

Accreditation Progress Report

Truckee Meadows Community College
Reno, Nevada

Submitted to the Commission on Colleges and Universities
Northwest Association of Schools and of Colleges and Universities

October 15, 2003

TRUCKEE MEADOWS COMMUNITY COLLEGE
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Introduction

In its "Interim Report" (2000), the Commission on Colleges and Universities made the following recommendation to Truckee Meadows Community College:

"It is recommended that priority be given, particularly in the administration, to establishing operating procedures which are clearly defined and understandable; allow for responsible participation in decision making, implementation, and evaluation; offer assurance of reasonable stability over time; and provide ample opportunities for effective communication throughout the institution (Standard VIII-Administration)."

Truckee Meadows Community College submitted a report based on the recommendation above. However, the Commission was dissatisfied with the report and asked that "the College prepare a progress report in fall 2003 to again address General Recommendation 5 of the fall 2000 Regular Fifth-Year Interim Evaluation Report" (letter from the Commission dated January 16, 2003).

The College appreciates the Commission's partial acceptance of the October 2002 report and is pleased to provide a full report that the Commission may find more satisfactory. The College will address each component of the request in its response.

Context: The interim report (2000) recommendation noted, "...improved communication and information sharing may not be happening at all levels of leadership...improvements must be made horizontally among some members of the administration as well as vertically among them and others on the campus" (p. 6). Furthermore, the report alluded to the announced departure of the then-president: "A number of those interviewed expressed anxiety about the fact that the current president has announced that he will be leaving the college at the end of this year" (p. 6). There were also concerns expressed regarding the growth in the number of administrative positions: "Some faculty expressed concerns about growth in administration, particularly in a time of tight budgets" (p. 6).

This report will use the context provided in the 2000 report to update the Commission on the progress made by the College since the last report.

Establishing operating procedures which are clearly defined and understandable

Several documents form the basis for operating procedures for Truckee Meadows Community College. These documents have their origins in the University and Community College System of Nevada (UCCSN) and the Nevada Revised Statutes (NRS). These documents are the TMCC bylaws, the Nevada Faculty Alliance (NFA) and TMCC Contract, the Faculty Workload Policy and the Faculty and Staff Handbook.

a. Institutional bylaws

The TMCC bylaws were reviewed and extensively revised by the College community and approved by the UCCSN Board of Regents in 2002. The bylaws provide a road map for decision making and expectations of all employees. All constituents at TMCC had an opportunity to review and comment on the bylaws during constituents' meetings and forums, including Faculty Senate, Extended Cabinet, ASTM, and other venues. The proposed bylaws were also posted on the College website for comment and discussion. We believe that, within the context of TMCC, the bylaws help establish operating procedures that are clearly defined and understandable by our colleagues.

b. NFA contract

Truckee Meadows Community College has a bargaining agreement with the Nevada Faculty Alliance (NFA). The College recently renegotiated an agreement with the NFA which will cover academic years 2003-2005. This agreement delineates new procedures for faculty and academic leadership. One of the highlights of the agreement is the new role department chairs will play at the College. The department chairs' role was often ambiguous and not well understood. This new contract clarifies the leadership role of department chairs. The new contract has greatly contributed to consistent and understandable College operating procedures by settling issues such as supervision, duties and compensation.

c. Faculty workload policy (Appendix A)

Due to the lack of administrative stability and standardized procedures and practices, the College did not have a consistent workload policy. Within Academic Affairs, the various academic divisions operated under different rules. While the base compensation for all faculty members was the same, additional payments did not follow any written rules and procedures. To resolve these discrepancies, the College President and the Faculty Senate worked collaboratively to determine a consistent workload policy. The revised workload policy was presented in March 2003 and was implemented on July 1, 2003. Faculty members now have a consistent workload policy and common expectations. This document has greatly contributed to the establishment of operations procedures which are clearly defined and understandable.

d. Faculty and staff handbook

The faculty and staff handbook provides general information for all employees, consistent with the documents listed above. In addition to references to the bylaws and other documents, the handbook provides advice on available resources.

e. Administrative manual

This document is being reformatted and will provide detailed information on administrative policies and procedures in areas such as fiscal and business affairs, personnel, student services and records, services to faculty and departments, operation and maintenance, and curricula and teaching. The manual will be maintained on the College website and updated as policies are added or revised to make the most current information easily accessible.

Since the last report submitted in October 2002, the College has made great strides in establishing clear, understandable and consistent procedures for all aspects of the College. An evaluation of these procedures will have taken place by the scheduled October 2005 self-study and site visit.

Allow for responsible participation in decision making, implementation, and evaluation

A new planning process involving broad constituency input has been adopted by the College (Appendix B). At Truckee Meadows Community College, as at similar higher education institutions, opportunities for participation in decision-making processes are provided. The administration is careful to involve all constituents and apprise them of pending decisions, but particular attention is given to the units being directly affected by the decision. Therefore, the level of participation by each constituency varies according to the issue. Several mechanisms are used to invite and involve constituents in decision making: surveys of all College personnel, involvement of the Faculty Senate, the Academic Deans' meetings, the Classified Council, the Associated Students of Truckee Meadows (ASTM), the President's Cabinet (PC), and the Extended Cabinet (EC). In addition to widely broadcasting pending decisions, issues are discussed within these various groups, based on their interests. It is then the responsibility of the representatives to discuss the issues further with their constituents and seek feedback.

a. Faculty Senate

The Faculty Senate enjoys representation from faculty at large. Senators are elected from different academic areas of the College. There is also participation from students and administration. The purpose of the Faculty Senate, as stated in the bylaws, is "to represent the faculty and to assure faculty participation in the formulation of institutional policies and goals, and in their evaluation; for only when all share in serving the population, which supports the College, will there in fact be a community college."

The President and the Vice President for Academic Affairs make regular appearances at Faculty Senate to either seek input into decision making or to provide clarification the Senate may need for pending decisions or established policies.

b. The Faculty Senate's interaction with Academic Affairs

The Chair and Chair-elect of the Faculty Senate have bi-monthly meetings with both the President and the Vice President for Academic Affairs. These regular encounters provide informal opportunities for the administration and faculty leaders to share information, identify concerns, and seek solutions. In addition, one or both faculty leaders attend the regular meetings of the Academic Deans. They participate in discussions, take information back to the Faculty Senate, and receive assignments for program development. Examples of this involvement are the development of policies to establish a Dean's list and a faculty recognition program. These ideas emanated from the meetings of the Deans, but were developed by the leaders of the Faculty Senate. Similarly, the development of the Workload Policy was done jointly by the Faculty Senate and the Office of the President with the involvement of College academic leaders.

c. Academic Affairs meetings (Deans, Directors and Department Chairs)

We believe that one of the best ways to involve faculty in decision making is to have their leaders ultimately involved in discussions regarding those decisions. Since the appointment of the new Vice President for Academic Affairs, regular meetings have been scheduled with all academic leaders. Furthermore, if a decision is to be made that affects a department, the Chair is extended an invitation to the meeting. Guests from other areas of the System or the College are included periodically to present or discuss particular agenda items.

d. Classified Council

The Classified Council is the formal College representative group of employees who are not administrators or faculty. This group meets monthly. Both the President and members of the Cabinet are often asked to attend meetings and discuss issues of interest to the Classified staff. The Classified Council president is a regular member of the Extended Cabinet and Planning Council, and members serve on many ad hoc and search committees. The administration uses this group as a vehicle for the participation of these constituents in decision making.

