The
Evergreen
State
College

Standard 6
Governance and Administration

6

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Overview and History

To take a picture of the institution's administration and governance structures today and compare it to ten years ago would tell a story of a remarkable preservation of basic values and aspirations despite a decade of significant change. The early years of the decade were marked by major internal leadership changes. As we approach the end of the decade the focus has shifted more towards pressures from outside the institution. State legislatures across the country, ours being no exception, are with some justification, demanding more accountability in the form of performance measures.

In the State of Washington, access concerns are also paramount in the face of demographics that promise to increase the population of college-age students by as much as 50 percent in the next ten years while state resources are expected to remain at or near current levels. For an institution with at least some level of pedagogical resistance to growth this has forced us to rethink that position and accept the inevitability of at least a 30 percent increase in enrollments. In a larger context, major technological changes across the country threaten to significantly alter our basic understanding of modes of delivery for higher education. Understanding how an institution like Evergreen fits into such a future presents a significant challenge of leadership and governance.

Regardless of whether the challenges we face come from internal or external forces, our response has been to engage in the conversation openly, strive to preserve our most basic values of collaboration and respect for different points of view, and seek innovative solutions. All members of the community in one context or another share a part in the governance roles required to face these challenges.

Throughout the 1970s and 1980s the institution relied on a grievance structure to resolve conflicts through a body known as the "Council of Governance" (COG). Despite its title the Council functioned primarily as a grievance structure rather than a true governance body. Through the early years the institution underwent several iterations of the COG and in the mid-1980s the COG was dismantled in the hope of developing a new and more effective model, one that perhaps also had true shared governance as a part of its structure. As a result, for the latter years of the 1980s, the institution found itself without basic grievance and appeals procedures and without an effective forum to address conflicts. A President's Advisory Board (PAB) was formed, in some respects, to continue the work of the Evergreen Council. Its charge, however, was unclear, confusing the perceived need for an overarching governance structure of some sort and the need for appropriate grievance processes. The PAB functioned mostly as a body to advise the president on issues of grievance procedure, administrative evaluation, and as a vehicle to provide broader access to administrative decision-making. While its members studied the issue of the COGs it failed to reach any consensus or recommendations for a replacement.

Concurrent with this period of uncertainty surrounding governance systems came what could best be described as a crisis of governance and leadership. While sorting out all of the factors that may have led to these events may no longer be possible or even productive, there are clear focal points. The very lack of a replacement for the COG to address conflicts, the president's request for and subsequent resignation of the provost, and, nearly a year later, the resignation of the president all contributed. These events prompted difficult and extensive

discussions of our basic values of egalitarianism, consensus, and collaboration. Like most complex organizations, occasional gaps between our day-to-day reality and our finest aspirations surfaced around issues of basic values.

This "crisis" turned into an opportunity to carefully examine several major issues about how the institution is governed and how the shared governance model assigns and accepts responsibility. Key issues included:

- how senior-level administrators are evaluated
- what the board relationship to the institution means
- what the board/president relationship is and how it should work
- how administrators receive information and feedback on critical governance issues
- what mechanisms exist for addressing grievances and complaints within the academic area of the college
- how well the governance structure within academics was working and what needed changing

In the years since our last self-study each of these key issues has received serious attention, and major progress has been made in addressing the concerns arising from a difficult episode in the history of the institution. The exhibits for this section contain the policies developed as a result of this process. The governance structure within academics is discussed at length in the faculty governance section below.

It is perhaps the most significant evidence of the perseverance of the institution's values and aspirations that the community was able to move forward with this process, come to understandings of the needed changes, communicate with one another in positive and candid ways, and come to consensus on productive solutions. The college's social contract (Vol. 2, Exhibit 6-1) which guides our essential relationships with one another served us well through that process. And while it is necessarily a reflection of what we aspire to be, it has held steadfast as the touchstone of our values.

The following sections examine how the various governance structures within the institution have grown and evolved over the past ten years, how they contribute to the basic value of shared governance, and, importantly, how leadership is achieved through these processes.

External Factors

The final key factor for this discussion is the extent to which external forces have begun to shape and affect decision-making and thus some elements of governance within the institution. The Higher Education Coordinating Board, while not literally a governing body for higher education, has been given significant authority through approval of academic programs, development of performance measures, and, to some degree, budget development. In addition, the governor's office and the state legislature are becoming more and more involved in "governance" of higher education through their efforts to establish and monitor performance measures. While the institution has consensus around the benefit of performance measures, we often have some level of disagreement or at least serious concern about whether the measures chosen externally are the appropriate ones for our institution. In a number of measures we are already at the top of the chart among our colleagues in the state and in some instances feel that increasing "numbers" in these areas will have a negative impact on the quality of education that we provide. Other issues such as growth of the higher education system within the state, affirmative action, tuition setting authority, and domestic partner benefits are significantly impacted by outside influences that are not necessarily in keeping with our values or goals.

Current Internal Governance

Governance at Evergreen has always tried to fully realize the potential of a shared governance model. The current governance structure is a complex mix of formal and informal groups and committees that provide continuity and flexibility as well as the energy to take up controversial issues in order to address both long-term issues and emerging and immediate needs. Often issues cut across the various divisions of the college. Some of the structures follow divisional alignments and some happily cross over traditional lines of authority creating "interdisciplinary" and "team guided" decision-making. While values of egalitarianism, consensus, and collaboration differ in degree among the various units they are still woven throughout.

In a formal sense the institution has a small number of "governing" groups. They include the governing board, and three divisions headed by vice presidents—academic, student affairs, and finance and administration. During the past year a student government for graduate students and the early pieces of a student government for undergraduates took initial form. Within and across those groups are numbers of other groups that contribute to the fabric of governance at the institution. Key among those are:

- the provost/academic deans group in academics
- the faculty Agenda Committee in academics
- the directors group in finance and administration
- the deans and directors group and the student activity board in student affairs
- the senior staff group which includes the president, vice presidents, executive associate to the president, executive director of advancement, college budget officer, assistant to the president for government relations
- the budget coordinators which includes the key budget staff from each area
- the enrollment coordinating committee
- the classified employees union which bargains for working conditions but does not have authority for collective bargaining for wages and benefits

DTFs

In addition to groups which have direct decision-making authority, the institution relies heavily on "disappearing task forces" (DTFs) to research, analyze, and make recommendations on major policy and governance issues within the institution. Each year the president, vice presidents, and faculty agenda committee consult with one another in establishing the issues appropriate for formation of DTFs. Faculty members are expected to devote 20 percent of their time to governance and for many this comes through assignment to various DTFs. The faculty agenda committee reviews and approves faculty appointments to DTFs. Most DTFs include members from across the institution including the student body. Members are asked to serve based on unique expertise or diversity of viewpoint that they can bring to the deliberative process. The president and vice presidents have the authority to "charge" DTFs. In a written document they lay out a broad outline of the work to be accomplished. Often the committee will develop processes for broad consultation across the campus community in developing their recommendations. Vol., 2, Exhibit 6-6 is a list of current committee and DTFs and provides a good illustration of the types of issues considered through this process.

The Board of Trustees – A Governing Board "Re-envisioned"

The Board of Trustees is established and appointed by the external authority of the State of Washington. Ultimately the responsibility for governance of the institution will always rest with the board. Yet even within that structure the board, like the rest of the institution, continues to reflect carefully on its own role both with a view towards its outside authority and an inward view towards the unique character of the institution and how a board can most effec-

tively provide leadership. In the decade since our last reaccreditation the Board of Trustees has been through enormous change. First, and perhaps most obvious, the membership today is entirely different from that of ten years ago.

Membership of the Board

Stanley Flemming (Member)

Expiration of term: 9/30/2003

Stanley Flemming is the Deputy Executive Director and Medical Director of Cascade Health Care Delivery Systems in Tacoma. He was appointed to the board in December 1997. He has served as mayor of University Place (1995-96) and as a representative from the 28th legislative district (1993-95) and is a city councilman for the City of University Place. Community affiliations include: member, Association of Washington Cities; member, Communities in Schools; past board member, Children's Museum of Tacoma; past member, Northwest Primary Care Association; member, Washington State Medical Association; and member, American Medical Association. He has received numerous awards and recognitions including the Pierce College Distinguished Alumnus award; the Howard O. Scott Citizen of the Year award; the Pumerantz-Weiss Award for Excellence in Medical Education and as a Role Model Physician; and was named Outstanding Young Man of America in 1983 and in 1985. He has published numerous articles on HIV, AIDS, health care, and health care reform.

B.S., University of Washington

M.A., Pacific Lutheran University

D.O., Western University of Health Science

Bill Frank, Jr. (Member)

Expiration of term: 9/30/2002

Bill Frank, Jr., is Chairman of the Northwest Indian Fisheries Commission in Olympia. He was appointed to the board in June 1996 and has the distinction of being the first Native American appointed to a college Board of Trustees in the State of Washington. A Nisqually tribal member, Frank grew up fishing on the Nisqually River and was on the front line when the battle over treaty-guaranteed Indian fishing rights erupted in the 1960s and 1970s. His perseverance helped guarantee Indian fishing rights when the "Boldt decision" was made in the late 1970s. Affiliations include: Commissioner to the Washington State Centennial Commission (and Chairman of the Native American Committee); US/Canada Negotiations, Pacific Salmon Commission, Adviser; Chairman of Indian Advisory Committee of the Northwest Power Planning Council; member of the Washington Wildlife and Recreation Coalition; member of the board of directors, Northwest Renewable Resource Center; Timber-Fish-Wildlife Process Policy Committee; National Congress of American Indians; Native American Fish and Wildlife Society; and the Governor's 2010 Environmental Protection Advisory Committee. He has received numerous awards and recognitions including the Albert Schweitzer prize for Humanitarianism; the Martin Luther King, Jr., Distinguished Service Award for Humanitarian Achievement; the American Indian Distinguished Service Award; and the Common Cause Award (national recognition for efforts in human rights).

