

## Standard Six

### Governance and Administration

#### **Historical Context:**

Truckee Meadows Community College derives its governance structure from the Constitution of the State of Nevada, which established the University and Community College System of Nevada (UCCSN). The UCCSN and its eight member institutions are administered under the direction of the Board of Regents. The *Board of Regents Handbook* outlines the responsibilities and authority of the President and makes provisions for other governance structures such as faculty senates, student governments, and collective bargaining units. All of these governing bodies are active participants in the governance and administrative structure of TMCC. Other documents, such as the *TMCC Administrative Manual*, *TMCC Institutional Bylaws*, *Faculty Senate Bylaws*, *Classified Council Constitution and Bylaws*, *Associated Students of Truckee Meadows (ASTM) Constitution*, and the *Nevada Faculty Alliance (NFA) Contract*, further define the system of governance at Truckee Meadows Community College.

The 1995 Northwest Evaluation Committee Report noted that the administrative organization of the College had been "transitioning" for some time and clearly delineated areas that needed to be addressed. Specifically, the Committee recommended the development of an organizational structure and clearly defined and understood operating procedures. The Report noted that the College needed a method for achieving greater "responsible participation in decision-making, implementation, and evaluation" by

various constituencies within the College. The Evaluation Committee also recommended that the College needed to reach a state of consistent and sustained stability, which the report suggested could be achieved by providing better opportunities for meaningful communication throughout the College.

**Current Situation:**

In response to the scope of the 1995 recommendations, the findings of the Standard Six Subcommittee are equally broad and comprehensive, ranging from reiterating many of the 1995 recommendations to providing a subjective interpretation of the College's progress in meeting those recommendations. The Standard Six Subcommittee believes that the College has reached a stable organizational structure and has updated and developed operating policies and procedures. Identifying the importance of a "governance system that is representative, emphasizing responsibility and accountability," the College identified shared governance as an objective of the "Welcoming and Supportive Environment" strategic goal in the *TMCC Strategic Plan*. Data regarding shared governance and communication from the *2004 Survey on Campus Climate* are positive; however, comments provided by some respondents indicate that faculty and staff still perceive an absence of adequate communication from the administration and a lack of opportunities for faculty and staff to be involved in various decision making processes.

**6.A--Governance System**

**Authority, Responsibilities, and Relationships (6.A.1)**

The relationship between the Board of Regents, the governing board for the UCCSN System, and the administration of TMCC is clearly outlined in the *Board of Regents Handbook*, which details the authority by which the Board operates and the authority it grants institutional presidents (Title 1, Article VII, Section 4).

### **Insert Abbreviated Organizational Chart**

The *Board of Regents Handbook* details the ways in which various college constituencies participate in the governance structure of the College. The *BOR Handbook* outlines the organization and administration of faculty senates (Title 2, Chapter 1, Sections 1.4.6-8), student governments (Title 4, Chapter 20B, Sections 1-3), as well as classified staff (Title 4, Section 6).

Title V of the *Board of Regents Handbook* contains TMCC's Institutional Bylaws, which conform to the UCCSN's mandate for the adoption of bylaws for each member institution to set forth organizational structure and personnel policies, central to the governance and administration of the College. Each governance constituency is cross referenced throughout various policy documents.

TMCC administrators find the bulk of their direction within the *Administrative Manual*, which contains the majority of information pertaining to their role in the college. The *Administrative Manual* defines itself as having the purpose of "serv[ing] in understanding

and implementing college policies, identifying responsibilities, and providing guidelines in the performance of specific tasks."

TMCC faculty are supported by the Institutional Bylaws, the *Administrative Manual*, and the TMCC Faculty Senate Bylaws, which set forth the representational structure and function of Faculty Senate. Similarly, the Associated Students of Truckee Meadows Community College (ASTM) has a Constitution that provides for a representational student government, and classified staff have a Constitution and Bylaws governing their organization and participation in the college governance structure. **(reference docs in exhibit room or appendix)**

### **Governance Roles (6.A.2)**

In addition to defining the structural elements and relationships between the governing board, administrators, faculty, staff, and students as outlined in policy documents, the documents referenced above also define and describe the governance roles of each group. Further, each group's policy document, such as the Faculty Senate Bylaws, the Constitution and Bylaws of the classified staff, or the Constitution of the ASTM, establishes the relationship of the group to the college structure by defining membership, representation, and clarification of appropriate issues. The various documents cross reference policy and governance statements; indeed, the documents constitute an overlapping matrix of authority, responsibility, and roles. TMCC faculty and staff are also informed of their responsibilities via their job descriptions and the details of their contracts.

