The institution demonstrates integrity in its practices and relationships.

The purpose of this chapter is to describe and evaluate the integrity of MCC’s relationships with both internal and external constituencies, assessing the accuracy and fairness of College publications, equity and due process in dispute resolution mechanisms, and the ethical treatment of employees, students, and members of the community. There are twelve subject areas, including internal issues such as College communications, policies and procedures, and conflict resolution, as well as external issues such as inter-collegiate athletics, relationships with government, business and industry, and articulation agreements with other institutions of higher education and K-12 districts. These are divided into two categories: internal practices and relationships, and external practices and relationships. The chapter ends with a SWOT analysis.

Internal Practices and Relationships

As a well-established institution, MCC has an array of internal relationships among groups, divisions, and departments, as well as among individuals. The organizational structure of the College is discussed in Chapter Five. This section focuses on six general categories of internal practices and relationships:

- College Communication
- Policies and Procedures
- Internal Conflict Resolution
- Diversity
- College Finances
- Governance

Each part identifies a pattern of evidence regarding integrity in the internal relationships and practices relative to Criterion Five. In particular, this section examines the fairness of MCC’s internal relationships and the appropriateness and effectiveness of policies and procedures currently in place for conflict resolution.

College Communication

Internal communication remains a challenge for an institution as large and complex as MCC. Messages are sent by memo, newsletter, email, voice mail,
posters, the College website, and the campus closed-circuit television information channel. Nonetheless, despite the overwhelming flow of information, there are always individuals who feel as though they don’t “know what’s happening” at the College. This is less a problem regarding campus events (such as lectures and so forth) than it is with administrative and Board actions and policies. Copies of agendas, committee reports, and other Board-related material are placed outside the President’s office before and after Board meetings, and the Board meetings are public, although lightly attended outside of trustees, upper administrative staff, and the leadership of some of the College’s unions. Some College personnel feel they are being left out of the information flow. Regularly distributing, via email, administrative announcements and a summary of Board actions after each meeting may reduce this concern.

**Newsletters**

A variety of newsletters is published at the College. Most are distributed to all staff and faculty. *Connection* is a monthly general staff newsletter containing information about staff events and achievements as well as new employees and job postings. The *HR Newsletter* is sent three times a year to all full- and part-time staff and deals with Human Resources issues. *IS Newsletter* is an occasional publication about information technology sent by the Information Systems Department on an as-needed basis. The *Forward* is a fortnightly newsletter reflecting the views of the faculty union and is sent to all faculty, the Board, and many of the staff. The *Distance Learning* newsletter is put out monthly by the Distance Learning staff and primarily carries course information. It is sent to all students registered in distance learning classes. The same department also publishes the *College-in-the-Workplace* newsletter, which serves as both an informational and a marketing piece for the CWP program. It is published twice a year. The Committee on Excellence in Teaching and Learning (CETL) newsletter, *Focus*, provides information about teaching and learning and other educational topics. Copies of newsletters are available in the Resource Room.

**Handbooks**

There are several handbooks on campus, including the faculty handbook and the *Distance Learning Standards & Practices* booklet. However, the most widely used is the *Student Handbook*. Distributed to all students, the book contains important information for students, including such topics as enrollment procedures, discipline and complaint procedures, various campus policies regarding student activities, student services and so forth. It is a practical method of providing this important information to students. Every department
that has published information has an opportunity to review and update as needed. It has a further practical use for students as a planning calendar for the academic year. Copies of the Student Handbook, faculty handbook, and Distance Learning Standards and Practices are available in the Resource Room.

**Board Minutes and Reports**

Board minutes and reports are public information. They are available in stacks outside the President’s Office before and after Board meetings. All material is also available on a table by the door at all Board meetings.

**Job Postings**

Job postings are widely available to the College community and beyond. Bulletin boards with all job postings are located outside the Human Resources Office, near an entrance on the first floor of the Curtice-Mott Building. Openings are “recorded” on a telephone “hot line” available to all applicants. Notebooks of all job postings are available inside the HR office. In addition, faculty job postings are included in the Connection newsletter distributed to all staff. Finally, all job postings are listed on the College website and can also be accessed from any computer on campus via an icon on the Lotus Notes System. Announcements and ads are published in a wide variety of newspapers, professional journals, and websites used for recruiting.

