

TMCC Self-Study
Standard Six – Governance and Administration
Section 6.A Planning Council Report

1. Standard 6.A – Governance and Administration

The institution’s system of governance facilitates the successful accomplishment of its missions and goals.

2. Section 6.A.1:

The system of governance ensures that authority, responsibilities, and relationships among and between the governing board, administrators, faculty, staff, and students are clearly described in a constitution, charter, bylaws, or equivalent policy document.

Descriptive Summary of Findings:

TMCC provides numerous resources offering direction to the institutional community regarding authority, responsibilities, and relationships among its diverse constituents. It is evident within the established documentation that the institution frequently considers these matters and, upon reflection, strives to update and maintain efforts to incorporate the expectations and privileges of said relationships.

Each area of the institution is addressed in a minimum of one document. The Board of Regents/System office maintains a highly informative website (<http://system.nevada.edu/>) featuring, among other resources, meeting agendas, meeting minutes, and publications of the Board, as well as their primary source of policy, the Board of Regents Handbook.

The Board of Regents Handbook details the role of the Regents and the authority by which they operate in the earliest sections of the Handbook. Under Title I, Article III, Section 3 of the Handbook it describes the responsibilities of the regents as “responsible for the management and control of the University” except as that responsibility is delegated to its Officers under specific circumstances. This authority is vested by the State Constitution according to the specified delegation of an elected Board of Regents.

The Officers in question are specified in Title I, Article VII, Section 1 as the Chancellor of the UCCSN and the presidents of the member institutions.

The position of Officer on the Board of Regents is defined by title as Chairman, Vice-Chairman, and Chief Administrative Officer. Election and roles of the Board and its Officers are detailed thereafter.

Section 19 of Article V (Title I) addresses faculty and student relationships to the Board by indicating faculty and student participation. As defined verbatim, “At

public meetings of the Board or its committees, student body and faculty senate representatives may have the opportunity to speak on those items being considered by the Board in which students and/or faculty have indicated an interest.” No reference is made to staff or administrators in this regard.

Title I, Article VII specifies the role and responsibilities of the Chancellor and Presidents, establishing the nature of their relationships to each other and to the Regents.

TMCC administrators find the bulk of their direction within the Administrative Manual, a large document reflecting the majority of information pertaining to the role of administrators in the institution.

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” (pg. 15). The manual further specifies the authority of said guidelines by noting that “(t)he Truckee Meadows Community College Administrative Manual of policies and procedures is an official publication of the President, who has final authority for approval of all material contained within the manual. Regulations and procedures of college-wide importance will be entered as revisions to this document. Proposed revisions should be submitted as indicated below. No departures from Administrative Manual procedures will be permitted without prior authorization of the President or his designee” (15).

The Manual is well organized and points directly to the administration of the college in sections 100-299. As regards authority, the Manual expresses the following detail, specifically that “(t)he exclusive control and administration of the University and Community College System of Nevada is vested by the Constitution of the State in an elected Board of Regents. The composition of the Board of Regents and the terms of its members are prescribed by law. The University and Community College System of Nevada Bylaws of the Board of Regents specifically assigns responsibility and delegates authority for the administration and operation of the University and Community College System of Nevada” (17-18). The delegation of authority is further defined as specified in the Manual by noting that “(t)he Board of Regents is responsible for the management and control of the University and Community College System of Nevada and had delegated specific authority for administration to its Officers. The Officers are the Chancellor of the University and Community College System of Nevada and the Presidents of the member institutions: University of Nevada, Reno; University of Nevada, Las Vegas; Desert Research Institute; Community College of Southern Nevada; Great Basin College; Truckee Meadows Community College; and Western Nevada Community College (18). The manual goes on to detail the roles and responsibilities of the Chancellor and respective Presidents, namely,

That the Chancellor:

1. Promote a sound plan of organization in concert with the institutional presidents to ensure administrative efficiency, maximize utilization of resources, and facilitate cooperation among the member institutions;
2. Responsible for the general planning process of the University and Community College System of Nevada, including system-wide academic master planning, articulation, and coordination of all operating and capital budgets, and system planning documents;
3. Prepare the agenda of all meetings of the Board of Regents and its committees;
4. Coordinate the presentation of all UCCSN matters to the Governor's Office and the State Legislature;
5. Responsible for official communication on behalf of the Board of Regents;
6. Establish financial administration policy and procedures;
7. Assure all budgets are executed in accordance with the intent of the Board of Regents and the Legislature;
8. Serve as contracting officer for the University and Community College System of Nevada;
9. Provide for internal and external audits;
10. Recommend appointment of special counsel;
11. Assist Board of Regents in evaluating performance of the presidents of the member institutions.

And that the Presidents:

1. Provide leadership in planning and operation of institution to ensure that institution develops to its potential;
2. Appointing authority for all professional personnel subject to the University and Community College System of Nevada Code and to execute personnel contracts;
3. Review quality of performance of all professional personnel;
4. Make recommendations concerning budgets and to administer approved budgets in accordance with the University and Community College System of Nevada policies;
5. Authorize the transmission of applications or requests for grants, contracts, or gifts to individual donors; foundations, corporations, and the Federal government;
6. Principal spokesman for the member institution, in concert with the Chancellor, to represent the institution before the Board of Regents, the Legislature, and all other appropriate bodies (18).

Following the designation of Presidential duties, the Manual further directs that the organizational chart "represents the reporting lines of college groups as of the date of the chart" (19). **See chart here**

http://www.tmcc.edu/faculty_staff.asp

TMCC faculty are informed in part by the Administrative Manual, and supported by the faculty senate, senate bylaws, workload policy, and operate under a system of shared governance in the college under the guidance of the senate and the NFA contract.

According to the Administrative Manual, per the UCCSN *Code*, “all members of the faculty shall be represented by an entity known as the “senate,” which will be organized in conformity with the college bylaws.” The manual further stipulates that “(r)ecommendations of the senate concerning general policy on matters of faculty welfare, faculty rights, and faculty involvement in the college’s primary missions shall be transmitted to the President for decision or, if the Board of Regents approval is needed, to the President through the Chancellor to the Board of Regents for Board decision” (20-21).

Furthermore, the senate is governed by its bylaws, described in the manual as follows: “The Faculty Senate Bylaws govern its organization. The Senate Bylaws are in conformance with the TMCC Institutional Bylaws and the University and Community College System of Nevada *Code*” (21).

Faculty Senate bylaws state that all personnel holding professional faculty contracts are to be represented (Article II, 3.1).

The senate is composed of two senators from each major instructional unit and must include one tenured faculty member (Article IV).

The officers of the faculty senate are the Chair and the Chair-elect. The Chair oversees the general function and direction of the senate, and the Chair-elect steps in if and when the Chair is unable to participate.

The Senate bylaws state the purpose of the Senate to be representation of the faculty “and to assure faculty participation in the formulation of institutional policies and goals, and in their evaluation . . .” Article 2, Section 2.1

Staff can locate pertinent directives via guidance from their Classified Council, and will find documentation relevant to their perspective on authority, responsibilities, and relationships in several place including the Human Resources department, the Faculty/Staff Handbook, and the Administrative Manual.

