

F. College Governance

a. Administrative Structure

Highline College has a [Board of Trustees](#) that are appointed by the state of Washington to govern the school. They provide strategic perspective and leadership in determining the programs to be provided by the college and by specifying the guiding policies and principles the president will use in operating the college.

The [President of the College](#) works directly with the Board of Trustees and the [leadership team](#) to manage and drive key strategic and operational initiatives across the college. In partnership with [executive leadership](#), the Office of the President works to develop and foster a campus climate that is welcoming and supportive of all students, faculty, staff and the surrounding communities served by the college.

Faculty are housed within [Academic Affairs](#), which is led by a vice-president, the VPAA. [Several deans within Academic Affairs](#) support the VPAA's vision. Division chairs work with all leadership teams to ensure faculty concerns are heard and taken into consideration when developing college policies and procedures. Academic Affairs has provided an [organizational chart](#) and an [organization structure](#).

b. Accreditation

Highline College is accredited by the [Northwest Commission on Colleges and Universities](#) (NWCCU), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the Secretary of the United States Department of Education. [Reports and documents](#) concerning previous accreditation visits can be found at the Accreditation website.

c. [Assessment Committee](#)

The [Assessment Committee](#) is a faculty-led and faculty-driven committee that encourages faculty to take part in the process of assessment. The committee is composed of at least two faculty members from each division, plus support from [ITS](#), the [Library](#), the [VPAA](#), and the [Accreditation Committee](#).

The mission of the Assessment Committee is to promote an outcomes assessment cycle that is constantly adjusting to student needs, consistently improving student success rates, and always helping the institution to realize its own mission.

d. Data Dashboards on Enrollment and Student Outcomes

[Institutional Research](#) provides data dashboards that can inform faculty on enrollment trends and student success. Faculty can access these dashboards by logging into the Highline Tableau server. Some of the dashboards are on:

- [Daily Enrollment Table and Charts](#)
- [Quarterly/Annual Enrollment by Course Subject](#)
- [Daily Class Fill Rates](#)
- [Pass Rates Dashboard](#)
- ['Student Right to Know' Graduation and Transfer Rates](#)

e. Elections

Faculty occasionally vote in elections for shared governance positions such as division chairs, TRC members, Faculty Senate representatives, committee memberships, etc. There are also elections on policies and procedures. Elections will be announced via email. Faculty can participate in elections by logging into the [elections platform](#) with their Highline credentials.

f. [Faculty Senate](#)

Issues of concern to faculty are heard by the Faculty Senate, which is a forum for faculty discussion, advocacy, and leadership regarding academic affairs at Highline Community College. To that end, the Senate shall:

1. Serve as the paramount recommending body to the President and Board of Trustees to establish and revise college-wide academic standards, grading policies, degree requirements, and educational outcomes after considering input from all interested parties.
2. Serve as an advisory board to the Vice President of Academic Affairs and Deans of Instruction for college-wide curricular issues.
3. Gather, synthesize, and disseminate information relevant to interdisciplinary curricula and instructional activities.
4. Hear and consider faculty concerns not covered by the HCEA Agreement and communicate such issues as are deemed appropriate to the Administration and the Board of Trustees.

5. Provide recognition for exemplary faculty who have made significant contributions to the college through teaching, scholarship, or other service.

g. [Highline College Education Association \(HCEA\)](#)

The HCEA is the [exclusive bargaining agent](#) (see RCW 28B.52.020) for all part-time and full-time faculty employed by Highline College. It is affiliated with the Washington Education Association and the National Education Association.

