

PLANNING COUNCIL MEETING MINUTES

Monday, October 26, 2020

9:00 am

Zoom Web Conference

In attendance: Dr. Karin Hilgersom, Dr. Joan Steinman, Cecilia Vigil, Hieu Do, YeVonne Allen, Kim Studebaker, Dr. Paul Allen, Virginia Irintcheva, Maggie Dostal, Anne Flesher, David Rhodes, Dr. Dana Ryan, Anthony Futia, Barb Evans, Dr. Julie Ellsworth, Dr. Melissa Deadmond, Dr. Ayodele Akinola, Estela Gutierrez, Cynthia Pierrott, Jim New, Amy Williams, Alyssa Fromelius, Barb Walden, Julia Bledsoe, Dr. Tina Ruff, Gwen Clancy, Dr. Natalie Brown, John Albrecht, Elena Bubnova, Marie Murgolo, Heather Haddox, Adine Stormoen, Valerie Kelley

COVID-19 Crisis Management Team Update

President Hilgersom provided an update on the efforts of the COVID-19 Crisis Management Team including expansion of in person offerings and providing more socially distanced campus study spaces. Additional spaces are being planned for all TMCC sites and additional discussion will be held on current campus spaces. Members of the team also provided highlights of accomplishments during an around the room.

TMCC Bylaws, Policies and Procedures

Dr. Joan Steinman, Executive Director of Retention Support, Tony Futia, Disability Resource Center Program Director, and General Counsel John Albrecht presented the Protection of Children Procedures to the Council for review and approval. The procedure outlines steps that occur to place a registered sex offender into classes required as part of their academic plan while providing protection to minors. Discussion was held by the council on providing information upfront for parents, a binder of offenders available at the police sub-station, alerts to faculty and some rearranging of procedure content. A majority accepted the procedure with two oppositions and no abstentions.

Planning Council Charge Update

Dr. Karin Hilgersom opened the meeting for any additional discussion or feedback related to the Planning Council Charge revisions. YeVonne Allen, Faculty Senate Chair and Program Director of Equity and Inclusion, noted that a part two focusing on membership and structure would be helpful. The council accepted the Planning Council Charge unanimously without opposition or abstentions.

Strategic Master Plan Statement Updates

Dr. Melissa Deadmond, Associate Dean of Assessment and Planning, provided an update to the Council on the progress of the new TMCC mission statement. After the working session with consultant Dan Barnett, the first draft was taken to various campus groups for feedback. Feedback was provided on terms within the statement such as "seize" being too aggressive but also approving of the use of "love". Revisions are being made and final draft will go back for review to groups. Dr. Deadmond also gave an update on where the Accreditation Committee is with aligning objectives with the NSHE goals. There were only three areas that did not already align that will require additional conversation and it could be possible that they will fit within the vision statement. An Objective Alignment to NSHE Goals can be found within these minutes.

ME3 Program

Dr. Natalie Brown, Academic Advisement Director, reported the Council that the ME3 program was officially announced by the Nevada System of Higher Education and accompanied by a Facebook Live presentation with tutorial by Vice Chancellor Nate Mackinnon. Dr. Brown presented part of the Facebook video for the Council to see the program in action. The TMCC ME3 site can be viewed me3.tmcc.edu.

Fall 20 COVID-19 Student Survey Results

As it was determined that almost all Council members have already viewed the survey results presentation, in the interest of time the COVID-19 Student Survey Results will be added to the Planning Council shared Google folder and distributed to members for review at their convenience. The presentation will additionally be available in the full minutes to be posted on the Planning Council webpage.

Formation of Guided Pathways Committee or Subcommittee

Dr. Karin Hilgersom discussed with the Council a need to start developing a Guided Pathways Committee or Subcommittee who will work on integrating existing plans in a way that will be easy for students to understand and guide them along their pathway. Likely to take a year for rollout. The Council discussed which departments could be the best fit for the

committee/subcommittee to be housed. Members will take back to their members for feedback and recommendations and the item will return to the November 2020 meeting.

