

Historical Context

TMCC derives its governance structure from the Constitution of the State of Nevada, which established the University and Community College System of Nevada (UCCSN).³⁵ The UCCSN and its eight member institutions are administered under the direction of the Board of Regents. The *Board of Regents Handbook* outlines presidential responsibilities and authority 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 TMCC.

The 1995 Northwest Association of Schools and Colleges Evaluation Committee Report noted that the administrative organization of TMCC had been “transitioning” for some time and clearly delineated areas that needed to be addressed. Specifically, the Northwest Evaluation Committee recommended the development of an organizational structure and clearly defined and understood operating procedures. The Accreditation Report noted that TMCC needed a method for achieving greater “responsible participation in decision-making, implementation, and evaluation” by various constituencies within the College. The Northwest Evaluation Committee also recommended TMCC 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 Self-Study Standard 6 Committee are equally broad and comprehensive. The Committee concluded that TMCC 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,” TMCC targeted shared governance as an objective of the Strategic Goal of Welcoming and Supportive Environment (*Strategic Planning*, p.10). Various college constituencies, in response to the TMCC 2004 Survey on Campus Climate, indicated that the goal of achieving a healthier state of shared governance, inclusive of opportunities to be involved in policy development, decision-making processes, and planning processes, had been attained at TMCC. Respondents also answered favorably to questions addressing communication, indicating that communication between tiers of institutional governance had improved.

A significant development at TMCC over the past three years has been the desire to engage and define the term “governance” and its many manifestations institutionally. Governance at TMCC is openly discussed and understood to reflect the institutional infrastructure and organizing principles of leadership as well as the theoretical models adopted by leadership, articulated in the various bylaws and constitutions informing organizational action. Neither aspect of governance can be understood without reference to and reflection of the significance of the other—theory must inform institutional structure even as organizational structure necessarily determines the boundaries and benefits of a specific leadership theory. In the past, faculty, staff, and administrative cultures struggled to understand the relationship between these two concepts of governance, which severely impacted their sense of each other. As a result, faculty, staff, and administration experienced at times profound moments

³⁵ The Constitution of the State of Nevada establishes the University and Community College System of Nevada; the Board of Regents administers the UCCSN. Thus there are two tiers: one, the UCCSN, of which the Chancellor and the institutional presidents are officers; and the Board of Regents, the 13-member governance board (See Standard 6.B.1-9 for a fuller discussion of the structure, authority, and role of the Board of Regents).

of poor communication and mistrust of one another. In contrast, currently faculty, staff, and administration have a much clearer sense of the dynamic relationship that should exist between theories of governance and structures of leadership. Perhaps more importantly, faculty and administration understand that all constituents need to participate in this dynamic system of governance if TMCC is to continue along this positive path. This mutual awareness has inculcated a true spirit of shared governance at TMCC and fostered a pervasive optimism about the future.

Governance System (6.A)

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

State of Nevada statute, the Board of Regents, administrative policies, and the terms of the Nevada Faculty Alliance Collective Bargaining Contract determine and define the system of governance at TMCC. The relationship between the Board of Regents, the governing board for the UCCSN, and the administration of TMCC is clearly outlined in the *Board of Regents Handbook*. This document details the following system-wide and college-specific organizational principles: the structure of the UCCSN, the organization of the Board of Regents, the authority it grants institutional presidents, the ways in which various college constituencies participate in the governance structure of the institution, the organization and administration of faculty senates, student governments, and classified staff.

More specific to TMCC's governance system, Title V of the *Board of Regents Handbook* contains *TMCC Institutional Bylaws*, which per UCCSN mandate set forth TMCC's organizational structure and personnel policies central to the governance and administration of the College (See Exhibit 6.1, *TMCC Institutional Bylaws*). Each governance constituency is referenced in the *TMCC Institutional Bylaws*; however, it is important to note that other significant policy documents, such as the Faculty Senate Bylaws, ASTM Constitution, and the NFA Contract, also define the more localized systems and organizational structures of specific governance constituencies at TMCC (See Exhibits 6.2, 6.3, and 6.4, Faculty Senate Bylaws, ASTM Constitution, and the NFA Contract).

The *TMCC Administrative Manual* serves as the primary document defining administrative authority and responsibilities (See Exhibit 6.5, *TMCC Administrative Manual*). The *TMCC Administrative Manual* provides information for administrators to assist them “in understanding and implementing college policies, identifying responsibilities, and providing guidelines in the performance of specific tasks” (p.15). TMCC faculty responsibilities are delineated in the *TMCC Institutional Bylaws*, the *TMCC Administrative Manual*, and the TMCC Faculty Senate Bylaws, which set forth the representational structure and function of Faculty Senate. The Nevada Faculty Alliance also represents faculty in the

collective bargaining unit and during spring 2005 renegotiated portions of the NFA Contract. Similarly, the ASTM has a Constitution that provides for a representational student government, and classified staff members have a Constitution and Bylaws governing their organization and participation in the college governance structure (See Exhibit 6.6, TMCC Classified Council Constitution).

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 in 6.A.1 also define and describe the governance roles of each constituency. Furthermore, each governance constituency's self-generated policy document establishes the relationship of the group to TMCC's overall governance structure and institutional and system governance documents. These constituency-specific documents define the terms of group membership, representation, and articulation and clarification of issues reflected in the constituency's domain of influence. 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 unit goals, job descriptions, and the details of their contracts.

The TMCC 2004 Survey on Campus Climate indicates that faculty and staff understand their roles (especially in terms of contractual obligations and their positions in departments) and the nature of their relationship to governance groups, administration, and the totality of TMCC's governance structure (See Exhibit 6.7, TMCC 2004 Survey on Campus Climate for a fuller documentation of faculty and staff responses). In the survey section, Governance and Leadership, respondents indicated that “more than half . . . think their input is sought in decisions that affect their work [55 percent], that they have opportunities to be involved in policy development [54 percent], and that the administration is supportive of shared governance [51 percent].” However, only 34 percent of the respondents agreed that classified staff members are given opportunity to provide input into

planning processes. A further breakdown of responses indicates that “faculty [65 percent] were more than twice as likely as staff [29 percent] to think they have opportunities to be involved in policy development.” Interestingly, throughout the TMCC 2004 Survey on Campus Climate, responses reflect an inverse relationship between the length of employment and the qualitative nature of the response: the longer an employee has worked at TMCC, the less likely she or he is to respond positively to questions regarding governance. This statistical relationship expressed in the survey responses may not, however, reflect a direct critique of activity performed by any one specific governance constituency or policy development committee. Rather the implied critique may in fact be a residual and generation-based distrust of governance processes understandably rooted in the experiences of those faculty and staff who were employed at TMCC during the latter part of the 1990s (See Historical Context and Current Situation sections of this standard for a discussion of history of governance at TMCC as well as Standard 4.A.3 for generation-specific data regarding faculty).

Data reflective of students’ perceptions of their role in institutional governance can be inferred from the results of the 2003-2004 Graduate Survey. Students’ responses to survey questions regarding General Education Skills, Learning Environment, Services, and Overall Satisfaction indicate that they have a keen and substantial awareness of the quality of their own experiences and a clear sense of their success as TMCC graduates. For example, 90 percent of respondents agreed that TMCC helped them meet the goals they expected to achieve. Implicit in graduated students’ overwhelmingly positive response to

the survey is the simple fact that governance groups and administration facilitated, through their shared leadership and policy decisions, the overall quality of students’ educational experiences and ultimately contributed to their satisfaction (See Exhibit 6.8, 2003-2004 Graduate Survey for a fuller documentation of student responses).

Constituent Involvement and Influence in Governance Structure (6.A.3)

TMCC’s system of governance relies on the participation of faculty, students, and staff. The consideration of these constituencies, especially in matters in which they have direct and reasonable interest, is integrated into the governance structure through a variety of mechanisms. The President’s Cabinet and Extended Cabinet were established “[f]or the purpose of coordination of efforts and generating recommendations on matters of personnel policy, institutional mission, and college policy,” as outlined in *TMCC Institutional Bylaws* (See Figures 6.1 and 6.2, President’s Cabinet and Extended Cabinet Members). These two leadership bodies are the primary governance and administrative groups for TMCC; all constituent input is ultimately channeled through these two bodies.