The central source for classified information is found through the Classified Council of Truckee Meadows Community College. The council carries their own constitution and follows their own bylaws. According to Article III, Section 2 of the CC constitution, “The supreme governing body shall be the State Classified Employees of Truckee Meadows Community College.” Section 3 further stipulates that “(t)he administration of the affairs of the Classified Council is vested in the Classified Council Board.”

As with other governing boards the Classified Council Board consists of a president, vice-president, treasurer, secretary, and a Hospitality Officer. Additionally, the board hosts a representative from twelve departments of the institution.

The Classified Council lists its bylaws prominently as part of their constitution, and in regard to institutional and System policy, states that the “provisions of self-government shall not conflict with the policies of Truckee Meadows Community College or the enactment or policies of the Board of Regents and the State of Nevada Employees regulations and to the extent that any such provisions be in conflict with any of these, it shall be void” (4).

Regarding authority, the bylaws clearly stipulate, under Article II, Section 3, “the Classified Council Board shall have all authority expressly granted by the constitution and bylaws and also general authority that does not violate existing policies and procedures” (4).

Section four of the same bylaw specifies council responsibility, stating that the council “will conduct the affairs of the Classified Council in accordance with the provisions of the Classified Council Constitution and bylaws. All members of the Classified Council Board will have a vote on all matters presented to it. The Board will conduct the affairs of the council in a professional and ethical manner” (4).

The constitution goes on to specify the role and duties, filling vacancies, and steps for removal of the officers as well as eligibility, elections, and the process of committees.

Article IX expresses the limitations of the council, and reiterates that no action will be taken “which is incompatible with the objectives of Truckee Meadows Community College or the State of Nevada Employees rights and regulations” (10).

Students are well served and directed on the TMCC campus. The Associated Students of Truckee Meadows organization provides governmental leadership within the student body, and is upheld and directed by the Constitution of the Associated Students of Truckee Meadows Community College. In addition to the ASTM, the college catalog provides a thorough detail of students’ rights and privileges. Additionally, the college provides information on student conduct via the Student Conduct Policy and Procedures Handbook.

According to the Constitution of the Associated Students of Truckee Meadows Community College there are eleven primary purposes of the ASTM:

- A. To make recommendations on issues affecting students to appropriate campus bodies and individuals;

- B. Promote programs and events on behalf of the student body;
- C. Provide leadership on behalf of the student body;
- D. Solicit and assess student opinion and needs when appropriate;
- E. Facilitate participation and increased student involvement in our campus and community;
- F. Foster awareness of issues and concerns directly affecting students;
- G. Promote a positive image of our students to our campus and community;
- H. Serve as a liaison for students, faculty, and administrators;
- I. Seek positive solutions to contentious issues within a climate of cooperation;
- J. Recognize new student organizations;
- K. Support and recognize student organizations (1).

According to the constitution, membership in the association is open to students enrolled at TMCC. Membership yields the right to vote and hold office, as well as “the right to participate in all activities sponsored by the ASTM” (1-2).

The ASTM is directed by the following executive officers: president, vice-president, treasurer, and secretary, with associated duties detailed on pages 2 through 4 of the constitution. The ASTM is further governed by an executive board consisting of the president, vice-president, treasurer and secretary, the Student Senate President Pro-Tempore, and the ASTM advisor. The board meets “regularly” to:

- a) discuss all committee activities and recommendations;
- b) promote effective communication and coordination within the ASTM student government;
- c) determine agenda items for Student Senate meetings (4).

The ASTM is further covered in great detail within the constitution as reported by Standard 3 – Students, and later in this report under substandard 6.E – Student Role in Governance.

Outside of student government, TMCC also provides institutional resources under the overall authority of the institution. In part, the Student Conduct Policy and Procedures document provides direction for compliance with the UCCSN and college guidelines in the interest of advancing the work of the college “in accordance with the highest standards of quality, institutional integrity and freedom of expression” (2). The policy outlines and prescribes the steps taken in the event of student misconduct. Student misconduct is defined by twenty categories as listed on pages two and three of the policy. Specific guidelines are given for reporting alleged misconduct and the report is provided to the associate dean of students at TMCC. The policy also details the steps for review, hearing, recommendation to the president for action, and final outcomes.

Students can also find a variety of general information regarding rights, role, and policy in the TMCC general catalog. Provided to students on the TMCC web site,

the catalog offers information on classes, enrollment guidelines, special programs and degree programs.

Page four of the catalog specifically addresses “student responsibilities.” The first point of responsibility of the student, according to the catalog, is for all students to “read and understand the contents of the course catalog.” Additional points of responsibility are to:

- become familiar with all college policies and procedures
- be aware of college deadlines, including dates for registration, fee payments, dropping classes and registration changes;
- keep the college informed of changes in name, address, phone number, enrollment changes which could affect financial aid awards and/or any other circumstances which could affect satisfactory progress toward a degree;
- attend class and complete all assignments in accordance with the expectations established by the instructor; and
- behave in a manner which contributes to a positive learning environment for all in the classroom and on the campus.

The catalog also features the appendices wherein the college’s policies are detailed for the convenience of all members of the institution.

Additional information pertaining to all institutional members is also located in the faculty and staff handbook, as well as the TMCC catalog.

3. Section 6.A.2:

The governing board, administrators, faculty, staff, and students understand and fulfill their respective roles as set forth by the governance system’s official documents.

Descriptive Summary of Findings:

The recent (spring 2004) TMCC climate survey is a strong indicator of the success this institution is experiencing with regard to its system of governance and administration.

Though each aspect of the institution, from administration to student body, has the opportunity to serve and be supported by the institution, the survey indicates that 28% did not agree that they have opportunities to be involved in policy development, and 31% felt removed from decision-making processes affecting their job directly.

Regarding the overall planning process, however, 55% of faculty, and 34% (with 28% remaining neutral) of classified staff feel they were given opportunity to provide input. Supportive of this sentiment is the fact that 51% of the administration is in favor of shared governance (with 28% remaining neutral) (41).

An analysis of the data from the climate survey further shows the awareness of faculty and staff regarding their awareness of the support and fulfillment of their roles within the institution as follows:

54% (23% neutral) of faculty agree that the Faculty Senate represents their interests and concerns.

65% feel empowered to participate in decision-making processes.

And 65% additionally feel that they effectively participate in Faculty Senate committees (48).

The numbers of classified staff responding under the same categories differ primarily in the number of neutral respondents leaving a majority of respondents in agreement that they:

Are represented by Classified Council regarding their interests and concerns: 55%

Empowered to participate in decision-making processes: 41%

And effectively participate in Classified Council committees: 47% (49).

Those responding negatively represent only 21%, 10%, and 19% respectively, indicating an informed and active membership.

Much of the apparent growth in faculty and staff involvement may be directly attributed to the success of college leadership. In examining the approval rates of the President:

77% agree that the President effectively addresses the challenges facing TMCC.

59% feel the President empowers faculty and staff to participate in decision-making.

And 73% feel the President provides effective leadership.

Approval of the President's Cabinet, however, is somewhat less according to the survey, as faculty and staff registered:

55% agreement that the Cabinet effectively addresses the challenges facing the college

41% agreement that the Cabinet empowers them to participate in decision-making

And 50% agreement that the Cabinet provides effective leadership (54).