**Syllabus Requirements**

Every section of every course offered at the College must have a syllabus that is given to all students at the beginning of the term and to the instructor’s associate dean, as per the requirements of the faculty Master Contract. Information includes the course’s contents and other material that can vary depending on the instructor. All new full- or part-time faculty members are offered an orientation session that covers topics such as the College’s attendance policy, withdrawal procedures, and a brief overview of the student handbook. Withdrawing from classes and its ramifications for students receiving financial aid may not be communicated to all students in a consistent manner. The syllabus is an excellent document to inform students that they should check with the Financial Aid Office first before withdrawing. Syllabi have become much more consistent throughout the College, and they are expected to contain learning objectives, methods of evaluation used, grading and attendance policies, and the instructor’s expectations. They represent, in a sense, a contract between the faculty member and the students. Syllabi for all sections of all courses are kept in division offices and are available for review.
Policies and Procedures

Board Policies

Mott Community College has appropriate policies and procedures published in the *Board Policy & Procedures Manual*, which is divided into eight sections:

- **College Relations.** Includes dissemination of news to the media, freedom of information act requests, appointment of advisory committees, and speakers bureaus (1000 Series)

- **Administration.** Includes philosophy of administration, the College President, College organization policy, administrative reorganization, administrative evaluations, and administrative contracts (2000 Series)

- **Business Operations.** Acceptance of audits, appointment of legal counsel, consulting services, budget publication, use of College facilities, and allocation of rental revenues (3000 Series)

- **Human Resources.** Promotions/demotions, affirmative action plan, employee assistance program, sexual harassment policy, drug-free workplace policy statement, etc. (4000 Series)

- **Students.** Admissions policy, scholarships for senior citizens, Trustee Scholarships, scholarships and other aid policies. (5000 Series)

- **Instruction.** Student code of conduct, student discipline policy, General Education Requirements, etc. (6000 Series)

- **New Construction.** Change order policy (7000 Series)

- **Internal Board Policies.** Purposes and objectives, long range goals, code of ethics policy, College travel policy. (8000 Series)

A copy of the *Board Policies and Procedures Manual* is available in the Resource Room.

Keeping up with changes in policies and ensuring they are published in the handbooks can be difficult at times, but the College makes every effort to disseminate information as soon as it is available, and especially in cases where there have been changes in policies or expectations related to students. Changes in policies and procedures, as well as changes in curriculum and academic affairs, are sent via email to all College employees regularly.
Mott Community College adheres to required disclosure information on such issues as Campus Crime Statistics, Student Right to Know, Confidentiality of Student Records, and Student Discipline Policies. Mott will continue to seek ways to enhance the Student Handbook and use other methods of communication to ensure information is accurate and up-to-date.

**Student Complaint Procedure**

Students have the right to pursue academic complaints over grades and classroom policies. The student academic complaint procedure is designed to protect the rights of both students and faculty. Student rights are explained in the MCC Student Handbook. Faculty rights are outlined in the faculty Master Contract. This complaint procedure also functions to safeguard the academic integrity of grades. Academic complaints against a particular faculty member must follow the student academic complaint procedure outlined in the faculty Master Contract.

The student complaint procedure provides due process to students on an appeal basis. The procedure is outlined in the Policies and Procedures section of the Student Handbook (page 41). First a complaint is brought forward to the teacher. If the conflict is not resolved in a satisfactory manner, the student may then proceed to the Associate Dean or Immediate Supervisor of the faculty member. Student complaints then are appealed up the academic reporting structure, with a final and binding hearing by a panel of faculty, administrators, and a student representative at the level of the Vice President for Academic Affairs. A current problem with this process is the absence of the dean level in our academic reporting lines. The administration and the MCCEA are currently investigating how any new administrative structure might affect the due process of academic student complaints. Copies of the Student Handbook and all union contracts are available in the Resource Room.

**Collaborative Bargaining and Internal Conflict Resolution**

Labor relations at Mott Community College are markedly improved since the time period before the last North Central Association visit. Since the early 1990s, increased cooperation between the collective bargaining units and the administration has resulted in much better relationships. Mott Community College has six collective bargaining units: the Mott Community College Education Association (faculty, MEA/NEA); the Professional Technical Organization (educational support personnel MEA/NEA); Supervisors & Managers (associate deans and directors, UAW); Maintenance & Operations (custodial and grounds, SEIU); Secretarial and Clerical (SEIU), and Public
Safety Officers (SEIU). The campus safety employees have recently organized with the SEIU and are currently negotiating their first contract.