e. Associated Students of Truckee Meadows

Similar to the Faculty Senate and the Classified Council, the ASTM plays an important role by providing student representation in the College decision-making process. The ASTM president or other officer serves on the Faculty Senate and the Extended Cabinet. Members of the Cabinet are often invited to ASTM meetings to clarify issues and to share ideas. ASTM serves as a good vehicle to gather the input of students into the College decision making process.

f. President's Cabinet

The membership of the President's Cabinet represents the major divisions of the College. It includes the President, the Vice President for Academic Affairs, the Vice President of Finance and Administrative Services, the Executive Director for Foundation/Institutional Advancement, the Dean of Student Services, and the President's Executive Assistant. This group draws on the expertise of other individuals as needed to keep well informed of issues. For example, discussion on personnel issues may require the presence of the Director of Human Resources; an instructional issue may require the presence of one of the Deans, Assistant Deans or Department Chairs. The Cabinet members are also responsible to seek input from their constituents and to share constituents' feedback with the Cabinet before certain decisions are made.

g. Extended Cabinet (List of participants-Appendix C)

The Extended Cabinet is comprised of all major unit leaders at the College, the President of ASTM, the Chair of the Faculty Senate, and the Chair of the Classified Council. This group meets monthly throughout the academic year. The group advises the President on major issues affecting the College. Two of the most recent projects involving the Extended Cabinet are the Space Utilization Study and the Administrative Evaluation process. The Extended Cabinet is in its second year of existence and holds the potential to be an effective vehicle for decision making.

This narrative gives the Commission a sample of how TMCC conducts business and provides for the comprehensive involvement of constituents--students, classified staff, administrators and faculty--in influencing decisions at the College. This list of activities is not complete, however, and does not include the many opportunities for informal interaction. There is also a great deal of interaction with the NFA, particularly regarding contract language and the opportunities to remedy disagreement on the implementation of the contract.

Offer assurance of reasonable stability over time

As the 2000 Interim Report noted, the then-President had announced his pending departure. The stability of any college is greatly dependent on the stability of the President's Office.

In 2002, the UCCSN Chancellor and the Board of Regents initiated a national search for a TMCC president.

a. Result of presidential search

The result of this search was critical to help bring stability to the College. After a comprehensive national search, the Board appointed Dr. Philip Ringle President of Truckee Meadows Community College on June 3, 2002. The result of the search was significant. Dr. Ringle's last position was at the Community College of Philadelphia. By accepting the position at TMCC, there were all indications that the President intends to be in the Reno-Tahoe area for years to come. That will allow the College to be more stable over time. President Ringle has established viable partnerships with both the public and private entities in the community. He continues to have strong support from the College, Chancellor and Board of Regents.

Based on constituents' feedback, the Commission expressed the sentiments of some at TMCC, "Members of the community expressed hope that the Regents will select a person who will be dedicated to maintaining the improvements made in shared governance and in communication" (p. 6). The previous section documents the continuation of shared governance and multiple means of communication regarding decisions that are made at the College. These and the strategies that are described below all represent initiatives implemented or adopted through the current President's leadership.

b. Follow-up actions to fill positions to support the President

When Dr. Ringle joined the College, the following positions were vacant and were held by individuals in an acting capacity: Dean of Liberal Arts and Public Service, Vice President for Academic Affairs, and Vice President of Finance and Administrative Services. A national search was initiated for each of these positions. They have now been filled through open searches, and the College community had the opportunity to participate and help select these leaders. Two of the three individuals have joined TMCC from outside of the State of Nevada (Maryland and Florida), and bring many years of relevant experience to the College.

The Commission may feel confident that the administration will remain stable. Moreover, the affirmation of national searches is setting the standard for the same for future administrative vacancies, and thus provides constituents with clear expectations that the College is committed to finding the best persons for administrative positions, even when the result is an internal hire.

Providing ample opportunities for effective communication throughout the institution

The TMCC administration uses many methods to communicate with constituents and for constituents to communicate with the administration and among themselves. The section on decision making (above) clearly illustrates how communication takes place, informing constituents of issues affecting their work and lives. To supplement these mechanisms, the College uses direct means of communication as well. These are detailed below.

a. Presidential e-newsletter (Appendix D)

The President publishes a regular newsletter which is sent to all College employees via campus e-mail. The newsletter apprises them of projects and timelines, and keeps them informed of issues affecting the College. This mechanism was used extensively during the legislative session to keep constituents abreast of the latest developments at the Capitol and in the capital city.

b. Vice President for Academic Affairs e-bulletin (Appendix E)

Though new to TMCC, the Vice President issued a bulletin to constituents last year and plans to issue at least two this current academic year via campus e-mail. Academic Affairs constituents, several key administrators and all others who are interested receive this communication. Furthermore, minutes of meetings with the Academic Deans are broadly distributed to constituents.

c. TMCC Updates (Appendix F)

Three electronic newsletters are sent weekly via e-mail to all employees.

- TMCC This Week outlines important events and deadlines, linking staff to the contact person's e-mail and telephone numbers for additional information.
- TMCC College Community celebrates the accomplishments of TMCC students, faculty and staff.
- TMCC Marketplace lists items for sale or trade.

Faculty and staff may unsubscribe to the e-newsletters by completing a simple online form.

d. President's breakfasts

The President held a series of informal breakfast meetings with College constituents and through that process has had an opportunity to share information and get to meet individuals in a more intimate setting and to model the cooperation required from faculty, administration and staff working together.

e. Open forums

The President has provided an open forum with students each semester and has called two open forums for the College community to discuss budget issues as they were unfolding. At the beginning of fall and spring semesters, the President gives ample updates to staff and faculty during his address to the College community.

f. Visits with governance groups

The entire cabinet makes itself available to meet regularly with campus governance groups.

g. Department Newsletters

The Registration News, Human Resources Newsletter and Outreach College Newsletter are provided in both electronic and paper format to keep students, colleagues and constituents informed of topical activities from these areas.

h. Trends (Appendix G)

This monthly publication highlights College programs and staff. It is sent to all employees and to civic/business leaders and College friends.

Conclusion

There is a new sense of optimism at Truckee Meadows Community College these days. Any visitor at TMCC will have the impression that the College is moving in the right direction. There has also been tremendous progress over the past year to bring TMCC in line with the recommendation of the

Commission. The administration at TMCC is benefiting and has benefited from a community of learners that desire stability, clear directions, established procedures, and an ability to make decisions in a fair and impartial way. The administration has capitalized on that readiness, making great strides in improving the College so that TMCC is therefore poised to advance.

The TMCC Planning Council is the vehicle to coordinate this transformation. The Council developed a new mission statement and seven strategic goal statements (Appendix H) to advance the College in the areas of technology, achieving academic excellence, strategic partnerships, welcoming and supportive environment, finance and institutional effectiveness, diversity, and facilities. The College is identifying objectives and strategies to achieve these goals.

APPENDIX A

FACULTY WORKLOAD POLICY

TRUCKEE MEADOWS COMMUNITY COLLEGE WORKLOAD POLICY

The policy attempts to focus on three core issues that have emerged from previous discussions:

- 1) **Workload Methodology:** The model advocates the use of a consistent and auditable mechanism for determining workload. It was imperative that the college adopt a methodology that fits our diverse mission of providing transfer, developmental, occupational, and community service education. The policy also considers the pedagogical implications of laboratory instruction, distance education and clinical offerings. The workload policy enhances planning, budgeting, and scheduling processes and functions within our data system capabilities.
- 2) **Overload Policies:** The policy provides flexibility for faculty to work beyond their contractual load. The policy also addresses semester overload limits as well as independent studies, internships, and private instruction.
- 3) **Reassigned Time:** The ability of faculty to be reassigned from contractual instruction in order to participate in shared governance roles as well as develop curriculum and coordinate programs are integral components of our faculty workload policies. While reassigned time is an essential part of our instructional practices, parameters must be specifically defined and applied consistently across instructional departments.