Again, percentages of those who did not voice their agreement were larger than the percentages of those who voiced disagreement, but the data indicates less support of the Cabinet by a considerable margin.

The 2004 Climate Survey incorporated all new questions regarding governance, except for the three areas addressed regarding Faculty Senate. As the new questions reflect areas previously unexplored there is no prior data for comparison, though the preliminary interpretation of the data indicates current sentiment is favorable in most areas of governance.

The survey also indicated some growth in employee job understanding and satisfaction. Compared to the 2002 Climate Survey, employee satisfaction with their jobs grew between two and seven percent:

73% indicated satisfaction with conditions of employment compared to 71% in 2002.

37% believe there are opportunities for advancement in their field at TMCC compared to 35% in 2002.

41% are furthermore satisfied with the criteria for their advancement compared to 34% in 2002.

And 54% of employees feel they are provided with those chances for advancement compared to 47% in 2002 (58).

An increase in employee understanding of expectations and the role they play in the institution may be considered a reasonable factor in the increase of satisfaction reflected in this recent survey. This reasoning is further supported by the response given to two questions not included on the 2002 survey:

When asked whether they understood contractual obligations regarding code of conduct and ethical behavior, 94% of respondents agreed.

80% understand contractual obligation of conflict of interest (58).

As noted in the survey, there was some contradiction between the higher percentage approval rates and the “open ended” comments made by some TMCC employees. These comments often reflected negative attitudes about the governance and administration, and the working environment at TMCC and are included here for consideration:

“Administration does not want to hear from the ‘little’ people; i.e. classified”

“It ‘appears’ that TMCC has shared governance. The case is we do not.”

“Under President Ringle, attitudes have greatly improved; practices have not caught up yet” (70).

The survey continued with more general comments on governance overall, some of which seem pertinent to interpreting employee understanding of operations at TMCC:

“There is a great deal of lip service paid to shared governance, but I’m not convinced that administration is willing to share.”

“There is a paternalistic attitude in the President’s and VPAA office. Decisions are made based on that approach and input sought after.”

“I feel that administrators add too much bureaucratic red tape and make it difficult for mid-managers to do their work.”

“I am not encouraged or given time to be involved in governance issues.”

“A little less micro-managing would allow deans/directors to grow” (72).

Some comments were positive and provide some clarity on the issues indicating that other concerns may be a matter of perspective:

“New President and VPs are excellent. They need to implement their views at lower levels.”

“TMCC has great leadership and I would love to see more people get involved.”

“President appears to be doing good job and has avoided practices of past president. Vice President of Academic Affairs is doing a great job. Have more contact with him and may prove instrumental in improving leadership at all levels on this campus” (72).

The climate survey also afforded respondents the opportunity to comment in general on issues of overall satisfaction at the college, and several did:

“Classified positions are too specialized. There is no advancement into different offices if your present office has no advancement.”

“Administrative faculty needs a method for promotion or advancement within their field; possibly a combination of experience and educational levels can be used as standards/goals to be reached.

“My department does not provide opportunities for advancing.”

“Faculty pay is too low. I would like to see more faculty recognition for academic pursuits. It seems too much recognition depends upon college governance participation.”

“I understand my contract and its obligations. I feel that my contributions are not important to the people that create policies and changes.”

“I feel confident in our president. I am very pleased with my contract. There really is no advancement for me but I am very happy where I am. I would have to leave for advancement.”

“Overall, very good but don’t know if there’s room for growth” (75-76).

Based on the many comments reflected in the climate survey, 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, role in the department, and the ways in which the authority of the institution affects their jobs.

As with any survey opinions will vary, and many open comments reflected dissatisfaction in or more areas, but there were a number of comments expressing satisfaction with the job being done at TMCC, the administration, and employee roles. Of particular note is the high approval rate of the President and the comments supporting his administrative efforts to improve the college’s effectiveness. Several people responded as long-standing employees of the institution and voiced support of the approval of the institution over the way it was during the previous several years before the current administration.

Policy and documentation are readily available and offered in both general formats (college catalog, website) and in formats specific to each group of the constituency. Documents can be found in hard copy and electronically. Employees of TMCC are also informed of their responsibilities via their job descriptions and according to the details of their contract.

Current strengths regarding authority, role, and responsibility at TMCC are:

- Employees report understanding their roles and relationships at the institution
- Documentation and Policy are available and maintained as needed
- Employee approval rate regarding governance is up and favorable
- Employees recognize the continuing evolution of the college and appear to support the direction TMCC is going
- Students are well-served and integral to the mission and goals

These strengths show that employees of TMCC are informed and knowledgeable of their roles, that information exists for further awareness, and that they work within an

environment that is progressive and generally satisfying. Documentation and policy outline the individual rights and responsibilities of each area of the institution and allow for representation and appeal in several ways. Success of these strengths is measured against their service to the college community through the mission and goals particularly in an effort to:

Foster academic excellence with clear policy on such issues as academic freedom, student government, teacher training and student support services;

Share in an open dialogue to encourage diversity and respect;

Forge strategic partnerships;

And to create a welcoming and supportive environment.

Most failures in a given relationship are due to failures in communication and failures in communication, like the weakest link, lead to breakdown in other areas resulting in dissatisfaction and frustration. TMCC employees stated a few such instances in their experience at the institution and though policy addresses much of the matter, it may be safe to say that policy and procedure would benefit from a closer examination of *how* the information is disseminated. The particular weaknesses are:

- Communication at the departmental level and, at times, from the President's Cabinet members is not satisfactory;
- Employees have indicated that they do not feel free to express or address issues;
- Not enough collaboration between administration and academics;
- Perceived lack of opportunities for advancement;

Compared to the 1995 Report, the main carryover weakness is still with regard to communication. Whether this is an actual problem or one of scattered perception is not measured by the evaluation materials available. The institution may need to look closely at the issue, however, in an attempt to determine the level of problem and what can be done about it. Employees also perceive a lack of opportunity for advancement within their respective areas. Whether advancement is possible in those areas would need to be examined and, if legitimately problematic, addressed.

While faculty and staff have had plenty to say recently about the state of the institution, it must be noted that a different survey was conducted by which student were asked questions about their experience at TMCC as well.

The 2002-2003 Graduate Survey polled 160 graduating students on a number of issues related to the institution. Of those that responded, the following results were noted in some key areas:

77% felt they had grown to appreciate other cultures

70% were helped in coping with conflict (1-2).

Regarding the learning environment, students indicated that:

84% were generally satisfied with the variety of courses offered
65% had the opportunity to interact with faculty outside of class
86% were satisfied with the equality of instruction (2).

The above samples grant the institution some awareness of the effectiveness of its offering and leads to an examination of student response to services at TMCC. This area indicates a generally good response overall with a few areas, primarily in orientation/student optional areas, ranking below 50% in favorable response:

46% agreed that orientation was helpful (22% were neutral)
62% agreed that advising was reliable and helpful in achieving their academic goals
48% approved of the answers they received from Financial Aid (20% were neutral)
78% approved of the overall service in Admissions and Records
71% approved of computer facilities
78% approved of library materials and service
Only 41% of respondents participated in social activities on campus, indicating, perhaps, some lack of awareness of how to get involved (23% neutral and 21% unable to evaluate) (2-3).