Dwight Kiyoshi Imanaka (Member)

Expiration of term: 9/30/2001

Mr. Imanaka is a senior manager – Employee and Union Relations, Company Offices for The Boeing Company in Seattle, Washington. He was appointed to Evergreen's Board of Trustees in May 1993 (reappointed to second term October 1995). He serves as a founding member of the board of directors (former board chair) for the Center for Career Alternatives,

is a member of the Seattle chapter, Japanese American Citizen's League, and was appointed by former King County Executive Gary Locke and reappointed by current Executive Ron Sims to serve on the King County Performance Measurement Oversight Committee. Past community affiliations include: former member, Asian Counseling and Referral Service Board of Directors; former member, Employment Opportunities Center Board of Directors; and member, Governor Lowry's "Search for Excellence Committee."

B.A., University of Washington

David E. Lamb (Secretary)

Expiration of term: 9/30/2002

Mr. Lamb is an executive officer with the Lamb-Grays Harbor Company in Hoquiam, the world's leading supplier of materials handling equipment for the pulp, paper, and printing industries. He was appointed to Evergreen's board in October 1996. He was chair of Evergreen's Foundation Board of Governors from 1990-92. He serves as president of the Washington State Historical Society and has served on that board since 1986. He fulfills a large variety of responsibilities in the management of Lamb-Grays Harbor, a business started in 1903 by David's grandfather. He is an officer of Enterprises International, Inc., a director of Gerrard-Ovalstrapping, Ltd, Ovalstrapping, Inc., Plastex Extruders, Lamb-Pasaban, the Small Business Exporters Association, and Grays Harbor Paper, L.P.

B.A., University of Puget Sound

Lara Littlefield (Member)

Expiration of term: 5/31/99

Lara Littlefield is a fourth-year student at The Evergreen State College. Her focus during these years has been in political economy and multicultural studies. She has volunteered with the Women's Resource Center, Union of Student Workers, Evergreen's Washington Student Lobby chapter, and faculty hiring. Community activities include the Washington State Labor Council, the Olympia Film Festival, the Democratic Party of Kitsap County, political campaigns, and various dance and theater groups.

Christina Meserve (Vice Chair)

Expiration of term: 9/30/98

Ms. Meserve is an attorney in Olympia with the firm of Connolly, Holm, Tacon and Meserve. She was appointed to the board in October 1990 (reappointed to a second term January 1993) and is the only alumni representative on the board. Her community and business activities and affiliations include: member, Washington State Bar Association; member and former president, Thurston County Bar Association; member and former president, Washington Women Lawyers' Association; Special District Counsel, Washington State Bar Association; member, Fee Arbitration Board, Washington State Bar Association; former member and former chair, Washington State Bar Association Judicial Recommendation Committee; former member, Washington State Bar Association Character & Fitness Committee; former member, Evergreen Foundation Board of Governors (1980-89); former president and board member, Evergreen Alumni Association; former member, Olympia Child Care Center Board of Directors.

Ms. Meserve currently serves as a member of the board finance subcommittee.

B.A., The Evergreen State College; J.D. University of Washington

Marilee K. Roloff (Member)

Expiration of term: 9/30/2003

Ms. Roloff is Executive Director of Volunteers of America of Spokane. She was appointed to the board in December 1997. Her community and business affiliations include: chair, Governor's Juvenile Justice Committee; member, Community Health & Safety Network; past member, Governor's Council for Youth, Families & Justice; and past member, board of directors, Leadership Spokane. She has received numerous awards and recognitions including the 1994 Women in Communications' Woman of Distinction Award; 1992 EWU Alumni Achievement Award; 1991 YWCA Outstanding Achievement Award; 1990 Women's Forum Career Excellence Award; and the 1989 Optimist Club's Partner in Education Award. She has published articles on children's issues.

B.A., Eastern Washington University

Carol Vipperman (Chair)

Expiration of term: 9/30/2000

Ms. Vipperman is President of the Foundation for Russian/American Economic Cooperation in Seattle, Washington, a non-profit organization. She was appointed to the board in October 1989 (and reappointed to a second term in October 1994). Her community and business affiliations include: past chair, Governor's Small Business Improvement Council; member, Washington State Chapter International Women's Forum; member, Advisory Board & Treasurer of The Kremlin, an exhibit opened in March 1997; and member, Advisory Board for the Center on International Business Exchange & Research (CIBER) at the University of Washington.

B.A., University of Washington

Statutory Authority of the Board

Next, it may be useful to look at the"official" description of the role of the board and its authority within the institution.

> The Evergreen State College, established in Thurston County by the 1967 Washington State Legislature, operates under the provisions of RCW 28B.40. Management of the college, care and preservation of its property, erection and construction of necessary buildings and other facilities, and authority to control collection and disbursement of funds, are vested, by law, in a seven-member Board of Trustees appointed by the governor with consent of the Washington State Senate for six-year overlapping terms.

The board has the powers and duties granted by law (RCW 28B.40) and is responsible to the State of Washington.

> RCW 28B.40.120 Trustees—General powers and duties of board. In addition to any other powers and duties prescribed by law, the board of trustees of The Evergreen State College:
>
> 1. Shall have full control of the state college and its property of various kinds, except as otherwise provided by law.
> 2. Shall employ the president of the state college, his assistants, members of the faculty, and other employees of the institution, who, except as otherwise provided by law, shall hold their positions, until discharged therefrom by the board for good and lawful reason.
> 3. With the assistance of the faculty of the state college, shall prescribe the course of study in the various schools and departments thereof and

publish such catalogues thereof as the board deems necessary: PRO VIDED, That the state board of education shall determine the requisites for and give program approval of all courses leading to teacher certification by such board.

4. Establish such divisions, schools or departments necessary to carry out the purposes of the college and not otherwise proscribed by law.
5. Except as otherwise provided by law, may establish and erect such new facilities as determined by the board to be necessary for the college.
6. May acquire real and other property as provided in RCW 28B.10.020, as now or hereafter amended.
7. Except as otherwise provided by law, may purchase all supplies and purchase or lease equipment and other personal property needed for the operation or maintenance of the college.
8. May establish, lease, operate, equip and maintain self-supporting facilities in the manner provided in RCW 28B.10.300 through 28B.10.330, as now or hereafter amended.
9. Except as otherwise provided by law, to enter into such contracts as the trustees deem essential to college purposes.
10. May receive such gifts, grants, conveyances, devises and bequests of real or personal property from whatsoever source, as may be made from time to time, in trust or otherwise, whenever the terms and conditions thereof will aid in carrying out the college programs; sell, lease or exchange, invest or expend the same or the proceeds, rents, profits and income thereof except as limited by the terms and conditions thereof; and adopt regulations to govern the receipt and expenditure of the proceeds, rents, profits and income thereof.
11. Subject to the approval of the higher education coordinating board pursuant to RCW 28B.80.340, offer new degree programs, offer off-campus programs, participate in consortia or centers, contract for off-campus educational programs, and purchase or lease major off-campus facilities.
12. May promulgate such rules and regulations, and perform all other acts not forbidden by law, as the board of trustees may in its discretion deem necessary or appropriate to the administration of the college.

The president sits in an ex-officio (non-voting) capacity with the Board of Trustees, additionally there are ex-officio faculty, staff, student, and alumni representatives to the board. The ex-officio student member will be replaced by a student with full recognition as a board member after June of 1998. This change came about as a result of state legislative action.

"Boards that Make a Difference"

That is the legal description of governance of the institution, but it doesn't describe accurately how governance really happens at Evergreen. The model described would suggest a top down form of governance structure with much of the authority and decision making vested in the Board of Trustees. In reality the governance structure is a complex though loosely woven fabric of shared responsibility and authority that is in a constant state of flux, growth, and development.

Among the serious concerns raised in the early 1990s were that the board was isolated from the institution (beyond the president), had not established an evaluation process for the president that included input from the broader community, and was not clear about its role in governing and administering the institution. As the board began considering the process for

hiring a new president they were very much aware of the need to take those lessons learned and translate them into real changes. They were determined to provide the best possible governance and administrative environment to attract candidates for the position and assure the future of the college.

One member, not with the board during the last reaccreditation, played a significant role in the board's own process of thinking about the institution, leadership, and how the board could most effectively reshape itself. John Terrey, whose term expired in October of 1996, is a retired educator/administrator and active community member from Seattle. He served as the Executive Director for the Washington State Board for Community and Technical Colleges for nine years and as its deputy director for nine years.

At the suggestion of Trustee Terrey, the board began an exhaustive process that was to stretch over nearly three years. They would examine historical information on how the board had operated, how it created policy, what issues it spent time grappling with, and, perhaps most important, what it should be doing, what would make it most effective. The first step in that process occurred in February of 1991 and was based on a seminar on *Boards That Make a Difference* by John Carver. The board spent the next several months carefully examining each of the major precepts of that book and how they themselves "measured up." Carver's book is a rich resource of insight into what makes boards effective. The key concepts that they considered define the appropriate and effective activities that a board should consider as their role within an institution. The key concepts the board followed are included in Vol. 2, Exhibit 6-2-4.

