the Agreement Management Committee, the Distance Learning Committee, the Professional Development, the Curriculum Development Committee, and the Chancellor's District Advisory Council. The Board of Trustees includes one member of the faculty at its meetings as a nonvoting member.

STUDENT ROLE IN GOVERNANCE (6.E)

Both the district and the college support students' participation in governance, planning, budgeting, and policy development. The student government, the United Student Association (USA), is recognized as the official voice of students on campus. In 1999-2000, the USA managed a \$367,000 annual budget. Students hold a majority of seats on the

Universal Technology Fee Committee, which virtually gives them control over how those funds are spent relative to technology. Students serve on campus committees and councils (see Exhibits – List of Committees), including the College Council. It is the College Council that provides students the greatest opportunity to become involved with governance, budgeting, and policy development. In addition, President Mitchell holds quarterly forums for both day and evening students in order to provide students with an opportunity to share their views and air their concerns. On the district level, the student body president participates as a nonvoting member at the Board of Trustees meetings and there is a student member of the Chancellor’s District Advisory Council.

POLICY ON AFFIRMATIVE ACTION AND NONDISCRIMINATION (Pol.6.1)

South Seattle Community College is committed to equal opportunities in education and employment. In educational programs and employmen, the college does not discriminate on the basis of race,

color, religion, national origin, gender, sexual orientation, age, marital status, or the presence of any physical, sensory, or mental disability . The college is dedicated to recruiting from applicant pools that maximize the potential to create a workforce of highly qualified employees who reflect the college community’s diversity. As part of its Mission and Goals, the college has increased the number of faculty of color from 13 in 1996 to 20 in 1999. This represents an increase of 54 percent between 1996 and 1999.

Table VI.1 below indicates the ethnic representation among faculty for 1997, 1998, and 1999. Enicity Code 1 denotes Asian American, Code 2 denotes African American, Code 3 Native American, and Code 4 denotes Hispanic American. Asian and Native American representation has remained stable, but the college has be successful in increasing African American and Hispanic American representation among faculty. This ethnic diversity follows closely the ethnicity of the student body at South.

Table VI.1
FACULTY OF COLOR 1997-1999

As a culturally diverse institution, South Seattle Community College is committed to serving the diverse needs of students, staff, and the community at large as evidenced by the on-going activities and programs that support diversity at the college. These include:

- Outreach to the general public that includes information about employment opportunities at the college, through participation in job fairs and conferences, etc. Emphasis is placed on targeted outreach to minority groups. The Director of Diversity and Retention reports to the college president.
- The Diversity and Retention Committee represents the college community as a whole and serves as an advisory board to the President on College-wide issues. This Committee also provides services to the college community by offering workshops, seminars, and training related to the many aspects of diversity.
- Special Student Services Programs
- Student Programs Activities/Student Government/Student Activity Clubs
- The Affirmative Action Policy statement appears in the following documents:
 - Quarterly schedules
 - SCCD Catalog
 - Employment applications
 - Job announcements
 - SCCFT Collective Bargaining Agreement [Exhibit #8, Standard 6]
 - Washington Federation of State Employees Contract [Exhibit #8, Standard 6]

POLICY ON COLLECTIVE BARGAINING (Pol.6.2)

The collective bargaining agreement between the district and the faculty is in accord with the standards established by the Commission on Colleges. In fact, provisions in the agreement between the SCCFT and the district ensure that the standards are met. Working conditions are clearly defined, and the integrity of the instructional program is protected. Procedures are in place to provide for a highly qualified faculty and to guarantee due process. Further, there is a provision within the collective bargaining agreement establishing an Agreement Management Committee that serves to clarify

and resolve issues that emerge during the course of the agreement (see Exhibits – Agreement, Seattle Community College District VI Board of Trustees and Seattle Community College Federation of Teachers Local 1789).

The collective bargaining agreement between the district and the classified staff (The Washington Federation of State Employees AFL/CIO) is also in compliance with the standards of the Commission. Articles of the agreement provide for a safe and healthy work environment, guidelines for professional development, defined working conditions, and the rights of its members to participate in college’s governance (see Exhibits – Agreement). The self-study process allowed for and encouraged representation from all constituencies on campus, and neither collective bargaining agreement contravenes the requirements of the standards set forth by the Commission on Colleges. For six months during the self-study activities, the district was actively involved in staff and faculty contract negotiations. During this period the pace of the self-study and the quality of instruction were not impacted—classes continued, the writing and committee activities continued, and progress was communicated. The negotiations concluded in March 2000.

ANALYSIS AND APPRAISAL THE COLLEGE

South Seattle Community College has undergone considerable change since a campus-wide reorganization in 1995. However, the reorganization was primarily a reduction and reorganization in staffing levels throughout the institution, affecting management as well as support positions.