Planning Council Committee Updates

- Academic and Student Services Committee
 - Dr. Marie Murgolo reported a meeting was held with the Jumpstart group and Deans to share needs of each group and how to create solutions together.
- Accreditation Committee
 - Dr. Melissa Deadmond noted that the committee reviewed objectives with NSHE goals alignments at their last meeting. Next meeting be November 18 and focus will be on the year six report draft.
- Budget Committee
 - Jim New, Vice President of Finance & Administration, reported that we are still awaiting numbers for the next fiscal year form the state. And update could possibly come December 1. Buyouts have been helping to save for biennium planning.
- Diversity Committee
 - Adine Stormoen, Vetrans Upward Bound Specialist and Diversity Committee Co-Chair, provided the Council with updates on the efforts of the Diversity Committee and Subcommittees. The ADA committee is holding ongoing accessibility training. At their last meeting the committee focused on a one stop webpage, canvas, accessibility and evacuation plans. The Faculty of Color Committee will be holding a Veteran's Day event in collaboration with the Veterans Resource Center where they will hand out swag and resource information. SafeZone training was held October 8 with excellent turnout of 20 participants, approximately 4x more than usual so a virtual platform is proving helpful in engagement in some areas. The Sustainability Committee last met October 19 and discussed sustainability in a time of COVID-19.
- Enrollment Management Committee
 - Dr. Julie Ellsworth, Dean of Sciences Division, reported that the committee reviewed the COVID-19 Student Survey results at the last meeting. The committee is exploring things that will make enrollment easier for students such as auto registration.
- Facilities Committee
 - Dr. Ayodele Akinola, Assistant Director of Facilities Operations, provided project updates to the Council including campus study areas, Café Verde renovations, North parking lot lights and Parr Bridge construction.
- Technology Committee
 - David Rhodes, Server and Database Administrative Specialist, noted that October is Cyber Security Month. The committee is currently working on two new software programs – Liquid Files an Hello Sign.

Constituency Updates

- Student Government Association
 - Alyssa Fromelius, the Student Government Association President, reported that at the October 7 meeting the assembly voted to support open resources. Alyssa also reported on upcoming and ongoing events including virtual game nights, a virtual club fair, a Dia los Muertos video and continuing video series on how to be successful in an online environment.
- Classified Council
 - Classified Council President Julia Bledsoe reported that the Council is working with Facilities to identify areas of opportunity in Professional Development for their employees. Employee of the Month nominations are open.
- Faculty Senate
 - YeVonne Allen reported that the Faculty Senate last met October 9. Chancellor Melody Rose attended and provided a welcome and remarks. The Academic Dishonesty Regulations have been approved by the Senate and Leadership and will be published in the catalog. The Learning Commons hosted a Spanish Flu panel via Zoom on October 22 that went great. The Sabbatical application window is now closed and they are under review. The next meeting will be November 13 at 12:30 p.m.

Next Meeting – Monday, November 16, 2020

Draft

10/26/2020

Protection of Children Procedure

See Also: [Board of Regents Handbook \(Title 4, Chapter 22\)](#) / [TMCC Policy 7002: Protection of Children](#)

Revised as of June 14, 2017

Section 1: General Statement

The Nevada System of Higher Education ("NSHE") is committed to maintaining a supportive and safe educational environment, one which seeks to enhance the well-being of all members of the NSHE community, which includes creating a secure environment for children who may participate in NSHE programs or activities, or be present at NSHE facilities or events.

The NSHE procedures for the protection of children are intended for the protection of all children who participate in NSHE events or activities for children including NSHE students who are children.

Section 2: Children Welcome on Premises

Children are permitted at events and venues open to the public on NSHE property; however, NSHE reserves the right to determine whether selected events or venues are appropriate for unescorted or unsupervised children.

Section 3: Definitions

1. "Child" or "children" means a person or persons under the age of 18, or if in high school, until graduation from high school.
2. "Children's program" means any activity or program sponsored by TMCC that is specifically intended to involve children and facilities, including entire buildings or parts of buildings, which children are encouraged to use. TMCC's credit or non-credit classes which are not marketed or promoted for children specifically are not children's programs. Also, events in buildings or parts of buildings which the entire College community is encouraged to use and children are not specifically encouraged to use are not children's programs.

3. "Level 1 children's program" means a children's program which is less than one day and does not occur on a reoccurring basis within one year, or where the parent or person designated by the parent accompanies a child for substantially the entire time. Examples of such programs are "bring your son/daughter to work day" and campus tours.
4. "Level 2 children's program" is any children's program that does not meet the criteria of a level 1 children's program.
5. "Volunteer" means any individual who is working at TMCC pursuant to a volunteer agreement approved by TMCC's general counsel.
6. "Faculty" means any individual, whether compensated or not, who teaches any TMCC class or program.
7. "Employee" means any person, including faculty, who is employed or is a volunteer at TMCC. A person who meets the definition of employee of this procedure does not establish them as an employee for any other purpose.
8. "Registered offender" means any individual required to register as a sex offender or offender convicted of a crime against a child under federal or state law, including Chapter 179D of Nevada Revised statutes, regardless of whether that individual is under supervision by any agency of a local, state or federal government

Section 4: Annual Inventory of Children's Programs

In January of every year, the Vice President of Student Services and Diversity ("VPSD") shall inventory all children's programs intended to be held in the calendar year, determine the level of each program, and identify an employee responsible for each level 2 program ("responsible person"). The VPSD shall provide the president, cabinet members, chief human resources director, general counsel, student conduct officer, (human resources or student employment program officer) and police chief a list of all children's programs and the designated level of that program.