All of the bargaining units on campus have utilized the collaborative problem solving approach to bargaining. The Human Resources Office has offered a series of training sessions in collaborative problem solving. This approach to labor relations is also called Interest Based Bargaining, Win-Win, or Mutual Gains in other settings. The collaborative approach to bargaining first appeared in the faculty contract and gave rise to a series of problem solving negotiations. The most notable of these has been on the subject of intellectual property rights for distance learning courses. The result of these negotiations is an addition to the faculty contract that has garnered national attention as a model on the subject. Presentations on the process and the new language were given at the AACC conference in 1999 and the 1999 National Council of Higher Education (NEA) conference in San Antonio.

Mott Community College was also the recipient of a 1998 NEA UAW/Saturn Partnership Award. This award was jointly given to the administration and the five unions on campus. The UAW/Saturn Partnership program rewards schools and colleges that utilize the collaborative approach to build partnerships between labor and management. The award is given to only six schools or colleges per year. This exceptional union/management partnership has also received the Bellweather Award from the American Association of Community Colleges.

Another form of conflict resolution can be found in the grievance procedures of the various union contracts. Each of the five bargaining agreements on campus has a multi-step grievance procedure. The goal in each of these procedures is equitable settlement at the lowest level of the process.

**Diversity**

Mott Community College has a diverse workforce and complies with Affirmative Action/Equal Opportunity Employment requirements. The diversity of MCC’s student population, workforce, and surrounding community are addressed extensively in the Human Resources section of Chapter 5. MCC’s workforce has a significantly higher percentage of minorities than the general population of Genessee County.
College Finances

Mott Community College operates on a solid financial system. This is not to say there still are no major challenges and economic woes that need to be dealt with, but record keeping, budgeting, and fiscal projections are handled clearly, thoroughly, and openly. The Mott Community College Financial System is structured to satisfy requirements mandated by the State of Michigan. The state requires Mott Community College to report all activities using the Activities Classification Structure (ACS). Mott Community College uses an accrued style of accounting beginning every July 1st and has more than 75 years of sound financial history.

Budget Audit Committee

Mott Community College has an external financial audit conducted by a certified public accountant or a public audit agency at least every two years. Mott Community College has every year for the past several years used Dupuis and Ryden, CPAs, to perform annual audits and submit them to the Board of Trustees at a public meeting. The College’s financial documents demonstrate the appropriate allocation and use of resources to support its educational programs. Mott Community College uses a budget allocation process, which is referenced in the Financial Resource Report on pages six and seven, section 6.0 under Budget Allocation (available in the Resource Room). There is a minimum of five components that receive allocations: Academic Programs, Student Support Services, Community Services, Operations, and Administration. Financial practices, records and reports demonstrate fiscal viability. The financial budgets and reports are submitted to the Board of Trustees in public meetings and upon request, information is disseminated that accurately describes MCC’s financial condition.

Fund Balance

A primary concern of MCC is the maintenance of an appropriate fund balance. Colleges should maintain between five and ten percent fund equity for unexpected shortfalls. During the past five years the fund equity has not been at a desirable level. Currently there is a negative fund balance, but plans are in place and action being taken to correct the situation. The biggest capital funding over the next three years will be the construction of the Regional Technology Center. Voters approved the capital bond issue of 34.9 million dollars for the construction of the RTC (but at the same time defeated a request for additional millage). The state allocated $16.7 million in matching funds for the construction. The expansion will require additional operational funds that have not been put into place.

GIR 24. Makes available information accurately describing financial condition

GIR 20. Financial documents demonstrate appropriate allocation and use of resources.
The Budget Audit Committee is composed of Board members, College staff (usually CFO and supervisor), and external community members, with input from Dupuis and Ryden CPAs. This committee generally meets once a year in October. Their function is to review the previous year’s financial audit, act in an advisory capacity on financial issues, and recommend budget changes to the Mott Community College Board, such as tuition increases (taking into consideration the published CPI rate of inflation). This committee reviews the audit findings prior to a formal presentation to the Board.

Mott Community College has adhered to all legal standards and procedures. The College will need to maintain continuous process improvements and build a strong diverse economic base. MCC has created a financial structure, which over the next five years will be able to reach its five to ten percent fund equity balance. The Board of Trustees has pursued sound fiscal policies, while maintaining adequate fund balances and sufficient budgets to meet the Mott Community College mission.

