Standard Six

Governance and Administration

Introduction

Western Nevada College exists within the structured framework of the Nevada System of Higher Education (NSHE) and within the context spelled out in Nevada’s Constitution. Not only do these structures provide guidance and support for the institution and the system, but they also impose barriers and limitations for the entities. To exist within these parameters requires a keen skill set that incorporates balancing the art of meeting legal and legislative requirements, while pushing the envelope to make the most effective use of limited resources and personnel to sustain the college’s commitment to the community.

The various internal organizations that speak for the college’s contingencies are well organized and operate within the bylaws established for each one. The leadership of these groups is diligent in communicating issues and providing feedback to the college’s leadership during regularly scheduled College Council meetings as well as on a daily basis when the need arises.

Through a variety of venues, the faculty and staff of WNC continue to demonstrate their commitment to maintaining an academic community that recognizes and listens to all voices, while making decisions that are based on data and a valid assessment of available information. Like a family, by no means does this process result in unanimous agreement on all issues faced by the college. What it does mean is that members of the college community are given the opportunity to obtain relevant information, discuss issues and data, and to provide input on possible outcomes. These debates help to strengthen the shared sense of being one, focused institution committed to doing what is best for students.

Governance Relationships

Western Nevada College is one of the eight institutions in NSHE. As a member of the system, a number of policies and procedures govern WNC and the various constituencies within the college. The following documents outline the governance and administrative relationships that exist between NSHE, the Board of Regents, and the college:

- NSHE Board of Regents Handbook
- NSHE Procedures and Guidelines Manual
- NSHE Organization Charts
- WNC Academic Organization Charts
- WNC Administrative Organization Charts
- WNC Bylaws
- WNC Policy Manual
- Classified Council Bylaws
- Academic Faculty Senate Bylaws
- Administrative Faculty Senate Bylaws
- Associated Students of Western Nevada (ASWN) Constitution
- WNC Academic Master Plan 2007-2013
- WNC Foundation Board of Trustees Handbook

The NSHE Board of Regents Handbook outlines the governance system of NSHE. Exclusive control and administration of the system is vested in an elected Board of
Regents, consisting of 13 members. Each regent serves a six-year term.

The Board of Regents is legally responsible for oversight and control of the system; its functions are described in broad terms as “advisory” and “policymaking.” Title 4, Chapter 1 of the Handbook describes the function of the board as “policymaking, not administration”:

[It] is advisory and legislative. Thus, the Board of Regents shall delegate whenever possible duties that are initiatory and executive. It shall be the function of the Regents to approve or reject policies proposed by the administration. . . . Upon the basis of recommendations and data presented by the administration, the Regents shall determine the general method in which various problems and administrative duties are to be solved or handled, and shall permit the administration to apply the policies decided upon to single individual jobs or problems.

The authority and responsibilities delegated to all components of the system are clearly delineated in the Handbook. A chancellor, whose role is defined by the Handbook (Title 1, Article VII, Section 3) provides system leadership. Duties and responsibilities of the institutions’ presidents (chief executive officers) are outlined in the Handbook (Title 1, Article VII, Section 4). (Appendices 6.1, 6.2, 6.3; Exhibits 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 6.10, 6.11) (6.A.1, 6.A.4)

Compliance with Governance Documents

Evidence that the regents and college administrators, faculty, staff, and students understand their respective roles as set forth by the governance system’s official documents can be found in their participation in their governance systems and in their efforts to revise and update policy and governance documents. For example, minutes of the Board of Regents meetings and those of other institutional groups demonstrate the participation of all college stakeholders. Minutes and notes from college standing committee meetings are published on those committees’ pages on the college intranet (WestNET). (Exhibits 6.12, 6.13, 6.14, 6.15, 6.16, 6.17) (6.A.2)

Faculty, Staff, and Student Input

The governance system within NSHE and the college provides for the consideration of the views of faculty, staff, and students, and their roles in governance are made clear and public through the college website. The role of students in governance is also described in official publications, including the catalog, program guide, and semester schedules.

Recent enhancements to the college website—both the public pages and WestNET—have facilitated improved communication throughout the college community about proposed policy changes, the budget process, assessment and program review findings, and other issues involving planning and governance. Through WestNET, all employees have access to the agendas and minutes of college standing committees, the two faculty senates, the Classified Council, and College Council. Agendas and minutes for the ASWN meetings are published on WNC’s public site. WestNET also allows employees to send e-mail messages to an entire committee or the officers of a committee.