1. After that inventory has occurred, any TMCC employee proposing to establish a children's program shall notify the VPSS at least 60 days before the children's program begins. The VPSD may shorten this period of time upon request of the TMCC employee. The VPSD shall review the program to determine if it meets the criteria of a children's program and, if it does, designate the level of the program and require the procedures applicable to that level. The VPSD shall notify the president, cabinet members, chief human resources officer, general counsel, and police chief of any additional children's program designated after January 31.
2. Any employee, volunteer, or faculty of the institution who works in any level 2 children's program shall complete a comprehensive background check which may be a fingerprint background check. The responsible person for each level 2 children's program shall submit a list of every employee working in a level 2 children's program to the chief human resources officer who shall obtain a comprehensive background check on each of those employees. The chief human resources officers shall receive the results of the background check, apply the criteria of NRS 432A.170, and exclude any person who fails to meet that criteria. The chief human resources officer shall provide a written statement of reasons and an opportunity to be heard before any employee may be excluded from working in a level 2 children's program. TMCC shall pay the cost of the comprehensive

background check. TMCC shall conduct a comprehensive background check every six years after the initial background check on any employee who is required by this procedure to have a background check and review it in the same manner as initially required.

3. The Vice President of Academic Affairs ("VPAA") may also identify any program, activity, or facility that incidentally involves children and does not meet the definition of a children's program of this procedure and establish written procedures for the protection of children participating in that program which may include a comprehensive background check for one or more employees working in that program.
4. No registered offenders may participate in level 2 children's programs in any way.

Section 5: No Enrollment of Registered Offenders Without Specific Permission

No registered offender may be enrolled in any TMCC class or program without permission from the student conduct officer.

1. An individual registering as an offender with the University Police Services shall disclose the name and address of the agency responsible for supervision of the registered offender, if there is one, at the time of registering. The University Police Services shall notify the student conduct officer in writing or email within two business days of the registered offender's registration with the University Police Services, including the registered offender's name, supervising agency, tier level, if any, and any other relevant information. The University Police Services shall inform the registered offender to schedule a meeting with the student conduct officer prior to enrolling in classes at TMCC. Any further notices are required to be made by TMCC with the information provided by University Police Services.
2. A registered offender may apply for permission to be enrolled in classes at TMCC to the student conduct officer. The application must be in writing or email, to the extent possible state the class(es) or program(s) the registered offender wishes to enroll in, and any other relevant information the registered offender wishes to include. Additionally, the registered offender shall meet with Academic Advisement to develop an individual academic plan to be presented and reviewed with the student conduct officer prior to enrolling in class(es) or program(s).
3. The student conduct officer may withdraw, restrict, or change student enrollment in courses, including distance education courses, in which a Registered Offender is enrolled based on the presence of or potential to interact with a minor, and/or other restrictions placed on the Registered Offender under state or federal law, as a condition of parole or probation, or by the Nevada Division of Parole and Probation of the Department of Public Safety.
4. Information on registered sex offenders who are students or guests of Truckee Meadows Community College may be obtained by contacting University Police Services.

**University Police Services
Red Mountain Building Room 243
(775) 784-4013 or (775) 334-2677**

Section 6: Notice to Nevada Probation & Parole of Children's Programs

The student conduct officer shall mail, by postage prepaid, certified return receipt requested, a list of the level 2 children's program and a general description of all level 1 children's programs to the Nevada Division of Parole and Probation no later than 15 days after receiving the inventory described in the introductory paragraph of Section 2 and, again, with 30 days after the beginning of the Fall academic Semester.

Section 7: Employment

1. No registered offender may be employed at TMCC in any type of employment. All applications for employment shall include the following question or a question substantially similar: *"Are you a registered sex offender or required to register as a sex offender under any state or federal law?"*
2. All applicants for student employment shall complete the student employment application and file it with the Human Resources Office. The application for any employment at TMCC shall include the following question or a question substantially similar: *"Have you ever been convicted of a gross misdemeanor or felony? If yes, state the crime, the year of conviction, and explain."* Answering "yes" does not exclude the applicant from employment. If an applicant answers "yes," a copy of the application shall be forwarded to the supervisor of the potential employee by the Human Resources Office. The supervisor, in consultation with the student conduct officer, the Human Resources director, and any other relevant TMCC office, may develop restrictions on the employment of the student which are reasonably related to the conviction or may dismiss the student employee.