The result was the development of an entirely new set of board policies closely tied to Carver's principles, which, not surprisingly, addressed the issues raised by the community in relationship to the board. These policies make it clear that the board's appropriate role is to provide leadership on long-term issues, approve the mission of the college, ensure the financial viability and educational quality of its programs, approve budgets and strategic plans, and provide broad oversight of the administration of the college. The board adopted a number of policies designed to implement and institutionalize what they had learned. A listing of the exhibits from the Board Policy Manual (Vol. 2, Exhibit 6-2) is among the exhibits provided for this report. These exhibits contain the key policies listed below:

- Statement of Board Process
- Delegating the Board's Powers and Duties
- Presidential Evaluation
- President's Self-Evaluation

The Statement of Board Process Policy in particular reflects the way in which the board "revisioned" its role within the institution.

> The Board will approach its task in a manner which emphasizes strategic leadership more than administrative detail, clear distinction of Board and staff roles, future rather than past or present, and proactivity rather than reactivity. In this spirit, the Board will:
>
> 1. Be accountable to the general public for competent, conscientious, and effective accomplishment of its obligations as a body. It will allow no officer, individual, or committee of the Board to usurp this role or deter this principle.
> 2. Be an initiator of policy.

3. Keep its major involvement with the intended long-term impact of the organization, not with the administrative or programmatic means of attaining those effects.
4. Direct, control, and inspire the organization through the careful deliberation and establishment of policies. Policies will be statements of values or approaches which address (a) the mission statement, (b) the boundaries of prudence and ethics to be observed by staff, (c) board roles and responsibilities and (d) the Board-staff relationship.

The board has followed its delegation of authority since its development, leaving the day-to-day administration to the president with periodic reporting to assure that the major functions of the college are operating appropriately. The board has only one standing committee and that is the finance committee with the primary responsibility of reviewing and adopting the annual state auditor's report. Standard 7 discusses that process more thoroughly. Outside of the formal delegation of authority to the finance committee, the board operates only as a committee of the whole. Perhaps one of the most interesting challenges for the future will come with the addition of a student member to the board. Because the student member will be the only representative of a particular constituency there may well be some tensions around the issue of acting as a committee of the whole. This may be especially so if the majority of the board believes it necessary to make a decision unpopular with the students, as sometimes happens.

In addition to development of policy, the board began a deliberate process of making itself accessible to the whole community and finding ways to participate in a broad range of community activities. Members attend classes and special events, include presentations on important and innovative activities as a regular part of board sessions, and enjoy lunches and dinners with various campus communities.

Each October the board meets and conducts not only their self-evaluation, but that of the president as well. An integral part of the process is the establishment of goals by both the board and the president. The president writes an annual report which serves as something of a self-evaluation and as an assessment of both the board and the president's success in achieving of the goals agreed to in the previous year.

The future challenge for the board will be to maintain a high level of contact with the institution. The current members are all very active members of their local communities with multiple demands on their time. In order to avoid future concerns on the part of community that the board is disengaged and does not understand the institution they govern, continued participation in campus activities is critical. The board's recent involvement in the development of the accreditation self-study is good evidence that the level of involvement remains. In addition, the board chair has recently led an effort to involve all the state trustees and regents in the major public policy debate going on about higher education. The governor recently appointed a "2020 Commission" to attempt to map out the future of higher education for the next twenty-five years. The initial efforts of the trustees and regents have been to grapple with issues of how they can be involved in that discussion. This is particularly critical for Evergreen because of the strong impetus both within the state and the membership of the commission to see distance education and technology as the "magic bullet" that will solve the state's educational access and delivery problems.

Administrative Processes, Challenges, and Successes

Administrative Evaluation

As mentioned above one of the major issues identified in the early 1990s was the lack of an administrative evaluation process. By May of 1992 the president had approved and put into place a policy to provide for the evaluation of all exempt employees. The President's Advisory Board was instrumental in building consensus and helping to design a process. The policy requires annual evaluations of exempt employees and encourages processes similar to faculty evaluation that include peer evaluations and development of portfolios, though it does not require them. At each evaluation, goals from the previous year are assessed and expectations and goals for the next year are set. An evaluation of the president is also required and is defined in the Board of Trustee Policies and also the presidential contract.

Institutional Research

The Director of Institutional Research is an integral part of planning process on campus and provides a wide array of information reports necessary for both planning and assessment. The director and the institution's budget officer often work in tandem to develop the most useful and accurate information to inform institutional and board decision-making. The director is a frequent presenter before the Board of Trustees and is involved in strategic planning, accreditation, and directs most academic assessment efforts.

Policy Development and Dissemination

As previously discussed, the President's Advisory Board (PAB) was formed to help the president and the college as a whole develop appropriate processes for administrative evaluation, recommend grievance procedures, and assure that the administration was accessible. They were successful in achieving their major goals. New policies have been developed in areas ranging from affirmative action and sexual harassment to grievance procedures for students and academics and an administrative evaluation process. A mediation center was established on campus and a number of community members were trained as mediators by the Dispute Resolution Center of Thurston County. We now have an ongoing mediation program run primarily by volunteers and offering an early intervention and resolution process that has significantly contributed to lower levels of formal complaints on campus.

The PAB was successful in achieving its goals and in early 1996 the group itself began discussions of disbanding. By May they had made that decision and officially ceased to exist with final advice to the president to add "a walk around drop in" style of interaction to continue to provide an additional level of contact with the campus community. In response, the president's office strives to be openly accessible to all levels of the community. The president has an open table in the College Activities Building for an hour each week where anyone can come and talk about any issue. While the PAB never functioned in the same way as its predecessor and was advisory rather than having decision-making authority as the "Evergreen Council" did, the PAB's abolishment does mark an end to what had been a shared value of all college governance through a central governance council. While the models that had been constructed previously didn't work, it will continue to require a good measure of intentionality and effort for the remaining governance structures to ensure that all voices at the college continue to be heard and have the opportunity to provide significant input to major decision making.

As mentioned previously, the college continues to do its major policy development through disappearing task forces (DTFs) which are ad hoc groups pulled together to draft recommendations for policies in key areas. All major college policy documents have been reviewed and updated in the last three years and are now available through the college's web page, ensuring that policy for the first time is easily accessible to nearly every member of the community and

drafts and changes are immediately provided for review. Written processes have been developed to guide policy formation and to assure appropriate consultation and process. An extensive list of policy developed is contained in Standard 1.

Student Affairs Decision-Making

Most division decisions within Student Affairs are made by the deans and directors group composed of the Dean of Enrollment Services, Dean of Students and Academic Support Services, Director of Housing, Director of Police Services, Director of Recreation, Wellness and Athletics, and the Student Affairs Budget Coordinator. It is expected that the staff in this group will consult with their respective staffs in making decisions. These staff members regularly conduct staff retreats, or convene their staff to obtain input on division decisions.

The Student Affairs staff begin each year with a divisional retreat in which the goals of Student Affairs are generated. Two other more informal division meetings are convened each year to introduce new staff, discuss emerging issues affecting students, review progress on goals, and socialize. DTFs are formed when major changes in direction are being contemplated, especially if the changes would have significant impacts on the entire campus. If the issue is primarily one which affects Student Affairs, a division-wide committee is convened. One-time meetings open to all Student Affairs staff are held to debrief major events such as new-student orientation or discuss important topics such as our work in support of diversity. Forums for students are held if the issue is one of concern to students.

Finance and Administration Decision-Making

The Vice President and Directors of Finance and Administration meet on a weekly basis to discuss divisional and institutional issues and to develop goals. The group includes the vice president, Special Assistant to the Vice President, College Budget Officer, Director of Human Resources Services, Director of Computing & Communications, Director of Facilities, Director of the Bookstore, and Controller. In addition, the Special Assistant to the President for Civil Rights frequently attends these meetings and devotes approximately 25 percent of his time to issues within that division.

Members of the team also attend meetings of other groups; for example, the Director of Computing and Communications attends most of the academic deans' meetings. The Human Resources Office works closely with members of the president's staff and includes both the Special Assistant for Civil Rights and the Special Assistant for Equal Employment Opportunity in weekly meetings.