In conducting the self-study, several issues emerged that faculty and staff perceive to be related to the reorganization: workload, communication, and community. These issues were examined at an Issues Forum conducted in April 2000. During the forum, which was conducted by an outside facilitator, the issues were discussed and clarified. As a follow-up to the Issues Forum, the College Council sponsored a Lunch Club to address the concerns related to community building. Recommendations from these events were forwarded to the President’s

Cabinet for further action. The President and College Council developed a plan of action. For example, the Vice President for Business is forming a college-wide taskforce to review and revise taskforces. The September 2000, President's Cabinet Retreat will develop action plans in response to the concerns.

In addition, the college has undergone considerable turnover among its administrative ranks as well as with support staff. For example, within five years, there have been two new presidents and several other new administrators. This turnover has created some gaps in leadership continuity. While every effort is made to fill vacant positions in a timely manner, a highly competitive job market, the current salary structure, and the desire to get a qualified applicant pool have made this task difficult. Another effect of employee turnover, and the failure to fill positions in a timely manner, is the increased workload experienced by those who must take on additional responsibilities. In 1999-2000, 53 new employees were hired.

While the self-study revealed some issues related to governance and administration, the results of the 1999 Climate Survey, indicate that satisfaction with the governance and administration of the college has increased somewhat since the 1995 Climate Survey. There are a number of ways that faculty and staff are involved with the governance of the college.

Since the President established an advisory (consultative) governance system at the college in 1995, the administration continues to encourage and support the involvement of faculty, students, and staff in governance, planning, budgeting, and policy development. The administration acknowledges that there must be opportunities for the views of all constituencies to be heard.

The 1999 Climate Survey established some baseline data to determine the extent to which faculty and staff are involved in governance. The results show that among those responding to the survey, 18 percent of classified staff are involved in governance through the College Council, and faculty participation on committees related to governance is as follows:

Faculty Involvement on Committees

<u>Committee</u>	<u>Full-time</u>	<u>Part-time</u>
College Council	19%	3%
Academic Programs Advisory Committee	52%	10%
Curriculum and Instruction Committee	23%	19%
Faculty Senate	42%	6%

In light of the 1995 Climate Survey, a number of activities were put into place to bolster the effectiveness of the college's governance and administrative system, to communicate that effectiveness to the college community, and to seek input from the college community:

- The President's Cabinet holds an annual retreat
- The President's Cabinet agendas are published via e-mail, allowing time to comment before the meeting
- All faculty are involved with the development of their units' goals as part of the strategic plan.
- The IEC reports annually to the President's Cabinet on the progress in achieving the goals identified in the strategic plan
- A webmaster will be hired to develop and maintain a college intranet site
- Minutes of the President's Cabinet, meetings, College Council, and CIC meetings are posted in public folders and/or communicated via e-mail.
- The Lunch Club, an informal gathering with the goal of improving communication within the college community, was reestablished
- The College Council has reviewed the Climate Survey, solicited input, and made recommendations to the President

The 1999 Climate Survey suggests that these activities, along with the change in the system of governance, have had a positive impact upon personnel. The data show a significant increase (10 percent or better since 1995) in the satisfaction of the college community regarding governance and administration in the following areas:

- Communication to employees of resource allocation decisions and revisions
- Employee involvement in policy development at the college

- Staff, faculty, and administrator involvement in budget preparations
- The extent to which a systematic process for program review is in place
- The extent to which institutional priorities are reflected in decision-making
- The extent to which the mission is reflected in decision-making
- The extent to which the organization of the college reflects institutional priorities
- The extent to which employee input is sought in the decision-making process

While there has been significant improvement, satisfaction levels in the areas listed above remain under 40 percent. Clearly, more work needs to be done in this area.

The 1999 data also reveal an increase in satisfaction from the 1995 survey on a number of items related to management and leadership

- Communicate to employees resource allocation decisions and revisions
- Employee involvement in policy development at the college
- Staff, faculty, and administrator involvement in budget preparations
- The extent to which institutional priorities are reflected in decision-making
- The extent to which information is available for me to do my job effectively
- The extent to which the organization of the college reflects institutional priorities
- The extent to which employee input is sought in the decision-making process
- The extent to which information is shared

The above are eight of the 14 areas of greatest increase in satisfaction from the Climate Survey of 1995. They reflect the effectiveness of management in establishing structures for strategic planning and improved communication and provided evidence that the college's Institutional Effectiveness Plan is working.

In general, the survey results show that a) the governance system promotes and supports greater participation from the college community and

b) the mission and goals of the institution drive the decision-making process.

Despite the fact that data show an increased satisfaction in organization and governance, the data also revealed several areas in which at least 25 percent of respondents indicated dissatisfaction. However, the level of dissatisfaction in key areas (*) decreased by greater than 10 percent since the 1995 survey.

