

3. ORGANIZATION AND GOVERNANCE

DESCRIPTION

The Appendix provides a chart of the higher education structure. The description of the constituent elements provided in this chapter reflects the structure at Mohegan Community College as of September 1, 1992.

Relation to State Government

Responsibility for the cumulative coordination of all public higher education rests with the Department of Higher Education. The State Department of Administrative Services, through its Division on Personnel and Bureau of Public Works, provides many operational services to, and for, classified state employees and facilities evolution. Management of state financial application services is rendered by the State Treasurer, the State Office of Policy and Management, and the State Comptroller. Other state agencies, depending on the nature of the issue, may also assist the system from time to time.

Part of the state budgetary process is to fund, through appropriations, the Community-Technical College System. This is done through the State General Assembly. Budget request guidelines for the succeeding fiscal year are formulated by the Executive Director and the Council of Presidents. These system and individual collegiate requirements are then endorsed by the aforementioned body to the Board of Trustees for approval. A formal budget

request is then forwarded to the State Board of Higher Education for recommendation to the Governor and the Legislature.

Upon completion of the legislative process, the Board of Trustees will allocate funds from the budget appropriations, among the system colleges. Fund allocation is not standardized. The Executive Director meets with each college president to assess financial needs. Mandatory expenses, such as plant operation and plant maintenance, are funded for each college. Funding is also provided for personnel costs and other operating expenses, based on continuing current levels of operations. Any available additional funding may be allocated to individual colleges, according to priorities set by the Board of Trustees, for enrollment expansion, new program development, and quality improvement.

Once all allocations have been reviewed, approved, and dispensed by the appropriate factions, each college can then manage its budget within the categories of personnel equipment, and operating expenses. Adjustments to the funding in these categories can be made within state budgetary procedures during the course of the fiscal year.

Additionally, auxiliary college services are supported through student fees. Each college retains and expends this resource as deemed necessary to provide services.

System Administration (See Appendix)

DEPARTMENT OF HIGHER EDUCATION - BOARD OF GOVERNORS

There is a Commissioner and eleven members appointed with advice and consent of the General Assembly to serve four-year, staggered terms. Seven are appointed by the Governor and four by the highest ranked members of the state legislature who are not members of the same political party as the Governor. Their main functions are to prepare and present consolidated operating and capital budget requests to the Governor and General Assembly and to establish statewide policies for tuition and fees. They review and approve institutional mission, role, and scope statements, as well as granting approval for new degree academic programs. They work in unison with the Board of Trustees governing the Community-Technical Colleges.

BOARD OF TRUSTEES - COMMUNITY-TECHNICAL COLLEGES

The Board has the responsibility for governance of the 12 Community-Technical Colleges in Connecticut. The duties are clearly defined in Public Act 89-260 and in the approved mission statement for Community-Technical Colleges.

The Board of Trustees holds eleven regularly scheduled meetings per year and four to six special meetings. The duration of the meetings is from three to four and one-half hours. Average attendance at meetings is approximately 70%.

The Executive Director of the Board is responsible for the development, maintenance, and compliance of all Board policies and procedures by all colleges in the system.

CENTRAL OFFICE

Central Office staff assist the Board of Trustees' Executive Director with ensuring that the policies, procedures, development, and compliance are maintained by all the Community-Technical Colleges in the system.

PRESIDENTS' COUNCIL

The Presidents of all colleges in the Community-Technical College System meet monthly to discuss issues, make recommendations, and receive information from the Central Office.

DEANS' COUNCILS

System-wide Deans' Councils for the various organizational elements - Instruction, Student Services, Continuing Education and Financial Administration - meet to air problems, discuss policies and develop recommendations. Each council makes recommendations for policy changes and provides assistance to the Central Office on various study groups and task forces.

Local Administration of the College

Mohegan's administrative officers are the president and three deans (Dean of Instruction, Dean of Administrative Services and Dean of Student Services and College Development). The president is the chief executive officer of the College, under the direction of the Executive Director of the Board of Trustees. A president

for the new merged comprehensive college was appointed in June 1992. The president participates in standing committees of the Board of Trustees as a non-voting member. This position provides the necessary link between the internal and external governance system.

There is no separation between the Instructional Division and Continuing Education. Instead, the Instructional Division includes all credit, non-credit, on and off-campus academic activities. The Dean of Instruction is assisted by a Director of Instructional Services, who oversees the daily operation of community education, prepares the course schedule, and administers the adjunct staff.

Since 1986, the Instructional Division has been composed of six academic departments: Career Studies, Language & Arts, Math, Natural Sciences, Nursing, and Social Sciences. Each department is chaired by a Department Coordinator, except Nursing which has an administrator as director. The Department Coordinator's job description is available for review.

Within departments, Academic Program Leaders are designated by the Dean of Instruction to monitor specific academic programs. The job description for Program Leaders is available for review.

REGIONAL ADVISORY COUNCIL

The Regional Advisory Council is comprised of twelve outstanding community members who advise the College of community needs. They provide a valuable link between the College and the community. The members are appointed by the

Board of Trustees, upon recommendation by the College, and serve a two-year term.

Local Governance of the College

The governance structure at Mohegan was designed to maximize college-wide participation and to minimize problems associated with traditional committees. The current structure, proposed by a task force in 1986 and reviewed annually, has several components: a President's Cabinet; two Dean's Councils (Instructional and Student Services); divisional meetings; a Student Senate, and the Planning and Policy Advisory Committee (PPAC). Each component acts in an advisory capacity to the President.