Faculty can choose to become members of the HCEA, but regardless of whether or not a faculty is a due-paying member of the HCEA, the union advocates for all faculty: part-time, lecturer, tenure-track, and tenured faculty. However, union members are eligible to vote on organizational business, union officers, and the contract. HCEA members are also consulted on union priorities. Faculty can join the HCEA via an [online form](#). It's about \$15 per pay period for part-time faculty and \$50 per pay period for tenure-track or tenured faculty.

h. Institutional Research

[Institutional Research](#) promotes the effective use of data to inform institutional decision-making and to support efforts to increase equity, student learning, and educational achievement.

i. [Instruction Cabinet](#)

Instruction Cabinet is the primary governance body within Academic Affairs. The members:

- seek input from faculty through division chairs about how best to provide multi-faceted institutional support necessary for faculty to engage in equity pedagogy;
- work proactively to address faculty concerns and support faculty members in their efforts to maintain their enthusiasm for teaching and professional improvement;
- support faculty in engaging in professional development aligned with the College mission;
- develop and establish instructional policy and practice aligned with the College mission;
- engage in enrollment management (including discussions of programs and disciplines experiencing enrollment challenges);
- work collaboratively to develop student centered schedules;
- provide leadership for projects and initiatives aligned with HC's strategic goals & objectives;
- allocate instructional resources according to institutional priorities, including tenure track positions, lecturer positions, and instructional equipment;

- monitor the distribution of professional development funds;
- support the implementation of faculty advising, with Division Chairs serving as advising leads for their areas;
- respond to emerging needs from faculty and the College.

j. [Office of Budget & Grants](#)

Highline's mission of teaching, research, and public service is provided by the Office of Budget & Grants, which provides timely, relevant, and accurate budget and grant information to the college community.

There are various budgets that impact faculty:

- Departmental Budgets
 - Each academic department has a general fund budget. In addition to covering salaries, this includes funds for materials, subscriptions, equipment, and even allows for some travel.
 - Coordinators should be kept in the loop of purchases made using departmental budgets.
 - This is use it or lose it funding.
- [Professional Development Funds](#) (Budget code 149-044-2240)
 - Fulltime, one year, and part-time faculty have professional development funding available contractually.
 - These funds must be encumbered (paperwork completed) by March 1st. That is, these are use it or lose it funds.
 - Division chairs notify the VPAA of their total Division PD spending. Unallocated "Give Back" funds are addressed below.
- Give Back (Budget code 149-044-2240)
 - Unallocated PD Funds go into a "Give Back" pot available to all faculty.
 - The practice is that faculty can receive their annual allotment in Give Back funds at most.
 - Faculty applying for Give Back funds should submit perfectly completed paperwork to their Chair by a date set in Instruction Cabinet (usually early in Spring Quarter).
 - Division chairs submit this paperwork to the VPAA who will fund requests as funds allow.
- R&R (Budget code 149-011-2130)
 - Each division has \$8,000 allocated for equipment repairs. This includes addressing some office equipment needs (replacing the occasional chair or purchasing variable height desks).

- This is use it or lose it funding.
- Instructional Equipment (Budget code 149-011-2130)
 - Highline allocates about \$400,000 each year to instructional equipment.
 - Each division submits their requests in-mid Spring and then the VPAA decides what to fund, taking into account the input of Instruction Cabinet.
 - Nothing below \$500 is considered. Small things can be purchased with R&R or department budgets.
- Lab Fees
 - Some programs collect lab fees which must be spent in the spirit in which they are collected.
 - These generally roll over from year to year. There isn't an urgency in spending these monies.
- Grants
 - Some faculty have grants. Division chairs sign off on grant spending, but generally do not have to provide any management of these funds.

Balances may be found in the online budget system. The VPAA's administrative assistant can provide guidance in accessing the system.

k. Student Success Council

The Student Success Council acts as Highline's strategic planning oversight committee for the Strategic Plan for Equitable Student Success. The council is composed of [faculty, staff and student representation](#) and is responsible for overseeing and holding accountable those involved in the strategic planning process. The council works by setting short-term (quarter-long) concrete goals in five areas and reporting out on progress at the end of each quarter. Depending on the nature of the work to be done, a single area might be a focus for the whole year or longer.

Each quarter, teams across the college are actively engaged in completing the actions outlined in these priority areas. Through the Student Success Council Communications Team, the institution will be kept abreast on the progress toward meeting each goal and objective on a quarterly and annual basis.