Faculty, staff, and students can provide input on matters in which these constituencies
have a direct interest through participation on committees, councils and senates, and task forces; opportunities to speak at board meetings and college open forums; involvement in the planning and budgeting processes; and, for college faculty, participation in their performance evaluations. (Exhibits 6.12, 6.13, 6.14, 6.15, 6.16, 6.17) (6.A.3)

**Board Representation**

The Board of Regents is currently an elected, rather than an appointed, body. Thirteen members serve six-year terms and represent clearly identified geographic regions of the state as outlined in the *Handbook*. Policies provide for continuity and change in board membership by stipulating the years in which the elections in each of the geographic districts shall take place, thus staggering terms of office in two-year time frames (Title 3, Chapter 2, Section 396). (Appendix 6.3; Exhibit 6.1) (6.B.1)

**Board Policies and Procedures**

The *Handbook* stipulates that regents may act only as a committee of the whole: “It shall be the policy of the Board of Regents to act as a unit. . . . the individual members have no authority singly. No member of the Board of Regents can bind the board by word or action unless the board has in its corporate capacity designated such member as its agent for some specific purpose” (Title 4, Chapter 1, Section 8). (6.B.2)

The duties, responsibilities, ethical conduct requirements, organizational structure, and operating procedures of the Board of Regents are published in the *Handbook*. The “Policy Codification” section (Title 4) contains a subsection titled, “Principles and Ethical Considerations Applicable to the Board of Regents.” Objectives of the regents are listed in the NSHE Mission Statement, which is included in the *Handbook* (Title 4, Chapter 1, Section 1), and responsibilities are listed in the following section. Operating procedures are detailed in Title 4, Chapter 1. (6.B.3)

The regents are responsible to select, appoint, and evaluate the chancellor of the system. As outlined in the *Handbook* (Title 1, Article VII, Section 3), the chancellor is appointed by and serves at the pleasure of the board. The chancellor is evaluated annually in writing by the chair of the board in accordance with their procedures. The chair presents the findings to the board for its review. In addition, the chancellor is evaluated periodically by a committee of the board in accordance with procedures approved by them.

The presidents of each NSHE institution are also selected and appointed by the regents according to the *Handbook* (Title 4, Chapter 1, Section 4). They also serve at the pleasure of the board. The chancellor, in accordance with procedures approved by the regents, evaluates in writing each president annually. Subsequently, an evaluation committee appointed by the board periodically evaluates each president during a public, scheduled meeting in accordance with board procedures. At an annual retreat, the Board of Regents evaluates its own performance and updates the *Handbook*. (6.B.4, 6.B.6)

The college biennial budget is reviewed and approved by the Board of Regents. The board is the advocate for the system and individual college budgets before the Nevada State Legislature. In addition, the board has fiduciary responsibility to audit individual organizational budgets on a cyclical basis. The agendas and minutes of the Board of Regents document WNC budget reviews as an integral part of board business. (Exhibits 6.1, 6.12) (6.B.8)
Board Responsibilities to Western Nevada College

The Board of Regents takes an active role in reviewing and approving all changes and additions to institutional academic, vocational, and technical programs. Regents’ meeting minutes document the approval of these changes, including the college’s first baccalaureate degree (Bachelor of Technology in Construction Management) on December 1, 2006. In addition, the Board of Regents approved the name change for Western Nevada College on March 15, 2007. WNC’s institutional mission statement was reviewed and verified at a Board of Regents meeting on April 2 and 3, 2009. (6.B.5)

The Board of Regents has the responsibility for approving the academic and administrative structure of WNC. The Board of Regents is a policy-setting board that delegates to institutional administrators the authority to carry out broad policies, as well as to develop specific policies and procedures for daily operations. (Exhibit 6.12) (6.B.7)

Involvement in Accreditation

The Board of Regents is aware of the college’s accreditation status, and the system office receives copies of the self-study report. (6.B.9)

Institutional Advancement Activities

The Western Nevada College Foundation Board of Trustees Handbook makes clear that institutional advancement activities must relate directly to the mission and goals of the college. The WNC Foundation mission statement reads as follows:

The Western Nevada College Foundation exists to maintain and enhance the quality of life in western Nevada by developing friends and funds for support of the educational, cultural, and service goals of Western Nevada College. The WNC Foundation supports the entire college family in its overall pursuit of excellence.

The foundation’s statement of purpose also reflects this same intent:

The WNC Foundation Board was developed for the sole purpose of supporting the educational pursuits of Western Nevada College in the community. To this end, the main objective of the board is to raise funding for the continuing growth of the college in an effort to establish increasing levels of excellence. This will be acquired by providing the best possible entry level college education available in the nation to its students. The board recognizes at all times that the community is the nearest, dearest, and most accessible source of contribution and understands that if a continued effort to the community’s needs are addressed, it becomes an investment in our funding for the future. The board recognizes the strong ties that the community college has to business and industry and will continue to make a concerted effort to assess and meet the individual needs of their employees. The board will make every attempt to carefully review and scrutinize all matters that fall under its influence so as to always have the best interest of the college and its reflection in the
As the foundation heads into another major gifts campaign, the four projects described below tie directly to the college’s 2006-12 strategic goals:

1. **Machine Tool Technology Center Addition (Carson Campus):** This project will expand the current facility to house state-of-the-art donated equipment and reconfigure laboratories to effectively utilize space and to meet the needs of students enrolled in the college’s degree program. In addition, the space will enable the program to meet the area’s industry needs. (Goals 1 and 2)