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:

90% agreed that they had reached their expected goals
80% felt prepared to deal with career changes
73% agreed that they were prepared to further their education
81% felt well prepared for a future career (4-5).

The findings of this survey represent just one portion of the student body, but indicate at least among graduates a positive experience with successful outcomes. In order to succeed any individual must understand their place in the scheme and function accordingly. For those who have succeeded it appears the institution has done an admirable job of meeting the needs and providing the opportunity for that success. In keep with the mission and goals it can be said that these graduates experienced the “access for lifelong learning” and believe their education has helped them “improve the quality of life” by having attended. Students expressed awareness of “diverse physical, cultural and ideological backgrounds” in a welcoming and supportive environment. More survey work can be conducted in this area if a broader picture is desired by the administration.

4. Section 6.A.3:

The system of governance makes provision for the consideration of faculty, student, and staff views and judgments in those matters in which these constituencies have a direct and reasonable interest.

Descriptive Summary of Findings:

Shared Governance:

Faculty Senate: The purpose of the Faculty Senate is to assure faculty participation in the formulation of institutional policies and goals. Opinions on the success of shared governance and the consideration of constituent views varies as registered by the comments made in the Climate Survey. One thing that is clear, however, is that the institution provides a number of standing committees in an apparent effort to provide opportunities for the various constituencies to voice their concerns and opinions.

The college has the following Faculty Senate standing committees.

Academic Standards
Curriculum
Library
Professional Standards
Part-time Faculty Issues
Salary, Benefits and Monetary Concerns
Social Activities and Professional Recognition

Faculty Senate members are elected by the faculty; members of the standing committees are appointed by the Senate.

Several mechanisms are used to invite and involve constituents in planning & decision-making such as open forums to small and large units, formally and informally, and in various uses of media to communicate across campus and into the community through such forums as:

- News papers
- College Web pages
- Self Study information available in the college library
- Accreditation reports available in the library
- Facilities Master Plan Available in the library
- Strategic Plan available in the library
- Electronic publications
 - TMCC this week
 - TMCC Community College enews
 - TMCC Market Place
- Meetings schedules and Minutes are on the Web for:

Academic Standards
Curriculum
Faculty Senate
Salary, Benefits, and Monetary concerns
Part-time faculty issues
Professional standards

Faculty: (see Standard 4 committee)

NFA- With a local chapter at each UCCSN institution, the NFA is a professional organization dedicated to strengthening the integrity of higher education in NV. Faculty concerns and interests are represented by the elected lobbyist to the state legislature and the governor's office during election years. A copy of the collective bargaining contract is on reserve in the library.

Students: (see Standard 3 committee)

ASTM – The ASTM is an organization that seeks to coordinate student activities, address the changing needs of the student body and advance the welfare of all students at TMCC. It provides support to the various student organizations around campus, the tutorial programs, campus beautification projects, food concessions, special student projects and scholarship opportunities. Student representatives are invited to participate in institutional committee meetings as a voice of and for the student body.

Classified Staff:

Classified employee interests are represented by the Classified Council, a formal body consisting of classified employees of the institution. The Council reviews and advocates classified employee issues and supports the classified body by offering such services as the following:

- Book Scholarship funds – helps and encourages the classified to better themselves
- Employee of the month and year program- increase the morale of the classified staff
- Fee waiver – helps and encourages the classified staff and their dependent for their betterment
- Staff Development Workshops – offered monthly workshops on campus to keep up with the current updates in computer programs, refresher courses in special dbases
- Classified Training Day – opportunity to attend training that the classified are interested for their betterment
- State Workshops – offered throughout the year in different locations.

Findings:

Classified Council's role is central to encouraging staff to participate in the decision-making process, and according to the 2004 TMCC Climate Study, pg 49, nearly half of the staff effectively participate in the Classified Council committees indicating that support for the Council is high. The survey also indicated that

Section 6.A.4:

In a multi-governance system (state or district), the division of authority and responsibility between the central system office and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Descriptive Summary of Findings:

Org Chart.....B/R

Institutional Policies:

Administrative Leave – UCCSN Policies, Title 4, Chapter 3

Aids Policy – UCCSN Policies, Title 4, Chapter 1, Section 17

American with Disabilities ACT

Leave Policy – UCCSN Policies, title 4, Chapter 3, Section 13

Campus Custodial and Maintenance Services

Closing the Campus due to inclement weather

Campus Key Policy

Campus Safety Policy

Employee Assistance Program

Employment Policies

Campus Development – B/R minutes

Facilities Committee meetings/minutes

UCCSN Policies:

Purchasing Policy – B/R, Title 4, Chapter 10, p.1-3

Approval, Acknowledgement, and Administration of Gifts, Contracts, and Sponsored Programs – B/R, Title 4, Chapter 10, p. 19-23
Foundation office for summary

Family Medical Leave Act of 1993 (FMLA) – UCCSN Policies, Title 4, Chapter 3, Section 13

Nondiscrimination Statement

Nepotism – UCCSN Policies, Title 4, Chapter 3, Section 5

Equipment Inventory – B/R, Title 4, Chapter 10, p. 58

Section 6.B – Governing Board

The governing board is ultimately responsible for the quality and integrity of the institution (or institutions in the case of the multi-unit system). It selects a chief executive officer, considers and approves the mission of the institution, is concerned with the provision of adequate funds, and exercises broad-based oversight to ensure compliance with institutional policies. The board establishes broad institutional policies, and delegates to the chief executive officer the responsibility to implement and administer these policies.

6.B.1: The board includes adequate representation of the public interest and/or the diverse elements of the institution’s constituencies and does not include a predominant representation by employees of the institution. The president may be an ex-officio member of the board, but not its chair. Policies are in place that provide for continuity and change of board membership.

The Board of Regents is an elected body as defined in the Nevada Constitution. Therefore, its membership embodies a broad public representation. Serving college presidents are not members of the board. UCCSN Regents serve six-year terms.

Board membership:

- 1.) Linda Howard, B.S., – Teacher, consultant
District 1 – Clark
- 2.) Bret Whipple, Doctor of Jurisprudence, CPA, - Lawyer
District 2 - Clark
- 2.) Thalia Dondero
District 3 – Clark County

- 3.) Mark Alden, B.S., - CPA
District 4 – Clark
- 4.) Jack Lund Schofield, Ed. D, Real Estate
District 5
- 5.) Douglas R. Seastrand, M.B.A., - Business President
District 6 – Clark
- 6.) Steve Sisolak, M.B.A., - Business Partner
District 7
- 7.) Marcia Bandera, M.A.
District 8 – Churchill, Elko, Esmeralda, Eureka, Humboldt, Lander,
Lincoln, Mineral, Nye, Pershing, and White Pine
- 8.) Jill Derby, Ph.D., - Lecturer, consultant, and anthropologist
District 9 – Carson City, Douglas, Lyon, Storey, and Washoe
- 9.) Howard Rosenberg, M.A., - Professor UNR
District 10 – Washoe
- 10.) Douglas Hill, CPA, Doctor of Jurisprudence, - Attorney
District 11 – Washoe
- 11.) Stravos Anthony, Ph.D., - Police Officer
District 12 - Clark
- 12.) Thomas E. Kirkpatrick, Ph.D., Professor Emeritus
District 13 – Clark

6.B.2: The board acts only as a committee as a whole. No member or subcommittee of the board acts in place of the board except by formal delegation of authority.