- The extent to which college leadership is decisive and results in action
- The effectiveness of the organizational structure of the college*
- The extent to which administrative responsibilities are clearly communicated*
- Employee involvement in policy development at the college*
- The extent to which employee input is sought in the decision-making process*
- Communication of policies and procedures at the college
- The extent to which decisions are made at the appropriate level of the organization*

In addition, while most respondents feel there is a spirit of cooperation within their units, a spirit of cooperation across different units of the college is lacking. There was a 3 percent increase in dissatisfaction between 1995 and 1999. To ensure that we are working together to enable student success and to promote cooperation and coordination between academic, professional/technical, English and English as a Second Language, student services, and instructional programs, a number of actions have been taken. MOSS meets quarterly with the Instructional Council to share information, to identify issues and concerns, and to solve problems. Each appoints a member to serve as liaison to the other Council. Also, an annual faculty retreat was instituted during the 1997-1998 academic year which provides an opportunity for academic and professional/technical faculty to work on areas of common concern. The Lunch Club and the Summer Potluck provide opportunities for community building. There is also an annual Classified Retreat. The College Council is also addressing this concern.

The Planning and Research Office conducts a considerable amount of key research. Research

results are disseminated to constituencies. The 1999 Climate Survey revealed that, overall, 34 percent are satisfied with the extent to which institutional planning and evaluation is continuous, and 31 percent are satisfied with the overall effectiveness of institutional planning. Only 24 percent are satisfied with the extent to which institutional planning results in action plans and resource allocation. These data indicate a need for continued improvement, greater follow through on strategies to improve the institution and better communication of goal attainment. Since the 1998-1999 academic year, greater efforts have been made to ensure the utilization of research in decision making. In winter quarter, 1999, the President held a forum to educate the college on institutional effectiveness and to show how the budget is tied to the Strategic Plan. The College Council has a budget subcommittee charged with seeking input from the college community on the budget. An IEC further facilitates the use of data in decision-making. Faculty development activities have focused on the analysis and use of data. In winter quarter, 2000, the IEC approved the creation of an assessment subcommittee designed to provide a structured setting for the analysis of assessment-related college research, promote its use in decision-making and resource allocation, and strengthen the use of research findings to improve the college's programs and services. An intranet site is being established and the college is in the process of hiring a webmaster. All research instruments and data will be available on the intranet. These efforts are continuous, and there is every indication that the cycle of institutional effectiveness is becoming part of the campus culture. It is anticipated that as results are demonstrated, more employees will become involved and supportive of this process. The policies are all in place and operating for an institutional effectiveness plan, and the college is gradually developing a culture that reflects the process.

At the Issues Forum held in April 2000, participants representing faculty, staff, and administrators identified workload as a major issue. This was supported by findings of the Climate Survey in which faculty (FT 43%, PT 35%), staff (74%), and administrators (68%) were dissatisfied with the extent to which staffing levels are adequate for

faculty and administrative support. Throughout the college community, faculty, staff and administrators are feeling overburdened. The organizational structure of the college is currently being reviewed as part of the analysis of data relating to workload.

A number of concerns regarding decision-making emerged in the Climate Survey. Satisfaction levels are as follows:

- The extent to which leadership is decisive and results in action (30%)
- The extent to which employee input is sought in the decision-making process (27%)
- The extent to which decisions are made at the appropriate level of the organization (27%)

There is a committee structure in place that allows for the involvement of faculty and staff in the governance structure; and while opportunities for involvement in governance have increased, time constraints due to teaching responsibilities, workload, interest level, and scheduling present obstacles to participation. Although there has been positive feedback on distributing the agenda and minutes of President's Cabinet meetings, there needs to be improvement in communicating key/critical decisions that impact employees. The cabinet has set as a priority improving its effectiveness as a decision-making body in response to these data on decision-making.

Some of the information gathered from the Climate Survey is contradicted by the information gathered from the Issues Forum. While the Climate Survey indicates increased satisfaction with communication, the Issues Forum revealed otherwise: lack of communication was perceived as a problem. While more work needs to be done in this area, the college has made significant improvement in its efforts to communicate effectively. These strategies include: the Update, a bimonthly publication; quarterly meetings held by the President and the district Chancellor, the Lunch Club, an informal discussion forum; and the college-wide use of e-mail, voice mail, and, in 2000-2001, the intranet.

THE DISTRICT

Regarding the district office, the 1999 Climate Survey examined the extent to which district services provide adequate support to the college. College-wide, the results of the Climate Survey are as follows:

- 0 percent stated that they were very satisfied;
- 26 percent stated they were satisfied or very satisfied;
- 17 percent stated they were neither satisfied nor dissatisfied;
- 30 percent stated they were dissatisfied;
- 9 percent stated they were very dissatisfied, and
- 17 percent stated the item did not apply or they did not know.