The TMCC 2004 *Survey on Campus Climate* indicates that faculty and staff understand their roles and the nature of their relationships regarding governance and administration within the College. In the Governance and Leadership section, "more than half of all respondents think their input is sought in decisions that affect their work [55%], that they have opportunities to be involved in policy development [54%], and that the administration is supportive of shared governance [51%]." However, only 34% of the respondents agreed that classified staff are given opportunity to provide input into planning processes. Further breakdown of responses indicate that "faculty (65%) were more than twice as likely as staff (29%) to think they have opportunities to be involved in policy development." Interestingly, throughout the *2004 Survey on Campus Climate*, there is an inverse relationship between the length of employment and the response: the longer an employee has worked at TMCC, the less likely s/he is to respond positively to questions regarding governance. The issues of position and longevity in the area of policy development point to an area for improvement.

Based on the many comments reflected in the *Survey on Campus Climate*, faculty and staff appear to understand their roles and the nature of their relationships within the institution. Whether they approve of the current climate of those relationships and authority or not, most comments reflect a level of informed opinion and, in some cases, specifically address the question of understanding contractual obligations, roles in the department, and the ways in which the authority of the institution affects their jobs.

While policy documents address relationships, responsibilities, and roles among college constituents, the College would benefit from a closer examination of how information regarding authority, responsibilities, relationships, and roles is disseminated. The role of classified staff in the governance process, as well as the apparent disaffection of long-term employees, needs to be addressed.

Information about students' perceptions of their roles must be inferred from the *2002-2003 Graduate Survey*. The final section of the survey addressed the overall satisfaction of the graduates and indicates a substantial awareness of individual experience and understanding of the role each played at the college and the relationship to the College's mission and goals. These graduates indicate that the governance structure at TMCC facilitated their direct experience of TMCC's mission by providing "access for lifelong learning" and believe their education has helped them "improve the quality of life" by attending. Further, students expressed awareness of "diverse physical, cultural, and ideological backgrounds" in a "welcoming and supportive environment." For those students who responded, TMCC did an admirable job of administrating a structure that facilitated the opportunity for success. **Insert data from Graduate Survey?**

### **Constituent Consideration in Governance Structure (6.A.3)**

TMCC employs several mechanisms to invite and involve constituents in the governance and administration of the college. The President's Cabinet and Extended Cabinet, which are established "[f]or the purpose of coordination of efforts and generating recommendations on matters of personnel policy, institutional mission and college

policy," are outlined in TMCC's Institutional Bylaws (Section B, Organization of the Administration). These groups are the primary administrative governance and administration venues for the College.

**Insert two charts--members of President's Cabinet and members of Extended Cabinet**

The *2004 Survey on Campus Climate* indicates that the President's Cabinet is effective in addressing the challenges facing the college; 55% of the respondents agreed with that statement. Yet, only 41% of the respondents agreed that the President's Cabinet empowers faculty and staff in the decision making process. The gap between these figures indicates that the process for participation needs to be clearly communicated. The perception is that decisions, particularly at administrative levels, are not communicated in a consistent and forthright manner.

Additional administrative groups exist on a permanent basis, such as the Instructional Deans, who have direct administration and governance roles and responsibilities for instructional areas of the College. The extended Instructional Deans group includes various stakeholders or members of the College who have input in the decision-making process or may be affected by the group's decisions.

**Insert two charts—core I Deans and extended I Deans**

In a similar fashion to the comments about President's Cabinet, a perception exists among faculty and staff that there is a communication breakdown between the VPAA, the Deans, and the Department Chairs and, ultimately, the faculty regarding administrative decisions at the Instructional Deans' level.