Article III, Section 4 provides that, “Except as otherwise specifically provided herein, any official action of the Boards shall require at least seven affirmative votes,” thus assuring that the board acts as an entity. Section 5 of the same article provides that board members can only act for the board if the board, “...in its corporate capacity, designate[s] such member as its agent for some specific purpose, and for that purpose only.”

6.B.3: The duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures of the board are clearly defined in a published policy document.

Available at: <http://system.nevada.edu/Board-of-R/Handbook>

B.4: Consistent with established board policy, the board selects, appoints, and regularly evaluates the chief executive officer.

Article VII, Section 3 provides that, “The Chancellor is the Chief 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 policy.” Section 3a further defines this, “The Chancellor is appointed by and serves at the pleasure of the Board of Regents, “ and Section 3b states that “The Chancellor shall be evaluated annually in writing by the Chair of the Board of Regents in accordance with procedures approved by the Board of Regents.” Section 3c further states that: “The Chancellor shall be evaluated periodically by a committee of the Board of Regents in accordance with procedures approved by the Board of Regents.”

6.B.5: The board regularly reviews and approves the institution’s mission. It approves all major academic, vocational, and technical programs of study, degrees, certificates, and diplomas. It approves major substantive changes in institutional mission, policies, and programs.

Article VI, Section 3a: “The Academic Research and Student Affairs Committee shall:

- 1.) Provide guidance in the development, review, and recommendation of academic programs and degree of the UCCSN;
- 2.) Consider and recommend to the Board policies concerning academic and research master plans;
- 3.) Consider and recommend to the Board policies and practices concerning articulation and the transfer of students between and among the member institutions;
- 4.) Consider and recommend to the Board policies relating to admission requirements, student services, academic standards, grading practices and requirements for graduation.”

In brief, all major academic changes in college curricula or programs must come Before the Board for approval. Title 4, Chapter 14, Section 4 provides for review of existing programs, Section 5 for addition of degrees, majors, programs, etc.

6.B.6: The board regularly evaluates its performance and revises, as necessary, its policies to demonstrate to its constituents that it carries out its responsibilities in an effective and efficient manner.

An ad hoc Board Development Committee, set up to “Work with the Board Chair and Vice Chair in planning and implementing a yearly Board workshop/retreat focusing on Board performance, evaluation, planning and development,” among other things, assures that the Board undergoes periodic self-study.

6.B.7: The board ensures that the institution is organized and staffed to reflect its mission, size, and complexity. It approves an academic and administrative structure or organization to which it delegates the responsibility for effective and efficient management.

All institutional reorganizations go before the Board for approval. TMCC’s latest reorganization was approved by the Board on

6.B.8: The board approves the annual budget and the long-range financial plan, and reviews periodic fiscal audit reports.

Title 1, Article 4, Section 3 defines the roles of the various Board Standing Committees. 3b, 1) through 5) defines the role of the Audit Committee in review and oversight of institution audit reports. 3c, 1) to 11), lists the charges of the Budget and Finance Committee, including reviewing and recommending to the Board operating budget requests.

6.B.9: The board is knowledgeable of the institution’s accreditation status and is involved, as appropriate, in the accrediting process.

Institution presidents apprise the Board of accreditation status and issues as these become timely. For instance, following a team visit, the college president presents findings and recommendations to the Board at a regular meeting.

Standard 6.C – Leadership and Management

The chief executive officer provides leadership through the definition of institutional goals, establishment of priorities, and the development of plans. The administration and staff are organized to support the teaching and learning environment which results in the achievement of the institution’s mission and goals.

6.C.1 The chief executive officer’s full-time responsibility is to the institution.

TMCC's chief executive officer is the president. He is appointed by and serves at the pleasure of the University and Community College System Board of Regents. The presidential responsibilities delineated in the Bylaws of the UCCSN Board of Regents address his duties to lead and represent the institution and to ensure operation that is in compliance with UCCSN code (Bylaws of BOR, Article 7, Section 4). Each of the defined duties are responsibilities to the institution.

Documents: Board of Regents Handbook (Board of Regents Bylaws-Title 1 and TMCC Bylaws-Title 5); TMCC Administrative Manual

6.C.2 The duties, responsibilities, and ethical conduct requirements of the institution's administrators are clearly defined and published. Administrators act in a manner consistent with them.

TMCC's Administrative Handbook simply states that position descriptions for administrative officers are available in the appropriate offices. It turns out that this statement is unnecessarily vague, however. The duties of TMCC's administrative officers are easily locatable in the TMCC Faculty/Staff Handbook, an updated version of which is available on the school website. New faculty and staff members are each given a copy of the handbook by the human resources department at hire. The human resources department notifies faculty and staff via email when updates have been made.

There is not a lot of non-anecdotal evidence currently available that relates to the question of whether administrators act in a manner consistent with their duties. However, the 2004 TMCC Campus Climate Survey indicates an effort by the college to begin assessing leadership and management issues.

Documentation needed: BOR Handbook Titles 5; TMCC Faculty/Staff Handbook; 2002 UCCSN Climate Survey; 2004 campus climate survey

(the 2002 survey did not include many questions on leadership and governance, so only 3 minor comparisons can be made w/2002 data)

6.C.3 Administrators are qualified to provide effective educational leadership and management. The chief executive officer is responsible for implementing appropriate procedures to evaluate administrators regularly.

6.C.4 Institutional advancement activities (which may include development and fund raising, institutional relations, alumni and parent programs) are clearly and directly related to the mission and goals of the institution.

6.C.5 Administrators ensure that the institutional decision-making process is timely.

6.C.6 Administrators facilitate cooperative working relationships, promote coordination within and among organizational units, and encourage open communication and goal attainment.

6.C.7 Administrators responsible for institutional research ensure that the results are widely distributed to inform planning and subsequent decisions that contribute to the improvement of the teaching-learning process.

6.C.8 Policies, procedures, and criteria for administrative and staff appointment, evaluation, retention, promotion, and/or termination are published, accessible, and periodically reviewed.

Policies and procedures for staff appointment are readily available on the TMCC website and from the human resources office in the form of a *Search Committee Manual*. The Director of Human Resources offers training sessions to first-time search committee chairs. In addition to the manual, all necessary forms for completing a search are available on the website, and human resources personnel carefully track the progress of all campus search committees. The Board of Regents Handbook (Title 2, Section 5.12) requires that all faculty, both administrative and teaching, be evaluated annually. An Administrative Faculty Performance Appraisal Policy and Procedure document is available to guide evaluations of administrative faculty and department chairs. Required evaluation procedures are also detailed in the Board of Regents handbook (Title 5, Chapter 4, Section I) as are termination procedures (Title 2, sections 5.2 and 5.9).

Documents: Board of Regents Handbook; TMCC Faculty/Staff manual; Search Committee Manual and forms; Administrative Faculty Performance Appraisal Policy and Procedures

6.C.9 Administrators' and staff salaries and benefits are adequate to attract and retain competent personnel consistent with the mission and goals of the institution.