Chancellor Ku has stated that the district's role is to support the colleges. However, these numbers indicate that this is not perceived to be the case, at least not to a significant degree.

Another area analyzed in the Climate Survey examines the effectiveness of collaboration between the three colleges within the district. The results were as follows:

	<u>Dissatisfaction</u>	<u>Satisfaction</u>
All respondents	29%	31%
Administrators	22%	31%
Full-time Faculty	48%	28%
Classified Staff	29%	12%

Clearly, it is the full-time faculty who are least satisfied with the effectiveness of collaboration among the three colleges.

At the district, Chancellor Ku is aware of the challenges facing the district in its role to serve the colleges and to foster collaboration among the colleges. As a former president of both North Seattle Community College and South Seattle Community College, he understands what the relationship between the district and the colleges has been. He has implemented activities designed to address the areas of concern. These activities include quarterly town meetings held on each of the campuses.

During these meetings he openly addresses areas of concern, informs his constituents of activities taking place on a district level that are designed to support the colleges and enhance the district as a whole, and provides a forum for dialogue. The tone is one of sincerity, openness and sharing. He has established a Chancellor's District Advisory Council with representation from all constituencies within the district. In addition, the chancellor's office provides financial support (as negotiated by the SCCFT) for the District Faculty Professional Development Committee that addresses district-wide faculty development issues that require collaboration and cooperation among the three colleges. Finally, Chancellor Ku has reorganized the district office to better address the needs of the colleges and to provide effective support, particularly in the areas of public information and community relations, planning and research, and fund development. In addition after a review of the administrative structure, three administrative positions were eliminated and the budget savings were divided among the three colleges and the district office. He also approved the reestablishment of the position of Vice President of Administrative Services, at South Seattle Community College to strengthen the oversight and services to the administrative services of the college.

In recent years, the State Board is playing a greater role in developing strategies to secure state funds through its legislative requests. The legislature now earmarks funds for worker retraining programs to assist dislocated workers or for job training and placement programs to assist former welfare recipients. As a result, a larger portion of the college's total expenditures is for specific programs identified by the legislature and/or the governor. In addition, the legislature has been appropriating money for specific program initiatives in high-demand fields like Information Technology. Colleges access many of these funds via a competitive process (Requests for Proposal). This process is administered by the SBCTC staff, and in effect, has increased its influence on college operations. The SBCTC staff administers the process of determining which all these earmarked funds flow to the colleges.

FUTURE DIRECTIONS

Clearly, challenges remain in the area of governance and administration. While several of the items from the Climate Survey cited above have shown improvement since 1995, focus remains on continuing the activities currently in place that have led to increased satisfaction and improved results per the college's goals and benchmarks. The President's Cabinet, and the College Council are studying and analyzing the findings from the Climate Survey and the Issues Forum. Recommendations will be made accordingly. Those recommendations will be prioritized and implemented. Those responsible for carrying out the recommendations will be identified. The recommendations and actions taken will be communicated to the campus community. Progress on implementation and effectiveness would likewise be reported. Efforts will be made to ensure that all the activities that have been implemented are targeting the major issues that need to be addressed. Therefore, it is recommended that these activities be catalogued and prioritized

in light of the areas of concern and that they be reviewed quarterly by the College Council and the President's Cabinet to be certain that focus is maintained and to determine that these activities do indeed represent the best course of action for addressing the concerns identified. Institutionally, there should be a goal to decrease these areas of dissatisfaction related to governance and administration by 10 percent or better in the next three years. Although the college has made significant gains in employee satisfaction ratings, the college continues to work towards increasing satisfaction levels. The President's Cabinet and the IEC has been continually analyzing the data from assessment of the college's governance and administration systems to go beyond just employee satisfaction into areas key to the Mission and Strategic Plan. As a result of such analysis, a Dean For Continuing Education, Economic Development and "Partnership" and a Director of Specialized Programs have been hired. An Intranet data and information system is being implemented.

Standard VI

Index

1995 Climate Survey - Discussion 161

Affirmative Action 159

Board members 157

Campus administrators 157

Chancellor 155

Collective Bargaining 160

Diversity 159

Dr. David Mitchell, President of
South Seattle Community College 157

Faculty of Color, 1997-1999 159

Faculty Role in Governance 158

Governance System, district 155

Governance System, state 155

Leadership 157

Non-Discrimination 159

Planning and Research Office 162

Seattle Community College District 155

SSCC Foundation 158

SSCC Self-Study -
reorganization of 1995 160

State Board Role 164

Student Role in Governance 158

The College 156

The District - SSCC Support 164

The Governing Board 157

Turnover 161