I think you will find that in many areas, the original draft proposal was altered to reflect the recommendations of the Senate. We believe the rationale for the recommendations in the proposal are sound and will move the institution forward.

Workload Policy

- Workload should be measured in units of instructional contact and applied universally throughout the instructional divisions.
This will require the adoption of new course data tables that convert course credit to weekly contact. It is within these tables that weekly contact for labs and clinical will be consistently applied.
- A standard of 15 contact hours per week should be used to measure contractual workload for full-time instructional faculty in all applicable divisions.
- Eight contact hours will be considered full-time for the summer.
- Faculty workload should be reported and collected through an automated system that relates to planning, budgeting, and scheduling processes.
- A six-credit per semester overload teaching limit will be upheld consistently throughout all instructional divisions except in the case of an emergency (sudden resignation, unexpected absence, etc) when a faculty member may be granted an exception with the recommendation of the department chair and approval of the dean and vice president for academic affairs. *(This increases the current policy of 6 credits per year)*

- Self-paced instruction will not count toward faculty contractual loads or overload. A stipend for self-paced instruction shall be paid for in-class self-paced programs.
- All internships and independent studies should be paid on a student credit hour basis (i.e. \$62.50/student credit hour).
- Specific reassigned time criteria will be developed and applied consistently each semester.
- Class size will be determined by the department with the approval of the department head, dean and vice-president for academic affairs.
- Class size will reflect the responsibilities other than direct instruction, the pedagogical methods employed, the need for individualized attention, etc.
- The maximum class size in any discipline is 50. (*This represents a reduction from the current maximum of 55 in some departments.*) While this is still large, it reflects to some extent the commitment to teaching and learning at a two-year institution and allows greater potential for the kind of interaction and participation that we all seek with our students.
- Faculty on B+ days and A level contracts will receive discontinuance notices in December of each year and will have until March 1 of the next year to justify continuance of that contract status for the next fiscal year. This does not apply to those individuals whose contract status is determined through agreement in the NFA contract.

Full-time Faculty Contractual Load (based on Instructional Units)

1. "A" Contract Faculty

- a. "A" contract faculty are faculty who have accepted responsibility for a multitude of related activities which may include teaching, student interaction, institutional service or administrative duties. "A" contract faculty are department chairs, coordinators, directors, librarians and other such faculty as may be determined by institutional need and contractual obligations. "A" contract faculty work year round and earn annual leave. "A" contract faculty work the equivalent of 15 instructional units per semester (fall & spring) and 8 instructional units in the summer.
- b. "A" contract faculty work additional teaching units and administrative or assigned duties occurring outside of the traditional semesters to equal 35 hours per week of service.

2. "B" Contract Faculty

- a. "B" contract faculty are faculty who are capable of, and committed to, being involved in a multitude of related activities which include teaching, student interaction and institutional service. "B" Contract faculty are teaching and counseling faculty. "B" contract faculty work a 10-month year and do not earn annual leave.
- b. "B" contract faculty work the equivalent of 30 instructional units per year
- c. "B" contract faculty work the equivalent of 15 instructional units per semester (fall & spring)
- d. "B" contract faculty maintain 5 hours per week office hours

- e. "B" contract faculty maintain 5 hours per week institutional service, staff development, etc...
 - f. "B" contract faculty work at least 10 hours per week on instructional activities including grading, preparation, etc.
 - g. "B" contract faculty work a minimum of 172 days in an academic year.
 - h. In some circumstances plus days may be added to "B" contracts to accommodate additional assignments per approval of the Vice President for Academic Affairs. Counseling faculty work 35 hours/week with the number of scheduled days determined by the approved academic calendar. Counselors schedules are agreed upon by the dean of student services.
3. Industrial/Applied Technology Faculty (i.e. Automotive Technology, Welding, etc.) will be assigned 35 hours of contact per. In some circumstances plus days may be added to the normal 172 day faculty contract to accommodate additional assignments with the approval of the appropriate dean and the vice president for academic affairs.

4. Instructional Unit Calculations

Instruction	Weekly Contact	Instructional Units (IU's)	Example (based on 3 contact hrs.)
Lecture	1	1	3 contact hours = 3 IU's
Laboratory	1	1*	3 contact hours = 3 IU's
Clinical	1	.75**	3 contact hours = 2.25 IU's
Independent Studies			
Independent Studies, Internships, Practicum	0	0	\$62.50/student credit hour (paid as overload)
Self-paced Courses	0	0	\$500 stipend
Private Instruction	0	0	\$300.00/semester for ½ hour lessons per week.
Cablecast Courses		2	2 IU stipend at part-time rate
Reassigned Time (see note)***			
Department Chairs	0	6-9 per semester	Per approval of VPAA
Program Coordinators	0	1-6	Per approval of VPAA
Faculty Senate Chair	0	50% of load	
Faculty Senate Chair-elect	0	25% of load	7.5 IU's or 6IU + \$1,000
Faculty Senate Committee	0	3	Academic Standards,

Chairs			Curriculum, Budget, Professional Standards
Other College Approved Assignment	0	Variable	Administrative approval
Non-reoccurring Assignment/Medical leave	0	1-15	Administrative approval

* Given the nature of laboratory instruction and the lack of sufficient lab assistants and/or lab aides, the senate's recommendation for a 1-to-1 ratio has been instituted. While there is an additional cost to the College, this change to existing policy is warranted. Areas where this change applies are defined as laboratories in the following disciplines:

biology <141,142,190,191,223,224,225>

chemistry <101,102,104107b,108b,142 >

physics <151L,152L,180L, 181L (This change reflects the senate recommendation to increase the lab ratio from .67 to 1)

** The reduced class size for clinical experiences and the amount of indirect supervision or use of clinical instructors in many disciplines contributed to maintaining the current policy in regard to clinical experiences. (This maintains the current policy)

*** Reassigned time may be altered by NFA contract and is awarded at the rate of 35 hours per credit.

Distance Education

The college recognizes the growing importance of distance education. Many faculty members have invested significant amounts of time to develop courses and programs utilizing this new delivery system. If there are courses that the institution requires, the college will offer a stipend for development through the negotiated process for special assignment agreed upon in the NFA contract. The College will work with the Teaching Technologies office to develop a summer institute for faculty interested in learning the platform, pedagogical approaches to teaching via distance, etc. A stipend will be paid to faculty for attendance in the summer institute. A system will be developed to determine which courses should be developed. The College will work toward the establishment of a resource center to assist faculty with preparation of course material and high quality media components. Distance education will be treated similarly to other instructional assignments. In recognition of the additional responsibilities for remote students enrolled in cablecast sections, a two instructional unit stipend will be paid at the part-time rate for those cablecast sections meeting minimum class sizes. No stipend will be paid for assignments with less than the minimum enrollment. Distance students in cablecast sections can be counted to reach minimum class sizes for local sections.

Overload Policies

1. Instructional overload will be paid at the TMCC approved rate for part-time instruction.
2. In an individual semester, faculty can teach no more than 6 overload instructional units except in the case of an emergency (sudden resignation, unexpected absence, etc) when a faculty member may be granted an exception with the recommendation of the department chair and approval of the dean and vice president for academic affairs. Summer school overload must be approved by the VPAA or his designee.
3. No overload will be paid for classes wherein the enrollment exceeds the maximum class size.

4. Aggregated enrollment-based overload (the sum of enrollment in all courses taught per faculty member) will not require overload payment.