Section 8: Internship

Every internship agreement shall contain the following provision or something substantially similar: *"TMCC does not conduct background checks on a student placed into an internship. Background checks may be conducted by the internship placement."*

Section 9: Reporting Child Abuse or Neglect

All TMCC employees who have reasonable cause to believe that child abuse or neglect has occurred at a TMCC facility or during TMCC programs or activities may report the suspected abuse or neglect to law enforcement or a child welfare agency and inform the VPSD within 24

hours. Retaliation against any individual who makes a report of child abuse or neglect is prohibited.

All children who participate in TMCC programs and activities involving children must be appropriately supervised at all times. A child must be immediately removed from a dangerous situation involving suspected child abuse or neglect or other inappropriate conduct, or conduct which presents a threat to the child's health and safety.

The NSHE Child Protection Polices and TMCC's procedures shall be posted on the TMCC website with the Division of Child and Family Services toll-free number and/or other law enforcement telephone numbers to receive reports of child abuse or neglect. Those numbers are:

- Division of Child and Family Services: 1-800-992-5757
- University Police Services: 775-784-4013
- Reno Police Department: 775-334-2175
- Washoe County Sheriff: 775-328-3001
- In case of an emergency: 9-1-1

Section 10: Outside Use of TMCC Facilities

Before the institution approves the use of a TMCC facility by any outside person or entity ("applicant"), the applicant shall state, in writing, whether or not the program or activity is a children's program, and the level of the children's program, as defined in this policy.

If it is a children's program, TMCC shall provide a copy of this procedure and the NSHE policy regarding the protection of children and the applicant shall state in writing the person or entity's procedures for the protection of children.

The VPSS shall review the information provided and may deny the applicant the use of a TMCC facility if the policies or procedures are inadequate.

Section 11: Reporting and Investigating Child Abuse

The following employees are mandatory reporters of child abuse pursuant to [NRS 432B.220-NRS 432B.250](#).

- a faculty member where a minor child is enrolled in the faculty member's class;
- all employees of the child care center or who work in or administer any level 2 children's program;
- university police service officers;
- an attorney, unless the attorney has acquired the knowledge of the abuse or neglect from a client who is or may be accused of abuse or neglect, and
- arguably, every employee of TMCC in that the College provides programs for high school students.

Annually, the TMCC Human Resources Office shall provide training materials regarding the mandatory reporter requirements and a copy of this policy upon initial hiring, and at least every two years thereafter to all employees.

In the event of a report or complaint of child abuse or neglect, the president shall appoint an investigator who shall conduct an appropriate investigation of the incident(s) giving rise to the report or complaint and shall provide a confidential notice of such incident(s) to the chancellor and chair of the NSHE Board of Regents. Such investigation may be postponed by the president if it would interfere with any investigation by law enforcement or child protection agency.

Section 12: Review

Any person or party who disagrees with any decision under this procedure may request a review of the decision. The request must include a copy of the decision, the changes in the decision which are being requested and all reasons for the proposed changes.

The request must be received by the VPSD within 10 college days of receipt or emailing of the restrictions. The restrictions shall remain in place pending a review by the VPSD. The VPSD may conduct the review or may appoint a panel of up to 5 persons to conduct the review.

The person or party requesting the review has the right to meet personally with the individual or panel conducting the review.

SECTION MENU

- [Student Conduct](#)
- [Policies and Procedures](#)
- [Child Protection Procedure](#)
- [Commencement Regalia Procedure](#)
- [Complaint Procedure](#)
- [Drug and Alcohol Prevention](#)
- [Annual Report](#)
- [Strategic Plan](#)
- [Student Services and Diversity Council](#)
- [Wizard's Warehouse](#)
- [Student Housing Options](#)
- [Contact Us](#)
- [Vice President of Student Services and Diversity Home](#)

SEE ALSO

- [President's Office](#)
- [Vice President of Academic Affairs](#)
- [Vice President of Finance and Administrative Services](#)
- [Student Appeals Board](#)
- [Discrimination Complaints](#)

Nevada Registered Sex Offender Policy

POLICY STATEMENT

Federal and state laws govern the requirement for certain sex offenders to register with local law enforcement and statewide registry for community notification purposes. Institutions of higher education must comply with applicable requirements, including but not limited to the Campus Sex Crimes Prevention Act and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). Existing Board policy requires that NSHE police departments comply with federal requirements of the Clery Act, including crime reporting and certain notification requirements regarding dangerous individuals (Title 4, Chapter 1, Section 12).