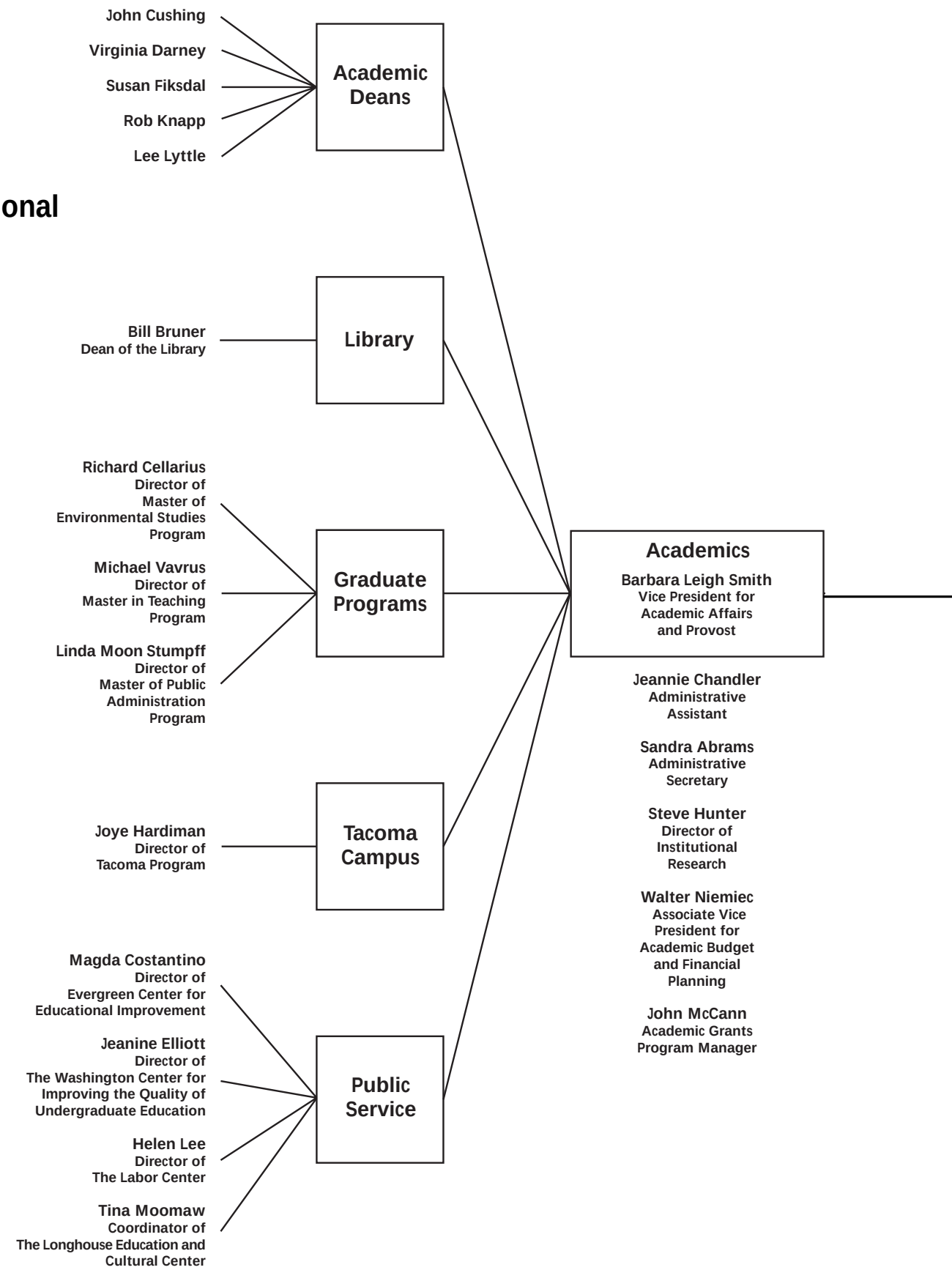
In recent months, the division's directors have began work on establishing "critical success factors" to ensure the best possible service to the community and best support the academic mission of the college. See Standard 2 for a discussion of academic decision-making.

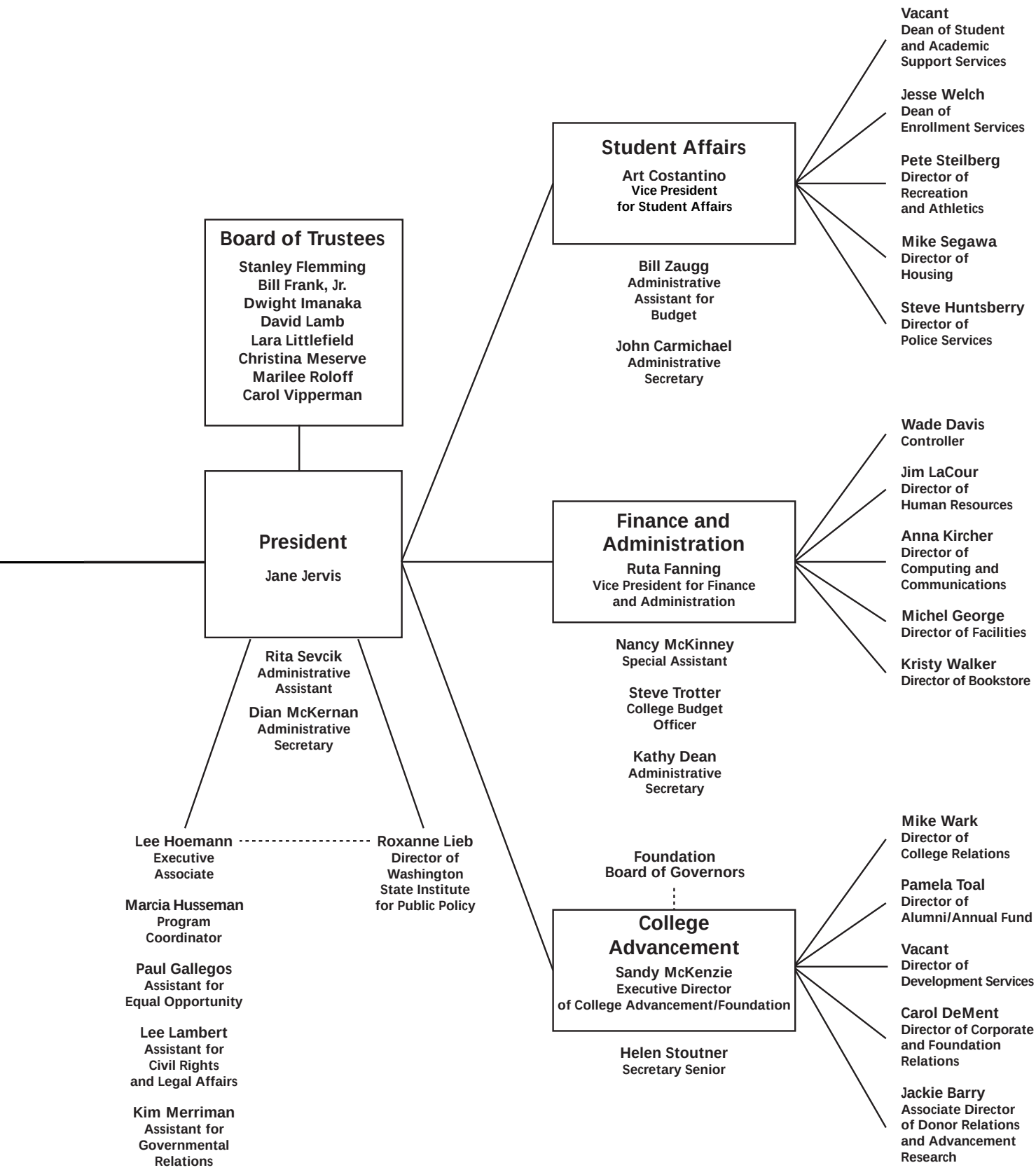
Management Breakfast Group

The Management Breakfast Group is composed primarily of the individuals that appear in the four following divisional organization charts. Monthly breakfast meetings are held to share major events and concerns within the various units and issues of concern to the institution as a whole. Anyone in the group can put an issue on the agenda, although the agenda is generally developed through the president's office. During the legislative session the government relations officer provides updates on legislative activity and institutional responses. The finance office also provides briefings on state budget processes. Although most people in this group are actively involved in the on-campus budget process, these meetings are often used to provide information on the status of campus-wide budget decision-making processes, and to present issues needing consultation.

The Evergreen State College

Organizational Chart 1998




Board of Trustees
Stanley Flemming
Bill Frank, Jr.
Dwight Imanaka
David Lamb
Lara Littlefield
Christina Meserve
Marilee Roloff
Carol Vipperman
President
Jane Jervis
Rita Sevcik
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Marcia Husseman
Program Coordinator
Paul Gallegos
Assistant for Equal Opportunity
Lee Lambert
Assistant for Civil Rights and Legal Affairs
Kim Merriman
Assistant for Governmental Relations
Student Affairs
Art Costantino
Vice President for Student Affairs
Bill Zaugg
Administrative Assistant for Budget
John Carmichael
Administrative Secretary
Vacant
Dean of Student and Academic Support Services
Jesse Welch
Dean of Enrollment Services
Pete Steilberg
Director of Recreation and Athletics
Mike Segawa
Director of Housing
Steve Huntsberry
Director of Police Services
Finance and Administration
Ruta Fanning
Vice President for Finance and Administration
Nancy McKinney
Special Assistant
Steve Trotter
College Budget Officer
Kathy Dean
Administrative Secretary
Wade Davis
Controller
Jim LaCour
Director of Human Resources
Anna Kircher
Director of Computing and Communications
Michel George
Director of Facilities
Kristy Walker
Director of Bookstore
Foundation Board of Governors
College Advancement
Sandy McKenzie
Executive Director of College Advancement/Foundation
Helen Stoutner
Secretary Senior
Mike Wark
Director of College Relations
Pamela Toal
Director of Alumni/Annual Fund
Vacant
Director of Development Services
Carol DeMent
Director of Corporate and Foundation Relations
Jackie Barry
Associate Director of Donor Relations and Advancement Research

In addition to monthly meetings this group functions as a consultation point for most major policy processes. For example, in the case of accreditation, the management breakfast group used its fall retreat to review first drafts of the reports, discuss broad themes, and provide input into development of the self-study. In past years, they have held similar retreats to review the mission statement and develop the strategic plan.

Leadership – Transformation, Collaboration, and Focus

Each week the president convenes a group of senior staff to discuss issues of importance to the institution and to bring a cross-divisional institutional perspective to administrative decision making. The group is made up of the president, provost and Vice President for Academic Affairs, Vice President for Student Affairs, Vice President for Finance and Administration, Executive Associate to the President, College Budget Officer, Executive Director of College Advancement, and Special Assistant to the President for Legislative Affairs.

In the early 1990s the group functioned primarily as a source for cross-divisional dissemination of information, mutual advice for the vice presidents and president, and in the broadest sense, a decision-making point for crisis management. In recent years, sometimes intentionally and sometimes driven by forces both internal and external to the college, this group has evolved into one which brings an institutional focus to divisional issues, and fundamentally strives to provide focus in meeting the original intent of the shared governance model.