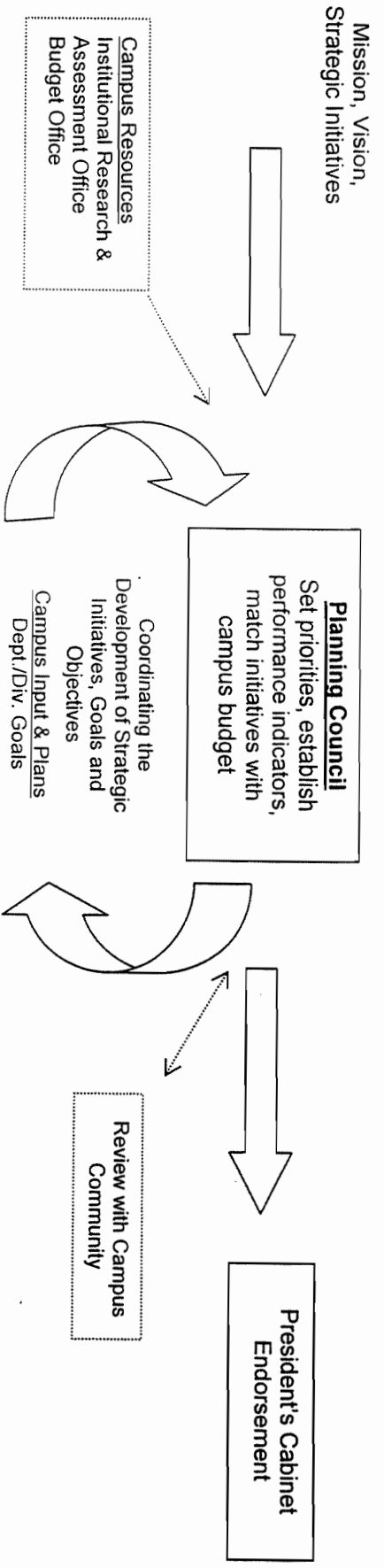
**** I recognize the concerns brought forth about the effect of discontinuing enrollment-based overload. However, after completing a study of the cost of enrollment based overload, the number of sections impacted and the redirection of those dollars to new sections, the data suggest that (even with a lowering of class size maximums to 50) we can enroll more students in smaller classes at less cost. There are related issues of availability of part-time instructors and space availability. Again, study of these issues indicates that the change will not adversely impact the College and will ensure that students are in smaller classes which will allow for greater faculty/student interaction; assessment of learning; and active learning.

Obviously, this has not been an easy task. I appreciate the work of all parties involved in the development of the policy and believe that, given the current economic and political pressures, the College is better served having an equitable workload policy in place. The new policy will take effect July 1, 2003.

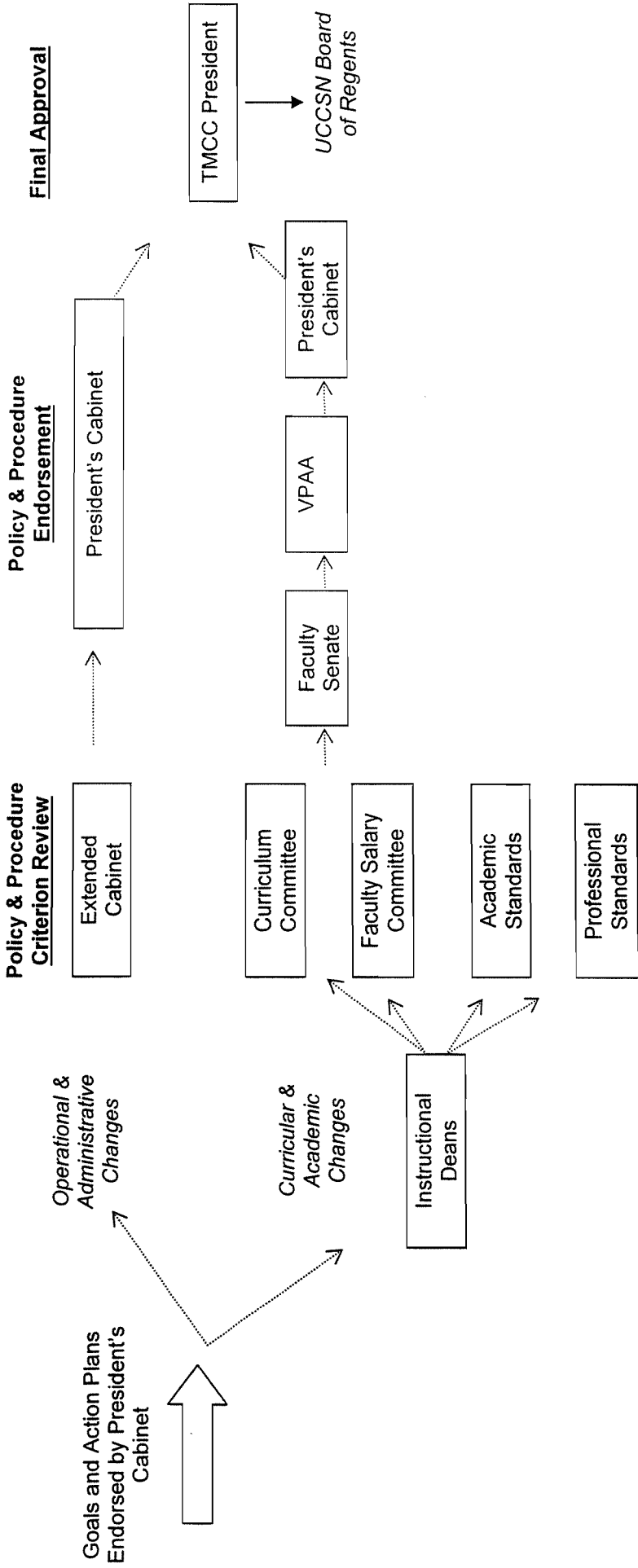
APPENDIX B
PLANNING PROCESS

PLANNING

Development of Strategic Initiatives, Goals and Objectives

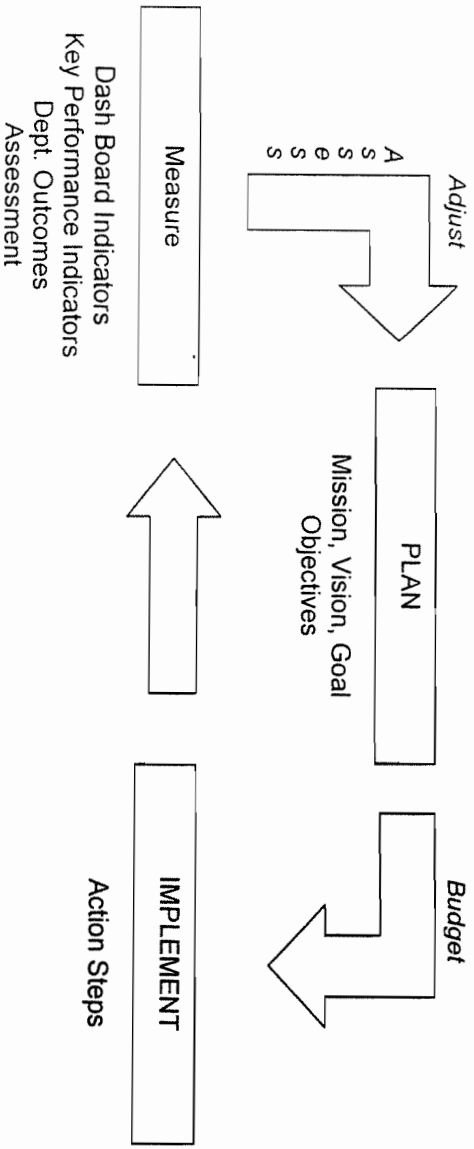


IMPLEMENTATION Substantive Changes



EVALUATION

Assessment of Institutional Effectiveness



APPENDIX C

EXTENDED CABINET
MEMBER LIST

EXTENDED CABINET MEMBERS

PRESIDENT RINGLE

Marsha Lindeken
Karen Magstadt
Elena Bubnova

DELORES SANFORD

Jimm Groshong
Cindy Rossetti
Chris Winslow
Steve Zideck

JOWEL LAGUERRE

John Adlish
Paula Funkhouser
Fred Lokken
L. D. Lovett
Mike Rainey
Barbara Sanders
Pat Slavin
Rich Green