Responses to the TMCC 2004 Survey on Campus Climate indicate that the President’s Cabinet is effective in addressing the challenges facing TMCC [55 percent]. Furthermore, 41 percent of respondents agreed that the President’s Cabinet empowers faculty and staff in the decision-making process, and an impressive 77 percent agree that the President effectively addresses the challenges facing TMCC. Implicit in these numbers is a clear

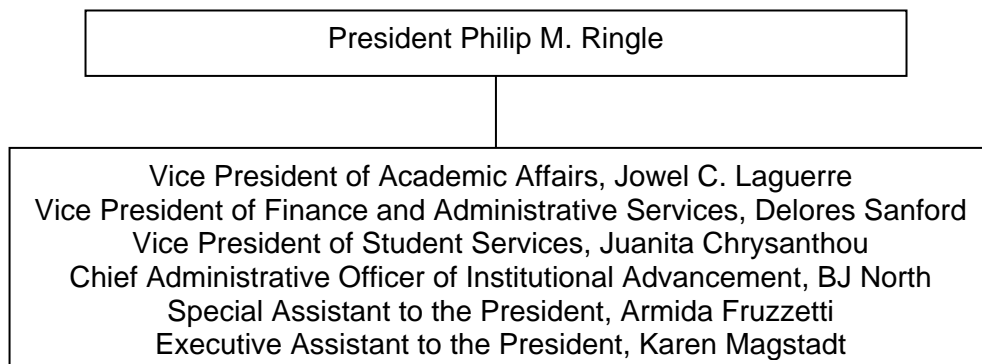


Figure 6.1 President’s Cabinet

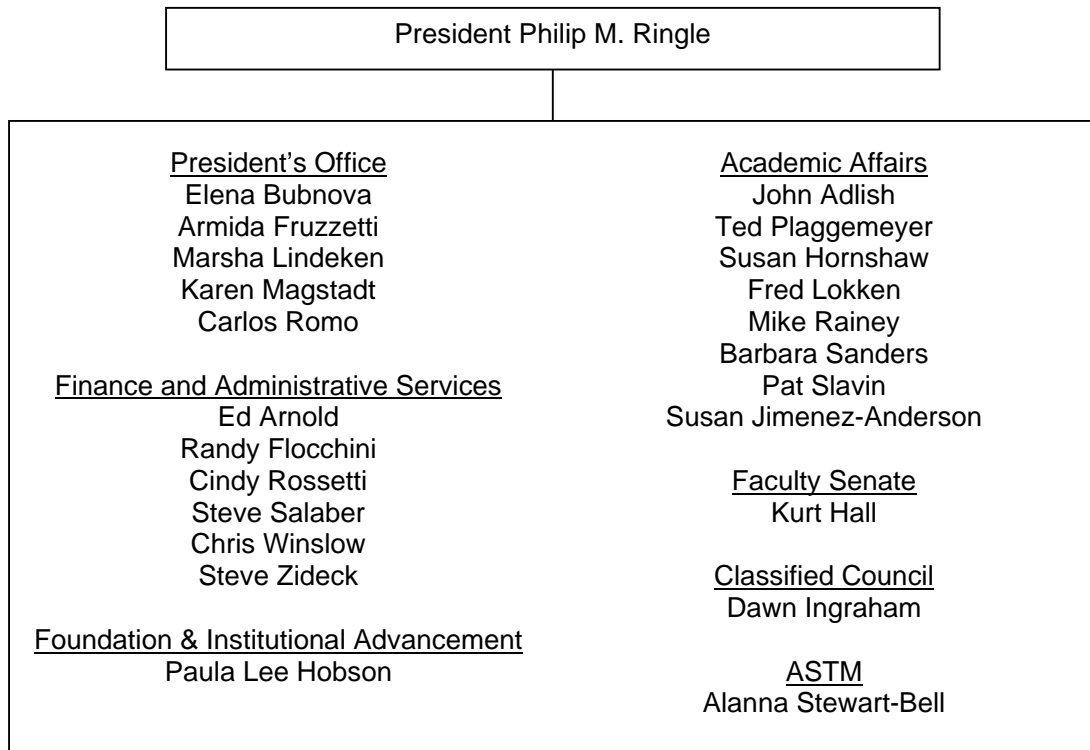


Figure 6.2 Extended Cabinet

indication that a significant percentage of the college culture believes that governance, both structurally and in terms of the theoretical models enacted at TMCC is headed in a very positive direction; however, as evident in some responses, there remains a percentage of respondents who perceive that governance decisions, particularly at administrative levels, are not communicated consistently, despite the current structure that is designed to facilitate better communication between various constituencies than the College experienced in the past (See TMCC 2004 Survey on Campus Climate, p. 20).

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 TMCC. The extended instructional deans group includes various stakeholders or members of the College who have input in decision-making processes or may be affected by the group's decisions (See Figures 6.3 and 6.4, Instructional Deans and Extended Group).

The instructional deans meet at least twice monthly to discuss the administration of instructional areas, such as budget (college, division, and department), allocation of instructional positions, and various academic and administrative policies and procedures. In an open, informal setting, the instructional deans reach consensus

on a given issue, and the outcomes of this discussion are then supposed to be communicated to the appropriate constituents.

The extended instructional deans meet monthly and discuss many of the same issues as the core instructional deans, but the forum, and commensurately, the issues, are broader. The extended instructional deans meet with the express intent of informing the affected constituencies and obtaining their input. Again, in an open and informal setting, issues are discussed and often referred back to the originating group until consensus is achieved or a decision is made.

In a similar fashion to the comments made regarding communication patterns and the President's Cabinet, a perception exists among faculty and staff that the amount and flow of information extending through the Vice President of Academic Affairs, the deans, and the department chairs, and, ultimately, to the faculty is inadequate and inconsistent regarding administrative decisions, particularly at the instructional deans' level. Why this breakdown in communication occurs is not entirely clear. The instructional divisions meet as a group only once a semester, and each instructional dean meets with his or her department chairs on individually set schedules; furthermore, department meeting schedules vary. All, or any combination, of these factors can lead to

Vice President of Academic Affairs, Jowel C. Laguerre
 Arts and Humanities Dean, John Adlish
 Social Sciences and Business Dean, Susan Hornshaw
 Math, Science, Engineering, and Technology Dean, Ted Plaggemeyer
 Workforce Development and Continuing Education Dean, Mike Rainey
 Health Sciences and Safety Dean, Barbara Sanders

Figure 6.3 Instructional Deans

Vice President of Academic Affairs, Jowel C. Laguerre
 Arts and Humanities Dean, John Adlish
 Social Sciences and Business Dean, Susan Hornshaw
 Math, Science, Engineering, and Technology Dean, Ted Plaggemeyer
 Workforce Development and Continuing Education Dean, Mike Rainey
 Health Sciences and Safety Dean, Barbara Sanders
 Extended Day Services Associate Dean, Pat Slavin
 Applied Industrial Technologies Associate Dean, Jim New
 Teaching Technologies Associate Dean, Fred Lokken
 Interim Director of Library, Susan Jimenez-Anderson
 Interim Director of Nursing, Karen Fontaine
 Coordinators, guest presenters—as needed

Figure 6.4 Extended Instructional Deans Group

inconsistently communicated information, both horizontally (across tiers of administration) and vertically (between reporting lines). The Self-Study Standard 6 Committee notes that this absence of a systematic, standardized method of communicating administrative decisions across divisions and departments is one of the main areas the College can address in the future (See Next Steps section of this standard).