Many issues have received the careful attention of this group in recent years, among them: growth planning, development of a substantial evening-weekend program, strategic plan development, retention planning, technology and its impact on the institution and educational program, staff and faculty development, a wide array of issues related to fairness of due process, how to be responsive to external changes, appropriate performance measures for the institution, our commitment to student centeredness, and development of appropriate management reporting both for administrative decision making and providing information to the Boards of Trustees—just to name a few.

Budget and Planning—an example of leadership process development

Perhaps the clearest example of how this transformation has occurred revolves around the institutional budget and planning process. At one time, it was perhaps most accurate to say simply, “the budget process,” as most planning efforts that occurred (outside of purely academic planning) were products of the budget process and were frustrated by the realties of limited or declining resources. The budget was often such an overwhelming force that it drove planning. Each biennial budget cycle included a process of developing “budget initiatives” which were meant to set new directions or to address large unfunded needs within the institution. But none of these initiatives were funded. Enrollment growth was often the sole focus of funding. Additional funding, when it did come, was focused by external forces in a way that made budget requests more an exercise in “opportunistic” planning rather than the careful evaluation of needs and future directions. Real decisions about new directions seemed difficult, if not frequently impossible, to make.

Close examination of those budgets would, nonetheless, reveal that elements of the strategic plan were discernible and were a clear part of the fabric of thinking within the various elements of the college. With no chance of funding, however, the necessary linkages in guiding the future of the institution were tenuous.

The first few years of the 1990s were budget-cutting years as required by the governor’s office of financial management and the legislature. The earliest budget cut directives were met through instructions to divisions to prepare “across-the-board” cut plans with each divi-

sion sharing equally in the cuts. Vice presidents worked with their deans and directors to pull together these plans. However, it quickly became obvious that cutting across the board gave little attention to which areas had flexibility to withstand the cuts and which did not or where critical strategic issues existed. It was time to make the more difficult decisions about what functions and items needed to be preserved in the broader institutional view.

In the next round of cut directives the senior staff first set some basic budget principles that included such items as giving first priority to protecting the academic programs, preserving jobs, and funding uncontrollable expenses such as utility increases. To ensure broad input into the decision process a "budget committee" was formed to guide the difficult choices that needed to be made. The committee was very large with broad representation from across all campus constituencies. Within each division, beginning at the unit level, budget cut plans were drawn up at various percentages so that decisions could be made by the budget committee to accept some and not others in order to protect the priority items.

It was in many ways an example of shared governance taken perhaps too far. For the first time staff found themselves participating in the difficult process of making recommendations to cut their own positions or programs or that of their colleague at the next desk, in the next office, or across the room.

Much was learned from this process. Many members of the community came to the realization that the institution needed leaders who accepted the responsibility of making appropriate efforts to consult and develop consensus, but were willing to shoulder the burden of the difficult final decisions. For the president, vice presidents, and other senior staff it began a process of thinking with an even more intentional institutional perspective and provided a great deal of information about what was missing in our process that was needed to make strategic decisions.

About this same time the institution began developing a new strategic plan. This clearly was the type of broad direction vehicle that needed input from the widest range of staff, faculty, and students. While it was an excellent process that brought some clear consensus to major issues such as retention, curricular reform, part-time studies, growth, and master planning, the connections between budget and planning were still tenuous. A number of the goals within the strategic plan were abandoned because they could not be funded within the current budget. Budget decisions, while now driven at least somewhat by institutional vision still were not tied closely enough to planning.

The president and senior staff continued to explore what it meant to provide leadership and an understanding of the connections those efforts had to planning and budget. New ways of thinking about planning and budget coincided with a basic change in the state budgeting process that authorized higher education institutions to retain tuition revenues across bienniums. This allowed the institution to begin to develop reserves that could be used for contingency planning and for major one-time initiatives and large unfunded needs. The state also had entered a period of enrollment growth which provides at least a measure of budget expansion. With that growth comes an even greater potential for considering new directions and initiatives.

Stronger ties needed to develop between strategic planning, goal development, master planning, and budgeting to ensure that this new "flexibility" could be managed to meet current needs as well as think in a more visionary way about the future. The self-studies for reaccreditation were also seen as a piece of the complex set of interrelationships that needed to be combined in order to provide real planning, and therefore leadership, for the institution.

Each division develops annual goals, based in part on what is contained in the strategic plan. The goals are developed through extensive discussion at multiple levels within each division. Those goals are then forwarded to the senior staff where extensive discussions lead to understanding of divisional plans and ties to our strategic plan and overall goals. During the current year the senior staff devoted significant time and energy to retreats aimed at a thorough understanding of the college budget and what flexibility there may be for establishing new directions and addressing institutional problems. Holding these discussions simultaneously with discussions of the divisional goals has helped our understanding of how they do and don't work together. Most of the divisions, for example, find that the budget is still the overriding factor in deciding what items to place in the annual goals document.

The ultimate goal is to develop a system of planning that relies on development of a strategic plan through broad consultation that is then used as the basis for goals and budget development. Such a process would integrate a well-thought-out consensus based on visions for the short- and long-term future of the institution as the driver for budget decisions rather than a budget that drives decisions about the future. Standard 1 describes the institution's plan for aligning the various processes of internal and external planning, goal setting, and budgeting into a cohesive, mission-driven planning and budget process. It takes advantage of the convergence of reaccreditation, master plan development, strategic plan development, and Higher Education Coordinating Board master planning to put the institution's process into a logical planning and budget cycle.

Faculty Role in Governance, Planning, and Policy Development

The faculty's role in governance is outlined in sections 2.100-2.400 of the Faculty Handbook (Vol. 2, Exhibit 6-5). This document went through a complete revision in 1996. Since the last reaccreditation report, there have been a number of changes to ensure greater faculty involvement in a variety of arenas including governance, academic administration, and faculty evaluation and reappointment. The changes in the faculty evaluation and reappointment process are discussed elsewhere under Standard 4. Faculty involvement in academic planning, hiring, and advising is also discussed under Standards 2 and 4.

Key structures for faculty involvement in institutional governance, planning, budgeting, and policy development include the following:

- A monthly faculty meeting of the whole where major policy is discussed and approved
- An elected faculty agenda committee acting on behalf of the faculty which meets weekly. The chair of the agenda committee is chair of the faculty meeting. This group establishes the agenda for the faculty meeting and reviews all charges and faculty DTF and committee assignments
- A faculty representative on the Board of Trustees. This person is the past chair of the agenda committee
- Rotating academic deans, serving on fixed terms of office, who are faculty members charged with academic administration. These individuals are appointed by the provost upon the recommendation of a faculty search committee
- Faculty who assume quasi-administrative roles as planning unit coordinators, or directors of graduate programs or off-campus programs for fixed periods of time
- Policy-making through specially charged committees or, as they are called at Evergreen, "disappearing task forces," as well as the occasional ad hoc study group

- Procedures built into our decision-making structures that require faculty review and involvement, i.e., rules around the constitution of DTFs, etc.

One of Evergreen's strengths is the adaptability of its governance structures and its willingness to create new vehicles for faculty involvement. In December 1985, the faculty adopted the basic governance structure currently in place. It is commonly referred to as the Faculty Governance Document. This document is included in the exhibits to Standard 6. Over the past ten years, this document has guided the agenda committee. It is fair to say that the agenda committee has operated with variable degrees of direction and urgency, depending upon the degree of trust between the faculty and the administration. During the difficult transition of the early 1990s, for example, the agenda committee played a crucial role.

Changes in Faculty Governance and Policy-Making

Evergreen is committed to ongoing experimentation to find more effective governance structures. Over the past decade there have been various changes, including changes in the roles and responsibilities of deans, the development of new curricular planning units with faculty leaders with partial release time, and some modification of the ways the agenda committee itself operates. In addition, the entire Faculty Handbook has been reviewed and substantially rewritten over the past five years. Some of the new policies include the faculty evaluation and reappointment policy, the reduction in force policy, and the grievance policy, among others. In addition to the policies revised within the Faculty Handbook, the institution has undertaken other major policy reforms in the past five years including the college's Sexual Harassment Policy, Affirmative Action Policy, and Family Educational Rights and Privacy Act Policies.

This policy revision process itself helped build trust within the institution as well as more clarity about institutional procedures. Written procedures are particularly critical at a time when the institution has substantial turnover in the faculty and staff.

Academic Administration

Evergreen's academic administrative structure was purposefully developed to support teaching and learning and to avoid bureaucracy as much as possible.[1] Non-hierarchical administrative structures are an important feature. Since the college is not organized around academic departments, other forms of academic administration have been created. Having academic deans sit over functions or "desks" (in the State Department sense of the term) rather than departments or divisions is one of the cornerstones of academic administration at Evergreen. Curricular planning structures are also described in Standards 2 and 4 of this report.

The academic administration includes five academic deans and the dean of library who report to the provost. In addition, four of the public service centers, the Tacoma campus, and the three graduate programs currently report to the provost along with the director of institutional research and planning, an academic grants manager, and the associate vice president for academic budget and financial planning, an administrative assistant to the provost, and an administrative secretary.

The deans rotate into academic administration for fixed periods of time and then return to teaching. The deans and the provost operate as a collaborative decision-making team, meet-

[1] Evergreen's approach to academic administration has been described in a number of publications including Charles McCann, "Academic Administration without Departments at the Evergreen State College," in D. McHenry and Associates, *Academic Departments* (Jossey Bass, 1977); Beth Casey, "The Administration of Interdisciplinary Programs: Creating Climates for Change, Issues on Integrative Studies, No. 8, pp. 87-110 (1990). R. Jones and B. Smith, *Against the Current: Reform and Experimentation in Higher Education* (Shenkman Press, 1984.)

ing weekly as a group. Each year the academic administration sets goals for the coming year, and discusses these goals with the faculty agenda committee. Sometimes these goals and the deans and provost's annual self-evaluations are shared with the entire community. The provost is a member of the faculty serving at the pleasure of the president. All academic administrators are evaluated annually.

