Introduction:
Three Rivers Community College is one of twelve community colleges in the state, all governed by the Board of Trustees of Community-Technical Colleges and administered by the State Board of Governors for Higher Education. The current organizational design and governance structure at Three Rivers Community College reflects emerging internal and external governance demands. With a governance structure that incorporates a wide range of constituencies, including the Board of Trustees, the President of the College, faculty, administration, staff, students and committees, Three Rivers Community College has an effective and inclusive system of governance that fulfills its mission and purposes. In the context of this report, it is important to understand how the recent governance restructuring at Three Rivers has made it possible to effectively adapt to significantly challenging policy issues. More detailed descriptions of the College's organizational design and governance structure, representing the authority and responsibilities of the governing boards, President, administration, faculty, staff, students and committees, are available in supporting documents for the evaluation team.

Description
The Board of Trustees
The primary function of the Board of Trustees of Community-Technical Colleges is to establish policies for the development and maintenance of the educational programs and services of the community colleges. The Board of Trustees determines policy in all areas relating to the management of each community college. The authority, legal status, rights and responsibilities of the Board of Trustees are clearly defined in Public Act 89-260. Although appointed by the Governor, the Trustees are representatives from the communities served by the twelve community colleges in the State of Connecticut, representing the interests of the community. The major duties of the Board of Trustees include:
· Planning for the continued development of the community college system that will ensure maximum educational opportunities for the citizenry of the State;
· The administration of each college in the community college system;
· Personnel policies for the recruitment, appointment, evaluation, tenure, compensation, dismissal, professional improvement and assignment of duties of unclassified personnel;
· Educational programs, community services and other educational services in all colleges;
· Operating and capital budgeting and physical plant needs of each college, individually in the presentation of such needs to appropriate commissions and agencies of the State government;
· Admissions of students and enrollment projections for the colleges;
· Preparation of materials to be considered by the State Legislature and other State agencies on behalf of the community colleges.

Council of Presidents
This Council is comprised of the Chancellor, Assistant to the Chancellor for System Advancement & Communication, Chief Academic Officer, Director of Employee Relations, and the Presidents of the colleges. This governance body meets monthly to discuss relevant topics and issues, make recommendations and receive information from the System Office. Since the last self-study, the Executive Director is now called the Chancellor and the Deputy Executive Director is now the Deputy Chancellor.
The President
At the time of the merger in 1992, Dr. Booker T. DeVaughn was appointed President of Three Rivers. President DeVaughn served in that capacity until August 2001 when he retired. On August 6, 2001, Dr. Grace S. Jones assumed the presidency of Three Rivers. Her immediate focus is to facilitate closure to the issue of campus consolidating. Members of the college community are excited and hopeful that this issue will be resolved under the leadership of President Jones. The President serves on standing committees of the Board of Trustees as a non-voting member, and as such, provides the link between the internal governance system and the external governance system.

State Board of Governors for Higher Education
Established in 1983, the Board of Governors of Higher Education serves as a statewide coordinating, budgeting and planning authority for Connecticut's 44 colleges and universities, including the 12 community colleges. The eleven-member lay Board of Governors' authority is set forth in Connecticut General Statutes, Section 10a-6(b). The Board of Governors have the authority to merge or close institutions, review and approve all new academic programs, review and approve system-wide or individual mission statements, to monitor and evaluate the effectiveness of all colleges and universities. Perhaps one of the most controversial issues considered by the Board of Governors was the decision to merge all of the community and technical colleges in the State. This decision has had profound effects on this institution, as Three Rivers Community College continues to deal with the lingering effects of the merger. A recent study at the College on the efficacy of governance found that this 'merger effect' continues to present critical challenges the governance process (A Study of the Efficacy of Organizational Governance at Three Rivers Community College, June 2001). Other, more publicly appealing efforts by the Board of Governors have included the implementation of a statewide management information system and the creation of the nation's first statewide plan to attract and increase the number of minority students, faculty and administrators at the 44 colleges and universities.

Organizational Design and Governance Structure
In 1997, the Committee on College Governance, after much discussion and review, voted to eliminate the former three-tier system of governance, establishing a single governance structure. This redesign is perhaps the most significant change to the organizational and governance structure at Three Rivers since the last accreditation process is 1992. Since its conception, the central focus of the Governance Council has been an emphasis on proximity, inclusion and system-wide engagement. The governance structure at Three Rivers Community College includes:

A. The President's Cabinet provides for communication and discussion on major policy issues within the College. The President's Cabinet meets weekly. Members include: the President, the executive assistant to the president, the deans, the human resources director, the development director, the institutional research director, continuing education director and the chair of the Governance Council. This governance body advises the President on institutional policy issues. Policy issues generated from the Governance Council are reviewed. Members of this body have opportunities to present and discuss policy and budgetary issues that may have institutional importance. In addition, the President's Cabinet has the authority and responsibility for addressing the College's strategic and long-range planning mechanism. Consistent with the overall goal of an inclusive governance structure, all decisions by the President's Cabinet are presented in minutes and distributed by e-mail.
B. The Governance Council, established in 1997, provides a governance body that includes faculty, student services, administrative services, other non-teaching staff, continuing education and students. Details on the election, membership, authority and responsibility of the Governance Council are presented in the May 1997 Report of the Governance System, as provided for review by the evaluation team. By replacing the three-tier system with a single governance structure, members of the College representing the former Academic Council, Student Services Council and the Administrative Services Council now fully integrate into an innovative governance structure that provides a more effective forum for communication and discussion of policy issues within the institution. In 1999, the Information Technology Division was created and integrated into Governance. The chair of the Governance Council represents this governance body on the President's Cabinet, which meets weekly.

C. The Student Government, a fully integrated governance structure, provides many opportunities for students to participate in governance at the College. In addition to the student representation on the Governance Council, with full voting rights, students are elected to serve on the statewide Community College Student Electoral Assembly, electing a student to serve a two-year term on the Board of Trustees of Community-Technical Colleges. Most recently, a student from Three Rivers served on the search committee to hire a new President for the College in the spring of 2001.

D. Task Forces may be formed to address specific issues that cannot be adequately addressed through regular processes within the governance structure. Task forces are created and appointed to serve by the President or by the respective Dean who has primary administrative responsibility for the policy issue. Policy issues that encompass more than one division will facilitate assignment and oversight sharing by all divisions involved. The duration, size and composition of the task force will be determined by the nature and scope of the policy issue addressed. For example, a governance task force was formed in 1997 to address an ineffective governance structure that affected the entire institution. In addition, the task force was asked to prepare an interim report for NEASC. This year, a similar task force was formed to conduct a post-merger study on the efficacy of governance at the College for staff and students, and to prepare the report on Standard Three (Organization and Governance) for the 2002 Self Study. Copies of these two quantitative reports completed in 2001 are available for review by the evaluation team.

E. Academic Division meetings are held monthly and are chaired by a faculty member. This is a representative body that includes faculty and other non-teaching professional staff members (administrators, student services, library, development, counseling and continuing education staff). The primary function of this body is to ensure that faculty is provided a substantive voice in matters related to academic integrity, educational programs, policy and personnel issues. Policy issues being reviewed are discussed fully in the Academic Division meetings. The Board of Trustees of Community-Technical Colleges recognizes the rights and responsibilities for all professional staff, as set forth in the collective bargaining process.
F. Other Division meetings are held regularly in accordance with the current Governance document.

College Committees
There are approximately twenty-five college committees at Three Rivers. Each committee has a reporting relationship to the President or a Dean. In a few instances, the committee reports jointly to the respective Dean and to the Governance Council, Curriculum Committee, and/or Information Technology Advisory Committee. Active participation on committees is encouraged for adjunct faculty and members of the community. Other committees functioning at the college are mandated by individual collective bargaining agreements including promotion, tenure, sabbatical and professional development.

Collective Bargaining
There are five collective bargaining units within the Three Rivers Community College system. The largest is the Congress of Connecticut Community Colleges (4C’s), which includes Agreements for faculty, administrators, counselors and library staff. The second largest representation at the College is the American Federation of Teachers (AFT), which includes the technical faculty. Other college administrators, such as Director of Records, Administrative Services, Finance and Budget, Business & Industry, Lab Technicians and some information technology professionals are included in the AFSCME Administrators (American Federation of State, County and Municipal Employees) bargaining unit. Accountants, payroll and purchasing staff are represented by Administration and Residual (A&R) and the Connecticut Employees Union Independent (CEUI) representing the maintainers and building supervisors. All bargaining units are bound by their respective Agreements, which tend to vary from three to four years in duration. All Agreements are negotiated between the Board of Trustees of Community-Technical Colleges and the union representatives.

Community Groups
Community groups, including advisory boards, the Alumni Association and the Three Rivers Foundation, function and provide valuable input to the entire Three Rivers system as a provider of education, training and services. The Regional Advisory Council is comprised of sixteen community members who advise the College of community needs and provides a link between the College and the community. This governance body, appointed by the Board of Trustees of Community-Technical Colleges, may advise the college President regarding educational programs in order to address the needs of the communities in the region it represents. Input from the Regional Advisory Council is relevant and invaluable for decisions regarding capital projects, policy issues, development of new curricula, budgetary decisions and viability projections for specialized programs and activities.
In addition to the Regional Advisory Council, other advisory committees exist throughout the College. These include the advisory committees for most of the career programs, such as the Human Services, Early Child Development, Nursing, Mechanical/Manufacturing/CAD, Nuclear Engineering, Computer Science, Electrical Engineering and other advisory boards. A complete listing of all of these advisory committees within the College is available for review by the evaluation team in the Team Workroom.