ANNE-LOUISE BENNETT

Paula Lee Hobson

KATHY LUCCHESI

Mona Buckheart
Dave Harbeck
Georgia Pullen

FACULTY SENATE

Bridgett Boulton

CLASSIFIED COUNCIL

Carol Gribbin

ASTM

Kiyoshi "Teddy" Noda

APPENDIX D

PRESIDENT'S E-NEWSLETTER

Jowel Laguerre - President's Message for September 2003

From: "Philip Ringle" <PRingle@tmcc.edu>
To: "All#032#Mailboxes@TMCC.EDU" <All#032#Mailboxes@TMCC.EDU>
Date: 9/18/2003 4:32 AM
Subject: President's Message for September 2003



TRUCKEE MEADOWS COMMUNITY COLLEGE

September 2003

President's Message

It is hard to believe that we are concluding the first month of the fall semester. I want to express my gratitude for the way everyone at the College has pitched in, helped students, and dealt with the start of classes, the disruptions and inconvenience caused by the construction on the Dandini Campus, and the lack of parking. Hopefully, when the new building opens later this spring we will all look back and agree that the dust, dirt, noise, lack of a complete food service operation, and the long walks around construction fences were worth the trouble.

I want to bring you up-to-date on several items.

Legislative Actions

At the fall kick-off I mentioned that I would use this first newsletter to bring everyone up-to-date on the major legislative actions that impact TMCC.

Special Session Bills

Assembly Bill 9 - Authorizes the Board of Regents to provide fee waivers for Nevada National Guard members in good standing and maintains a 2.0 grade point average.

Assembly Bills

Assembly Bill 148 - Requires the Legislative Auditor to conduct an audit of the UCCSN and the Board of Regents. The audit must review capital construction projects, host accounts and policies and procedures related to investment income.

Assembly Bill 203 - Creates the Committee to Evaluate Higher Education Programs. The committee must examine and evaluate the need for existing and new higher education programs and determine whether it is feasible to reallocate

existing resources within institutions to meet the critical needs of the state that are not currently being met.

Assembly Bill 353 - Requires the Board of Regents to prescribe a student consent form concerning directory information that a college makes public.

Assembly Bill 507 - Revises provisions governing the transferability of certain community college credits towards the requirements for an award of a baccalaureate degree within the UCCSN.

Assembly Bill 555 - On July 1, 2004 gives a 2% COLA.

Senate Bills

Senate Bill 62 - requires that Colleges provide to certain students with "print access disabilities," at no cost, an electronic version of requested instructional material starting October 1, 2003. Students making a request for such material must do so in writing.

Senate Bill 317 - Authorizes the Board of Regents with the cooperation of the Department of Corrections, to offer courses that lead to a postsecondary degree for incarcerated persons in any facility or institution operated by the Department of Corrections.

Senate Bill 503 - Revises the minimum qualifications to receive a Millennium Scholarship. The measure provides that applicants of 2003 or 2004 graduating class must have maintained in high school in the courses designated by the Board of Regents at least a 3.0 GPA, applicants of 2005 or 2006 must maintain at least a 3.1 GPA, and applicants graduating after 2007 must maintain at least a 3.25 GPA. Students may not apply for the scholarship more than six years after graduation. Further, a student who receives a Millennium Scholarship must maintain at least a 2.6 GPA, a change from the former 2.0 requirement. The measure also requires the Board of Regents to designate the courses in which a student must earn the minimum GPA.

More information on these and other bills is available from my office on request.

I already mentioned that the budget news from the session was also positive. The budget includes the approved formula-driven budgets 84.45% of formula costs for FY 04 and 84.09% for FY05. I won't go into all of the ramifications I mentioned at the kick-off, but would mention that this is not a windfall, though it does recognize the growth in our enrollment and some of the costs of funding that growth. Remember that 84% is not 100%. However, through the good work of the Governor, the Chancellor, the Board, the other presidents and our lobbyist, we were very fortunate to have this budget given the fiscal picture for higher education across the country. With this operating budget we will be able to add critical new

faculty, administrative and classified positions, increase the pay of part-time faculty, add library acquisitions, begin to address a professional development program and advance several projects that have been on hold for lack of funding.

Enrollment

I am pleased to report that it looks as if we will meet our enrollment projections for this year. Unfortunately, we still had to turn away students in several disciplines for lack of facilities, budget or staff. I have asked academic affairs to determine whether some of these students could be served in late starting sections.

Facilities

The construction of the new student center continues to create some disruption on the Dandini Campus. The outside work is scheduled to be completed in October and I hope you find the new amphitheatre an attractive addition to the College landscape.

The Keystone Theatre will be inaugurated this Friday night with a fundraising performance of "A Funny Thing Happened on the Way to the Forum." The \$100 ticket price has been discounted for faculty and staff to \$50 and I hope many of you will join the theater and music departments in celebrating the opening of the facility. Two beautiful receptions are planned during the evening. Of course, if you can't make the gala grand opening, I hope you will support the music, dance and theatre programs during the regular performances.

Fund Raising

Senator Ensign's office has been instrumental in securing a \$397,400 FIPSE grant for the college to advance several programs including a new high technology offering in manufacturing at the Edison Campus with the creation of a SIM and CAD/CAM lab, the offering of a teacher assistant program, and the start-up costs for our Center for Teaching Excellence. Thanks to Anne-Louise Bennett and Fred Lokken who worked on the original concept and to Rich Green, Jewel Laguerre, and Michaela Rubalcava who worked on the final FIPSE proposal.

Kudos

- Congratulations to the Dental Hygiene Program for placing second in the nation on their national board results.
- Sue Turbow for attending a year-long Institute developed by the faculty alliance.
- Mona Buckheart for serving on the Education Collaborative Parent Involvement strategic planning team.
- Jim Burke, a part-time instructor in manufacturing, for receiving the highest award bestowed to a faculty advisor by the Skills USA VICA program.

- Rich Green whose proposal to Cooper Industries Foundation finished first in the nation winning an additional \$5,000 for TMCC - Rich is also chair of Join.
- Paul Marsala's community ESL Program which will be honored by Truckee Meadows Tomorrow with one of their silver star awards this fall.
- Laura Dulgar, Tracey Oliver, Patty Porter, Echo Marshall and Mona who all worked with the Gear-up College Camp in Reno.
- Barb Twitchell for her appointment to the National Governing Board for the National Network for Women's Employment.
- Bill Baines for being selected to serve on another accreditation visit by Northwest Association.
- Cinzia Muzzi who is editing a book for new chemistry instructors.
- Estella Gutierrez for bringing the Youth Forum to campus and all those who helped with the program.
- Maria Tierumniks for graciously hosting the scholarship fundraiser for the Faye Wood and Dan McClure Scholarships.
- Fred Lokken for being recognized by Truckee Meadows Tomorrow for his work with the Regional Planning Commission.
- Kyle Dalpe for selection of one of his photographs for an award and recognition by the National Council for Marketing and Public Relations.