The administrative groups in the Student Services Division meet regularly. All directors' meetings take place on a monthly basis since these administrators report to either the Dean of Student Services and Enrollment Management or the Associate Dean of Students. Monthly meetings ensure communication and coordination of efforts across all areas. Additional meetings take place according to the reporting line; the Dean and Associate Dean meet weekly with the directors of Admissions & Records, Financial Aid, and New Student Programs as a group and with each director individually biweekly. The Associate Dean meets biweekly with the directors of Counseling and Advisement, the Career Center, E. L. Cord Child Care Center, Re-Entry, Student Outreach Services, and Veterans Upward Bound as a group and with each director individually during alternate weeks. Group meetings allow communication of updates from the Vice President of Student Services and discussion of upcoming

events and activities. By sharing information regarding planning and program staffing and by inviting all constituents to participate in brainstorming sessions, governance groups in Student Services have created a process of communication that has improved the efficiency of Student Services and created a sense of unity in that division. Finally, the Dean and the Associate Dean meet individually with the Vice President of Student Services on a biweekly basis; on alternate weeks, the Vice President, Dean, Associate Dean, and Retention Coordinator meet.

Additionally, other recommending and advisory bodies contribute to the system of governance at TMCC; some are permanent, such as the Academic Computing, Academic Leaders, Strategic Enrollment, and Planning Council; others are formed on an ad hoc basis, such as the Budget Advisory Committee, to address a specific issue and then disband. As charges come forward, the assignment of the committee is made at the presidential or vice presidential level, depending on the reporting line and sphere of influence attached to the issue (See Exhibit 6.11, Governance Committees).

Again, a clearer and more widely disseminated articulation of governance structure would improve the college-wide 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 roles in matters of interest to them. In the TMCC 2004 Survey on Campus Climate, 54 percent of faculty respondents agreed that Faculty Senate empowered faculty to participate in decision-making processes; 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. Forty-one percent of classified staff agreed that Classified Council functioned in a similar manner. Data on student perceptions about their role in the governance process is not available and should be sought, perhaps through the formation of ASTM focus groups.

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 TMCC 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, both a faculty/staff differential and a generation-based variable appear to emerge in response to this question. Sixty-one percent of faculty members agree and only 26 percent of classified staff members agree with the notion that administration is supportive of shared governance. Moreover, while 67 percent of the most recently employed agree with this statement, the percentage drops to 36 percent of employees at 6-12 years of employment, and 49 percent of the employees who have been at TMCC for 13+ years agree. This dip in the mid-range has been variously attributed to post-tenure burnout, the common experience of a variety of administrative structures among that group, or perhaps a normal longevity issue.

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

The majority of policy statements regarding the division and administration of UCCSN institutions is located in the *Board of Regents Handbook* (Title 2). 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 (See Standard 6.B.1 for a full discussion of the structure of the Board of Regents). The *Board of Regents Handbook* defines the officers of the UCCSN 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. 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, TMCC’s President is the primary link between TMCC 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 stated in the *Board of Regents Handbook* include statements that each institution should develop its own policies and procedures in 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 coexist between institutions while offering each institution a degree of flexibility within the larger, statewide governance structure.

Governing Board (6.B)

Board Representation (6.B.1)

The Board of Regents is a 13-member elected body whose representation is based upon Congressional districts; thus, as a body it is broadly representative of public interests.³⁶ Regents are elected on six-year cycles with no prohibition against reelection to service on the Board. 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 (See Figure 6.5, Board of Regents). 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; institutional presidents are classified as officers of the UCCSN. The Board of Regents sets policies and approves budgets for Nevada's entire public system of higher education.

Board of Regents' Policies and Roles (6.B.2-4, 6)

The *Board of Regents Handbook* states that no member of the Board of Regents can act in place of the body unless the body has expressly designated such an action; all official actions of the Board of Regents require at least seven affirmative votes, ensuring the Board of Regents acts as a committee of the whole.

The *Board of Regents Handbook* addresses the organization, composition, authority, and powers of the Board of Regents in Title 1, Bylaws of the Board of Regents. Moreover, it details Board policies and procedures, including evaluation of the Chancellor and institutional presidents. This document also articulates the authority, composition, powers (both exercise of and limitation of), and compensation (no Regent may receive any compensation for serving on the Board) of members of the Board of Regents. Ethical conduct requirements for

Regents are directly addressed in Title 2, Chapter 1, Sections 2, 3, and 4. Through standing and ad hoc committees, the Board of Regents exercises its authority and discharges its oversight responsibilities of all UCCSN entities.

The Board of Regents selects, appoints, and regularly evaluates the chief executive officer, the Chancellor (See *Board of Regents Handbook*, Title 1, Article VII, Section 3 for a listing of the Chancellor's duties). The Chancellor is designated as the Chief Executive Officer and Treasurer of the UCCSN and is responsible to the Board of Regents for the administration and financial management of the UCCSN; 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.

The Board of Regents is also responsible for the recruitment, selection, appointment, and evaluation of institutional presidents. The Board of Regents conducted a national search that resulted in the hiring of TMCC's current President, Dr. Philip Ringle, in March 2002. The presidential search committee was composed of a Regents' Committee and an Advisory Committee of TMCC faculty, staff, and advisory board members, ensuring a voice for all constituents in the selection process.

The Chancellor evaluates presidents on an annual basis with a full evaluation cycle every three years. In the full evaluation cycle (which took place for President Ringle in fall 2004), the Board of Regents brought in an external consultant to conduct the evaluation and solicit input from all major college groups. The results of this evaluation process were then presented to the Regents' Evaluation Committee and finally to the Chancellor for consideration. The Regents' Evaluation Committee met with Faculty Senate and Classified Council and made itself available to any member of the college community. The Committee's results were presented to the Chancellor, and subsequently the Chancellor's evaluation was presented to the full Board of Regents in a closed personnel session at a regularly scheduled Board of Regents meeting.

³⁶ TMCC is one of eight institutions and one of four community colleges under the governance of the UCCSN Board of Regents. Additionally, the Board of Regents has authority over the following special units: the Chancellor's Office, the UCCSN System Computing Services, and the University of Nevada Press.

<u>Regent</u>	<u>District</u>	<u>Geographic Area</u>
Dr. Stravros S. Anthony, Chair	12	Clark County
Dr. Jill Talbot Derby, Vice Chair	9	Carson City, Douglas, Lyon, Storey, & Washoe Counties
Mark Alden	4	Clark County
Thalia M. Dondero	3	Clark County
Dorothy Sewell Gallagher	8	Churchill, Elko, Esmeralda, Eureka, Humboldt, Pershing, & White Pine Counties
Douglas Roman Hill	11	Washoe County
Linda C. Howard	1	Clark County
James Dean Leavitt	13	Clark County
Howard Rosenberg	10	Washoe County
Dr. Jack Lund Schofield	5	Clark County
Michael Wixom	6	Clark County
Steve Sisolak	7	Clark County
Bret Whipple	2	Clark County

Figure 6.5 Board of Regents

The Board of Regents regularly evaluates and revises its policies and procedures with the goal of effective and efficient governance. For example, the Board sought to create a System Workload Policy in 2003 to address issues of accountability and equity across institutions. The resulting policy emerged from multiple perspectives and reflected system-wide consensus. To identify and address performance, evaluation, planning, and development concerns, the Board of Regents created an ad hoc Committee on Board Development Committee in July 1998 with the stated goal of working with the Board Chair and Chancellor in planning and implementing an orientation program for new Regents and a yearly Board workshop/retreat. The ad hoc Committee on Board Development reports to the full Board at regularly scheduled meetings.

Board Oversight of TMCC (6.B.5,7-9)

The Board of Regents established the *UCCSN Master Plan for Higher Education*, which sets goals, targets, and philosophical directions for the future of all higher education institutions in Nevada and requires that each UCCSN institution have an individual strategic plan that clearly reflects the overarching goals of the UCCSN 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 each plan to ensure that the institution is organized and staffed in accordance with its mission, size, and complexity.³⁷ TMCC's Strategic Planning Council, instituted in November 2002, created TMCC's *Strategic Planning* document. This document presented a revised TMCC Mission Statement, set of Strategic Goals, and list of priorities for the College. When the Board approved TMCC's *Strategic Planning* document in October 2004, it also approved the revised Mission Statement (See Standard 1 for a complete discussion of the history and current status of TMCC's Mission Statement and Strategic Goals). Furthermore, the Board approved TMCC's reorganization of academic divisions in January 2004, following guidelines that require consultation with the Faculty Senate and consideration of recommendations made by the President and the Chancellor.