**Governance**

The Board of Trustees functions under the auspices of the Michigan Department of Education but is independent and autonomous. It represents the public interest, sets policy, and oversees but is not involved directly in the administration of the College. Agendas and relevant documents are available prior to the monthly meetings, which are open to the public. Recorded minutes of the monthly meetings, including financial budgets and reports, are also available to the general public upon request.

Mott Community College practices full disclosure with regard to the public. For example, when the Physical Therapy Assistant Program did not receive full accreditation in May of 1996, a press release was prepared to explain the circumstances surrounding this issue. Not only did the College publicly state its position; it actively sought a solution to the problem at hand. Graduates of the program were assured of restitution. (The PTA Program is now accredited.)

During the period of time preceding elections, the College community and the general community interview candidates for the position of Trustee. This opportunity allows the voters to meet the candidates and make informed choices for the vacancies to be filled. The integrity of Mott Community College is assured by means of a public election for the members who serve on its Board of Trustees.
External Practices and Relationships

Mott Community College plays an active and important role in the community. During its long history, MCC has developed relationships with many external constituencies, including community organizations, local, state, and federal government agencies and representatives, as well as with other educational institutions and partners in business and industry. The external relationships of the College are described in several other sections of the self-study report. This section focuses on six general categories of external practices and relationships:

- Legal Authorization to Grant Degrees
- Public Information
- Hiring Procedures and Practices
- Student Services and Financial Aid
- Relationships with Other Institutions and Organizations
- College Athletics

Each section identifies a pattern of evidence of integrity in external relationships and practices. In particular, this section examines the accuracy and fairness of MCC’s external marketing and communications, relationships with other educational institutions, as well as oversight and monitoring of contractual arrangements with government, industry, and other organizations.

Legal Authorization to Grant Degrees

Mott Community College has the legal authorization to grant certificates of completion and degrees by the authority of the Michigan Constitution which provides in Article 8, Section 7, that “The legislature shall provide by law for the establishment and financial support of community and junior colleges which shall be supervised and controlled by locally elected boards….”

Specific programs and services at Mott Community College require additional legal authorization for operation. For instance, the Dental Hygiene clinic requires a state license to operate dental radiography equipment, and the Applewood Café is required to obtain a license from the state liquor commission in order to serve alcoholic beverages. It is the responsibility of MCC to obtain and maintain other licensures when appropriate, and it is meeting this responsibility. A variety of academic programs at MCCare accredited, and the College maintains the accreditation standards of these accrediting bodies. MCC is also absolutely consistent in the information it reports to its various accrediting agencies.
In the event a new program or service is developed at Mott Community College, a thorough investigation of the need for special licensure or authorization to offer such a program or service is carried out. Accreditation status for specific programs is stated in the college catalog. While the initial accreditation for the Physical Therapy Assistant Program was withheld in May 1996, the status was changed to full accreditation in October 1996. Mott Community College committed the necessary resources to achieve this status with the full support of faculty and administrators. Their efforts resulted in immediate and retroactive accreditation to include the first graduates of the program. The integrity of the institution was maintained by a thorough and zealous plan of remediation for the program in question.

Public Information

The Office of Marketing and Public Relations generates many of MCC’s official documents provided to the public. This office produces the Course Catalog and generates press releases. When local media seek comment from College officials, they sometimes contact administrators and staff directly, but the Public Relations Office coordinates events with the media.

Catalog

The catalog succeeds in its role as a source of essential information. It contains accurate academic information, such as the College’s calendar, course descriptions, programs of study, degree and certificate requirements, and faculty credentials. It also contains information such as tuition and fees, financial aid, campus maps, a profile of the library, available health and student services, and a range of other facts of interest to students. Catalogs are available free in the student center, library, various offices. They are mailed upon request. All external communication is reviewed for accuracy and honesty.

There is not a central clearinghouse for external communications such as letters, fliers, and brochures. Review for accuracy and honesty takes place on an individual or departmental basis, primarily because those individuals or departments are more knowledgeable about their areas than any central office. No major examples of inaccurate information distribution have occurred, indicating that the present decentralized system is working adequately.

The College Marketing and Public Relations Department generates all official press releases.
World Wide Web as External Communication

All faculty and most staff now have direct access to computers with internal and external email. All students (and any staff not otherwise supplied) have computers with WWW-access available to them through various computer labs and the library. Students and faculty communicate via email, do research on the WWW, and otherwise use the system. Students can register on-line, access their records, and utilize the College website.