2. **Science/Technology Scholarship Endowment (Carson City and Churchill, Douglas, Lyon, Mineral, Pershing, and Storey counties):** Access to higher education is vital to the economic success of the region. Scholarships help capable students reach their goals, yet increasing costs, combined with uncertain federal and state support, jeopardize access for many students. (Goals 1, 2, and 3)

3. **Science/Technology Equipment Endowment (Carson City, Churchill, Douglas, Lyon, Mineral, Pershing, and Storey counties):** In order to keep up with the pace of technological advances, WNC must continually upgrade its computer systems, and its health care, science, technology, and manufacturing equipment. (Goals 1, 2, and 3)

4. **Intercollegiate Softball Field (Carson City):** Currently, the Wildcats softball team uses a field at the Edmonds Sports Complex for practice and for home games, thanks to a cooperative agreement with the Carson City Parks and Recreation Department. However, the 15-mile round-trip from the campus has resulted in less connection to the college community and valuable time lost commuting to and from the facility. These two disadvantages will be corrected when WNC builds its own field. (Goals 1 and 2) (Exhibit 6.11) (6.C.4)

## Strategic Goals

- Improve Student Success Rates
- Ensure Institutional Excellence
- One College, Many Communities

## Effectiveness of Administration

As the full-time chief executive officer of Western Nevada College, the president reports to the chancellor and is accountable through the chancellor to the regents. The Handbook lists six specific duties: providing leadership; appointment of professional personnel; reviewing performance of professional personnel; making budget recommendations; authorizing grants, contracts, and gifts; and serving as principal spokesperson for Western. The WNC Bylaws identify additional areas for college decision-making, administrative organization, and appointment of committees to facilitate administration. (6.C.1)

In addition to the president, the WNC administration is composed of four vice presidents and three deans, as well as directors and coordinators of programs. The professional roles for each of these individuals is defined in a position description and is supplemented by an
annual process that includes an assessment of goal attainment related to the previous year, as well as goal identification for the upcoming year. Both the employee and the supervisor sign off on this written documentation.

The WNC administrative faculty function includes other administrative professionals who follow a similar process to identify duties and responsibilities. These activities are consistent with the WNC Bylaws that state that the duties of administrative faculty “shall be established by the President to promote the goals of the institution and to support instruction” (WNC Bylaws 4.1.1). The Administrative Faculty Senate serves as “the authorized voice for administrative faculty concerns.”

As administrative faculty vacancies occur, a college-wide search committee, established through a process identified in WNC Policy 4-5-1-2 (Hiring Academic and Administrative Faculty), reviews and approves qualifications and duties for the position.

Ethical conduct responsibilities of administrative faculty, as well as all WNC employees, are addressed in WNC Policy 1-2-1 and are consistent with the Code of Ethical Standards (NRS 281.481). This policy was reviewed, amended, and approved through College Council by the college community in 2004 to maintain accuracy and relevancy to current practice. (6.C.2)

The recruitment and selection processes have been designed to hire administrative faculty who demonstrate academic achievement, experience, and/or other qualifications. The duties and responsibilities of administrative faculty and performance attributes are clearly defined in position descriptions, which, along with annual employee goals, serve as the basis for the evaluation process. Annual evaluations are intended to ensure and promote continued strong administrative performance. The administrative faculty evaluation process has been jointly created and updated by the Administrative Faculty Senate and the college administration. As part of this evaluation process, each employee and the relevant supervisor establish an annual development plan for the employee. (6.C.3)

The decision-making process for the college includes the following:

- Any member of the college may suggest an action, policy, or change in policy through the appropriate representative group—Administrative Faculty Senate, Academic Faculty Senate, Classified Council, and ASWN.

- In addition, suggestions may be initiated through the College Council, a representative group of all the above organizations, in addition to an academic division chair representative, three of the vice presidents, and the Strategic Planning for Effectiveness (SPFIE) committee. Representatives of these groups constitute the voting members of the College Council, which reviews, edits, and makes recommendations to the college president on all changes to institutional policies and procedures. The College Council, in most circumstances, has two readings of any proposed change, which provides for the dissemination to members of the groups, and subsequent action by the group on the proposed change or addition.
The College Council is advisory to the president. (6.C.5)

The administrative staff strives to make the most effective use of available financial resources and personnel to meet strategic and operational goals. As needs or issues are identified, one or more administrators may be assigned responsibility to develop solutions. To do so, they seek input from other constituencies and eventually make recommendations to the college leadership. This process is frequently facilitated through discussions at College Council, followed by referral to the individual constituency groups, with a final consensus recommendation made at a subsequent College Council meeting and with final decisions made by the president.

Following are some examples of how organizational units have worked cooperatively to improve the college's recruitment practices and promote diversity:

- **Multicultural Festival** development and implementation by academic faculty, Student Life, Information and Marketing Services, and ASWN.