The Board of Regents also approves all major academic, vocational, and technical programs of study, including degrees and certificates. The Board's Academic, Research, and Student Affairs Standing Committee provides

³⁷ The Board of Regents 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" (*Board of Regents Handbook*, Title 4, Chapter 1, Section 3.1).

guidance in the development, review, and recommendation of academic programs and degrees of UCCSN institutions and considers and recommends to the full 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.

The UCCSN and legislative funding processes function on a biennial budget cycle. TMCC develops a budget and makes its requests, along with all other institutions, to the UCCSN 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 UCCSN 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 of this Self-Study. Two Board of Regents committees, the Budget and Finance Committees, review each institution's budget requests in light of the final system-wide budget allocation and recommend operating budgets for each institution. The Audit Committee, which has review and oversight functions over system funds, is then responsible for assessing that each institution uses the allocated funds appropriately and consistently.

Institution presidents notify the Board of Regents when an accreditation cycle is in progress and present the results of the Self-Study and Accreditation Report to the Board at a regularly scheduled meeting.

Leadership and Management (6.C)

Chief Executive Officer (6.C.1)

In addition to being designated an officer of the UCCSN, presidents are also designated as the Chief Administrative Officers and the “principal spokesm[e]n for the member institution.” Presidential duties include representing the mission before the Regents, the Legislature, and all other appropriate bodies. Presidents are also classified as “chief executive officer[s].” *TMCC’s Administrative Manual* replicates the *Board of Regents Handbook* language regarding presidential authority and role in the governance structure, and *TMCC Institutional Bylaws* 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)

TMCC administrators act in a manner consistent with their duties, responsibilities, and ethical conduct requirements as delineated in UCCSN and TMCC governance policies. The *TMCC Faculty/Staff Handbook’s* chapter on institutional organization has a section that outlines the structure of TMCC’s Leadership Team as follows: President Philip Ringle, Vice President of Student Services Juanita Chrysanthou, Vice President of Academic Affairs Jewel Laguerre, and Vice President of Finance and Administrative Services Delores Sanford. Each administrative position has a role statement attached to it that articulates areas of responsibility, authority, and reporting line. TMCC’s administrators, like faculty and staff, are expected to abide by the ethical conduct requirements that apply to all members of UCCSN institutions.

In order to identify candidates who are qualified to provide effective educational leadership and management, 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 meets educational leadership and management criteria specific to the area of administration.

Candidates for administrative positions are hired after national searches and an extensive, systematic hiring committee review. Search committees typically include a broad representation of college personnel, including

other administrators, faculty, classified staff, and students. Typically, at the presidential, vice presidential, and dean levels, search committees host college-wide forums that allow all constituents access and input to the search process. In the past three years, TMCC has achieved a great degree of stability at specific administrative levels. For example, TMCC’s current vice presidential tier of administration is in place, and the current vice presidents have a level of credibility that was lacking in prior TMCC administrations, largely because they were each the product of a rigorous national search process.

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 presidential 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, some administrative duties were reallocated from the deans to the department chairs. This shift caused a lack of clarity regarding roles between 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; many of the administrative and management duties that were assigned to deans, such as evaluation of full-time faculty, budget requests, and hiring, have been delegated to the department chairs, who remain on faculty contracts. 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 a faculty position by definition in the NEA Contract but administrative in nature. The recent (spring 2005) renegotiation of the NEA Contract has restructured and redefined these duties and may prove the catalyst in resolving the tension regarding roles, responsibilities, and accountability between the deans and department chairs. At the direction of the Vice President of Academic Affairs, a committee of department chairs is being formed to develop an evaluation instrument that accurately reflects the

department chair position and duties in the administrative structure of the College (fall 2005).

Historically, the evaluation of administrators at TMCC has been problematic. Neither the evaluation cycle nor the evaluation instrument is clearly understood by the majority of faculty or classified staff. Prior to two years ago, there was no consistent process or instrument; faculty input into administrative evaluations was undertaken sporadically (once by Faculty Senate). In the span of the last two years, a process and an instrument have been developed, implemented, and further refined. The philosophy behind the Administrative Faculty Performance Appraisal is to evaluate administrators each year using specific performance indicators and then have a fuller, more rigorous and comprehensive evaluation every three years. The President's Cabinet and the Extended Cabinet developed the instrument and process for this two-tiered evaluation model; the final evaluation instruments were distributed to all constituents via e-mail. Faculty members have requested an opportunity beyond the current policy for input during the annual evaluation period as well as the three-year evaluation cycle, and President Ringle has indicated that faculty will have that opportunity.

Institutional Advancement Activities (6.C. 4)

The TMCC Foundation, created in 1982, performs external fundraising activities at TMCC. The Foundation engages in "friend raising and fundraising activities" that build and enhance relationships between businesses and TMCC 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 bimonthly Foundation Breakfasts, which bring Foundation Board members and local business and community leaders to TMCC 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 journal, as well as for equipping Smart classrooms. The Foundation produces a brochure that identifies areas of donor need and lists successful donors and campaigns. The TMCC

Foundation clearly and directly supports the TMCC Mission Statement by providing enhancements to the educational experiences of faculty, staff, and students. (See Standard 7.D.1 and 7.D.2 for additional information regarding the TMCC Foundation).

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

TMCC's administrators, faculty, staff, and students have a stake in adhering to timely decision-making processes. It is important to note that the administration and management of any 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 when faced with 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 (See Standard 3.B for a discussion of the history of the Student Complaint Policy).

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 and should initiate a role in the decision-making process through Faculty Senate or Classified Council and their input can then work its way up through the administrative hierarchy. However, these processes are not well defined and are under discussion and development. Judging the decision-making process as timely (or not) is subjective as timelines are developed in response to the complexity of the issue and the number of groups involved (See Figure 6.6, Decision-Making and Implementation Process).

Cooperative Working Relationships and Communication (6.C.6)