There are two longer-term deans on four-year appointments, renewable twice, and three shorter-term deans on three-year appointments, renewable once. This rotational system is intended to maintain a close working relationship between the academic administration and the teaching faculty and to defuse the antipathy and distance that sometimes characterizes this relationship elsewhere.

As part of the self-study, all the former deans gathered to assess the strengths and weaknesses of the system. They agreed that the practice of having rotating deans has obvious advantages and disadvantages. The system has the advantage of keeping the administration closely aligned with faculty and student needs. Since large numbers of Evergreen faculty have been involved in academic administration, this has infused the faculty as a whole with a broader perspective on the functioning of the institution, and it has created strong connections between the various offices and people in the institution. Previous deans do often become faculty leaders and key players on DTFs and other important decision-making groups. On the other hand, short-term administrators may lack a long-term perspective that the college needs, and it often takes several years for new deans to acquire the skills and overall perspective needed. Occasionally, discussions surface about the need for a more professional academic administration, but the system has strong support at the present time and functions quite well. The collaborative way in which the deans and the provost operate as a team compensates for some of the variability that inevitably arises in a system with rotating administrators. There has been a significant effort in the past five years to better manage the transition between administrators through written procedures and overlapping terms. Stabilization of responsibilities has also facilitated this.

All of the academic deans have some fixed desk assignments as well as a number of responsibilities that vary from year to year. The desk assignments and division of responsibilities for the 1997-98 academic year are described in Table 6-1.

Table 6-1
Deans'- Provost's Desk Assignments 1997-98

John Cushing, Academic Dean

Budget	Equipment
Capital Projects	Space
Five-Year Reviews	Faculty Evaluations
Summer School	Copyrights & Patents
Grants & Contracts	Professional Travel
Professional Leaves	Catalog (2nd reader)
Reaccreditation	Agenda Committee
Computing/Communications	Academic Standing Policy

Virginia Darney, Academic Dean

Curriculum	Planning Group Coordinators
Hiring Priorities DTF	Catalog (lead)
Faculty Exchanges	ICAPP
ECC	Reaccreditation — Lead on Standard Two
Assessment	Five-Year Reviews
Faculty Evaluations	Grants & Contracts
Evans Chair (w/Masao)	

Susan Fiksdal, Academic Dean

Part-time Studies	Curriculum
Hiring (adjunct faculty)	Evergreen Times
Part-time Studies Coordinating Committee	International Studies
Int'l Studies Advisory Board	ICAO Subcommittee
Kobe Faculty Exchange	Miyazaki Exchange
Adjunct Faculty Evaluations	ECC
Prior Learning from Experience	Reaccreditation
Human Subjects Review	Continuing Education

Rob Knapp, Academic Dean

Hiring—Full Time Program	Developmental Evaluations
New-Faculty Orientation	Five-Year Reviews
Faculty Development	NSF Puget Sound Grant
Faculty Retreat	Reaccreditation
Washington Center Planning Committee	

Masao Sugiyama/Lee Lyttle, Academic Dean

First-Year Curriculum	Evans Chair (lead)
Model Seminars	Native American Studies
Tribal-Based	Five-Year Reviews
Faculty Evaluations	Writing & Learning Resource Ctr
Longhouse Users Group	Late Evaluations
Reaccreditation	K-12 Advisory Board
Math Tutors	Hiring

Bill Bruner, Dean of the Library

Library	Media Services
Reaccreditation	Five-Year Reviews
Academic Budget	Equipment
ICCL	CLIO
K-20 Project	Distance Learning

Barbara Smith, Academic VP & Provost

Sponsored Research	HECB Accountability Plan
Legislature	Unsoeld Visitor
Public Service Centers	Institutional Research
Grants & Fund Raising	Convocation
Reaccreditation	Deans & Directors Retreat
ACLS Conference	Fulbright Exchanges
Diversity Program	Graduate Programs
Tacoma	

The longer-term deans have responsibility for curriculum and budget and space to assure needed continuity in these arenas. While the difference in terms of office might imply a hierarchical relationship within the deanship, they have never operated in that manner and recent changes in desk assignments, salary, and terms of office have made their status even more equal.

A substantial number of Evergreen faculty members have served as deans over the past twenty-five years. New incentives were put in place to increase the sabbatical accrual rate for deans. A recent faculty survey assessed the pool for future deans: it was encouraging to have twenty-one faculty indicate interest in serving as dean at some future time. Many faculty feel a sense of responsibility to serve as deans or on the agenda committee. This same survey also indicated a high degree of satisfaction with the current system of rotating deans.

Several significant changes have been made in the academic deanships in the past several years. The procedures for selecting deans have changed to stress the internal recruitment of deans from the faculty. Their roles and responsibilities have become more established with fewer responsibilities rotated and reassigned among them each year. This has been a necessary consequence of growing larger and having dean responsibilities that require more continuity. Partially as a result of this shift to seeing that all the deans have major desk assignments, the distinction between the short- and longer-term deans has largely disappeared. At one time, the shorter-term deans were called "assistant deans," (later the title was changed to Academic Dean from the faculty) and they were appointed to two-year non-renewable terms. The three "shorter-term" deans now all have three-year renewable terms and at least one major desk responsibility: part-time studies, faculty hiring and development, or first-year programs. This has resulted in clearer channels of responsibility for these areas and built new structures for planning and communication. The terms of appointment for academic deans have been changed to reflect this equalization of responsibilities. All of the deans are now paid on a common salary scale which is 6 percent above their placement on the faculty scale with a 1 percent increase per year up to a maximum of 10 percent above the faculty scale.

Changes in the Agenda Committee

The faculty agenda committee has been in existence for ten years. Modest but important changes have been made to the agenda committee in terms of constitution and operation, and the agenda committee continues to reassess its role annually. Faculty from part-time studies now sit on the agenda committee. There is a concerted effort to build the relationship between the agenda committee, the provost, and the academic deans through an annual goal setting retreat and by having a dean sit on the agenda committee. As the recent faculty survey in Table 6-2 demonstrates, faculty satisfaction with the agenda committee remains mixed.

Support for and attendance at the monthly faculty meetings is lower than we would hope. Quorums have been established as a mechanism for ensuring that there is adequate faculty involvement before major policies are adopted. It is clear, however, that there is some interest among the faculty in exploring other mechanisms for being involved in decision-making such as paper ballots and email discussions, and that the low level of faculty satisfaction with the faculty meetings requires institutional attention. Some faculty believe too much of their time is spent on governance, and there is some interest in creating ways for governance responsibilities to be more broadly defined to include community service and research. As the demographic profile of the faculty changes, the time is ripe to more seriously explore different ways of thinking about faculty work while not compromising the continuing institutional commitment to maintain a strong faculty voice in governance and policy-making.

Table 6-2
Spring 1997 Faculty Survey

Satisfaction with Planning and Governance

Rated on a 5-Point Scale: 5= Very Satisfied; 1= Not at All Satisfied

Activity/Structure	Percent Satisfied (4 or 5)	Percent Neutral (3)	Percent Dissatisfied (1 or 2)
Fall Faculty Planning Retreat	51%	21%	28%
Rotating Academic Deans	48%	32%	20%
New Planning Unit Structure	44%	31%	25%
Consultation with the Faculty	41%	40%	19%
DTFs as Decision-Making Structure	38%	32%	30%
Faculty Agenda Committee	34%	41%	25%
Personal Impact on Decisions	31%	35%	34%
New Planning Unit Coordinator System	30%	54%	16%
Grievance Process	18%	65%	17%
Faculty Meetings	18%	40%	42%

Planning-Group Coordinators

In an attempt to ensure greater faculty responsibility for curriculum planning, the 1995 Long-Range Curriculum DTF recommended that faculty coordinators for the new curricular planning units be appointed and that they be given partial release time to do administrative work. The work of the planning groups and their coordinators are described in Standard 2. Since there is ongoing concern about any moves that might departmentalize the college and increase the level of administration and bureaucracy, this was a significant change. At the same time, there was widespread recognition that more direct faculty leadership was needed beyond the level of the individual program. This system will have been in effect for a little over two years at the time of the self-study. Responses to a faculty survey conducted in spring 1997 indicate that the overall level of satisfaction with the new planning groups and the planning coordinators is quite high, with the most favorable ratings coming from the areas that were most similar to the pre-existing curricular units. The social science and culture, text, and language areas, which were the most radically reconfigured, were most ambivalent about this new direction. This system will continue to evolve and be changed if it isn't satisfactory.

Overall Involvement in Governance

Twenty percent of the regular faculty workload at Evergreen is assigned to governance. If faculty are to be self-governing, they need to be *involved*. Regular governance hours are established within the institution on Monday and Wednesday afternoons. Part-time faculty are currently encouraged, but not required, to participate in governance. Procedures for compensating them for this involvement are ad hoc and under revision. "Governance" includes planning for future programs, participating on DTFs, attending planning-group and all faculty

meetings, serving on hiring committees, working in academic advising or serving as a mentor for students of color, as well as being part of all-faculty events such as the fall faculty curriculum planning retreat. The agenda committee, the deans, and the provost try to equalize governance assignments and ensure that DTFs are broadly constituted. In the spring quarter a survey is sent out to all members of the faculty listing the anticipated governance work for the coming year to solicit individual preferences. A final list of governance assignments is approved by the agenda committee. The level of governance activity is thought by some to be excessive, especially in a period in which there is a large amount of hiring to be done with all the attendant subcommittee work. Some governance is mandated by law while some is seen as clearly in the faculty's interest. Nonetheless, the administration and the faculty agenda committee do monitor workload in this area and the policy issues raised clearly require attention.