The MCC website is very user friendly and carries a wide range of information helpful to students, potential students, alumni, faculty, and staff. Statements under 20 different categories answer questions about the College’s academics, student life events, athletics, faculty, public safety, and more. Topics include Academics, Admissions & Financial Aid, Athletics, Career Development, Class Schedules, Continuing Education, Employment Opportunities, Events & Activities, Information Systems, and more. The MCC/NCA 2000 Self-Study has its own website in addition to its database on the local network. The website has presented information, beginning with the Guidebook and throughout the process, culminating with the self-study report and update.

Hiring Procedures and Practices

Recruitment and hiring activities, including job advertising and postings, are coordinated by the Human Resources Office. The administration of the Human Resources Office is covered in the Governance section of Chapter 5.

Faculty Credentials

Training and experience requirements for faculty are spelled out in the Faculty Master Contract and vary somewhat by discipline or division. In nearly all cases, faculty at Mott Community College are required to have a Master’s degree in the subject area; exceptions are made for some technical and occupational areas. The Department of Human Resources assists the academic divisions in the screening and selection of full-time faculty. For full-time faculty, divisions appoint faculty search committees who work with the associate deans to interview and screen candidates. In most cases, part-time faculty are hired by the associate deans without the aid of a faculty committee. Faculty are evaluated in a similar fashion. Full-time faculty are evaluated by a committee of peers during their probationary period (first 3 years) and at regular intervals thereafter; part-time faculty are most often evaluated by the associate dean, frequently with the help of experienced full-time faculty in the division or discipline. All faculty evaluations are subject to the provisions stated in the Faculty Master Contract.

GIR 9. Faculty has earned appropriate degrees from accredited institutions.
Job Descriptions

The credentials of all full-time employees are listed in the College’s catalog, which also provides the institution(s) attended by the employee and the year each joined the College’s staff. Academic rank among the faculty is determined exclusively by degree and experience and does not relate to salary.

Student Services and Financial Aid

Student Services are discussed and evaluated extensively in the Chapter 5.

Student Organizations

During the current semester, 15 student organizations registered with the Student Life Office for formal recognition. Recognition brings with it access to office equipment, office space, and a small budget provided from student fees. The vast majority of student associations (both by number and by student participation) are directly related to programs of study. Those include the Student Occupational Therapy Association, Dental Assisting Club, Foreign Language Student Group, Biology Club, Law Enforcement Resource Network, Respiratory Therapy Club, Social Work Club, Transitions Cosmetology and Nail Club, and the Physical Therapist Assistant Club. There are other more traditional campus organizations, such as the Phi Theta Kappa honors fraternity, the Hispanic Club, the Travel Club, and the Inter-varsity Christian Fellowship. In addition, certain professional groups organize around graduation, such as the Nursing Class of May 1999 and the Nursing Class of December 1999.

Membership in the Student Government is open to any student submitting a petition signed by 50 current students. There is no election, as such, and no set number of members. Members of Student Government elect the student body president and other officers.

Approximately 1,000 students (out of a credit student population of slightly over 9,000) participate in at least one student association. Each organization has a billboard in the Prahl College Center, and those associations related to specific programs of study benefit from support on a departmental basis.

The College uses various vehicles to highlight its successes in academics, athletics, community development, and other areas to both external and internal audiences. Although there is always room for improvement, numerous channels of communication are in current use: press releases, public speaking at service clubs and other events, campus newsletters, email, voice mail, presentations at Board meetings, posters, the Info-Channel, and fliers are examples. On special
occasions, publicity events are arranged. An example of the latter was a “birthday party” for the College held on its 75th anniversary, during which a giant birthday cake (in the shape of MCC’s District) was cut by local officials. The event drew live coverage by two area television stations and extensive coverage elsewhere in the media.

Financial Aid

In its administration of student financial aid, Mott Community College complies with the general provisions and regulations set forth by the Department of Education Office of Postsecondary Education Student Financial Assistance Programs. MCC is eligible to participate in each of the following listed Title IV, HEA programs:

- Federal Pell Grant Program
- Federal Family Education Loan Program
- Federal District Loan Program
- Federal Perkins Loan Program
- Federal Supplemental Educational Opportunity Loan Program
- Federal Work Study Program

Participation in these Federal grant and loan programs requires compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and various other acts of Congress. Compliance with this legislation is explained in a written agreement with the Institutional Participation Division of the US Department of Education Office of Postsecondary Education Student Financial Assistance Programs. MCC is currently approved to participate in these programs until September 30, 2000. A copy of MCC’s Program Participation Agreement is on file in the Resource Room.