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

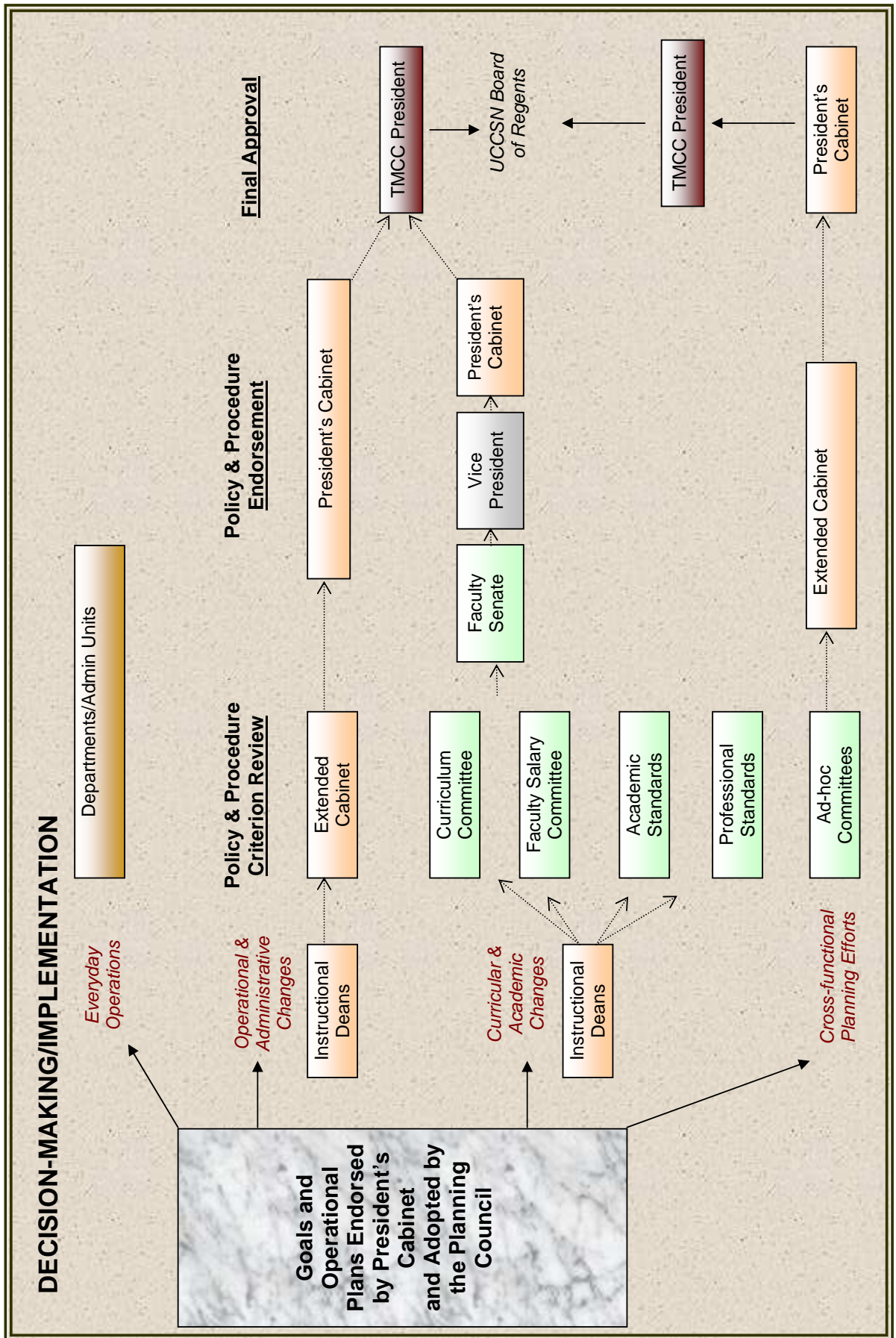


Figure 6.6

the entire College work toward fulfillment of its greater mission and attainment of its strategic initiatives, goals, and objectives. Indeed, as stated in the Current Situation of this standard, the various constituencies' understanding of what governance is and can be—the dialectical relationship between theories and structures of governance—depends upon a free flowing and candid level of communication and trust in the integrity of that communication. As such, communication is essential to good governance, and respectful disagreement is the essence of that trust.

President Ringle communicates with all constituents on a regular basis via e-mail updates; additionally, he gives his State of the College Address to the college community at the start of the fall and spring semesters as part of the “welcome back” activities. Furthermore, President Ringle provides regular updates of activities at the monthly Faculty Senate meetings. The Vice President of Academic Affairs, likewise, sends out e-mail updates and directly facilitates coordination between instructional divisions at the College. Moreover, administration fosters cooperative working relationships between the various organizational units. To this end, there are very few college-wide committees that are not open to input from diverse constituencies.

Institutional surveys do indicate a generally positive assessment of the level of communication and cooperation between organizational tiers. The TMCC 2004 Survey on Campus Climate has a section on communication and direction. Responses to these questions indicate a collective sensibility that there has been an “impressive” increase in communication and direction of the College. Forty-one percent of 2004 respondents agreed that communication is effective between faculty and administration, compared to only 27 percent in 2002. Related to this statistical increase, in 2004, 60 percent of respondents agreed that “TMCC’s atmosphere encourages open expression of ideas” compared to 48 percent in 2002.

The broad governance, administrative, and organizational shifts since President Ringle arrived and initiated campus-wide planning efforts—such as the *Strategic Planning* document, Academic Master Plan, Facilities Master Plan, and organizational changes throughout the College—must be noted. The concerted, consistent efforts of the administration to communicate with the college community as these processes move forward has resulted in measurable improvements between 2002 and 2004 (See Figure 6.7, Changes in Communication Direction—2002-04).

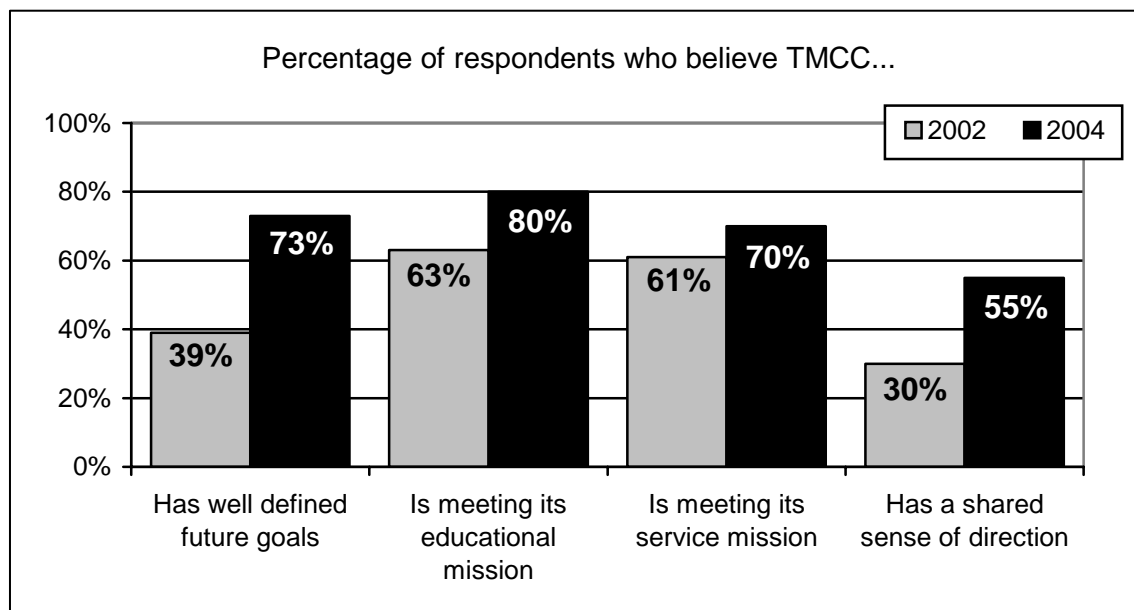


Figure 6.7 Changes in Communication Direction

Institutional Research Results (6.C.7)

Institutional Research was established as an organizational unit in direct response to a need for data-driven planning that would contribute to the improvement of the teaching-learning process. Administrative changes in the Institutional Research Office resulted in its more proactive involvement in TMCC's planning efforts, in addition to facilitating research for improving operations and providing external reporting. In its early stages, Institutional Research met with resistance due to various constituencies' issues of ownership and a sense that changes, often substantiated by Institutional Research, were being driven from the administrative tier down to the instructional and organizational units.

However, the quality of research and data provided by Institutional Research has convinced TMCC's various constituents that the data driven approach is directly tied to the success of the College and its students. Institutional Research provides data support through a variety of regular reports, i.e., *TMCC FactBook*, Performance Indicators, etc., as well as through ad-hoc requests for data and information. In this way, Institutional Research facilitates data collection to support college-wide assessment activities at three distinct levels: the institutional level, which evaluates how well the College is accomplishing its Mission Statement and Strategic 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.

Currently, Institutional Research consists of a director and two research analysts. The processes and results of Institutional Research are distributed to TMCC's community via the Institutional Research Web site as well as electronic newsletters published each semester. The results are integrated into the planning processes of the College at every level. Institutional Research Director Elena Bubnova makes regular presentations at the President's Cabinet, Extended Cabinet, instructional deans' meetings, and Planning Council meetings as well as other groups, such as the Student Learning Outcomes and Assessment Committee. Additionally, Director Bubnova is accessible and available to all constituencies; for example, Institutional Research collaborated with Faculty Senate in gathering data for the presidential evaluation and for a survey on faculty perceptions of evaluation as well as faculty workload issues.