Other governance committees contribute to the system of governance at TMCC as well; some are permanent, and some are formed on an ad hoc basis, such as the Budget Advisory Committee or the Strategic Enrollment Committee, to address a specific issue and then disband. As charges come forward, the assignment of the committee is made at the President's or Vice-Presidents' level, depending on the reporting line of the issue.

### **Chart of Governance Committees**

Again, a clear, consistent path of communication could improve the perception of these committees and their roles in various administrative functions. The process by which the committees are formed, membership is solicited, and recommendations are made is often not clear to the general faculty or staff.

The TMCC Faculty Senate, Classified Council, and ASTM each have statements in their respective policy documents that reflect an awareness of their role in matters of interest to them. In the *2004 Survey on Campus Climate*, 54% of faculty respondents agreed that Faculty Senate empowered faculty to participate in the decision-making process; it should be noted that the Nevada Faculty Alliance, a professional organization dedicated

to strengthening the integrity of higher education in Nevada, also represents faculty interests and mandates consideration via the NFA Contract. 41% of classified staff agreed that Classified Council functioned similarly. Data on student perceptions about their role in the governance process is not available and should be sought, perhaps through focus groups of the ASTM.

Finally, two points must be stated: one, the President, by the authority granted to him by the Board of Regents, is the ultimate authority in all college decisions; two, in order to function effectively, an atmosphere of shared governance must exist. In the *2004 Survey on Campus Climate*, more than half of all respondents agreed with the statement that “TMCC’s administration is supportive of shared governance”; however, the position/longevity issue emerged again as 61% of faculty agree and only 26% of classified staff agree. Further, while 67% of the most recently employed agree with this statement, the percentage drops to 36% of employees at 6-12 years of employment, and 49% of the employees who have been at TMCC for 13+ years agree. This would indicate that employees in the mid-range are pretty broken and bitter but they will regain their optimism, probably due to senile dementia.

#### **Relationship Between UCCSN Board of Regents and TMCC (6.A.4)**

The majority of policy statements regarding the division and administration of UCCSN units is located in the *Board of Regents Handbook* (Title 2). Truckee Meadows Community College is one of eight institutions and four community colleges under the governance of the UCCSN Board of Regents. Additionally, the Board of Regents have

authority over the following special units: the Chancellor's office, the UCCSN System Computing Services, and the University of Nevada Press.

Having one body govern the entire structure of higher education in Nevada necessitates a clearly delineated division of authority and responsibility between the Board of Regents and each institution. The *Board of Regents Handbook* defines the officers of the System as the chancellor and the presidents of the member institutions. Their duties and responsibilities are set forth in the bylaws of the Board of Regents (*BOR Handbook*, Title 1). Presidents are granted final authority and responsibility for the governance and administration of their institutions; they report to the Chancellor, who in turn reports to the Board of Regents. As the chief administrative officer of the college, TMCC's president is the primary link between the college and the UCCSN.

The policies, regulations, and procedures contained in the *Board of Regents Handbook* are both general in nature, covering areas that each member institution has in common, (such as personnel policy, including tenure and evaluation; academic freedom; rules and disciplinary guidelines) and areas that are specific to member institutions. This structure is consistent within the *Board of Regents Handbook*. Often policies that are stated in the *Handbook*, such as a general workload policy (Title 4, Chapter 3, Section 3), include statements that each institution should develop its own policies and procedures that demonstrate compliance with stated general principles. Such policies are subject to periodic review by the Board of Regents and allow a general level of equity to co-exist

with the flexibility that each institution needs in such a large, statewide governance structure.

## **6.B—Governing Board**

### **Board Representation (6.B.1)**

The Board of Regents is a 13-member elected body whose representation is based upon Congressional districts; thus, it is broadly representative of the public interest. Regents are elected on six-year cycles; there is no bar to re-election to service on the Board, and this process ensures both continuity and change of board membership, determined by the electorate. Officers of the Board of Regents include a Chairman, Vice Chairman, and Chief Administrative Officer. The Chairman and Vice Chairman are elected from the membership of the Board and serve one-year terms. The Chairman and Vice Chairman may be elected to one additional consecutive one-year term; however, no person who has held the office of Chairman or Vice Chairman for two consecutive one-year terms shall be elected to serve in that office until a period of two full fiscal years has elapsed after the end of the second consecutive one-year term served. College Presidents are not members of the Board of Regents; however, under Title I, Article VII, Section 1 of the *BOR Handbook*, institutional presidents are classified as officers of the UCCSN. The Board of Regents is policy-oriented, setting broad system-wide policies that are often further defined at the institutional level.