- **Bridge to Success Program** involves personnel from Admissions and Records, Student Outreach, Financial Aid, Counseling, and academic and administrative faculty.

- **Latino Outreach** and **Latino Community Day** are coordinated and supported by the WNC Latino Club, Dean of Student Services office, ASWN, and Student Outreach.

- **Welcome Pow Wow** is coordinated by Student Life in cooperation with the Washoe Tribe.

- **Women in Non-Traditional Careers Day** (9th grade girls) to promote females exploring careers in technical and vocational education, coordinated by Academic and Student Affairs units.

Examples of special projects led by administrative teams include the following:

- **iNtegrate Implementation Team**, created by the vice president of Academic and Student Affairs, includes personnel from Admissions and Records, Financial Assistance, Business Office, and Institutional Research.

- **Technology Work Group**, called together by the director of Library and Media Services, includes personnel from Computing Services, Admissions and Records, Information and Marketing, Institutional Research, and the college’s representative on the System Computing Services Advisory Committee.

- **Website redesign and expansion**, led by Information and Marketing Services, involved input from departments across the college. (6.C.6)

Institutional polices regarding personnel appointment, evaluation, retention, promotion and/or termination comply with the NSHE Board of Regents Handbook. In addition, institutional policies and procedures are developed and communicated to the college community. Human Resources manages these policies and provides the appropriate individuals with timetables, forms, and the processes to be followed. This information is also available on WestNET. (Appendix 6.2; Exhibits 6.1, 6.4, 6.18, 6.19, 6.20, 6.21) (6.C.8)
Institutional Research

Administrators ensure that institutional research results are widely distributed and used to inform planning and decision-making that contribute to the improvement of teaching and learning. For example, the Institutional Portfolio, first published in 2004, provides information about students, programs, faculty and staff, and facilities and resources. Institutional Research compiles and publishes the Institutional Portfolio with information provided by its own staff and other departments. Copies are available in print and on the college website.

A printed report published prior to 2005 and distributed within the college community, Measuring Student Access and Success: a Longitudinal View, provided a 10-year perspective on goal attainment.

Information and Marketing publishes the Annual Report to the Community, which details the college’s successes and challenges in attaining its strategic goals. It is distributed to community leaders, business and education partners, state legislators, and others in the college community.

Institutional Research worked with NSHE’s System Computing Services in 2002 to improve an online Data Request System (DRS) that allows faculty and staff to request information related to enrollment, faculty, classes, and students. Reports are used to inform planning and decision-making that contribute to the improvement of teaching and learning. Depending on the nature of the request, staff in Admissions and Records, Institutional Research, or Human Resources will fulfill the request as long as the data will be used to support the strategic goals of the college.

The DRS allows institutional researchers to gather meaningful information about the nature of data requests with the goal of providing easier access to frequently requested institutional data.

Institutional Research coordinates the implementation of student course evaluations for every course section taught at WNC and provides detailed and summary reports to a limited audience that includes instructors, division chairs, the dean of instruction, the vice president of Academic and Student Affairs, and the president. Instructors, division chairs, and administrators use these evaluations to improve instruction. Course evaluation results are also used as evidence of student satisfaction in the academic program review process.

Institutional Research facilitates other surveys to measure student satisfaction and engagement: the Noel-Levitz Student Satisfaction Inventory, implemented in 2007 and 2009, and the Community College Survey of Student Engagement (CCSSE), implemented in 2008 and planned for 2010. SPFIE works with Institutional Research to analyze and distribute those results to appropriate departments, whose staff use them to inform planning and decision-making. The results of both surveys are published on the Institutional Research website. Western Nevada College shared its CCSSE results and other descriptive information about the college with USA Today for publication on the CCSSE/USA Today Initiative website. Institutional Research also mails out a survey to recent graduates to collect data on the students’ experience while at WNC. Information collected includes students’ perceptions of their learning in terms of the general education student learning outcomes. These results are also published online.

Institutional Research programmer/analysts regularly provide program data to academic program review teams to support the self-
study process. Reports provided to these teams include, but are not limited to, number of declared majors and degrees granted, student FTE, faculty FTE, workload ratios, and course enrollment and scheduling history. Full program review reports are available in the library, and summaries of those reports are submitted to the Board of Regents every year and published on the Institutional Research website.

In 2004, the programmer/analyst in Admissions and Records developed two widely used reports available to faculty and staff on WestNET. The Daily FTE Report compares headcount and FTE data for any day in a given semester (including the registration period leading up to the semester) to the corresponding day in the previous year. The Daily Paid and Unpaid Report shows enrollment and payment data by course section to support division chairs in their scheduling decisions.