Policies and Procedures for Administrative and Staff Appointment (6.C.8)

Policies and procedures for administrative and faculty staff appointment are readily available on the TMCC Human Resources Web site in the form of a *Search Committee Manual*. Policies and procedures for hiring faculty are prescribed by the NFA Contract. Procedures for hiring classified staff are also available on the Human Resources Web site with links to Business Center North (BCN) and the State of Nevada. The Director of Human Resources offers training sessions to search committee chairs. In addition to the *Search Committee Manual*, all necessary forms for completing a search are available on the Human Resources Web site, and Human Resources personnel carefully track the progress of all search committees, whether administrative, faculty, or classified. Beginning in 2006 a new recruitment module from PeopleAdmin will facilitate compliance and decrease the manual handling of paper work for recruitments.

Per the *Board of Regents Handbook*, searches are not required to fill positions by internal institutional promotion or transfer; however, historically TMCC has not filled administrative or faculty positions without at least an internal search. Search waivers are used to fill positions where there is no one else qualified to fill a position or in an emergency situation and are reported to the Board of Regents.

Faculty and administrators are appointed, evaluated, promoted, and/or terminated under policies and procedures of the UCCSN; the *Board of Regents Handbook* provides both general and specific guidelines for these personnel actions, and they are further defined at the institutional level (See Standard 4.A.6. for a fuller discussion of faculty recruitment, retention, and hiring practices). The *Board of Regents Handbook* requires that all faculty members, both administrative and teaching, be evaluated annually, and TMCC follows this requirement. The *Administrative Faculty Performance Appraisal Policy and Procedure* document was developed in 2003 and has been revised each year to reflect changes as the document was implemented (See Exhibit 6.9, *Administrative Performance Document*). TMCC's Faculty Senate recently completed a review and revision of the instructional faculty evaluation documents and processes. Instructional faculty, library faculty, and counseling faculty have developed instruments that are specific to each area while following similar institutional and UCCSN parameters.

Faculty have the opportunity for professional growth and movement across the salary scale in two ways, either through receiving tenure so they are promoted from instructor to professor, or through professional advancement where faculty move over columns on the salary schedule for completing additional courses or degrees. In the spring of 2005, the Faculty Senate Professional Standards Committee developed a plan to address the perception that technical/occupational faculty were not afforded the same opportunity for advancement as other faculty, and Human Resources is currently revising the Professional Advancement Plan as a result. Administrators and faculty are subject to notices of non-reappointment and the termination policies set forth in the *Board of Regents Handbook*.

Classified staff members are employees of the State of Nevada and are subject to the policies and procedures of the Nevada Administrative Code, which is derived from Nevada Revised Statutes. Classified staff appointment, evaluation, promotion, and termination policies and procedures are thus developed and implemented by the State of Nevada Department of Personnel.

The matrix of policies, procedures, and criteria that apply to the different levels of administrators, faculty, and staff may be difficult to navigate for those who do not know where to go for the information. In response to this, TMCC has revised its *TMCC Administrative Manual* and is examining the consistency and cross referencing of various TMCC-specific policies. There is no set schedule for review of UCCSN or institutional personnel policies and procedures; instead, as the need arises, individuals or groups initiate review and/or revision processes.

Administrative and Staff Compensation (6.C.9)

Administrative, faculty, and classified staff salary schedules are readily available on the TMCC Human Resources Web site. The *Board of Regents Handbook* stipulates that executive, academic, and administrative salary schedules for the universities, state college, and community colleges shall be developed by the Chancellor's Office and approved by the Board of Regents every four years in odd-numbered years. Any proposed revisions to salary schedules shall not go into effect until approved by the Board of Regents.

In December 2003, the UCCSN conducted a salary study of administrative positions and used 54 public community colleges in the Western Interstate Commission for Higher Education (WICHE) metropolitan areas as a comparison group. Results indicated that many executive level administrative salaries were above the midpoint of the UCCSN community college salary schedule. As a result, presidential salaries remained at their current levels, but vice presidential and dean level salaries were reduced to become commensurate with the WICHE salary study.

The final report of the UCCSN Community College Salary Schedule Task Force was presented at the Board of Regents meeting in March 2002. At that meeting the Board of Regents approved a new community college faculty salary schedule that provides five additional columns to reflect placement for community college professors. In July 2002, 86 currently tenured faculty members were moved to the new professor columns along with those receiving tenure in 2002. Additionally, faculty members receive a 2.5 percent increase for each year of longevity if they receive a rating of satisfactory (See Standard 4.A.4 for a more detailed discussion of faculty salaries and benefits).

The UCCSN understands that competitive salaries and benefits are necessary to attract and retain competent personnel. TMCC, like many other public institutions, has to balance the need to offer strong employment packages with the reality of state budgets. The UCCSN recognizes that in order to recruit faculty in positions designated as difficult to recruit, such as health sciences and vocational/technical areas, salary schedule placement must be flexible. Guidelines from the Chancellor's Office are used in these instances and need to be adhered to. While health insurance rates have risen and some benefits have eroded in the UCCSN, it is important to note that institutions across the nation are facing similar issues. Thus, the UCCSN generally offers regionally competitive and fair salaries; at the same time, commensurate with national trends, health insurance benefits have eroded in the form of increased deductibles and reduced services in some areas.

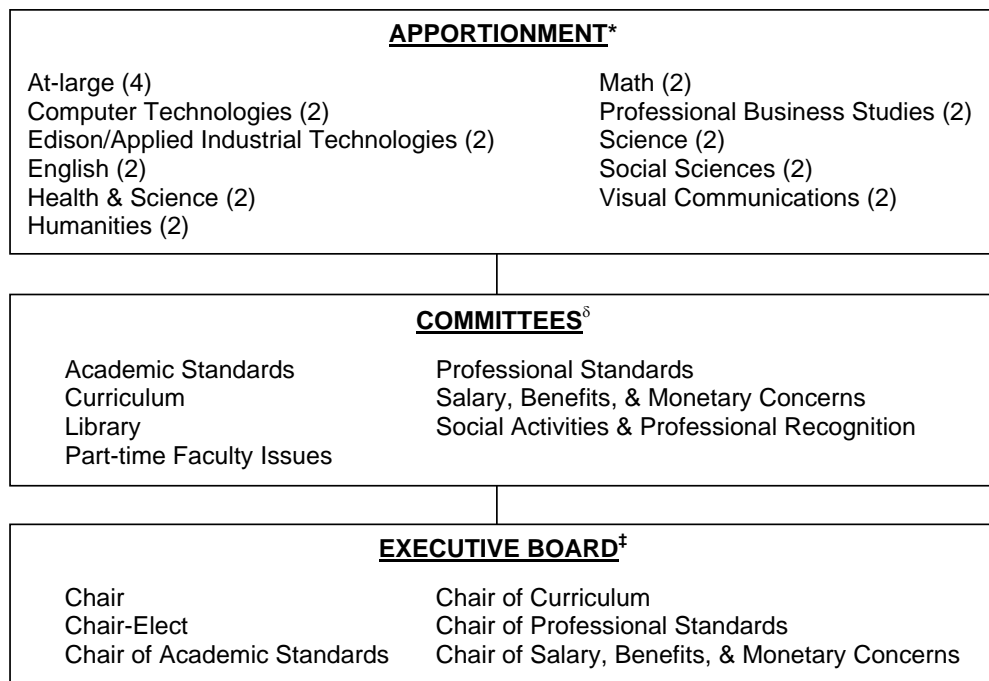
Faculty Role in Governance (6.D)

TMCC's faculty members have a clearly articulated role in institutional governance and are well supported in that role. Indeed, maintaining "an effective shared governance system to provide all college constituencies opportunity for input in the decision-making process" is identified as one of the objectives in TMCC's *Strategic Planning* document, and the faculty's role in this activity is not only made clear and public but is also supported at TMCC. Furthermore, TMCC explicitly recognizes that "[t]o promote the welfare of faculty, staff, and students ... [the College] requires a governance system that is representative, emphasizing responsibility and accountability" (*Strategic Planning*, p.10).