### **Insert Chart of Current Regents**

### **Board of Regents' Policies and Roles (6.B.2, 3, 4 6)**

Title I, Chapter I, Article 3, Sections 4 and 5, state that no member of the Board of Regents can act in place of the body unless the body has expressly designated such an action and that all official action of the Board of Regents requires at least seven affirmative votes, thus ensuring the Board of Regents acts as a committee of the whole.

(6.B.2)

The *BOR Handbook* addresses the organization, composition, authority, and powers of the Board of Regents in Title 1, Bylaws of the Board of Regents. The Constitution of the State of Nevada establishes the University and Community College System of Nevada, and the Board of Regents administers the UCCSN. Thus there are two tiers: one, the UCCSN System, of which the Chancellor and the institutional presidents are officers; and the Board of Regents, the 13-member governance board. Title 1, Article VII, Sections 3-4

The *BOR Handbook* details the policies and procedures, including evaluation, for the Chancellor and institutional presidents (Title 1, Article VII, Sections 3-4); the authority, composition, powers (both exercise of and limitation of), as well as compensation (no regent may receive any compensation for serving on the Board) of members of the Board of Regents are also outlined (Title 1, Article III). There are references throughout the *BOR Handbook* to the various roles and responsibilities of the regents; the ethical conduct requirements for regents are directly addressed in Title 2, Chapter 1, Sections 2, 3, and 4.

**( Statement about how some of these have been recently developed in response to perceived lack of ethics????--hold me back-- (6.B.3)**

The UCCSN Board of Regents selects, appoints, and regularly evaluates the chief executive officer, the Chancellor. These processes are codified in Title 1, Article VII, Section 3 of the *BOR Handbook*, which also outlines the duties of the Chancellor. The Chancellor is designated as the Executive Officer and Treasurer of the UCCSN and is responsible to the Board of Regents for the administration of and the financial management of the Board's policies; additionally, the Chancellor is appointed by and serves at the pleasure of the Board of Regents. The Chancellor is evaluated annually in writing by the Chair of the Board in accordance with procedures approved by the Board of Regents and periodically by a committee of the Board of Regents. (6.B.4).

In response to a perceived lack of unity and collegiality on the Board of Regents, the Board created an ad hoc Board Development Committee in **I can't find this date** with the stated goals of working with the Board Chair and Chancellor in planning and implementing an orientation program for new Regents as well as implementing a yearly Board workshop/retreat focusing on Board performance, evaluation, planning and development. The ad hoc Committee on Board Development reports to the full Board at regularly scheduled meetings. (6.B.6).

### **Board Oversight of the College (6.B.5, 7, 8, 9)**

While there are no regularly scheduled Board reviews of institutional missions in the UCCSN System, when an institution changes its mission, it must be presented to the Board of Regents for approval **I can't find the reference for this**. TMCC's current

Mission Statement was approved by the Board of Regents in October 2004 (See Standard 1). The Board of Regents has publicly articulated concern with the overall mission of community colleges in Nevada in light of perceived "mission creep" as some cooperative 4-year programs are being offered at the community colleges. The Board has affirmed that "[e]ach UCCSN community college will emphasize responsiveness to the programmatic needs of its service region while simultaneously striving to fulfill the Board approved community college mission of university transfer, applied science and technology, business and industry partnering, developmental education, community service, and student support service programs within its respective service region" (*BOR Handbook*, Title 4, Chapter 1, Section 3.1).