Other institutional areas also share information and data with members of the college community. These include a monthly Administrative Update newsletter, published by Administrative Services and E-Happenings, published by Information and Marketing. (Exhibits 6.22, 6.23, 6.24, 6.25, 6.26, 6.27, 6.28, 6.29) (6.C.7)

Adequacy of Salaries and Benefits

The college uses the salary structures established by the Board of Regents for professional employees and the Rules for State Personnel Administration for classified employees during the appointment of all personnel. For academic faculty, this structure includes specialized areas identified as “hard to recruit,” for which a higher salary range can be considered. Each academic appointment is considered within the identified salary range, and recognizes an applicant’s educational and professional background and experience. Administrative faculty positions are placed on the administrative faculty salary schedule in advance of hire. Decisions are made to most effectively attract, retain, and promote individuals with strong skill sets and demonstrated evidence of high levels of performance. (Exhibits 6.30, 6.31, 6.32) (6.C.9)

Faculty and Staff in Governance

MEMBERSHIP ON COMMITTEES

Faculty and staff have the opportunity to make recommendations about college issues through membership on the thirteen college standing committees. As established in the WNC Bylaws and WNC Policy 1-1-2 (College Committee Nominations/Appointments), the president can establish new committees and appoint membership to all college standing committees and subcommittees, and the committees “advise the President, who has final responsibility for institutional decisions.” For example, in 2009, in response to the increasing enrollments in web classes at WNC, the president established a new Distance Education Committee to replace the Distance Education Subcommittee of the Curriculum Committee upon the recommendation of SPFIE.

Academic and administrative faculty are represented on every college standing committee, and classified staff are represented on all but the Curriculum, Distance Education, and Program Assessment and Review committees. Committees formed to screen applicants for academic and administrative faculty
positions are composed of WNC faculty and staff and may also include community members and NSHE staff. These screening committees make hiring recommendations to the appropriate dean and appropriate vice president, and then the appropriate vice president makes a recommendation to the president for final approval. These searches are conducted in accordance with board provisions, WNC Bylaws, and Affirmative Action and Equal Opportunity policies and procedures. The hiring process for classified staff follows the Rules for State Personnel Administration, and WNC exercises the option to form interview panels made up of college faculty and staff to screen applicants. (Exhibits 6.4, 6.19, 6.30, 6.33, 6.34)

REPRESENTATION ON COUNCILS AND SENATES

As authorized by the WNC Bylaws, three employee organizations representing academic faculty, administrative faculty, and classified staff exist to promote employee participation in the college community. The chairs of the academic and administrative faculty senates and the Classified Council chair represent the views of their respective organizations on the College Council and make recommendations to the president on new and revised policies and procedures. (Exhibits 6.4, 6.21)

ACADEMIC FACULTY IN GOVERNANCE

The NSHE Code classifies faculty as either administrative or academic. Academic faculty are defined as teaching faculty and librarians who have at least a .5 FTE contract and who spend at least 50% of their time on academic or academic support duties.

WNC’s Academic Faculty Senate is authorized by the NSHE Code and the WNC Bylaws to serve as the official voice of the academic faculty. WNC Bylaw 4.3.1.1 states that “the purpose of the Academic Faculty Senate is to assure faculty participation in the formulation of college policies and goals, in the implementation of these policies and goals, and in their evaluation.”

The Academic Faculty Senate chair is the official academic faculty representative to the regents and in College Council. Senate proposals that receive the recommendation of the College Council and are approved by the president are entered into the WNC Policy Manual, and proposals involving system policy are forwarded by the president to the chancellor’s office for consideration by the regents.

In addition to the eight standing Academic Faculty Senate committees, the Academic Faculty Senate nominates four members to the college Budget Committee, four members to each screening committee for academic faculty hires, and one member to each administrative faculty search committee.

Regents meetings are held quarterly, and the Academic Faculty Senate chair is regularly informed of pending issues by the chancellor’s office. Agenda review meetings involving officials from the chancellor’s office and the system Council of Senate Chairs are held preceding each board meeting. The senate chairs attend regent committee and subcommittee meetings and have designated seating at Board of Regents meetings. The Council has formalized this role in a set of operating guidelines. Regents solicit input from senate chairs, when appropriate, and each board meeting includes a public comment period which gives faculty members an additional opportunity to speak on the record. Informal communication between regents and faculty representatives is encouraged and occurs
frequently; in general, the regents are very accessible. It is the Academic Faculty Senate practice to periodically invite individual regents (generally those whose electoral districts include WNC campuses) to address the senate. (Exhibits 6.4, 6.5, 6.7, 6.14, 6.33)

ADMINISTRATIVE FACULTY IN GOVERNANCE

All administrative faculty holding contracts of .5 FTE or more are voting members of the Administrative Faculty Senate. According to the Administrative Faculty Senate Bylaws, purposes of the senate are to “serve as an advisor to the college President in matters relating to administrative faculty . . . and to provide a means for dissemination of policies, procedures, and other information to the administrative faculty of Western Nevada College.” These bylaws are in conformance with the WNC Bylaws and the NSHE Code and policies. The officers of this senate—a chair, a vice-chair, and a secretary—serve one-year terms but are not term-limited.