The Alumni Association is a group of individuals associated with the College who wish to promote active involvement between the College and the alumni. The association also promotes positive public relations between the College and the community.
The Three Rivers College Foundation is a non-profit organization dedicated to fund raising and fund development for benefit of students and programs at the College. A volunteer Board of Directors guides the efforts of the Foundation, helping to assure that our students will have access to affordable educational opportunities in the Region. The Foundation represents public, private and professional interests. Funds raised by the Foundation directly assist needy and deserving students and help to enhance capitol improvement projects, social, educational and cultural opportunities at the College.

In 1997, the State of Connecticut created the Higher Education Matching Grant Program. The Foundation’s net assets as of July 1, 1998 were $60,779.16. The net assets as of July 1, 2001 were $253,537.68. This represents a 417 percent increase. However, that increase was not entirely due to the matching grant program. One other significant factor was the hiring of a Director of Development at Three Rivers in September 1998. Additionally, an excellent group of Foundation board members who were quite enthusiastic about raising funds for the College implemented two new sources of income: the gala and the golf tournament. All of these factors contributed to substantial increases in our accounts.

APPRAISAL
The College was fortunate to have had the sustained leadership of former President Booker T. DeVaughn through the pre-merger and post-merger period. His dedication to the growth and development of the College provides an exciting opportunity for our new President, Dr. Grace S. Jones to move the College decisively toward an even brighter future. The College remains in a tenable position of continued growth and development under the experienced leadership of President Jones at Three Rivers.

The Board of Trustees provides an actively engaging governance body, representing the community. The Board of Trustees responds positively to issues and concerns of the College and should be commended for its vision and support of long-range planning initiatives.

The College has a fully integrated governance structure that has made it possible for the College to effectively adapt to internal and external forces that may affect its policy priorities. The establishment of the Joint Governance Council in 1997 has helped to make the overall governance structure at Three Rivers a seamless and inclusive system.

The fiscal solvency of the institution and the continued academic integrity of the educational programs of the College are maintained by state funding, collective bargaining and other funding processes.

Students at Three Rivers are actively engaged in a wide-range of social, educational, cultural, and governance activities at the College. Since the 1992 accreditation process, the level of student participation in governance activities has increased significantly.

The Board of Governors of Higher Education have set forth a strong statewide effort to increase efficiency, accountability, advance technology-based learning, and outcome measuring in all courses and improved resource allocation.

The creation of the Office of Development, with the hiring of a full-time Director of Development in 1998, has resulted in substantial increases in donations to the Three Rivers College Foundation, as well as other fund development efforts.
Changes in the demographic make-up of the Region should be reflected in the make-up of the Board of Trustees. However, it should be noted that all appointments are made by the Governor, with limited input from the local colleges.

Increased demands for expanding student enrollments and services are becoming quite difficult with the present physical facilities of the College. Issues related to limited library space, parking, designated smoking spaces, adequate office space for faculty and staff, and campus security constitutes a major amount of governance discussions at the College.

Lingering merger issues continue to affect faculty, staff and student participation in the overall governance process. Attendance at monthly Academic Division meetings has approximately a 50 percent participation level. Collocation continues to be a central issue requiring a great deal of immediate attention but resolution is anticipated in the near future.

**PROJECTION**

*Strengthen student involvement in the governance process.* It is very important that students take a more active role in the organization and governance of the College. The Dean of Student Services is responsible for ensuring student participation on the Governance Council. Student representatives should be in place by the beginning of the academic year so ideally, elections or appointments to the Governance Council should take place by graduation (June). This will ensure that there is a student representative at all meetings of the Governance Council.

*Projecting the spirit of the merger in words and deeds.* The one lingering aspect of the merger seems to be the lack of cohesiveness, an esprit de corps amongst the faculty and staff of the two campuses. Whether or not this is attained with complete collocation remains to be seen.

*The Regional Advisory Council should be more actively engaged in college life.* RAC members can serve the college by enhancing public awareness of the college and promoting college programs in the community; assisting the college in evaluating its programs and by developing new curricula; assisting with securing contributions of equipment to support academic programs, and establishing solid relationships with area legislators. These are but a few examples of how the Regional Advisory Council can enhance their service to the College.

*Strive for more inclusiveness in the governance process at the College.* Findings from a recent study on governance among the faculty and staff at Three Rivers suggest that there is a need to foster a more inclusive environment for governance within the College. Each department should do a better job of recruiting, nurturing and assigning faculty and staff to serve in the governance structure. Further, each member of the college community should make the effort to become more informed about the governance process.