Selected Community Activities

I try and keep you abreast of some of my activities in the community representing the College. Since the last newsletter I have been selected as the only higher education representative to the State Department of Education's Career and Technology Education Steering Committee. I have also been appointed to the board of High Sierra Industries and want to commend our team-Captain Rich Green, Jodie Weaver, Tom Tooke, Wirt Twitchell, Deb O'Gorman, Jowel Laguerre, Claudia Maldonado and I that competed in the High Sierra Industries Skill Competition. I didn't mention our score under Kudos, so suffice it to say that we finished and brought no dishonor to TMCC.

Planning

We are working on the request for proposal for the facilities master planning effort. The Planning Council has published the draft strategic goals for your comment. I hope you will take the opportunity to review and comment on the goals and become involved in the many planning efforts that will be completed this year.

I hope the semester is off to a good start with bright students, ample materials and supplies to do our jobs and the recognition that each of us has the individual responsibility to be a positive contributing force to the history that is being written today in the lives of our students. We share vitally important and exciting work.

APPENDIX E

VICE PRESIDENT'S E-NEWSLETTER

Jowel Laguerre - VPAA Bulletin for September 2003

From: "Jowel Laguerre" <JLaguerre@tmcc.edu>
To: "All#032#Mailboxes@TMCC.EDU" <All#032#Mailboxes@TMCC.EDU>
Date: 9/17/2003 8:41 AM
Subject: VPAA Bulletin for September 2003



VPAA Bulletin

Greetings!

As I have already said to many of you, welcome back. When I started here in January 2003, I intended to write a regular bulletin. I wrote one, felt that my message duplicated other bulletins, gave in and did not do another one. This year, I plan to write at least two issues.

I hope that you enjoyed professional development week. I attended and moderated the panel on plagiarism; I was quite pleased with the participants' response. I expected that they would take over the presentation and was not disappointed. The panel members- Bridgett Boulton, John Scally, John Adlish, and John Reid-were fantastic. Someone said to me that this topic should be discussed at a collegewide event. We plan to use this type of feedback and the evaluations to plan for future presentations during professional development week.

New faculty and staff in Academic Affairs

Patricia (Pat) Alfonso is our sabbatical leave replacement in nursing and will teach a variety of courses. She received her M.N. from the University of California, Los Angeles. Pat has been a part-time faculty member at TMCC and has worked with the State of Nevada in the mental health field.

Scott Alquist is the new coordinator of safety, industrial and regulatory compliance at the Institute for Business and Industry. He is a licensed post-secondary education teacher; certified in hazardous materials and mine safety and health; certified as a medical first responder and an OSHA authorized instructor. He has extensive training in disaster planning and emergency management, response to biological/chemical terrorism, and response to school violence. Most recently, Scott had his own safety consulting business in Reno. Prior to that, he worked at TMCC, and we welcome him back.

Thomas (Tom) Cardoza will teach western traditions, philosophy and history courses. He comes to us from the University of California, San Diego. Tom received his Ph.D. in history from the University of California, Santa Barbara.

Fred Crooks is our new computer technology-networking instructor. He comes to us from Henderson Community College in Henderson, Kentucky. Fred received his M.S. in forestry from Southern Illinois University.

Carlette Foster has joined the staff in the Part-time Faculty Support and Information Center. Carlette is a master at juggling schedules as evidenced by her working and attending school full-time.

Ena Fowles received her M.A. in English writing from the University of Nevada, Reno. She will be teaching English 090, 101, and 102. Ena has taught part-time at TMCC.

Theodore (Ted) Lambert is a new mathematics instructor who will teach a full complement of math courses. He comes to us from the University of Michigan, Ann Arbor, where he was an adjunct assistant professor of mathematics. Ted received his Ph.D. in industrial and operations engineering from the University of Michigan.

Linda McGillicuddy is our new dental assisting faculty member. She will teach both lecture and lab dental assisting courses. She worked last year at TMCC as a full-time temporary instructor in dental assisting. Linda received her B.S. in premed from the University of Nevada, Reno.

Gary Neace is our new computer technology-A+ instructor. Gary comes to us from Arkansas State University in Mountain Home, Arkansas. He received his M.B.A. from Northern Illinois University.

Jeffrey (Jeff) Olsen is a new mathematics instructor who will teach the full range of courses. He comes to us from the University of Oregon, where he worked as a graduate teaching fellow in mathematics. Jeff received his M.S. in civil engineering from the University of California, Davis.

Nancy Paul is a new nursing instructor, who will teach a variety of courses. Before coming to TMCC, Nancy was employed by Washoe Medical Center. Nancy received her M.S.N. from the University of Nevada, Reno.

Nolan Preece is a new photography and art instructor. He was the executive director of the Comstock Arts Council, and has been and continues to be curator of the TMCC galleries. Nolan received his M.F.A. from Utah State University, Logan.

Zulma Solano is a new technical assistant in ABE/ESL Outreach College. You may recognize Zulma as the face of TMCC on our fall class schedule and promotional materials. She hails from Bogota, Colombia.

Brad Summerhill is a new full-time English instructor, although he has also taught for TMCC part-time. Originally from Reno, he returned to Northern Nevada from the University of Arkansas where he was a lecturer. Brad received his M.F.A. in creative writing from the University of Arkansas, Charlottesville.

Daniel (Dan) Williams is a new biology instructor, who will teach microbiology and anatomy and physiology. He was previously at Fort Peck Community College in Fort Peck, Montana. Dan received his M.S. in fisheries from Auburn University, Alabama.

We very glad that so many good faculty members have joined TMCC this year. As Ana Douglass, Dennis Hennings, Armida Fruzzetti, Dan Adams and Julie Muhle shared with new faculty at the orientation, TMCC is a great place to belong.

Welcome back to everyone from the Diversity Office Hispanic/Latino Heritage on Workshop, Sept. 17

TMCC will present a discussion of the challenges facing higher education as a result of the Hispanic population growth in Northern Nevada on Wednesday, Sept. 17 from 11 a.m. to 1 p.m. at the TMCC Dandini Campus, Sierra Building. The workshop is free and open to the public. Please RSVP to 775-673-7105.

Panel of experts:

- Carina Black, executive director of the Northern Nevada International Center.
- Estela LeVario-Gutierrez, TMCC manager of ethnic community relations.
- Carlos D. Romo, Ph.D., assistant administrator of the Nevada Equal Rights Commission, holds a doctorate and master's degree from Tulane University and a bachelor's degree from the University of New Mexico, his native state.
- Jesse Gutierrez, executive director of Nevada Hispanic Services, holds a bachelor's degree from the University of Redlands and a master's degree in health services administration from St. Mary's College, Moraga, Calif.

The presentation will be held in honor of Hispanic/Latino Heritage Month, a 20-year-old event designed to encourage awareness of the Hispanic culture in the United States. The annual event is held from Sept. 15 through Oct. 15 and encompasses Independence Day for Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua, as well as Mexican Independence Day and Dia de La Raza, Oct. 12.

Annual Multicultural Festival: This year's event is scheduled for October 18 at the Meadowood Center. Please plan to attend. For more information, please contact LD Lovett.

--Jowel Laguerre



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Please send any questions/comments to webmaster@tmcc.edu.