The President's Cabinet, which meets weekly, consists of the President, the three deans, and the chair of PPAC. Its role is to discuss and advise the President on policy and problems of institutional importance. The President's Cabinet also coordinates policy implementation and promotes communication through college-wide distribution of its minutes.

The Dean's Council for the Instructional Division, which meets bi-weekly, consists of the Dean of Instruction, the Director of Instructional Services, the Director of Nursing, the Director of the Learning Resource Center, the Coordinator of Tutoring and Learning Assistance, and the department coordinators for Career Studies, Language and Arts, Math, Natural Sciences, and Social Sciences. Its role is to review curriculum, library and learning support services, to discuss and advise the Dean on budget and all

issues which have academic implications, and to disseminate information from the administration to the department members. In effect, this council acts as a curriculum committee, a library committee, and a steering committee to assist in developing the agenda for the monthly divisional meetings. Minutes are distributed to PPAC, division members, deans, President, and others on request.

The monthly meetings of the Instructional Division are open to all members of the College, but only members of the division may vote on policy recommendations. Minutes are distributed to PPAC, division members, other deans, the President, and others on request.

The Dean's Council for the Division of Student Services and College Development, which meets every three weeks during the semester, consists of the Registrar and the following directors: Assessment of Prior Learning (APL), Financial Aid, Marketing and Recruitment, and Student Development. Its role is to advise the Dean on budget, staffing, and policy; to reconcile divisional concerns; and to disseminate information. Minutes are distributed to PPAC, members of the division, deans, President, and others on request.

Monthly meetings of the Division are open to all, except when in-service training is provided for the Division staff. Formal votes are rarely taken, but straw votes are used to indicate the opinion of the Division.

The Division of Administrative Services is scheduled to meet once a month to convey information, discuss problems, plan and adjust schedules/assignments, and consider matters related to PPAC. Meetings are open to all members of the College, except during discussion of topics restricted by the provisions of the Privacy Act. Minutes are provided to PPAC, division members, deans, President and others on request.

The Student Senate consists of 15 senators elected by the students. The Student Senate decides on recognition of student groups and allocates a budget. Two members of the Student Senate are elected to serve as a voting members of PPAC.

PPAC is the central governance body at Mohegan. Meeting each week, it provides a forum for all segments of the College: faculty, classified staff, professional staff, students, and administrators. PPAC makes recommendations on all policies and procedures which have college-wide impact. It participates in development of the Institutional Plan and creates task forces to address concerns. The chair of PPAC is elected by the College as a whole and sits as a voting member on the President's Cabinet.

APPRAISAL

Mohegan prides itself on a highly participatory and open style of administration and governance. Every effort is made to involve and inform members of the staff and students. Given the small size of the College and its full-time staff, we have tried to streamline processes that are often duplicated in more traditional structures

which have clearer distinctions between administration and governance. For instance, it is typical at other colleges to have meetings of an instructional division, a faculty senate, and a collective bargaining unit.

To an outsider, "The Mohegan Way" may seem murky. Administrators sometimes complain of how difficult it is to get a quick decision because so many constituencies must be consulted. Yet, when quick decisions are really necessary, the administrators have the authority to make them. Faculty sometimes complain that their voice is muted in bodies, such as PPAC, where so many others are given a vote. Yet, the faculty remain the most powerful group, taking solemnly their responsibility for the integrity of the academic programs and the professionalism of its members. Staff sometimes complain about confusion and the use of ad hoc input at different levels in the decision-making process. Yet, our frustration is often fueled by the high expectations set by our open structure. Because the hierarchy of information is clear, we expect the same in decision-making. Our locally developed preference for open communication clashes with an external system of precise job responsibilities, complicated by collective bargaining agreements. Communication at the division level is not always satisfactory and scheduled meetings are not always held in some divisions.

Perhaps the primary advantage of Mohegan's way of doing things is that we have fewer turf battles and a stronger sense that we are united as a college to serve our students. We have always felt

understaffed and underfunded; consequently, we have sought strength in working together. We still cling to the founding ideals of the College: individual empowerment, participation and consensus, and social responsibility.

PROJECTION

The merger with Thames Valley Technical College will challenge our institutional culture. The institutions have different histories, structures, and styles. The professional staffs are members of different bargaining units and have major differences in their contracts. We will have to respect their views if we are to unite our administration and governance successfully. The second challenge comes from the concurrent downsizing of full-time staff. Already, we have too few people to make governance work well. Finding people to serve on PPAC has been increasingly difficult. Trying to schedule a meeting when there is not a competing meeting has become something of a joke.

With the merger of the two institutions, the task of creating a new governance system for the new institution is formidable. Thames Valley does not have a governance structure other than the Cabinet and an Academic Coordinators Council. Professional staff and faculty there belong to two different unions from that of Mohegan staff, and the legislature left those unchanged in the merger. In addition, a new administrative structure must be constructed to best meet the administrative needs of the new two-campus institution.

Projections for 1992/93 include the following major objectives which are specified in the College's Institutional Plan:

- 1) Assist in planning and implementing appropriate Administrative Organization and Policies to accomplish the objectives of the forthcoming merged Community-Technical College organization. Merge/integrate control systems/ procedures/staffs between colleges as needed to continue to provide required support to programs.
- 2) Develop and implement comprehensive program to welcome each new employee and provide a socializing orientation on all aspects of college operation. Include detailed "check-in" and "check-out" procedures to assist all new and departing personnel and insure compliance with all policies and regulations.