The administrative salary schedule is readily available on the TMCC website within the human resources pages. In addition, according to the TMCC Faculty/Staff handbook, "The salary schedule for faculty/staff may be obtained from the human resources office or from the immediate supervisor. Salary schedules for the college are developed and reviewed at least biennially by joint efforts of the faculty and administration. Schedules do not go into effect until approved by the Board of Regents." In the Board of Regents handbook (Title 2, Section 5.5), a review of the salary schedule is mandated at least every four years.

Documents: Board of Regents Handbook; TMCC Faculty/Staff Handbook; TMCC Salary Schedules

Standard 6.D – Faculty Role in Governance

The role of faculty in institutional governance, planning, budgeting and policy development is made clear and public; faculty are supported in that role. (See Standard Four – Faculty).

We presume “Faculty” in this context, to mean “Academic Faculty” since all professional employees at TMCC are considered to be either “Administrative” or “Academic” faculty.

Summary of Current Status:

- A) The role of faculty in institutional governance, planning, budgeting and policy development is made clear and public.

According to the Administrative Manual, per UCCSN Code, “all members of the faculty shall be represented by an entity known as the “senate,” which will be organized in conformity with the college bylaws.” The manual further stipulates that “(r)ecommendations of the senate concerning general policy on matters of faculty welfare, faculty rights, and faculty involvement in the college’s primary missions shall be transmitted to the President for decision of , if the Board o Regents approval is needed, to the President through the Chancellor to the Board of Regents for Board decision (20-21).

Furthermore, the senate is governed by its bylaws, described in the manual as follows: “The Faculty Senate Bylaws govern its organization. The Senate Bylaws are in conformance with the TMCC Institutional Bylaws and the University and Community College System of Nevada Code” (21).

The Faculty and Staff Handbook states that the “Faculty Senate is the officially designated organization representing members of the TMCC faculty in most academic issues and other issues of shared governance at the college and in the UCCSN system.” The handbook also suggests that “The purpose of the Faculty Senate is to assure faculty participation in the formulation of institutional policies and goals.” “Faculty Senate is a body of duly elected faculty members representing faculty members. Faculty Senate is delegated authority to recommend policy in matters related to programs, policies and functions of the college and in the UCCSN as well as procedures related to the rights and welfare of the faculty. The Faculty Senate Executive Board functions as an ombudsman for the faculty.”

In Title 5 Section 1.4.3 of the UCCSN Code it states “The Senate shall make recommendations on behalf of the College faculty to the President and the Board of Regents on matters of Faculty rights and welfare and the College’s primary mission.”

Title 5, Chapter 4, Article 1 – Section C. #5, States that a “A representative of the Faculty Senate may be present at all regular Board of Regents meetings. The Faculty Senate representative shall be the official spokesperson for the faculty of the college.”

Faculty Senate bylaws state that all personnel holding professional faculty contracts are to be represented (Article II, 3.1.).

The senate is composed of two senators from each major instructional unit and must include one tenured faculty member (Article IV).

The Senate bylaws state that the purpose of the Senate is representation of the faculty “and to assure faculty participation in the formulation of institutional policies and goals, and in their evaluation. . .” Article 2, Section 2.1.

The Planning Counsel is comprised of 33% Academic Faculty whose membership include the Chair and Chair elect of the Faculty Senate and the NFA president. The Planning Council is currently acting as the Steering Committee for the Self Study. Faculty members have other committee work that has an impact on governance at TMCC some examples are the Technology committee, SLOA, and the Budget committee.

Faculty senate has composed an ad hoc committee to assist the Vice President of Finance in budget planning. Contact Bridgett or VPF for specifics

The Department Chair who is considered a Faculty member and is elected to a two year term by faculty, per the NFA contract, 5.3.F, “Develop and manage departmental budgets”.

The Faculty Senate Bylaws are distributed to all new and returning senators at the start of the new year. (included in display). During the presidents welcome back address faculty are updated on project completions and upcoming charges and goals of the college. The president also provides a list of business that could include Faculty Senate for the Executive committee to review. The Faculty Senate Chair or Chair elect attend semester “kick off” departmental meetings to provide updates and to solicit faculty involvement.

The Chair elect attends the monthly Instructional Dean’s meetings to represent faculty concerns and to provide formal information from those meetings during the Faculty Senate meeting, designated in the agenda as Faculty Senate Chair elect report.

B) The faculty is supported in that role.

TMCC is unique in the UCCSN system in the support that the college gives to Faculty Senate officials.

According to the Faculty Workload Policy, Revised July 1, 2004, page 4, the Faculty Senate Chair is awarded 50% release time for the two year term and the Faculty Senate Chair Elect is awarded a 25% release time for the two year term, Faculty Workload. TMCC is the only institution in the system that has a training ground effect for the up coming Faculty Senate Chair.

The Chairs of the standing committees for Faculty Senate have a three credit per semester release time, Faculty Workload Policy, Revised July 1, 2004, page 5.

The Standing Committees for faculty senate that have a direct correlation to governance are:

Academic Standards: The chair of this committee is a member of the faculty senate executive board. The function of the Chair of Academic Standards is to guide this committee in its efforts to ensure program integrity and continuity. The list of duties appears in the Faculty Senate bylaws, 9.8.1 – 9.8.3.11.

Curriculum Committee: This committee function is to review individual program proposals to ensure a fair and workable process for faculty and departments. The chair of this committee orchestrates proposals and committee access to these proposals and recently has a hand in a monthly campus publication based on the activities of this committee. The committee chair is also a member of the faculty senate executive committee. The list of duties appears in the Faculty Senate bylaws 9.9.1 – 9.9.3.8.

Salary, Benefits, and Monetary concerns committee: As well as serving on the Faculty Senate Executive committee this chair has the important role of representing faculty in the budget process at TMCC. A list of the duties for this committee chair is in the Faculty Senate Bylaws 9.10.1.1 – 9.10.2.9.

Professional Standards Committee: The chair is to serve on the Faculty Senate Executive committee and to focus on the Sabbatical leave, travel, and faculty evaluation. The list of the duties for this chair and committee is listed in the Faculty Senate bylaws 9.11.1 – 9.11.3.12.

Library committee: **Name Change?** This committee has added an enhanced cultural function to its charges that may include guest speakers and the like. The list of the duties for this chair and committee is listed in the Faculty Senate bylaws 9.12.1 – 9.12.3.15.

Part-time Faculty Issues committee: This committee serves a diverse and ever changing constituency. Part-time Faculty comprise a majority of the teaching faculty on the TMCC campus. The list of duties for this chair and committee is in the Faculty Senate bylaws 9.13.1 – 9.13.3.7.

Ad hoc committees: These committees are formed usually for short term projects. There is a call for faculty volunteers. The committee size and make up are decided by Faculty Senate and confirmed by the Faculty Senate Chair. The ad hoc committee will complete its assignment and present its finding to the Faculty Senate for a vote. The decision is then forwarded to the appropriate administrative body as a recommendation. In our recent history we have found that these ad hoc committee recommendations have been accepted and acted on by the administration. The recent reorganization, adopted spring 2004, was a result of proposals presented by the VPAA and addressed by a faculty

senate ad hoc committee which resulted in a common and agreed upon template for our current academic structure at TMCC. There is currently a faculty senate ad hoc committee which is reviewing the faculty evaluation instrument. Some Faculty at TMCC have expressed the need to change the faculty evaluation instrument to more closely match our current institutional direction and to include more areas of creative interest. This ad hoc committee has conducted a survey and will be making a recommendation to the Faculty Senate at large in the spring 2005 semester.