In 2015, the NSHE Student Affairs Committee (SAC) recommended the creation of a working group to develop a system-wide policy governing the enrollment and employment of registered sex offenders. The working group – led by the Vice Chancellor for Legal Affairs and the Vice Chancellor for Academic and Student Affairs – included campus representatives from law enforcement and student affairs. After reviewing practices at individual institutions and the requirements of federal and state law, the working group recommended the adoption of a new Board policy on registered sex offenders, which would define registered offenders, require registered offenders to self-report, and require that each college/university president develop procedures governing Registered Offenders' application, admission, enrollment, employment, and/or other presence on campus, including but not limited to volunteers and vendors. The institutional procedures adopted must also comply with state and federal laws governing registered sex offenders.

In 2016, the Board of Regents approved NSHE's recommendation to amend Title 4, Chapter 1 to add a new Section 34 establishing Board policy on registered offenders. Based on the nature of the offense and risk level of the registered offender, the policy authorizes institutions to deny admission, revoke admission, limit enrollment, and/or restrict the activities of a student, employee, or other individuals on campus who are registered offenders. The policy also requires each president to develop procedures governing these activities and requires registered offenders to self-identify to the institution.

The purpose of this policy is to promote a safe and secure campus environment for all students, faculty, and staff. In addition, this policy requires Nevada State College to comply with federal and state law and policies set forth by the Board of Regents governing

registered sex offenders, which are defined to include any individual required to register as a sex offender or offender convicted of a crime against a child.

DEFINITIONS

Registered Offender: Any individual required to register as a sex offender or offender convicted of a crime against a child under federal or state law, including Chapter 179D of Nevada Revised Statutes, regardless of whether that individual is under supervision by any agency of a local, state, or federal government. Definitions of Tier I, II, and III offenders can be found in Chapter 179D of the [Nevada Revised Statutes](#).

PROCEDURES

I. Self-Reporting Required by Registered Offender

Nevada State College (NSC) requires that Registered Offenders report their offender status and additional relevant information to UNLV Police Services, which currently provides police services for NSC. Registered Offenders should register in-person with UNLV Police, located at 1325 E. Harmon Ave., Las Vegas, NV 89119. Registered Offenders may contact UNLV Police via telephone (702-895-3668) to request more information regarding the registration process. Required additional information may be requested by UNLV Police. Such information may include, but is not limited to, contact information; changes in residence and employment; and the name and address of the supervising agency, if any. Failure to self-report may result in immediate removal from campus and/or disciplinary action, including sanctions authorized by this section, and being subject to arrest by UNLV Police.

II. NOTIFICATION PROCESS AND POTENTIAL RESTRICTIONS PLACED ON OFFENDER

UNLV Police will notify the Dean of Students (or designee) of any Tier II or Tier III offenders (as defined in [NRS 179D.115 and 116](#)) affiliated with Nevada State College within seven (7) calendar days (Tier I offenders are not included because Tier I offender information is not disclosed to the public).

The Dean of Students (or designee), in consultation with UNLV Police and designated NSC staff members, will review available documentation and determine if restrictions are necessary. The Registered Offender will be required to meet with UNLV Police (and the Dean of Students at the College's discretion) to review restrictions. UNLV Police will coordinate with the Registered Offender and Dean of Students to ensure compliance and enforcement of any restrictions. Any Registered Offender shall refrain from participation in

any activities involving minors (including any classroom or other NSC-sponsored activities). Restrictions may include but are not limited to:

A. *Restriction on Enrollment*: NSC may withdraw, restrict, or change student enrollment in courses, including distance education courses, in which a Registered Offender is enrolled based on the presence of or potential to interact with a minor, and/or other restrictions placed on the Registered Offender under state or federal law, as a condition of parole or probation, or by the Nevada Division of Parole and Probation of the Department of Public Safety.

B. *Restricted Areas/Locations*: NSC may restrict Registered Offenders from working or being present in specified areas or locations on the campus based on the presence of minors or other restrictions placed on the Registered Offender by NSC or pursuant to state or federal law, as a condition of parole or probation, or by the Nevada Division of Parole and Probation of the Department of Public Safety. Such locations include, but are not limited to, any children's programs.