The UCCSN Board of Regents, via the Academic, Research, and Student Affairs Standing Committee, provides guidance in the development, review and recommendation of academic programs and degrees of the UCCSN and considers and recommends to the Board policies concerning academic and research master plans. All major changes in college curricula or programs must come before the Board of Regents for approval. Title 4, Chapter 14, UCCSN Planning, Program Review, Articulation, and Enrollment provides for review of existing programs, addition of degrees, majors, programs, etc. (6.B.5) I need to write a summary of these processes---

The Board of Regents establishes the UCCSN Master Plan, which sets goals, targets, and philosophical directions for the future of all higher education institutions in Nevada and requires that each UCCSN institution has an individual strategic plan that clearly reflects

the overarching goals of the System plan while also setting forth more specific goals, targets, and directions based on the institution's overall mission and service area. In approving each institution's Strategic Plan, the Board of Regents reviews the Plan to ensure that the institution is organized and staffed in accordance with its mission, size, and complexity. TMCC's Strategic Plan was approved by the Board of Regents in October 2004. The Board of Regents approved the TMCC reorganization of academic divisions in January 2004, following the guidelines set forth in the *BOR Handbook*, Title 2, Chapter 1, which require Board approval after consultation with the faculty senate and recommendation of the President through the Chancellor. (6.B.7)

The UCCSN and legislative funding process functions on a biennial budget cycle. TMCC develops a budget and makes its requests, along with all other institutions, to the System office. The Board of Regents submits budget requests for the entire UCCSN System to the Nevada State Legislature, which in turn allocates monies to the System as a whole. Once the Board receives the State budget for all post-secondary institutions, the Board of Regents then allocates monies to the individual institutions based on intra-system budget processes outlined in Standard 7. Title 1, Article 4, Section 3 of the *Board of Regents Handbook*. Two Board of Regents committees, the Budget and Finance Committees, review each institution's budget requests in light of the final System budget allocation from the State and recommends respective operating budgets for each institution in the System. The Audit Committee, which has review and oversight functions regarding institution audit reports, then is responsible for assessing that each institution uses the

allocated funds appropriately and consistent with Board of Regent policies. (6.B.8).

Institution presidents notify the Board of Regents when an accreditation cycle is in progress and present the results of the self-study and accreditation to the Board at a regularly scheduled meeting. (6.B.9)

### **6C--Leadership and Management**

#### **Chief Executive Officer (6.C.1)**

In addition to being designated an officer of the System (*BOR Handbook*, Title 1, Article VII, Section 1), the President is also designated as the chief administrative officer for the institution and the "principal spokesman for the member institution" whose duties include representing the mission before the Regents, the Legislature, and all other appropriate bodies (*BOR Handbook*, Title 1, Article VII, Section 1). The President is also classified as the "chief executive officer" in reference to institution presidents (*BOR Handbook*, Title 2, Chapter 1, Section 1.1.m). TMCC's *Administrative Manual* duplicates the *BOR Handbook* language regarding the President, and TMCC's Institutional Bylaws, found in Title 5, Chapter 4 of the *BOR Handbook*, note that the president is "responsible for all final decisions at the College level and is the chief college representative" in addition to being "responsible for the organization and operation of the College."

#### **Administrators' Roles and Qualifications (6.C. 2, 3)**

Appropriate constituent bodies, generally identified as groups in which the vacancy occurs, develop and review position announcements for administrators; qualifications are

identified and established to ensure a pool of applicants that meet managerial and leadership criteria specific to the area of administration. The most accessible, clearly stated document on administrative duties, responsibilities, and conduct appears in the *TMCC Faculty/Staff Handbook*. The Truckee Meadows Community College Organization chapter has a section on the Leadership Team, which identifies President Ringle, Vice President for Student Services Juanita Chrysanthou, Vice President for Academic Affairs Jowel Laguerre, and Vice President for Finance and Administrative Services Delores Sanford. There is a role statement for each administrator/administrative position that encompasses authority, areas of responsibility, and reporting line. There is no separate ethical code of conduct for administrators; instead, TMCC administrators are expected to abide by the ethical conduct requirements that apply to all members of UCCSN institutions and which are outlined in **need Handbook reference here**.