APPENDIX F
TMCC UPDATES




TMCC This Week

What's Happening @ TMCC

- 10/6/2003** **UNR Transfer Counselor on Dandini Campus**
 Dandini Campus, Sierra Building, Library
 1:30 - 3 p.m.
 Please inform your students.
 Contact: Melanie Purdy, 784-4700 x2088
- 10/6/2003** **TMCC Virtual Career Fair Online in October**
 TMCC's Virtual Career Fair is online at
<http://www.tmcc.edu/finaid/placement/>
 Please encourage students to check it out for jobs!
 Contact: Bonnie Green, 674-7661
- 10/6/2003** **Buy Your Multicultural Festival Raffle Tickets**
 Great prizes in TMCC's Multicultural Festival raffle this year,
 including:
- Diamond Peak Ski Resort all-day lift pass
 Excalibur Hotel-Casino, Las Vegas, free two-night stay
 Liberty Belle two prime rib dinners
- The complete list of raffle prizes is online.
 Contact: Queency Fernandez, 673-7249
- 10/7/2003** **Tips for You--Reading**
 Learning Hub, Vista B106
 Free
 3:30 - 4:30 p.m.
 Contact: Charlotte Cox, 674-7517
- 10/7/2003** **TMCC Artist's Reception**
 Red Mountain Building, 3rd floor lobby and
 Sierra Building, Elizabeth Sturm Library
 Free and open to the public
 4 - 7 p.m.
 Contact: Nolan Preece, 674-7698
- 10/8/2003** **TMCC Music Concert: On Broadway!**
 TMCC College Singers, Marcy Irving, conductor
 TMCC/Nell J. Redfield Performing Arts Center

505 Keystone Ave.
Purchase tickets at the door.
Begins at 7:30 p.m.
Contact: Jennifer Martin, 789-5672

- 10/8/2003** **TMCC G.O.L.D. - New Student Orientation**
Sierra Building, room 108
5:30 - 8:30 p.m.
Contact: Tracey Olsen-Oliver, 673-7164
- 10/8/2003** **Careerbuilder Nevada Job Fair**
Parklane Mall 10 a.m. - 6 p.m.
Contact: Bonnie Green, 674-7661
- 10/8/2003** **Tips for You--Procrastination**
Learning Hub, Vista B106
Free
3:30 - 4:30 p.m.
Contact: Charlotte Cox, 674-7517
- 10/9/2003** **Tips for You--Take Better Notes**
Learning Hub, Vista B106
Free
4 - 5 p.m.

Contact: Charlotte Cox, 674-7517
- 10/9/2003** **How Do I Decide on a Major?**
Student workshop by Tom Tooke, TMCC counselor
Free and open to the public.
Red Mountain Building, room 333
1 - 2 p.m.
Contact: Tom Tooke, 673-7060
- 10/10/2003** **Student Loan Workshop**
Dandini Campus
2 - 3 p.m.
Please call to register and obtain room number.
Contact: Financial Aid Office, (775) 673-7072
- 10/10/2003** **Planning Council Meeting**
Planning Council members only
Sierra Building, room 105
9 - 11 a.m.
Contact: Georgia Pullen, 673-7270
- 10/10/2003** **Deadline: Faculty Senate Fall Travel Applications**
Due: all applications for travel from 7/1/03-end of fall semester.
Deliver to the Faculty Senate office, RDMT 212.
Noon - 2 p.m.
Contact: Cheryl Molloy, 674-7912
- 10/10/2003** **Deadline: Sabbatical Applications**
Deliver application to Faculty Senate office, RDMT 212
Due: 2 p.m.
Contact: Cheryl Molloy, 674-7912
- 10/11/2003** **TMCC G.O.L.D. - New Student Orientation, Saturday**
Sierra Building, room 108. 9 a.m. - noon
Contact: Tracey Olsen-Oliver, 673-7164

For a complete list of events, please visit the [TMCC online calendar](#).

Paula Hobson - TMCC College Community eNews for October 6, 2003

From: "TMCC Public Information Office" <ppio@tmcc.edu>
To: "Paula Lee Hobson" <phobson@tmcc.edu>
Date: 10/6/2003 6:55 AM
Subject: TMCC College Community eNews for October 6, 2003



For the Week of October 6, 2003

Hi Paula Lee Hobson,

WHAT: Jennifer Martin Will Conduct Honor Band

DETAILS: The California Music Educators Association has asked Jennifer Martin to be conductor of the Northern California High School Honor Band.

She will conduct about 150 players at California State University, Chico, in November. Congratulations Jennifer!

CONTACT: Jennifer Martin, 674-7521

WHAT: Mentors Needed

DETAILS: We are still in need of mentors for new faculty and staff. If you are interested in becoming a mentor, please contact L.D. or Flor at 673-7105, or via e-mail to ldlovet@tmcc.edu.

The mentoring program has been recognized by the Faculty Senate and Professional Standards subcommittee; therefore, mentoring may be a part of your annual plan.

CONTACT: Flor Villatoro, (775) 673-7105

About TMCC's College Community eNewsletter:

Post information of interest to your colleagues--anything from the publication of a technical paper to the 30th wedding anniversary of a faculty member.

To submit an item to be listed in the next College Community eNewsletter, please fill out our [submission form](#).



[Click Here to Unsubscribe](#)

TMCC Marketplace e-Newsletter Copyright 2003 Truckee Meadows Community College.
Please send any questions, comments, or concerns to phobson@tmcc.edu

Paula Hobson - TMCC Marketplace for October 6, 2003

From: "TMCC Public Information Office" <ppio@tmcc.edu>
To: "Paula Lee Hobson" <phobson@tmcc.edu>
Date: 10/6/2003 6:52 AM
Subject: TMCC Marketplace for October 6, 2003

TMCC MARKETPLACE**For the Week of October 6, 2003****Hi Paula Lee Hobson,****WHAT: 1964 Corvair Monza 4-door For Sale**

DETAILS: Only 88,000 original miles!!! All glass original and intact! Hub caps original and intact! Body in great shape. Great classic car just waiting to be restored! \$900.00 OBO

CONTACT: Bill Garand, 673-7021

WHAT: 1988 Saab 900 Convertible For Sale

DETAILS: Automatic. Turbo. CD player. Tinted Windows. Power Windows. Heated leather seats. Car bra. Looks great. Runs strong. Asking \$2,000.00.

CONTACT: Christopher Rossi, 745-8830

WHAT: 1988 Toyota Corolla For Sale

DETAILS: Has some miles, but still runs great and gets good gas mileage!! \$1,500.00 OBO

CONTACT: Bill Garand, 673-7021

WHAT: 1998 Plymouth Breeze For Sale

DETAILS: White 4-door sedan. Beautiful condition! Cruise, Blackout CD, AC, all power. Great car! \$6,450.00 OBO

CONTACT: Bill Garand, 673-7021

WHAT: Headboard For Sale

DETAILS: Solid oak headboard and metal frame for queen bed mattress for sale. \$100.00.

CONTACT: Humberto Hernandez, 674-7689

WHAT: Purchase Multicultural Raffle Tickets Now

DETAILS: The 19th Annual Multicultural Festival will be held Oct. 18, 2003, from 10 a.m. to 4 p.m. at the Meadowood Center. Purchase your raffle tickets now.

The prizes for this year are excellent and include five-star hotel stays, show tickets, travel gift certificates, dinners and more.

Tickets are \$1.00 each or six for \$5. For more information or to purchase tickets, contact Queency at 673-7249.

CONTACT: Flor Villatoro, (775) 673-7105

About TMCC's Marketplace eNewsletter:

Advertise the kittens you have to give away and the Girl Scout cookies that your daughter is selling. The TMCC Marketplace is a service for TMCC employees. TMCC is not responsible for the quality, accuracy or any other aspect of the products and services listed.

To submit an item to be listed in the next Marketplace eNewsletter, please fill out our [submission form](#).