Standing Committees

Following is an inventory of governance groups existing at Evergreen during the 1997-98 academic year. Faculty are expected to do one major or several minor assignments.

Standing Committees (all Major)

Agenda Committee	Council of Faculty Representatives
Enrollment Coordinating Committee	Faculty Hiring DTF
Hiring Priorities DTF	Planning Group Coordinators
Environmental Advisory Committee	

DTFs and Other Work (all Major)

Academic Advisors	Accreditation Self-Study
Campus Master Plan	Compensation, Benefits, and Post Retirement DTF
Computing DTF	International Studies Advisory
Enrollment Services Dean Search DTF	Sponsored Research Committee
Prior Learning From Experience (Readers)	
Radio Tower DTF	

Other Work/Committees (all Minor)

ADA Advisory Committee	Athletics Advisory Committee
Arbitrators	Bookstore Advisory Committee
Commute Trip Reduction Advisory Committee	Copyright/Patents
Deadly Force Review Board	Ethics Review Board
Faculty Representative to Athletics	First Peoples' Mentors
Fundraising Advisory Board	Health and Safety Committee
Human Subjects Review	Infraction Review Committee
Longhouse Advisory Committee	PLATO Royalties Committee
Police Services Hiring	Professional Educators Advisory
Public Art Advisory Committee	Student Conduct Code Hearing Board
Teacher Education Advisors	

Student Government

Evergreen's social contract stresses the importance of community and requires all members to play a role in its governance process. Students engage in this opportunity through a variety of means including student decision-making boards, participation in campus DTFs, and stu-

dent government. An Evergreen student's ability to develop and influence policies and procedures ranges from grassroots decisions made at a residence-hall floor meeting to representation on the college's Board of Trustees. Students play significant roles in student conduct hearing boards, and on hiring DTFs for faculty and staff as well as DTFs regarding the evaluation and future of such areas as housing, academic advising, and the curriculum. Every DTF involves at least one and usually more students as equal partners in the governance process. At points during the year the need for student voices in governance business exceeds the significant time commitment students are able to make to the community. While there is generally a mechanism through the Vice President for Student Affairs' Office for recruiting students for governance work, many students still feel that they are not able to easily access governance processes at Evergreen. The college is constantly promoting the need for student involvement in an attempt to make this opportunity available to as many students as possible.

Since its founding Evergreen's student body has not sustained a student government. Conversations and models have surfaced sporadically over the years only to be met with apathy or dissension. The 1996-97 academic year was a breakthrough in this arena with the successful formulation of a graduate student government in the form of a coalition of the Masters of Environmental Science (MES), Masters of Public Administration (MPA), and Masters in Teaching (MIT) student representatives. Students from these programs collaborated with student affairs and academic support professionals to form a recognized body that will promote communication, programs, and funding, and generally support the learning experiences of graduate students at Evergreen. The undergraduates were able to follow this lead by formulating a few models of student governance that were publicized and voted on by the entire student body in the spring of 1997. The result was a small but significant endorsement of the need for some form of community-based student government. Combined with an electronic conversation and voting system this model is currently undergoing formation among undergraduate leaders. The Office of Student Activities is providing fiscal support and advice to these undergraduates in an effort to maintain momentum and share lessons learned from the founding of graduate student governance at Evergreen.

In the spring of 1997 student leaders began campus-wide community forums as a means of bringing students, faculty, and staff into ongoing dialogues. The forums are held the first Wednesday of each month during governance hours in the central location of the Library Lobby. While anyone can bring any issue to the meeting, a white board is set up the morning of the forum with at least a few agenda items already generated. People are invited to add other items for discussion that have ranged from student government to the arming of public safety and services for students "after hours." Guidelines for conducting civil conversation are agreed upon and posted at each meeting as a reminder of the social contract. The timing of the forums on the first Wednesday of the month is an intentional effort to conduct these conversations prior to Board of Trustees meetings.

Union

As mentioned in the opening section, the college does have a union which represents the classified staff on issues of work place conditions. The state does not currently allow collective bargaining on the part of state employees. Our management relationship with the union has long been a positive one and efforts are made to include union representation on all appropriate committees and hiring DTFs. Union/management meetings are held on a regular basis and management gives careful consideration to perspectives presented by union representatives. The Union Contract is available in the Exhibit Room as Exhibit 6-7.

College Advancement

College Advancement at Evergreen includes development and fundraising, and is comprised of the office of the executive director (of both college advancement and the college Foundation); alumni affairs/development; corporate/foundation relations; donor relations/development research; and development services, as well as college relations, graphics, and publications.

In many ways, the work of College Advancement is very closely related to academic needs, to the needs of students and prospective students, and to the mission and goals of the college. This can easily be seen in fundraising priorities over the years and in our structures and processes for publications development and production.

While the structure of College Advancement has undergone many changes during the past ten years, the actual number of staff performing the functions now associated with the area has not changed. In 1986-87, staff in these areas totaled 16.5 FTES. As 1996-97 began, staff numbered sixteen. One additional staff FTE was added mid-year, with creation of a webmaster position—a new function for both the institution and for College Advancement. While staff resources did not change during this period, the amount of activity overall has increased substantially since 1986-87. Fundraising revenues have nearly doubled, alumni activity has increased, and media and publications have increased in number and sophistication.

Structurally, the area has gone through many changes. In the late 1980s, College Advancement was headed by a vice president. The annual fund, alumni affairs, corporate/foundation relations and information services directors, as well as the executive director of the Foundation, reported to the Vice President for College Advancement. An auxiliary services function, Conference Services, was also a part of College Advancement at that time, although it was a much smaller operation then than it is now. The vice president's position was eliminated when the individual holding the position became the college's interim president in 1990. College Advancement was split into two areas, with an Executive Director of Development hired to lead the various fundraising and alumni affairs functions and a Director of College Relations hired to lead public relations, publications, and graphics.

In March 1994, these two areas were reunited, again becoming College Advancement, but without a vice president. Instead, the two positions, Executive Director of Development and Director of College Relations, were combined into one Executive Director of College Advancement. The executive director was also given the responsibility of managing the College Foundation as its executive director. The focus since the end of 1994 has been on rebuilding the advancement function, strengthening the Foundation Board of Governors, instituting more comprehensive and professional investment policies, and increasing fund raising capacity by building contacts and relationships with a rapidly expanding alumni and donor constituency base.

Throughout these many transitions and staffing changes, actual fundraising priorities have remained fairly constant. The college's Long-Range Plan specifically states the goal to "Enhance revenue through non-state resources, in a manner consistent with college mission and goals." The Foundation's focus since its founding has been on the Evergreen Annual Fund, which primarily supports student scholarships and which has been steadily increasing scholarship funding for the past several years. More recently there has been increasing emphasis on securing other scholarship support as well, and this effort has met with significant success. This is in keeping with the intent of another goal in the Long- Range Plan, to ". . . act to secure appropriate levels of scholarship and other support for students."

Other fundraising efforts, primarily those seeking support from foundations and corporations, are closely tied to academic and institutional priorities through the structure and processes developed through the collaborative work of the academic grants manager in the provost's office and the corporate/foundation relations director in College Advancement. Special initiatives, including the Evan's Chair in Liberal Arts Endowment, the Library Endowment, and the Fund for Innovation (all described in more detail in Standard 7) have focused support on teaching, library resources, and innovation.

The Long-Range Plan also expresses the college's commitment to "continue to build a stronger financial support base among alumni, friends, corporations, and private foundations" and to "improve and expand external understanding of the college and its offerings." Because fundraising at Evergreen is very much in its "infancy" (as is the institution itself), and because Evergreen's unique approach to teaching and learning poses a variety of "communication" challenges, it is difficult to objectively gauge the congruence between the level of expectation placed on College Advancement and the level of institutional support and resources devoted to it. The decline in state funding and the actual budget reductions faced by the institution have made it very difficult to sustain the level of investment necessary to bring a comprehensive development program (friend raising and fundraising) from infancy to maturity. As resources become more plentiful, Evergreen will need to consider carefully the level of funding needed to build a program that can fully support—and make a meaningful difference to—the mission, goals, and daily operation of the college.

Affirmative Action and Nondiscrimination

The Evergreen State College has continued its commitment to diversity and equal treatment across the decade and through all of its programs and activities. The college Mission Statement reflects this commitment.

> Because learning is enhanced when topics are examined from the perspectives of diverse groups and because such differences reflect the world around us, the college strives to create a rich mix in the composition of its student body, staff, and faculty, and to give serious consideration to issues of social class, age, race, ethnicity, gender, and sexual orientation.

The college has a long-standing commitment to equal employment opportunity and maintains an affirmative action program to establish equity. The goals, policies, and action plans of the affirmative action program are reviewed annually and new goals are established every three years. The policy is contained in Vol. 2, Exhibit 6-3. They are submitted for approval to the Governor's Affirmative Action Policy Committee and are published as the college Affirmative Action Plan. This plan, which conforms to state and federal guidelines, contains the college policy on affirmative action/equal opportunity, as well as the college grievance procedure and policies on sexual harassment and disability accommodation. It was most recently reviewed and updated in January 1998.