C. *Restriction on Employment*: In accordance with the Board of Regents Handbook, Title 2, Chapter 6, NSC may deny, terminate, or change the duties of employment of a Registered Offender based on the presence of or potential to interact with a minor, and/or other restrictions placed on the Registered Offender by NSC or pursuant to state or federal law, as a condition of parole or probation, or by the Nevada Division of Parole and Probation of the Department of Public Safety.

D. *Restriction on Extracurricular or Co-curricular Activities*: NSC may restrict the participation of a Registered Offender in extracurricular or co-curricular activities based on the presence of or potential to interact with a minor, and/or other restrictions placed on the Registered Offender by NSC or pursuant to state or federal law, as a condition of parole or probation, or by the Nevada Division of Parole and Probation of the Department of Public Safety.

E. *Restrictions on Institutional Housing*: NSC may deny or restrict a Registered Offender from working, visiting, or living in residence halls or other institutional facilities for housing.

F. *Meeting with Institutional Designee*: NSC may require Registered Offenders to meet with a person designated by NSC upon application, admission, enrollment, employment, and/or other presence, including but not limited to volunteers and vendors, and/or as requested or determined necessary by NSC.

III. Appeals Process

A Registered Offender who provides written notice of an objection to any restriction imposed pursuant to the institutional policy may appeal directly to the President (or designee). The appeal should identify the specific restriction(s) the individual is objecting to, reasons why the individual disagrees with the restriction(s), and any supporting

documentation that would be helpful in the appeals process. Such restrictions may include, but are not limited to, the denial or revocation of admission or administrative withdrawal from classes. Pending appeal, all restrictions imposed by the institution remain in place. The President's (or designee's) appeal decision is considered final.

IV. Policy Applicability and Sanctions

All students, faculty, staff, and other members of the NSC campus community are subject to this policy. Individuals who violate this policy are subject to discipline up to and including termination and/or expulsion, in accordance with this section, the NSHE and/or NSC Student Code of Conduct. and/or, in the case of Classified Employees, the Nevada Administrative Code. Other, lesser sanctions may be imposed, depending on the circumstances.

If a student, employee, or other member of the campus community fails to self-report in accordance with this policy prior to any admission, employment, or other association with NSC, said individual will be immediately removed from campus and/or face disciplinary action or criminal charges where and if appropriate.

FORMS/INSTRUCTIONS

None

ADDITIONAL CONTACTS

Edith Fernández, Vice President of College and Community Engagement

Phone: 702-992-2358

Email: Edith.Fernandez@nsc.edu

Joshua Delvalle, UNLV Police

Phone: 702-895-5780

Email: Joshua.Delvalle@unlv.edu

RELATED INFORMATION

- [Nevada Revised Statutes Chapter 179D](#) – Registration of Sex Offenders and Offenders Convicted of a Crime Against a Child
- [Nevada Revised Statutes Chapter 179B](#) – Statewide Registry of Sex Offenders and Offenders Convicted of a Crime Against a Child

HISTORY

None

APPROVALS

Approved by Faculty Senate Chair Dr. Zachary Woydziak, March 23, 2018.

Approved by Provost Dr. Vickie Shields, April 9, 2018.

Approved by President Bart Patterson, October 8, 2018.

University of Nevada Reno Registered Sex Offender Policy

Registered sex offenders

All students, employees and guests of the University of Nevada, Reno who have been convicted of a sex crime as defined by NRS 179D.410 or crimes against children as defined by NRS 179D.210 must register with the University of Nevada Police Services. Information on registered sex offenders who are students, employees or guests of the university may be obtained by contacting University Police Services.

University Police Services
[Fitzgerald Student Services Building](#)
(775) 784-4013

Planning Council—DRAFT REVISION (9/23/2020)

Purpose

The Planning Council (PC) serves as a representative internal shared governance team for the College's planning efforts. The Planning Council:

- (1) develops and reviews the TMCC Strategic Master Plan (SMP) to establish planning priorities for the college;
- (2) monitors and reviews the work of subcommittees that support the Council's planning activities;
- (3) adopts policy for the college through a process of seeking input from constituencies on proposed institutional bylaw and policy changes.

Planning Council members are responsible to share information from the Council to their constituents and to solicit input from their constituents to share with the Planning Council. Planning Council members are encouraged to help set the agenda of the meetings so that concerns and needs related to planning are discussed and addressed.