The *Board of Regents Handbook*, the *TMCC Administrative Manual*, and the *TMCC Faculty/Staff Handbook* all outline the structure, role, and responsibilities of faculty to participate in the governance structure of TMCC. The *Board of Regents Handbook* codifies the role of Faculty Senate as a recommending

body to the President and the Board of Regents; as such, TMCC's Faculty Senate is the officially designated institutional organization for faculty to address academic issues and other issues of shared governance, including the formulation of institutional policies and goals at TMCC and in the UCCSN. The structure of TMCC's Faculty Senate ensures broad representation of all faculty, encompassing instructional, counseling, library, and professional faculty. Additionally, the committee structure of TMCC's Faculty Senate reflects the integration of faculty into all areas of governance, planning, budgeting, and policy development. Recognizing that shared governance is a time-consuming process, TMCC provides the Chair and Chair-elect of the Faculty Senate with reassigned time and stipends; additionally, the Chairs of the Academic Standards, Curriculum, Professional Standards, and Salary, Benefits, and Monetary Concerns Committees receive reassigned time to complete their Faculty Senate duties (See Figure 6.8, Faculty Senate Structure). Faculty members can use Faculty Senate service in various

Figure 6.8 Faculty Senate Structure



*Faculty Senate apportionment is based on major instructional units and will be revisited in fall 2005 after division/department reorganization.

^δSee Exhibit 6.2, Faculty Senate Bylaws to review duties of committee chairs, committee composition, and committee charges.

[‡]See Exhibit 6.2, Faculty Senate Bylaws to review details regarding Senate Executive Board.

capacities to fulfill criteria in the annual evaluation process (See Exhibit 6.10, Faculty Annual Evaluation Criteria).

TMCC's Faculty Senate is the primary vehicle for faculty participation in the governance, planning, budgeting, and policy development activities at the College. In addition to the regularly scheduled Faculty Senate meetings, which take place a minimum of eight times a year, the Faculty Senate Chair initiates a healthy flow of information and informal meetings that allow all faculty members the opportunity to be a part of shared governance efforts. The Chair and Chair-elect of Faculty Senate have two sets of biweekly meetings; one is with the Vice President of Academic Affairs and the Vice President of Student Services.³⁸ The other biweekly meeting is with the President. These meetings include discussion of college climate issues, updates on committee efforts (both ad hoc and standing), and updates on activities by the administration, faculty, and Faculty Senate. These meetings tend to close the gap between faculty and administration by allowing a venue for informal recognition and discussion of current issues. The Chair-elect of Faculty Senate attends the Extended Instructional Deans and Academic Leaders meetings, which allows for faculty input in planning and policy decisions.

Faculty Senate can formally participate in the processes of TMCC via motions or suggestions brought forward by senators. Faculty Senate motions, with the opportunity for discussion at every level, then work up through the vice presidential tier and ultimately up to the President. This process, though sometimes cumbersome, ensures communication and thoughtful consideration by all interested constituents. Faculty members as well as Faculty Senators are active in virtually every college planning body from the Planning Council to the committees that produced the Academic Master Plan and the Facilities Master Plan. Faculty participation is regularly requested in any number of college-wide committees, from committees developing policy regarding student identification cards to committees reviewing bookstore policies or the selection of a new vendor for the cafeteria. Over 100 faculty and staff members participated in the 2005 Accreditation Self-Study process, demonstrating broad-based and keen interest on the part of faculty and staff to participate in assessment and planning.

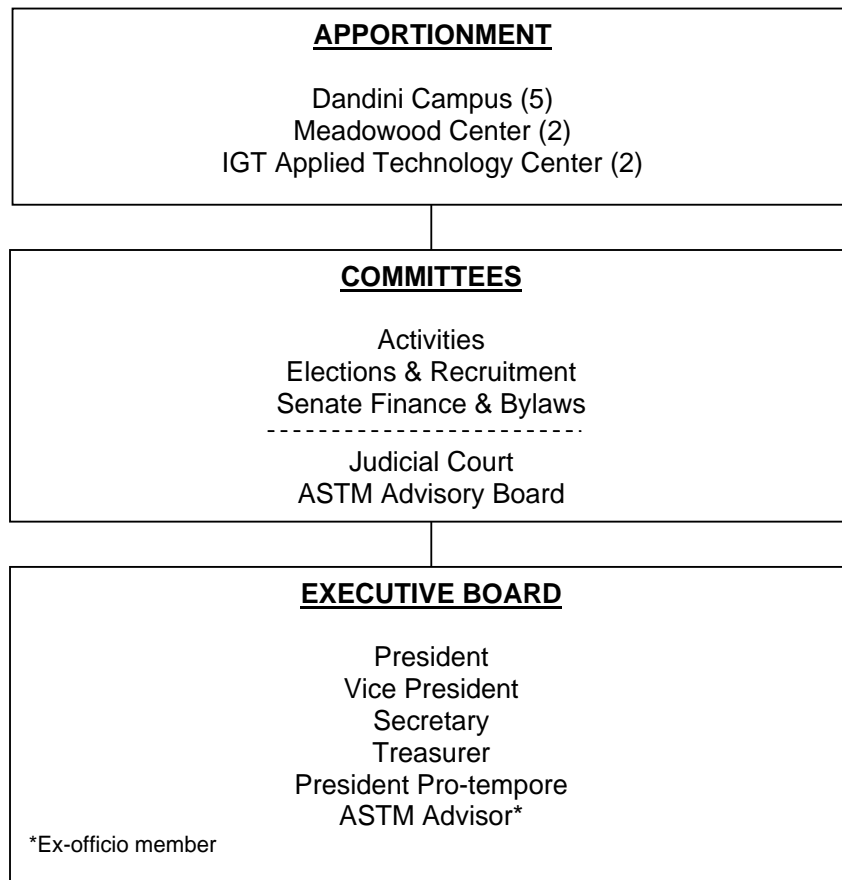
The TMCC 2004 Survey on Campus Climate section on Governance and Leadership indicates that 66 percent of

the respondents believed that faculty members are given the opportunity to provide input into the planning process at TMCC, and 54 percent and 66 percent, respectively, agreed that Faculty Senate represented their interests and concerns and that Faculty Senate empowers faculty to participate in the decision-making process. These figures indicate that there is a strong sense of faculty involvement, but there are issues that remain to be addressed. On the one hand, responses indicate that a significant percentage of faculty have the sense that communication does not take place on a regular, systematic basis between Faculty Senate and faculty or between the senators and their constituents; on the other hand, respondents also reflected their sense that faculty are overwhelmed with the number of communications from committees, Faculty Senate, and the administration. Additionally, faculty members at TMCC's other educational sites expressed a feeling of being left out of the Dandini Campus "loop." In response to this perception, Faculty Senate has started holding meetings at the Meadowood Center and the IGT Applied Technology Center.

One area for increased faculty participation is in the budget development process. The TMCC 2004 Survey on Campus Climate reported that only 32 percent of respondents indicated they have the opportunity to be involved in budget preparation. The *Strategic Planning* document identifies as priorities the development of "a comprehensive budget development system to ensure fiscal health of the institution" (Finance and Institutional Effectiveness, p.7) and a "shared governance system to provide all college constituencies opportunity for input in the decision-making process" (p.10). A Budget Advisory Committee was formed in the fall of 2004 to increase understanding of and participation in the budget process. Committee members included the Faculty Senate Chair, the Chair of the Faculty Senate Budget and Monetary Concerns Committee, a classified staff member, a dean, a department chair, and the Director of the TMCC Foundation. The results of the Budget Advisory Committee's work were presented to the President's Cabinet and the Extended Cabinet for action.

In addition to the TMCC Faculty Senate, the UCCSN recognizes the Nevada Faculty Alliance (NFA) as the sole and exclusive representative for purposes of collective bargaining activities as described in the *Board of Regents Handbook* for all professional employees (including but not limited to the instructional, counseling, and library

³⁸ In academic year 2005-2006, these meetings will include the Vice President of Finance and Administrative Services.