Workforce profile at beginning of1997-2000 AA plan
Nov. 1, 1997

Total Workforce	600	100%
Men	290	48%
Women	310	52%
Caucasian	474	79%
Black	26	4%
Hispanic	32	5%
Asian/Pac Islander	42	7%
American Indian	26	4%
Persons w/disability	27	5%
Vietnam Era Vets	45	8%
Disabled Vets	5	1%
40+	446	74%

The affirmative action progress reports are presented to the college Board of Trustees and management team annually. The college Affirmative Action Plan and progress reports are available to the general public for review.

Faculty Diversity

Overall, the college faculty profile includes a higher proportion of faculty of color than the diversity of faculty nationally. For this reason, the college has had no race/ethnic affirmative action goals for faculty for the past five years. Nevertheless, the college has remained conscious of the small number of faculty of color on campus and has worked to recruit widely and hire diversely. In the past two years, the college has filled fifteen regular faculty positions (the college's equivalent of tenure track positions). Candidates of color filled four of those positions (27 percent). During that same period, the college filled twenty-five visiting faculty positions (usually contracts of one-year duration). Candidates of color filled nine (36 percent) of these. Of the 148 faculty in regular positions in fall 1998, thirty-five (24 percent) were faculty of color, sixty-two (42 percent) were women.

In 1998, the college restructured the goal-setting process for faculty by dividing faculty (for goal-setting purposes) into four areas: Arts, Humanities, Natural Sciences, and Social Sciences. This allows for a better match between the college faculty and national availability data. As a result, the college has new race/ethnic affirmative action goals for faculty. In the arts, the college will attempt to address the absence of African American faculty members; in the natural sciences, we will address the absence of Hispanic and Native American faculty and work to increase the representation of African American faculty; in humanities we will address the limited representation of Asian faculty.

Affirmative Action Goal Attainment

From 1 November 1995 through 31 October 1997, the college made 189 appointments of faculty, exempt and classified staff vacancies. This included 147 hires of new employees, and 42 promotions.

Thirty-eight of the appointments (20 percent) addressed affirmative action goals established in 1995. Goals had been established to increase the representation of women in seven areas. Five of seven goals were addressed and one (executives/administrators) was fully attained during this period. Other affirmative action goals that were fully achieved included: Hispanics in non-faculty professions and service/maintenance positions; Native Americans in technical/paraprofessional and campus police positions; and representation of African Americans in

two of three administrative support areas. The most current affirmative action data is contained in Vol. 2, Exhibit 6-3.

Equal Employment Opportunity Recruiting

The college office for equal opportunity implements a recruitment program for the purpose of identifying possible applicants for future college position openings. Through linkages with community leaders and professional, trade, and community organizations, a diverse mix of people within the state and across the nation are invited to participate in the program. Participants are asked to provide information about their gender, ethnicity, education, and employment interests. When the college opens positions in which they have expressed interest, the office for equal opportunity mails them a bulletin and a personal invitation to apply. In an organizational climate that demands quicker, less costly recruitment efforts and better, more diverse applicant pools, this growing program is increasing in value.

Diversity Efforts

While the college's efforts in the area of affirmative action and equal employment opportunity provide a solid base for a diverse and vital campus they are incomplete if they are not matched by equal commitments to providing real opportunities to explore and grapple with a wide range of complex issues. Development and implementation of policies and programs that promote diversity and understanding of culture and within culture differences are also a key element to an effective program. Such commitment does exist at Evergreen and the last ten years have been rich with wonderful examples of how that commitment has been realized.

Since 1992, the President's Diversity Fund has provided support for campus-produced educational activities that stimulate the community's growth in the area of multiculturalism. Over the years, it has produced or co-funded a wide array of engaging educational programs including: programming for the annual Day of Absence/Day of Presence activities which deal with issues of campus race relations; orientation workshops for new students dealing with race, sexual harassment, sexual orientation, and student empowerment; and campus participation in national teleconferences on disability issues and admissions practices. In 1997, the diversity fund budget was increased substantially affording more ambitious programming capabilities for the campus community.

The Longhouse Education and Cultural Center opened in September of 1995. Funded by the state, the Longhouse is a classroom facility and a cultural center. It has become the visible symbol of the college's deep commitment to promoting multicultural education. Keeping with its commitment to community, Evergreen has formalized intercollege initiatives designed to promote the attainment of the baccalaureate degree by students of color through two contracts: one with Northwest Indian College and a second with Tacoma Community College. We have received formal approval of the reservation-based program by the Northwest Association of Schools and Colleges and the Higher Education Coordinating Board. The college has also led the way for the past ten years in organizing statewide diversity projects with support from the Ford Foundation, often in collaboration with the State Board for Community and Technical Colleges.

The college continues to successfully recruit and retain a diverse group of students (nearly 50 percent student of color into the 1995-96 cohort of our Master in Teaching Program and the MIT 2000 Program will focus on Native American learners) through the efforts of Access Services for Students with Disabilities, K.E.Y. Student Services (for first-generation college students), First People's Advising Services, and First People's Recruitment. Further, Part-Time Studies increasingly draws older and returning students to its evening and weekend program and course offerings.

Change — The Impact on Leaders and Leadership

The institution has undergone fundamental change in leadership since the last review. During the first half of the decade, turnover in leadership positions has been almost complete with only a couple of individuals remaining and many of the new members of the group coming from outside the institution. A new president, provost, Vice President for Finance and Administration, and Vice President for Student Affairs, are joined by new personnel in nearly every other position on the organizational chart. The major senior-level organization change in this time was the elimination of the Vice President for College Advancement position with those functions now reporting directly to the president through an executive director for college advancement. The few exceptions: the College Budget Officer (who was moved organizationally from the President's Office to Finance and Administration), the Administrative Assistant for Budget in Student Affairs, and the Administrative Assistant to the President who, incidentally, is the employee with longest duration at the college—nearly thirty years (and soon to retire). Finally, the Director of Institutional Research continues to serve the essential role of guiding institutional assessment and research. This becomes a role even more essential as we face the challenge of preserving our special character and mission as an institution in a time of significant internal and external transformation.

The organizational chart only tells one part of the story. In addition to the changes in administration, the college is facing the recent and imminent retirement of fairly large numbers of the original faculty. After twenty-five years of operation, the institution is experiencing fundamental changes as many of the founding faculty and staff reach retirement age—or more sadly pass on. While large numbers of new staff and faculty present opportunities; the institution must also struggle with real concerns about the potential loss of our most basic values and sense of who we are. The extent to which these changes will affect the nature of the institution and how we think about directions for the future is a major challenge as we move into the next century.

As we move into the next decade it is not entirely clear what this level of change will mean to the college. Stronger efforts are being made to tie the various levels of planning and decision-making together. Yet we continue to struggle with maintaining the value of shared governance across the college. There is concern within the college that we are "professionalizing" the staff in a way that is contrary to the original values of the college and that we will lose the important perspective that came from administrators who were drawn from the "rank and file." It is a challenge that requires diligence in assuring that the many voices of the college continue to be heard. At the same time, the inevitable truth is that the college is growing and will continue to grow. What might have worked when the college had 2,000 students becomes ever more difficult when growth reaches 4,000 to 5,000 students. In addition, an ever-growing list of external requirements placed upon the college has led to a need for a more experienced and professional staff.

There is also some concern about the institution's ability to attract highly qualified personnel in the professional and administrative positions. While we are fortunate to have a top-notch staff at this point, we are finding it increasingly difficult to attract applicants because of our pay scales. Too often we find ourselves having to hire at a much higher level of pay just to fill a position. This is particularly unfortunate when the previous employee may have left to take a similar position with higher pay, only to see the position filled at a level that would have kept them here. To begin to grapple with this issue, Finance and Administration is undertaking a review of exempt salaries to help identify the most inequitable situations. Even once identified, however, it is not immediately clear where we will find resources to resolve the problem without cutting another part of the institution. The adjustments already made have

significantly reduced flexibility available for this type of expense. This will remain one of our significant challenges as we move into the next decade.

Shared governance in higher education seldom leads to neat and tidy processes. Evergreen is no exception and perhaps even more so than most. We wouldn't have it any other way. While the relationships we forge are hard work, like any good partners in a relationship, we accept that as a natural part of our existence. Our strong values towards collaboration and team approaches make the struggle both easier and more difficult. While our unique structures may create different challenges than other institutions may face, the very lack of layers of academic administration removes a number of barriers to true sharing of governance. After all, we do not have to argue about departmental budgets! Further, the reduced level of complexity makes it easier for larger numbers of our staff and faculty to understand the intricacies of our budgets.

On the other hand, our uniqueness also makes discussions about the future more difficult. While the rest of higher education is trying to figure out how to strategically get the advantage in a world of high tech education, we're still asking ourselves very serious questions about the wisdom of moving in that direction. While other institutions are trying to figure out how to get the "best" students, we are still worrying about how to provide access to those traditionally not served.

Summary of Recommendations and Findings

- The institution has an effective and engaged Board of Trustees operating with clear policies and procedures.

- Senior-level administrators have committed time to gain a more thorough understanding of leadership, planning, and budget processes. They have carved out significant time to develop common understandings of shared leadership and the impact that deliberative and well-articulated planning have on their ability to provide direction for the college.

- Faculty involvement in governance is adequate and periodically reassessed. The role of the agenda committee, faculty meeting, and the curricular planning units continues to evolve.

- Student involvement in governance continues to pose challenges and may change with the addition of students on governing boards.

- There has been extensive turnover among college administrators since the last accreditation visit, and a period of turmoil in the early 1990s. The administration has now stabilized and is effective.

- Concerns about salary levels for administration and staff pose significant challenges for the future.

- External forces will present significant leadership challenges in the next decade.