**Insert Chart of Administrators/Qualifications here**

Position candidates are hired after national searches and an extensive, systematic hiring committee review. **Reference docs on HR web site** Search committees typically include a broad representation of campus personnel, including other administrators, faculty, classified staff, and students. The search committees host college forums that allow the entire college population access and input to the search process via feedback forms. TMCC's current Vice President tier of administration is in place, and the Vice Presidents

carry a level of credibility that was lacking in prior college administrations, largely due to the rigorous national search criteria and processes. (6.C.2) **climate survey data?**

One of the primary considerations in every administrative search is the ability of the candidate to provide evidence of effective educational leadership and management. This is critical as each of the role statements for the Vice Presidents, noted above, mentions leadership as one of many responsibilities along with management of the delegated area. While leadership and management functions have been identified at the Vice President level, these functions are not so clearly defined at the next administrative level, the Deans.

Following TMCC's reorganization of academic divisions in December 2003, duties were reallocated from the Deans to the Department Chairs. This shift caused tension between the Vice President of Academic Affairs, the Instructional Deans, and the Department Chairs. While the position of department chair has become increasingly defined, the position of dean has become less defined because many of the administrative and management duties that were assigned to the dean, such as evaluation of full-time faculty, budget requests, and hiring, has been delegated to the department chairs. The leadership and management work of the dean, aside from assembling reports and attending meetings, is not well defined. As a result, the leadership and management direction at this level, which has direct oversight of instructional areas, needs to be clarified.

The current situation is complicated by the history of the department chair position, which is faculty by definition in the NFA contract but administrative in nature. The role and duties of the department chair are under scrutiny in the current NFA contract negotiations, and the structure and definition of these duties may prove the catalyst in resolving the tension regarding roles, responsibilities, and accountability between the deans and department chairs.

Evaluation of administrators is also problematic. Administrative evaluations take place on a seemingly sporadic basis, and neither the evaluation cycle nor the evaluation instrument is clearly understood by the majority of faculty or classified staff. The Administrative Faculty Performance Appraisal has been in development for more than a year, with various versions circulating between the President's Cabinet and the Extended Cabinet. The ambiguity of the department chairs' position is reflected in the confusion over the appraisal instrument, as the chairs were included and then subsequently removed after extensive discussion of the definition of what constituted an "administrative" position. Additionally, none of the department chairs had an official line of feedback into the process.

After extensive discussions at the President's Extended Cabinet and at the VPAA level, department chairs were pulled from the Administrative Faculty Performance Appraisal; at the direction of the VPAA, one of the instructional deans is chairing a committee of chairs (spring 2005) to develop an evaluation instrument that accurately reflects their position and duties in the administrative structure of the college.

The philosophy behind the Administrative Faculty Performance Appraisal is to annually evaluate administrators and have a 3-year, 360 degree evaluation as well. Communication regarding the tool and process appears to be taking place within the President's Cabinet and the Extended Cabinet but not in any larger college context. The rationale for the evaluation cycle is not clear, either; the VPAA underwent a full evaluation after only one year's service, and a newly hired dean will undergo a full evaluation after less than a year's service. Clearly, the college needs to distribute the administrative evaluation tool college wide, ensure that appropriate constituent input is incorporated, provide a rationale and schedule for administrators' evaluations, and publish and adhere to a schedule.

(6.C.3)

#### **Institutional Advancement Activities (6.C. 4)**

The TMCC Foundation, created in 1982, is the focus for external fund raising activities at TMCC. The Foundation engages in "friend raising and fund raising activities" that build and enhance relationships between businesses and the college and between the college and the wider community. The TMCC Foundation offers a number of donor opportunities, including scholarships, gifts in kind, and equipment donations. While scholarships directly support students' educational experiences, other types of donations enable TMCC to concentrate its resources on instruction. The TMCC Foundation organizes and participates in various outreach activities, including Foundation Breakfasts, which bring Foundation Board members and local business and community leaders to the College once a month **is that correct?** to have direct experience with the College.

Additionally, the TMCC Foundation has a grant program that allows members of the college community to apply for and receive funds; these funds have been used to pay for production of the MeadoW, TMCC's literary magazine, as well as for equipping "smart" classrooms. The Foundation produces a brochure that identifies areas of donor need and identifies successful donors and campaigns. The TMCC Foundation clearly and directly supports the TMCC Mission by providing enhancements to the educational experiences of faculty, staff, and students. See Standard 7 for additional information regarding the TMCC Foundation.