Flow of information and informal meetings are a part of shared governance efforts for Faculty Senate leadership at TMCC: There are bi-weekly meetings that take place with the VPAA, VPSS and the President of TMCC that include both the Faculty Senate Chair and Chair Elect. It is also possible to call other meetings if and when needed. These meetings include campus climate issues, updates on committee efforts, both ad hoc and standing committees, updates on efforts taking place by administration, faculty and Faculty Senate. These meetings are also an opportunity to get signatures on appropriate documents as they relate to curriculum matters. The meetings tend to close the gap between Faculty Senate and Administration by allowing a way to informally recognize and discuss ongoing efforts on campus.

The informal meetings structure can be one of the conduits for formal Faculty Senate action. Other ways that Faculty Senate can be formally mobilized is through motions or suggestions brought forward by Senators or recommendations made to the Chair Elect at the Instructional Deans' meetings. Because the Instructional Deans meetings include the Chair Elect, this forum allows for faculty input during "on the spot" decision making. The Faculty Senate Executive committee can bring forth items that have risen from their respective committees and a decision may be made to bring those issues to the floor in Faculty Senate in the form of a motion.

Faculty members are not only supported in the governance role, they are actively encouraged to participate. The current TMCC Faculty Evaluation Criteria includes committee work, either on Standing committees or Ad hoc committees, which can extend from the satisfactory to the excellent category on the "current" Faculty evaluation instrument.

For a satisfactory evaluation a faculty member can "Actively participate on one (1) college Standing Committee or Senate Standing Committee or Institutional Design Team", S.12.

For a Commendable evaluation a faculty member can, "Actively participate as a Faculty Senator", C20.

For an Excellent evaluation a faculty member can, "Chair a Standing Committee", E.14 or "Chair a non-compensated Senate committee", E.18.

The president of the college advertised for and chose a faculty member who is assigned the position of his assistant. This faculty member will serve as his assistant for two years (?). Along with many interesting campus wide duties this person will have an

integral role in untangling key campus documents to ensure that they are saying the same thing, in addition, to also oversee that formal changes made in one document are reflected in all critical campus and system documentation.

The President is undergoing his evaluation process currently on the TMCC campus. The Professional Standards committee of Faculty Senate have spear headed an evaluation instrument regarding the president of TMCC that has been disseminated to all full time Faculty. The results of this instrument will be presented to the presidential evaluation committee by the Faculty Senate Chair and Chair Elect. The Faculty Senate standing committee chairs and NFA president will also have an opportunity to meet with the presidential evaluation committee.

The climate survey which was conducted in the spring 2004 had 18 questions related to governance and leadership. This is one recent instrument that shows the feelings of TMCC employees towards this issue.

(Q30) I have the opportunities to be involved in policy development

Faculty (65%) were felt they had an opportunity to get involved in policy development, 21% felt they did not have that opportunity and 14% remained neutral. There was an interesting relationship on this question regarding length of employment with 67% of those employed at TMCC for 5 years or less agreed with this statement while 41% of those employed 6-12 years agreed and 62% agreed that have been employed at TMCC for over 13 years.

(Q31) I have the opportunity to be involved in budget preparation

This item had the lowest percentage of agreement in this survey with faculty 41% positive, 40% negative and 19% neutral. In standard 7A.3 there is discussion of moving the budget process closer to those it effects. "Faculty and staff will be empowered to provide input to the budgeting process and will have the knowledge to understand how decisions to allocate new or additional funds are made". The preliminary document goes on to say that "the administration will formalize the budgeting process to include a wide range of constituencies, publish an annual budget calendar to make the process transparent, and will monitor the consistency of data throughout all college systems". Plans include the formation of an advisory committee with representation from all areas of the college. The Faculty Senate chair of Salary, Benefits and Monetary concerns has been asked to be a member of this committee. Another provision worth quoting in this document is: "regular workshops designed for college constituents will clarify data, report relevant information, and feature full disclosure of revenue and budget data." The self study steering committee also came up with suggestions on standard 7 at the October 22nd 2004 meeting that may help to inform those in the college community.

(Q33) Faculty is given the opportunity to provide input into the planning process

In this question faculty responded 66% positive, 17% negative and 18% neutral.

(Q35) TMCC’s administration is supportive of shared governance

For Faculty 61% responded positively, 16% negatively and 23% neutral
There may need to be included the length of employment data for this component to flush out long term vs new hire perspectives regarding Q35.

Regarding Faculty Senate

(Q36) Faculty Senate represents my interests and concerns

54% agreed, 22% disagreed and 23% were neutral

(Q37) Faculty Senate empowers faculty to participate in decision-making process

65% agreed, 18 disagreed and 17% were neutral

(Q38) I effectively participate in Faculty Senate Committees

65% agreed, 10% disagreed and 25% were neutral. The area of effective participation is a difficult area to address but Faculty Senate has been making some strides in this area. Some efforts included a standing committee member dismissal report for those members who have not attended two consecutive meetings those dismissed members, if they chose to remain on the committee, would be re-confirmed at the following faculty senate meeting. The current ad-hoc committee on Faculty Evaluation is looking into the possibility of weighing other faculty activities equally to participation in standing committees in an effort to allow participation for those who would rather, and with real active interest, participate in other activities. Faculty Senate committee work has been one of the only avenues available to receive an “excellent” annual evaluation. Faculty Senate conducts a meeting each semester at the Edison and Meadowood facility.

Refer to table 15, 17 and 18 in the climate survey for candid responses to the Faculty and staff survey regarding Faculty Senate and Governance.

Strengths

Well defined process listed in many key campus and system resources.

There are many available avenues for governance and policy involvement at TMCC.

Based on release time, term lengths and access, TMCCs’ Faculty Senate leadership has an advantage over the other institutions in UCCSN.

Many efforts are currently underway to correct the areas identified in the Climate survey.

Weaknesses

Communication is difficult. If faculty may not read the overwhelming number of communications from committees, senate and administration they may feel “out of the loop”.

Multiple TMCC campus sights create a disjointed feeling for those who reside “off campus”.

The Edison technical facility and faculty have a difficult time feeling included in campus activities and their mission and goals, at times, conflict with the perceived mission of the TMCC Dandini campus. The Faculty at Edison have a certification need that is different than the academic faculty and this difference is viewed as “less than” when awarding tenure.

With the all the governance opportunities that exist at TMCC it is still perceived that unilateral administrative decisions take place.

No clear understanding of the budget or faculty place in that process.

Standard 6.E – Student Role in Governance

The role of students in institution governance, planning, budgeting and policy development is made clear and public; students are supported in fulfilling that role.