Planning Council Charge

Planning

- Establish long-term planning priorities for the College on a bi-annual basis and align these priorities with the TMCC SMP, the TMCC Division and Department Plans, and the NSHE Goals.
- Review internal and external data; College, state, federal, and NSHE initiatives; and planning documents from within the College community to make recommendations for bi-annual institutional priorities based on this input.
- Assist in identifying gaps between aspirational targets and actual measures to help drive short and long-term priorities.
- Review and respond to the stated goals of the Board of Regents and the President when formulating the priorities and planning activities of the College.
- Assist by building a shared, college-wide understanding of the TMCC SMP so that the SMP is a "living" strategy map and internal assessment tool that sustains a culture of excellence and continuous quality improvement.

Subcommittee Work

- Oversee a subcommittee structure to accomplish specific planning tasks or gather input.
- Monitor and review the work of subcommittees through status reports from the committee leaders.
- Where appropriate, monitor the implementation of committee recommendations and use data to verify goal achievement or a lack thereof.

Institutional Policy and Bylaws

- Review, change and adopt institutional policies and bylaws using a process that ensures input from a variety of constituencies that widely represent the college.
- Engage in periodic review and revision of existing policies and bylaws to maintain alignment with current NSHE and institution practices and requirements.
- Identify areas and opportunities where new policies should be implemented and, where appropriate, existing policies can be removed/retired.
- Engage in comprehensive review of proposed policies, ensuring that appropriate constituencies have opportunities to provide input prior to adoption.

SMP Objective Alignment to NSHE Goals

NSHE Alignment	Objective Adopted by Planning Council April 2019	Indicators
<p>Access: Increase participation in post-secondary education.</p>	<p>Serve as an open-access institution.</p>	<ul style="list-style-type: none"> ● Capture rate reflecting demographics of our service area ● Does the definition of demographics include gender identity? <ul style="list-style-type: none"> ● Access to facilities (ease of access) ● Enrollment reflecting demographics of our service area ● JumpStart and other high school initiatives ● Adoption of co-req pathways <p>Participants in non-credit enrichment opportunities</p> <p>Financial access - resource options for students of all income levels (resources include food pantry, emergency assistance)</p>
	<p>Cultivate a welcoming, safe, and inclusive physical and virtual environments.</p>	<ul style="list-style-type: none"> ● Grad outcomes survey (welcome/feedback; supports men/women; supports race/ethnic) ● Clery data ● ADA access - physical environment accessible to all abilities <p>Procured WCAG instructional materials</p>
<p>Success: Increase student success</p>	<p>Improve successful completion of students' educational goals, including graduation, transfer, job upgrade, and personal interest.</p>	<ul style="list-style-type: none"> ● IPEDS and SAM grad rates ● Transfer- IR to define ● Course completion of "upgrade job skills" ● EPIC completions ● surveys that show whether students are gaining a love of learning. ● Course retention
	<p>Foster student success with excellent teaching, high-quality instruction, innovative learning engagements and support services. Encourage innovation in teaching through professional development.</p> <p>2 objectives - teaching and then supportive services</p>	<ul style="list-style-type: none"> ● Advising: total grad, transferred, or still enrolled ● Time to degree completion (advising) ● Learning Commons service numbers. ● TLC: course pass rate ● Counseling: fall-to-fall persistence - (make it broader - use of student services fall to fall completion)
	<p>Enhance general education and student learning. Move these to academic level?</p>	<ul style="list-style-type: none"> ● GELO achievement ● Interstate Passport ● PLO achievement

	Encourage innovation in teaching through professional development.	<ul style="list-style-type: none"> ● ACUE outcomes ● Teaching-related prof. dev. workshops ● Travel funds for discipline or teaching-related conferences Foundation grant outcomes
Close the Achievement Gap: Close the achievement gap among underserved populations	Close the achievement gap across underserved student populations and by discipline	<ul style="list-style-type: none"> ● Grad rates or degree/cert completions: ● Persistence: <ul style="list-style-type: none"> ○ Ethnic minorities ○ First-generation students ○ Pell-eligible ○ Veterans ○ PT ○ Re-Entry ○ By discipline (e.g. males in CNA)
Workforce: Collaboratively address the challenges of the workforce and industry education needs of Nevada	Meet the workforce educational needs of our community. (Workforce regularly evolving and TMCC must move with it)	<ul style="list-style-type: none"> ● Grads in high-demand CTE and allied health fields ● The results of work with Panasonic, Tesla, etc. ● Employer survey results WDCE career certificate completions
Research: Co-develop solutions to the critical issues facing 21 st century Nevada and raise the overall research profile	N/A <ul style="list-style-type: none"> ● Research to meet the need of the community? What do they need? ● undergraduate research ● scholarship/research in teaching and learning 	Undergraduate research projects
No alignment	Optimize state-funded revenue.	
	Maximize and grow non-state-funded revenue streams.	
	Maintain and enhance effectiveness and efficiency of College operations	