The Administrative Faculty Senate meets monthly, but additional meetings may be called by the chair or upon petition by one-third of the members. A meeting with eight members constitutes a quorum. Both the adoption of and amendments to the bylaws must be affirmed by two-thirds of the total membership and approved by the college president. (Exhibits 6.8, 6.15)

CLASSIFIED STAFF IN GOVERNANCE

All classified staff holding contracts of .5 FTE or more are voting members of the Classified Council. The Classified Council Board consists of the chair, vice-chair, secretary, and treasurer, as well as three other members of the Classified Council appointed by the above officers. All board members serve a 12-month term (September through August). The board has general power to control and manage the affairs and property of the Classified Council.

The purpose of the Classified Council is “to represent and serve as an advocate for all classified employees of Western Nevada College (WNC); to stimulate professional improvement and job-related training of classified employees; to receive, consider, and make recommendations to the college president relating to classified employees; and to provide a means for dissemination of policies, procedures, and other information to the classified employees of WNC.” The Classified Council also solicits and receives funds in support of its activities in accordance with system and WNC policies and in consultation with the WNC Foundation. (Exhibits 6.6, 6.16)

FACULTY AND STAFF PARTICIPATION ON TASK FORCES

Occasionally a task force is assembled to research and provide recommendations on issues facing the college. For example, in 2009, after the Nevada Legislature implemented a 4.6% pay cut for state workers and NSHE mandated a comparable pay reduction for professional employees, the president convened a task force to study ways in which the college could implement the pay reduction for professional employees at WNC. This task force was composed of the two faculty senate chairs, the Classified Council chair, and representatives from Human Resources.

INPUT TO THE BOARD OF REGENTS

All meetings of the Board of Regents, which are open and public, are held in compliance with NRS Chapter 241. The college president may submit matters for official consideration and may request permission for others to appear before the board or its committees. The Council of Presidents,
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chaired by the chancellor, reviews the proposed agenda for board meetings and budgets. This council, which is authorized by the NSHE Board of Regents Handbook (Title 2, Chapter 1, Section 1.4.10), routinely meets in advance of board meetings to discuss agenda items.

Two other councils, whose existence is not provided for in the Handbook, also meet in advance of board meetings: the Council of Senate Chairs, made up of academic faculty senate chairs from all NSHE institutions, and the Nevada Student Alliance, representing all NSHE student governments. Student government and faculty senate representatives may have the opportunity to speak on items being considered at meetings of the board or its committees. (Exhibit 6.1)

OPEN FORUMS

The president holds open forums in the spring, fall, and as needed to inform the college community and gather input about the budget and other issues.

BUDGET AND PLANNING PROCESSES

The Budget Committee—made up of representatives from the academic faculty, administrative faculty, classified staff, and ASWN—is responsible for overseeing the annual and biennial budget processes in accordance with the mission of the college. This charge includes providing the opportunity for all members of the college community to understand how budgets are developed and expended and to participate in the process. A complete explanation of the process, which includes a timeline for submitting resource requests, is published on the Budget Office’s area of WestNET.

This bottom-up approach to financial planning allows any individual or group to initiate a resource request for new positions, equipment, and programs. These requests must be directly linked to the college or department mission and goals. They are then sent to the vice presidents, each of whom is responsible for prioritizing the requests in advance of a college-wide budget forum, where the final budget priorities for the next biennium are decided.

The planning process is supported by the SPFIE committee. SPFIE oversees the effectiveness of college standing committees, leads the strategic goal creation process, monitors key performance indicators to gauge progress toward strategic goal attainment, and makes recommendations to the president on ways to improve the linkage of strategic goals to the planning and budgeting processes. (Exhibit 6.35)

EMPLOYEE PERFORMANCE EVALUATIONS

NSHE and WNC Human Resources policies and procedures allow for college faculty to take an active role in their own performance evaluations, and, in the case of academic faculty, the evaluation of their peers through participation in Ad Hoc Peer Group Committees for probationary employees and in Tenure Peer Evaluation Groups for tenured faculty. For example, according to WNC Policy 4-5-2-1 (Administrative Faculty Evaluations), the process provides “a framework for mutual identification of [an] administrative faculty member's position description, responsibilities, and goals in relation to the College's mission and strategic plan.” (Exhibit 6.36) (6.A.3, 6.D)

Students in Governance

WNC students reflect a broad range of ages and a mixture of part-time and full-time students. Despite the geographic distance between the campuses, ASWN meets the challenge of providing activities to students
at each of the campuses, as well as representing all students to the WNC administration.

The college has improved the level of support for students’ role in governance since 2000. At that time, an academic faculty member provided advisement and support for the student government. In 2004, the college created a new administrative faculty position to support students in governance: the coordinator of student activities. Besides the coordinator position, an administrative assistant was hired to provide additional support. The name of the department, which falls under Student Services, has since changed to Student Life.