Student Representation

The Associated Students of Truckee Meadows (ASTM) is the representative student governance organization on campus. The ASTM/Student Organization office is located in RDMT 111, a prominent location within the new V. James Eardley Student Center. According to the ASTM Constitution – Article II, Section 1, “Membership shall be granted to students who are enrolled at Truckee Meadows Community College.” Based on this definition, representative student membership at the college is 11,322 members. It is obvious that an organization of this size necessitates a “governing” body, which is also provided for within the ASTM Constitution and Bylaws.

“Members meeting eligibility requirements shall have the right to hold office” within the scope and confines of ASTM Constitutional provisions and the UCCSN Code. The ASTM Legislative Body (Student Senate) can therefore consist of five (5) Executive Board members and eight at-large student senators. Members of the Executive Board are defined as the ASTM President, ASTM Vice-President, ASTM Secretary, ASTM Treasurer, and ASTM Student Senate President Pro-tempore. The ASTM Constitution and Bylaws outlines the appropriate mechanisms for the election and/or appointment of the ASTM legislative body, and this group is designed to represent the Dandini campus, Meadowood South Center, and the Edison complex.

Based on the current campus enrollment and constitutional provisions, each legislative board member would represent 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 student senate. The ASTM has devised a system that can adequately represent all students on campus, given that all positions could 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 under-represented at the Meadowood and Edison centers. Current election procedures for ASTM office are held in an on-line 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, the ASTM begins the year with less than a full compliment 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 the ASTM governing body. At the time of this writing, ASTM officials include a President, Vice-President, Treasurer, Senate President pro-tempore and seven student senators. Currently, the secretary position and an at-large senate position remain vacant.

Internal Policy Development

ASTM maintains a self-supporting budget, built primarily on the \$.50 per credit hour funding mandated by the UCCSN and carry-over finances from previous years. The ASTM Executive Board is charged with developing an annual budget that will meet the continuing extra-curricular needs of the student body, and the ASTM Senate monitors money and expends these funds accordingly. ASTM recently has been audited by the system auditors, and their processes were determined to be free of major “control issues”. In order to meet the needs of the student body, ASTM has four standing committees designed to make recommendations to the senate regarding form and function of the association. These standing committees are:

1. ASTM Activities Committee. This committee is charged with developing a co-curricular activities calendar including social and educational events designed to “facilitate participation and increased student involvement in our campus and community; and foster an awareness of issues and concerns directly affecting students.
2. Elections and Recruitment Committee. This committee is “responsible for planning, organization promotion and conduct of all ASTM elections; and responsible for the development and implementation of a membership recruitment plan.”
3. ASTM Finance and Appropriations Committee. This committee is charged with accepting requests for “campus support” funding, investigating these requests, and recommending approval or denial of said requests. The Finance and Appropriations committee also recommends the annual initial start-up funding of all recognized extra-curricular organizations on campus.
4. Constitution and Bylaws Committee. This committee is “responsible for the systematic review of the ASTM Constitution and ASTM By-laws.”
5. A Community Services Committee is an ad-hoc committee that has been formed to help develop programs that will provide additional assistance to many of the “at-need” students at the college.

The ASTM Student Senate General Assembly meets on a weekly basis, as do the standing committees of the Association. The Student Senate and each committee conforms to Nevada Open Meeting laws, requiring that all meeting agendas be posted at prominent campus locations at least 72 business hours in advance of the meeting. Meeting minutes are posted after they have been approved within the senate or the individual committees. ASTM is also currently working with the Applications Development team to develop an appropriate webpage that will continue to adequately provide information to the campus community regarding budget formation/expenditures and policy development.

Student Involvement in Campus Governance

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 system to express needs and desires of students state-wide. A key role of the ASTM president is to “attend Board of Regents meetings on a regular basis, and periodically report on the progress and implementation of all actions of ASTM to the TMCC President as well as to appropriate college committees (e.g. Faculty Senate, Planning Policy Council, et. al.).

The TMCC President and ASTM President meet on a bi-weekly basis to discuss issues of importance to the campus and the student body. The ASTM President and ASTM Vice-President also have a standing invitation to regularly scheduled cabinet meetings on campus. The ASTM President also attends faculty senate meetings as an ex officio member, and presents a regular report to the faculty senate regarding activities and issues around campus. Furthermore, the ASTM President can appoint ASTM representation on college committees with approval of the student senate. Generally, ASTM places representation on the Curriculum Committee, Library Committee, Academic Standards Committee, Bookstore Committee, Technology Fees advisory committee; and TMCC Planning Council.

The Associate Dean of Student Services is responsible for handling disciplinary issues that arise around campus. When it becomes necessary to hold hearings regarding code violations, two student members are appointed to each hearing board. This provides that all students are afforded an opportunity to be adjudicated by a panel that is campus representative, inclusive of faculty/staff/students and administration.

One of the concerns arising from the system audit was that the ASTM legislative body did not meet regularly with the ASTM Advisory Board. The ASTM Advisory Board “shall meet at least monthly to discuss the overall role and performance of student government on campus. The Board shall serve in an exclusively advisory capacity to

provide positive support and guidance for student government.” Members of the advisory board include the ASTM advisor, the administrative head of student development, the ASTM president, the NSP director, two TMCC faculty members appointed by faculty senate, two TMCC student members appointed by the ASTM president and one classified member appointed by the classified council. The current ASTM is working to ensure that this group will begin meeting on a regular basis to continue to develop positive working relationships and good communication lines with the campus community.

While ASTM has opportunities to be represented on vital committees around campus, this representation occurs based upon student availability and interest in attendance. Representation is sporadic at best, but the ASTM members are working to ensure adequate representation on all committees that will directly affect student life around campus.

A concern at most community colleges is that student leadership training must occur on an annual basis as student recidivism and transition within the organizational structure is constant and continual. Progress is being made on the development of policy and procedures manuals to aid in the training of new student leaders and to provide a viable and available resource to be utilized by student leaders and the campus community as a whole.

Conclusions

This section is designed to explore if the role of students in institution governance, planning, budgeting and policy development is made clear and public; students are supported in fulfilling that role. At TMCC, students are afforded clear opportunities to take part in governance and policy development. As mandated by state law, student involvement is made clear and public through the postings of meeting agenda/minutes. Finally, administration is fully supportive of the ASTM role in and around the TMCC campus.

Documentation

ASTM Constitution
ASTM Bylaws

Policy 6.1 Affirmative Action and Nondiscrimination

Educational institutions should contain within their environment the essence of the qualities they endeavor to impart, including the essential of nondiscrimination. They have a responsibility to develop selection and promotion standards and procedures based on principles which consider qualities, aptitudes, or talents simply as they pertain to the requirements of the position, with due regard for affirmative action. Institutions are expected to review their policies and procedures regularly to determine their validity in keeping with these principles.

Truckee Meadows Community College (TMCC) has an established equal opportunity and affirmative action policy and statement that affect all employees and students at TMCC. This policy re-affirms the University and Community College System of Nevada's (UCCSN) 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.

TMCC subscribes to a broad based recruitment campaign. Professional employment openings and opportunities are advertised globally via the Internet; 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. TMCC's also posts its job announcements on its website. Additionally, TMCC values diversity in its workforce and through its Diversity Initiative, TMCC works with groups and committees to assure that diverse physical, cultural and ideological environments, while nurturing mutual respect, are represented throughout its campuses and academic communities.

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 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 for 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.