[Click Here to Unsubscribe](#)

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Please send any questions, comments, or concerns to phobson@tmcc.edu

APPENDIX G

TRENDS

Adapted Score Third in Nation

to produce
am. For the third
ed in the top five
ach class surpassing
uates ranked third
standing

1.6 percent—just
the nation, which

requires critical
ental hygiene
before they can

tal hygiene students
s, including

ting structures for the teeth such as gums, bones, ligaments). Graduates of the

ms of Reno. Adams was TMCC's 2003 Regents Scholar, and she earned a score of 99

percent on the national exam. Adams has her sights set on becoming a dentist and is working part-time as a dental hygienist to support herself while working toward her goal—studying for the dental school admissions test and finishing her dental school prerequisites by taking summer and fall classes. Adams will teach a class for TMCC's dental hygiene program this fall.

Prior to the TMCC program, no dental hygiene program existed in northern Nevada. Area dentists had to recruit their dental hygienists from seven western states, primarily northern California and southern Nevada. TMCC responded to requests from the dental community to establish the program, and local dentists generously donated funds for TMCC's dental clinic at the Dandini Campus. Through the clinic, the program benefits the community by offering low-cost dental care by supervised students.

For information about the TMCC dental hygiene program, call 775-673-8247 or visit the Web site at www.tmcc.edu/dental/hygiene.



The TMCC dental hygiene program is located at the Dandini Campus.



community members at the

Thank you

Thank you to these donors for their recent gifts.

Cashman Equipment

\$13,000 in equipment for the diesel technology program

City of Reno Arts and Culture Commission

\$7,500 for the "Jack & Jill E. Redfield" Performance Arts Center

Graphic Harmony

\$11,000 in equipment for the visual communications program

KieTek International

\$3,000 in equipment for TMCC's technical institute

Cooper B-Line

\$3,000 for the manufacturing program

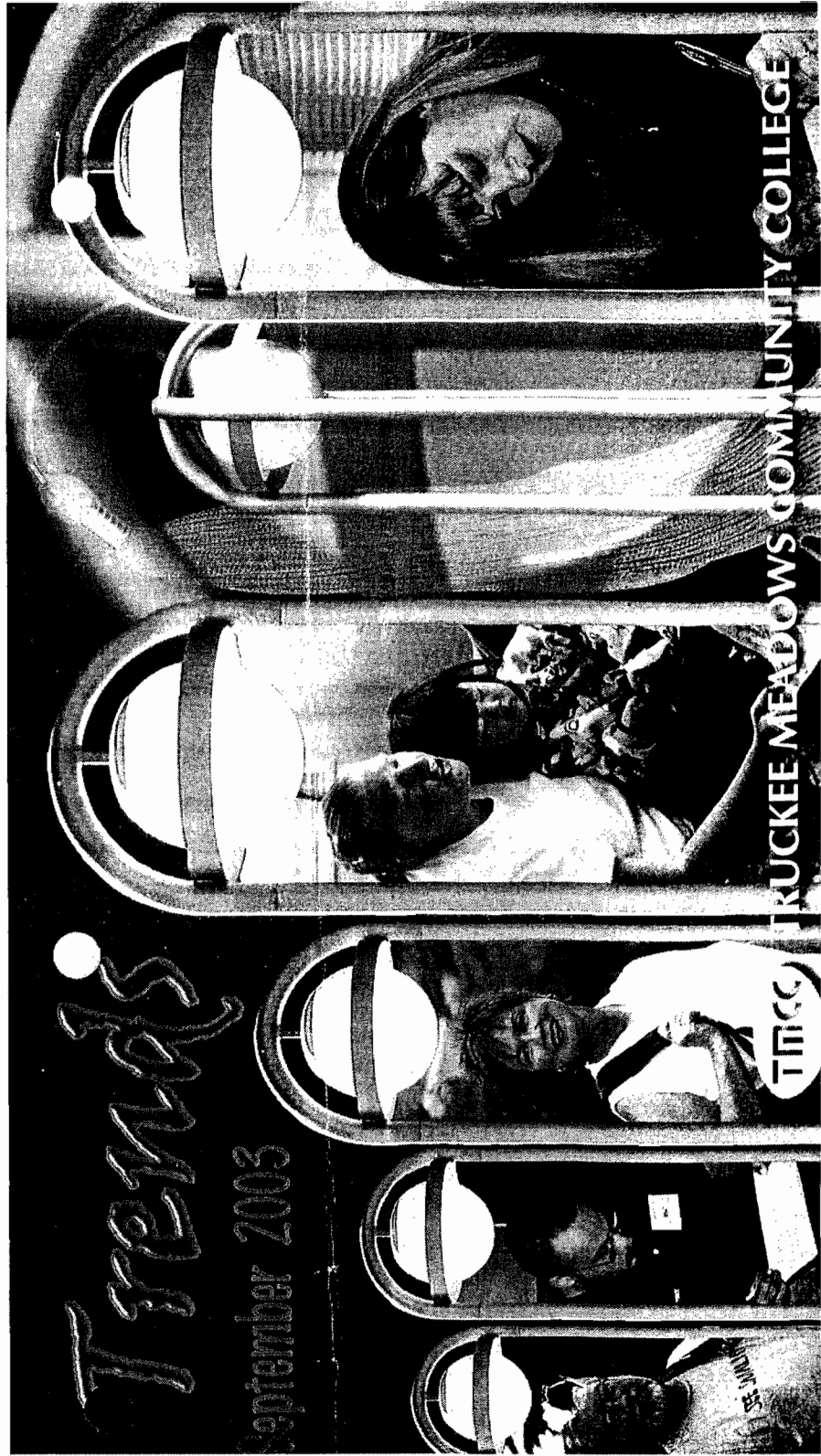
Technical Chemical Company

\$4,200 in equipment for the automotive technology program

AC Delco

\$1,800 in equipment for TMCC's technical institute

TMCC is an equal opportunity/affirmative action institution. Qualified students with physical or documented learning disabilities have the right to free accommodations to ensure equal access to educational opportunities at TMCC.



APPENDIX H

MISSION STATEMENT
AND GOALS



TRUCKEE MEADOWS COMMUNITY COLLEGE

MISSION STATEMENT

Truckee Meadows Community College provides access for lifelong learning opportunities to improve the quality of life for our diverse community.

TMCC creates a supportive, intellectually and culturally dynamic environment by offering the following:

- General education programs
- Transfer degree programs
- Developmental education programs
- Occupational/technical degrees and programs
- Customized job training
- Continuing education and recreational programs
- Student and academic support services

The college anticipates and responds to educational needs of individuals to achieve their goals, aspirations, and dreams.

GOAL STATEMENTS

TECHNOLOGY

To develop a technology infrastructure to provide faculty, staff and students with the best practices of the industry.

ACHIEVING ACADEMIC EXCELLENCE

To foster an institutional culture that values, demands, and supports excellence in teaching and learning.

STRATEGIC PARTNERSHIPS

To expand current and to forge new, mutually beneficial partnerships, ensuring the vitality and relevance of our curriculum and programs, distinguishing TMCC as an integral and influential member of the community.

WELCOMING AND SUPPORTIVE ENVIRONMENT

To enhance and foster a welcoming intellectual, cultural and physical environment that is open, supportive and sensitive.

FINANCE AND INSTITUTIONAL EFFECTIVENESS

To achieve college goals through responsible human and fiscal resource development and management.

DIVERSITY

To foster an academic community that welcomes the opportunity to experience, examine and learn from diverse physical, cultural and ideological backgrounds while nurturing mutual respect.

FACILITIES

To provide effective and efficient development and use of facilities that is aesthetically pleasing, safe, environmentally friendly and enhances the learning experience.