Students are supported in their governance role through memberships on several committees that have significant impact on them, including the Budget, Sustainability, Curriculum, and SPFIE committees. Students are also supported in their governance role in two other important ways: through the allocation of office space for ASWN officers and through the payment of student worker wages for their services. On the Carson campus, a large office area was created for Student Activities/Student Life in the Dini Building. On the Fallon campus, ASWN representatives have the use of an office to perform their duties.

At the time of the previous self-study, separate student governments acted independently of each other at WNC’s Carson and Fallon campuses. In the 2007-08 academic year, the student governments on both campuses combined and began to function as a unified college-wide student organization. The new student government went through many changes: the name was changed and the mission statement was revised; budgets were combined into a single budget; and the group’s constitution and policies and procedures were rewritten. With the changes that occurred in the 2007-08 academic year, the Carson, Douglas and Fallon campuses currently elect one president, two vice presidents (one for the Carson campus and one for Fallon campus), one treasurer, one secretary, 13 senators (seven for Carson, and six for Fallon) and 10 representatives (split between the two campuses with no particular allocation of numbers). If all positions are not filled, the constitution provides that student government may appoint individuals to fill the vacancies.

ASWN participates in personal and leadership skill development training over the summer, usually starting in July. These activities focus on team-building, parliamentary procedure, programming (activities planning), and other activities. Once the semester starts, two meetings are conducted every week on the Carson and Fallon campuses. The governing board, which involves all ASWN members, meets to make decisions about operations, changes in policies and procedures, and how to respond to college-wide issues and initiatives. Separate programming boards meet to plan activities for the Fallon and Carson campuses respectively. The programming board involves a wide group of students from all campus locations.

For the most part, even though coordinated by ASWN, the Fallon and Carson campuses run their activities separately. ASWN encourages members to assist on other campuses as much as possible. The administrative assistant responsible for overseeing ASWN travels once a week to the Fallon campus to meet with student government representatives, and the dean of Fallon Campus/Rural Development is available to offer support to the Fallon ASWN representatives. (Exhibits 6.9, 6.17) (6.A.3, 6.E)
**Affirmative Action and Nondiscrimination**

Western Nevada College has made nondiscrimination a guiding principle that permeates all areas of campus life. The college’s mission statement and goals and Principles of Community emphasize respect for differences among many communities with diverse needs. Western must be responsive to the different needs of these communities.

The college’s nondiscrimination statement provides in part that “WNC is guided by the principle that there shall be no difference in the treatment of persons because of race, religion, color, age, sex, including a pregnancy-related condition, sexual-orientation, military status or military obligations, disability, including veterans with service-connected disabilities, or national origin, and that equal opportunity and access to facilities shall be available to all.” Similarly, the system nondiscrimination policy prohibits discrimination, which constitutes prohibited conduct subject to disciplinary sanctions.

In its hiring practices, the college has sought to make sure that hiring committees understand that affirmative action is not nondiscrimination and that, although employment decisions are based on merit, the institution has a responsibility to make sure that hiring committees have diverse pools of candidates from which to choose.

The college recently has scrutinized its recruiting practices to determine how it can better recruit diverse pools of candidates and is attempting to track what recruiting methods result in a more diverse candidate pool. Positions requiring a national search are advertised in urban publications, the Chronicle of Higher Education, and professional journals and publications.

Promotion of all faculty is based on demonstrated ability: “A faculty member being recommended for appointment with tenure must receive an ‘excellent’ rating in one of the following areas, whichever is applicable: If employed primarily as a teacher, a record of effectiveness as a teacher, including, but not limited to, demonstrated teaching competence and efficiency in a classroom and/or laboratory, the ability to communicate effectively with students and demonstrated skill in handling classroom and other duties related to teaching, or, if employed as a non-teacher, a record of effectiveness, efficiency and ability to perform assigned duties” (WNC Bylaws, Chapter 7, Section 7.3).

In addition, faculty members being recommended for tenure are also evaluated in the area of service, including interest and ability in advising students, membership and participation in professional organizations, ability to work with faculty and students, service on committees, integrity and the capacity for further intellectual and professional achievement, and reputation outside the institution for participation and service in community (WNC Bylaws, Chapter 7, Section 7.4).

Accordingly, Western Nevada College is sensitive to the imperative of inclusion while maintaining standards for evaluation and promotion that are both rigorous and objective. These important interests, while not necessarily competing, generate some tension that requires the college to be more creative in its recruiting and retention efforts than it has been in the past. (Exhibit 6.4) (Policy 6.1)

**Collective Bargaining**

Western Nevada College has no collective bargaining agreements. (Policy 6.2)
**Strengths**

- Clearly defined organizational structures exist at all levels of the system and within the WNC governance structure.
- A majority of WNC faculty and staff are involved and committed to making the various governance organizations work as tools for formulating and communicating the needs and recommendations of the constituencies that they represent.