See Exhibit 6.3, ASTM Constitution to review details regarding ASTM apportionment, committees, and Executive Board.

Figure 6.9 ASTM Structure

faculty) employed by TMCC. The stated intent of the NFA is to “promote the quality and effectiveness of education at TMCC and to establish an orderly procedure for the resolution of differences between the UCCSN and the faculty who are members of the bargaining unit” (2003-05 NFA Contract). The NFA Contract addresses working conditions such as salary, benefits, the TMCC Workload Policy, and work conditions for various classifications of faculty positions such as department chairs, coordinators, and lead faculty. The NFA Contract also outlines the full-time faculty evaluation process and complaint and grievance processes.

The TMCC-NFA has a small membership and its day-to-day role in the governance structure is not clear despite the significant and clear influence of the NFA Contract. E-mail notification updates occur at the time of contract renegotiation, but otherwise, the role of NFA is not obvious

in the day-to-day governance structure. The NFA Contract does define the roles and duties of department chairs, coordinators, and any additional assignments, which must be posted and filled in accordance with the NFA Contract. TMCC’s Faculty Senate and the TMCC-NFA do cooperate in some areas of faculty governance; for example, the NFA Contract calls for a standardized faculty evaluation form developed by the Faculty Senate and approved by the TMCC-NFA membership. Additionally, faculty members who are not members of TMCC-NFA participate in the biennial negotiations.

Student Role in Governance (6.E)

The Associated Students of Truckee Meadows (ASTM) is the representative student governance organization of the College.³⁹ The ASTM Student Senate consists of five Executive Board members (President, Vice President, Secretary, Treasurer, and Student Senate President Pro-tempore), and nine student senators, one of whom is elected as Student Senate President Pro-tempore. Based on the current enrollment and constitutional provisions, each legislative board member represents approximately 871 students. Furthermore, elected and appointed ASTM legislative members receive “compensation” for their services to the student body in the form of remuneration of credit hours based on the position held within ASTM. The ASTM has devised a system that can adequately represent all students, given that all positions can be filled on an annual basis. Community colleges nationwide, however, are plagued by inadequate representation due to vacancies within student government positions. TMCC also experiences annual position vacancies and tends to be underrepresented at the Meadowood Center and IGT Applied Technology Center.

Current election procedures for ASTM are held in an online format. In recent years, not all positions are contested. This lack of competition for office leads to

student apathy in the voting process. Each year, ASTM begins the year with less than a full complement of elected officials. Further complicating the filling of vacancies is a new system directive that all student government representatives at UCCSN institutions be considered student employees. This directive complicates the compensation incentive and also hinders participation by students under the age of majority on ASTM’s governing body.

The administration at TMCC works with the ASTM legislative body to ensure that there is a liaison between all members of the campus community. The ASTM President serves as a representative to the Nevada Student Alliance, working with other student government leaders throughout the UCCSN to express needs and desires of students across Nevada. In addition to the college leadership role, the ASTM President meets with the President on a regular basis, is scheduled on all Faculty Senate agendas, and attends Extended Cabinet meetings. Additionally, students serve on various TMCC college-wide committees, including Planning Council and the Facilities Master Plan Committee (See Figure 6.9, ASTM Structure).

³⁹ At the June 2005 Board of Regents meeting, the Regents voted to change some parts of the current student governance constitution. These changes will not come into effect until after July 1, 2005.

Analysis and Appraisal

TMCC's administrative and governance structures have stabilized since the arrival of President Ringle and the subsequent hiring of the Vice President of Academic Affairs, the Vice President of Finance and Administrative Services, and the Vice President of Student Services. Administrators, faculty, and staff spent a considerable amount of energy adapting to the changes that the new administrators brought to the College, but as the TMCC 2004 Survey on Campus Climate indicates, the overwhelming majority of faculty and staff believe the changes have been positive and that TMCC is moving in the right direction.

TMCC has a well-defined system of governance and administration. The plethora of planning processes over the last three years has afforded constituents ample opportunity to be involved. Nonetheless, as articulated in some of the written responses to the TMCC 2004 Survey on Campus Climate, a percentage of faculty and staff continue to believe that there is a paucity of opportunities to participate in the governance structure and an absence of sustained and systematic communication, particularly in academic affairs. In response to this perception, the administration has made a concerted effort to communicate via the various governance committees and to address concerns, real or perceived, of various constituencies. As with any complex organization, methods to increase participation and refine information distribution must constantly be reviewed and revised.

Next Steps

The Self-Study Standard 6 Committee makes the following recommendations:

- Develop a systematic, coordinated, calendar-based method of notifying faculty, staff, and students of planning, governance, and administrative decisions. The Committee recognizes that faculty, staff, and students are often overwhelmed with seemingly random e-mail communications and recommends a scheduled update.
- Address the lack of systematic information distribution at the Vice President of Academic Affairs—instructional deans—department chairs—faculty tiers. A system of information distribution needs to be developed to ensure that department chairs and, ultimately, faculty and staff in each division receive the same information.
- Provide, publish, and adhere to a schedule for administrators' evaluations and provide constituents an opportunity for informal as well as formal feedback.
- Continue to refine and revise the processes by which governance and administrative issues are identified, assigned, tracked, and ultimately resolved.
- Continue to address and streamline overlapping personnel policies.
- Continue to address, codify, and streamline college policies in the *TMCC Administrative Manual* and other college publications.

Affirmative Action and Nondiscrimination (Policy 6.1)

TMCC has established equal opportunity and affirmative action policies and statements that affect all employees and students at TMCC. This policy affirms the UCCSN's equal opportunity employer policy that states in all advertisement for employment and training that all qualified applicants will receive equal consideration for employment without regard to race, color, religion, sex, national origin, sexual orientation, age, disability, and/or veteran status. Moreover, a nondiscrimination notice is published on materials directed to students.

TMCC subscribes to a broad-based recruitment campaign. Professional employment openings and opportunities are advertised globally via the Internet. TMCC also advertises nationally, regionally, and locally through a variety of publications that include those that serve and are widely read by ethnic minorities, females, disabled persons, and other protected groups pursuant to TMCC's equal employment opportunities philosophy and practices. Human Resources staff members also post job announcements on TMCC's Web site. Additionally, TMCC values diversity in its workforce. Through its Diversity Goal of the *Strategic Planning* document, TMCC works with groups and committees to "foster an academic community that welcomes the opportunity to experience, examine, and learn from diverse physical, cultural, and ideological backgrounds while nurturing mutual respect" (p. 5).

TMCC also publishes and disseminates its Affirmative Action Plan internally and externally. Together with the statement of policy and equal employment opportunity philosophy, through workforce analyses, the Affirmative Action Plan establishes goals and objectives to assure that qualified protected classes and underrepresented or underutilized individuals are widely recruited and treated equally and non-discriminatorily. Specifically, the affirmative action program at TMCC fully supports and is committed to the hiring and promotion of women, minorities, Vietnam era veterans, disabled veterans, as well as persons in all other protected groups. Equal employment opportunity is afforded in all employment activities including hiring, training, recruitment, development, promotion, salaries, benefits, and other terms and conditions of employment.

Finally, one of the objectives/activities identified in the *Strategic Planning* document, the establishment of the Equity and Diversity Office, has been completed, and Director Carlos Romo has taken an active role in college governance and administrative groups in a variety of roles.

Policy 6.2—Collective Bargaining

As noted in 6.D, TMCC has negotiated a collective bargaining agreement with the Nevada Faculty Alliance. Copies of the NFA Contract are available on the TMCC Web site and in the exhibit room. The collective bargaining process has not impeded self-study participation, and an assessment of the impact of collective bargaining on the institution is evident in 6.D. TMCC continues to clarify the role of the TMCC-NFA in relation to the governance of the College; for example, the TMCC Workload Policy, which was developed by the TMCC Faculty Senate, was recently included in contract negotiations and is now part of the NFA Contract.