Relationships with Other Institutions and Organizations

Relationships, both formal and informal, with other organizations in the community are an integral part of MCC’s daily operations. In addition to articulation agreements with K-12 districts and Michigan universities, formal partnerships exist with local businesses and industry through the Office of Continuing Education, as well as specific programs like College in the Workplace.

Articulation Agreements

Mott has signed articulation agreements with high schools in Genesee, Lapeer, and Shiawassee counties. Agreements with the Genesee Area Skill Center
(GASC) include ADN/Practical Nursing, Auto Tech, Communications 2000+, Culinary Arts, Drafting/Cad, Machining, Medical Terminology, NAPP Careers in Health, Office Information Systems, and Robotics/Fluid Power.

These agreements are monitored by the academic administrators in charge of the program or discipline. Expanding the number of articulation agreements MCC has with high schools and four-year colleges enhances opportunities for seamless transitions for students from high school to MCC and on to colleges and universities or the workplace.

**College in the Workplace**

In 1992-93 Mott piloted an idea that was designed to provide opportunity to students in the workplace setting. This enterprise, called College in the Workplace (CWP), is now fully implemented and currently has students from fifteen states enrolled. The program offers counseling and other support services, as well as fully proctored examinations at the worksites.

The program provides assistance to employers who want to offer educational benefits to their employees. In addition to telecourses, these students are able to take advantage of courseware packages that include computer software, print, and recorded media.

**University Center**

Three Michigan universities offer students the opportunity to earn a Bachelor’s degree on the campus of MCC, after completion of the MCC Associate’s degree. This opportunity is available for some degree programs from Ferris State, Central Michigan, and Eastern Michigan Universities. These three universities maintain offices on MCC’s campus in an area of the Mott Memorial Building called the University Center.

**Mott Middle College**

Mott Middle College is a high school option for high potential, at-risk youth. It is housed on the campus of Mott Community College in the Mott Memorial Building. The school has been designed to deliver “intensive care” education to students who possess academic potential but are at risk of dropping out before the successful completion of high school. Mott Middle College offers a fresh start to students in grades 9-11.

Mott Middle College opened in September, 1991 and graduated its first class in June, 1994. Middle colleges encourage students to early admit at their
community college site beginning in the tenth grade. Mott Middle College offers enrollment opportunities to all 21 school districts in Genesee County. Mott Middle College and Mott Community College work together to help provide at-risk high school students a smooth transition from high school to the community college and on to the world of work.

**College Athletics**

As a participating member of the National Junior College Athletic Association (NJCAA), Mott Community College subscribes to established rules relating to academic eligibility, procedures and policies of game management, limits of competition, awarding of scholarships, booster club restrictions, and other related areas.

MCC is required to report and validate the academic performance of athletes for each sport season and semester. The athletic program also documents the educational and employment records for every student athlete who delays or interrupts the normal course of study following high school graduation. Forms have been developed to meet these NJCAA requirements, and they are located in the Resource Room. In particular, the Office of the Athletic Department has developed a “delayed enrollment form” to provide accurate information to the NJCAA.

The NJCAA Coaches Code of Ethics is distributed to all MCC coaches and coaching staff. The MCC Student/Athlete Code of Conduct is distributed to all student athletes. The Athletic Department has also developed a set of coaching expectations that are provided to all MCC coaches. These materials, along with NJCAA's eligibility rules, are all located in the Resource Room.

**Strengths**

- There is a collaborative labor relations environment.
- Cooperation exists among the various unions.
- MCC has increased its cooperation with the community, especially K-12 school boards and local government.
- Information about the College is widely published and accurate.
- Policies and procedures are spelled out fully and readily available.
Weaknesses

- There is a need to clarify due process in Student Complaint Procedure because of changes in the academic administrative structure.

Opportunities

- Increased dialogue between administration and union leadership could lead to greater mutual understanding and cooperation for the benefit of everyone at the College.

- Further clarification and consistency in administrative structure and academic reporting lines is worth pursuing.

Threats

- None identified.