**Challenges**

- The budget challenges currently facing the State of Nevada and NSHE have resulted in a reduction in the number of full-time employees at the college. This decline has resulted in an increased demand on the time and energy of the remaining staff. Although the faculty and staff have successfully met this commitment at this time, there is consensus that this cannot be sustained over a lengthy period of time.
- A minority of community members continue not to be involved in the institution’s decision-making process. The leadership of these respective groups needs to identify ways to involve greater numbers of their represented groups.

**Recommendations and Actions to Be Taken**

- Identify resources to employ an increased number of full-time faculty and staff.
- Improve recruiting practices so as to attract more diversity in candidate pools.
Standard Six Supporting Documentation

APPENDICES

6.1 WNC Academic Organization Charts
6.2 WNC Administrative Organization Charts
   6.2.1 President’s Office
   6.2.2 Academic and Student Affairs
   6.2.3 Development and External Affairs
   6.2.4 Finance and Administrative Services
   6.2.5 Human Resources and Legal Services
6.3 Board of Regents Membership

EXHIBITS

6.1 NSHE Board of Regents Handbook
   http://system.nevada.edu/Board-of-R/Handbook/index.htm
6.2 NSHE Procedures and Guidelines Manual
   http://system.nevada.edu/Board-of-R/Procedures/index.htm
6.3 NSHE Organization Chart
6.4 WNC Bylaws
   http://www.wnc.edu/files/policymanual/wnc_bylaws.pdf
6.5 WNC Policy Manual
   http://www.wnc.edu/policymanual/
6.6 Classified Council Bylaws
   http://www.wnc.edu/files/policymanual/classified_council_bylaws.pdf
6.7 Academic Faculty Senate Bylaws
   http://www.wnc.edu/files/policymanual/wncc_bylaws-
   _academic_faculty_senate_bylaws.pdf
6.8 Administrative Faculty Senate Bylaws
   http://www.wnc.edu/policymanual/administrative.php
6.9 ASWN Constitution
   http://www.wnc.edu/files/policymanual/aswn_constitution_5-21-08.pdf
6.10 WNC Academic Master Plan 2007-2013
6.11 WNC Foundation Board of Trustees Handbook
6.12 Board of Regents Agendas and Minutes
   http://system.nevada.edu/Board-of-R/Meetings/index.htm
6.13 College Council Minutes
   https://intranet.wnc.edu/committees/college_council/minutes_agendas.php
6.14 Academic Faculty Senate Minutes
   https://intranet.wnc.edu/committees/academic/minutes_agendas.php
6.15 Administrative Faculty Senate Minutes
   https://intranet.wnc.edu/committees/admin_senate/minutes_agendas.php
6.16 Classified Council Minutes
   https://intranet.wnc.edu/committees/classified/minutes_agendas.php
EXHIBITS (Cont.)

6.17 ASWN Minutes
http://www.wnc.edu/clubs/aswn/minutes_agendas/

6.18 Administrative Position Descriptions

6.19 WNC Policy 4-5-1-2: Hiring Academic and Administrative Faculty
http://www.wnc.edu/policymanual/4-5-1-2.php

6.20 WNC Policy 1-2-1: Nevada Ethics in Government Law
http://www.wnc.edu/policymanual/1-2-1.php

6.21 WNC Policy 1-1-1: Policy and Procedure Development at WNC
http://www.wnc.edu/policymanual/1-1-1.php

6.22 2008 Institutional Portfolio


6.24 Data Request System (WestNET)
https://intranet.wnc.edu/reports/drs/

6.25 Daily FTE Report (WestNET)
https://intranet.wnc.edu/reports/fte/classic/

6.26 Daily Paid and Unpaid Report (WestNET)
https://intranet.wnc.edu/reports/paid/

6.27 Administrative Update Electronic Newsletter

6.28 E-Happenings Electronic Newsletter
http://www.wnc.edu/news/publications/ehappenings/

6.29 2008-2009 Report to the Community

6.30 Rules for State Personnel Administration
http://dop.nv.gov/NAC.pdf

6.31 Salary Schedule and Benefits Information (Professionals)
6.31.1 Benefits Summary for Professionals
http://www.wnc.edu/files/reports/personnel/professional_benefits_explanation.pdf

6.31.2 Academic Faculty Salary Schedule

6.31.3 Administrative Faculty Salary Schedule

6.32 Salary Schedule and Benefits Information (Classified Staff)
6.32.1 Classified Benefits Overview
http://www.wnc.edu/files/reports/personnel/classified_benefits_explanation.pdf

6.32.3 Nevada Department of Personnel Salaries by Grade
http://dop.nv.gov/salaries.html

6.33 List of College Standing Committees

6.34 WNC Policy 1-1-2: College Committee Nominations/Appointments
http://www.wnc.edu/policymanual/1-1-2.php
EXHIBITS (Cont.)

6.35  Budget Process (WestNET)
https://intranet.wnc.edu/departments/budget/budgetprocess.php

6.36  WNC Policy 4-5-2-1: Administrative Faculty Evaluations
http://www.wnc.edu/policymanual/4-5-2-1.php