**Timely Decision-Making, Communication, and Coordination (6.C.5, 6)**

TMCC's administrators, as well as faculty, staff, and students, have a stake in timely decision making. However, the administration and management of a large institution with a shared governance environment and large constituent groups means that the decision making process is often slowed to allow for input and deliberation, particularly in complex issues. The process attached to decision-making is sometimes well defined and sometimes anecdotally defined. Some issues, such as the TMCC Workload Policy, have followed a timely development and implementation schedule; others, such as the Student Complaint Policy, have been shuffled between stakeholders with no clear sense of boundaries, direction, or ultimately, accountability. In theory, the decision making process can work up or down the administrative hierarchy; decisions made at the President's Cabinet are discussed at the President's Extended Cabinet, where they are communicated to Deans, Directors, and other administrative leaders, and then on to Department Chairs and Coordinators and subsequently to faculty and staff. Conversely,

faculty and staff can initiate a role in the decision making process, through Faculty Senate or Classified Council, and work up through the administrative hierarchy. However, these processes are not well defined and are under discussion and development. (6.C.5)

**Insert power point chart from Planning Council**

TMCC administrators, particularly the President, understand the link between open communication and coordination within and among organizational units, for only when all units share information and resources does the entire college work toward fulfillment of the Mission and attainment of the strategic initiatives, goals, and objectives. President Ringle communicates with the college community on a regular basis **can we attach a schedule to this?** via email updates; additionally, he addresses the college community in the fall and spring semesters as part of the “welcome back” activities and provides regular updates of activities at the monthly Faculty Senate meetings. The VPAA, likewise, sends out email updates on an intermittent basis and directly facilitates coordination between instructional divisions at the college. The identification of division goals began in **I have heard rumors about this—some divisions are doing this?—but I need help filling in this gap. Help!**

Cooperative working relationships exist and are facilitated by the administration as well as by the initiative of college members; there are very few college committees that are not open to input from diverse constituents.

The *TMCC 2004 Climate Survey on Campus Climate* has a section on communication and direction which demonstrates an “impressive” increase regarding communication and direction of the college, which is directly related to cooperative and coordinated working relationships among organizational units. Forty-one percent of 2004 respondents agreed that communication is effective between faculty and administration, compared to only 27% in 2002. Related to that, in 2004, 60% of respondents agreed that “TMCC’s atmosphere encourages open expression of ideas,” compared to 48% in 2002.

Significantly, 73% of 2004 respondents (vs 39% in 2002) felt that TMCC has well defined goals for the future; 80% (vs 63%) agreed that TMCC is making progress in meeting its educational mission; a corollary increase is seen in progress toward meeting TMCC’s service mission (70% vs 61%). Fifty-five percent of the 2004 respondents agreed that TMCC has a shared sense of direction, compared to 30% in 2002, which can be attributed to the broad governance, administrative, and organizational shifts since President Ringle arrived and initiated campus-wide planning efforts such as the Strategic Plan, Academic Master Plan, Facilities Master Plan, and organizational changes throughout the college. The concerted, consistent efforts of the administration to communicate with the college community as these processes move forward has resulted in measurable improvements, as noted above.

#### **Institutional Research Results (6.C.7)**

Institutional Research was established as an organizational unit in **need date** in direct response to a need for data-driven planning. In its early stages, the office met with

resistance due to college issues of ownership and a sense that changes, often substantiated by the Institutional Research office, were being driven from the top down to the organizational units.

However, the quality of research and data provided by the Institutional Research office has convinced the college community that the data driven approach is directly tied to the success of the college and its students. The Institutional Research office facilitates assessment at three distinct levels: the institutional level, which evaluates how well the College is accomplishing its mission and goals through various assessment components, including performance indicators; the program and department level, which evaluates the effectiveness of instructional programs and services to TMCC students; and the course and unit level, which evaluates individual courses, their content, and their relevance to students' objectives and the College's goals.

The processes and results of the Institutional Research office are distributed to the college community via the Institutional Research web site and are integrated into the planning processes of the College at every level.