TMCC COVID-19 Impact Surveys

Presented to

Enrollment Management Committee, October 15, 2020
COVID-19 Task Force, October 15, 2020
Academic Leadership, October 19, 2020
Supporting Our Students Town Hall, October 23, 2020
TMCC Planning Council, October 26, 2020

Presented by

Elena Bubnova, *Associate Vice President of Research, Marketing and Web Services*

Cheryl Scott, *Director of Institutional Research*

The College for
the New Nevada
(stay at home)



Survey Highlights

1 Preference for Instructional Mode

2 Disproportionate Impact

3 Quality of Experience (by Demographics)

4 Technology

Survey Response Rate



(n = 1099)

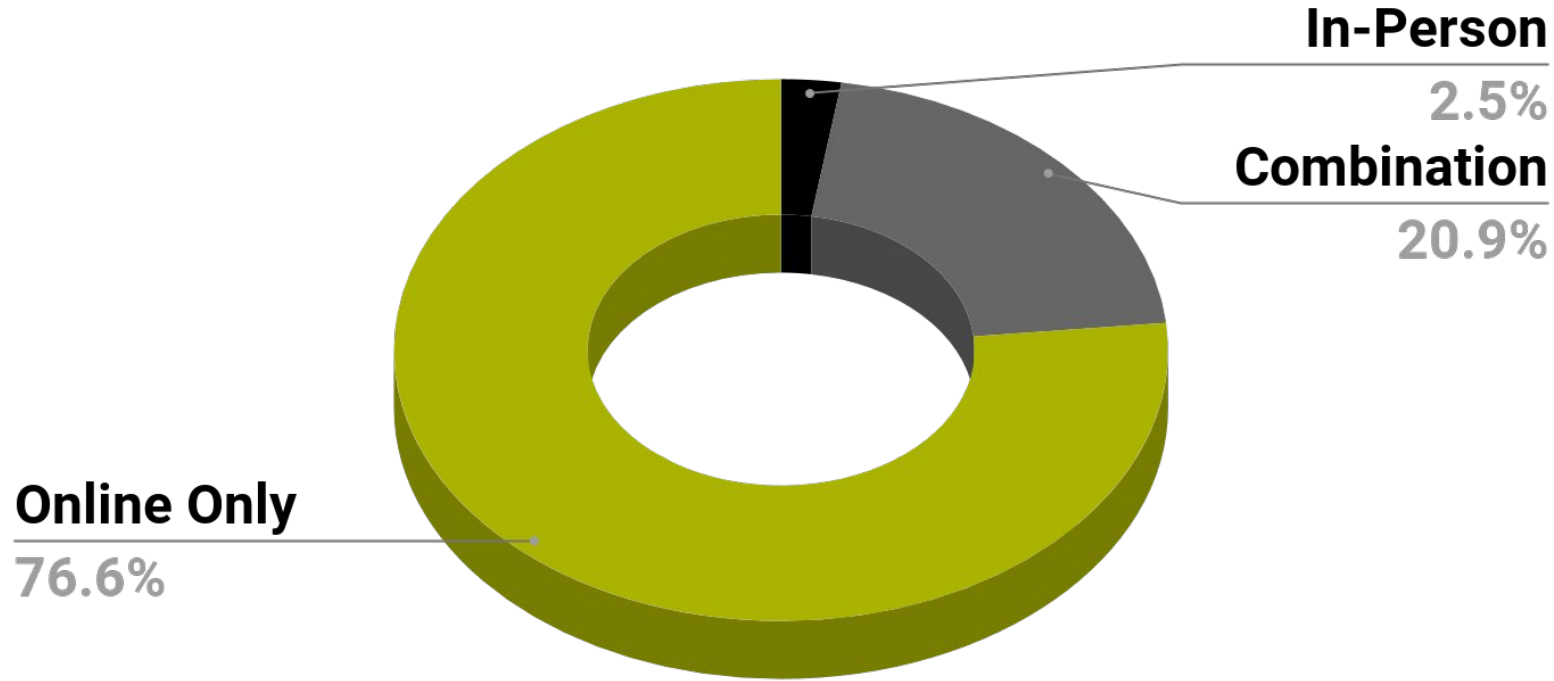


(n = 1394)

“Uncertainty in my current job has pushed me to start taking classes again.”

How are Students Taking Classes at TMCC this Fall?

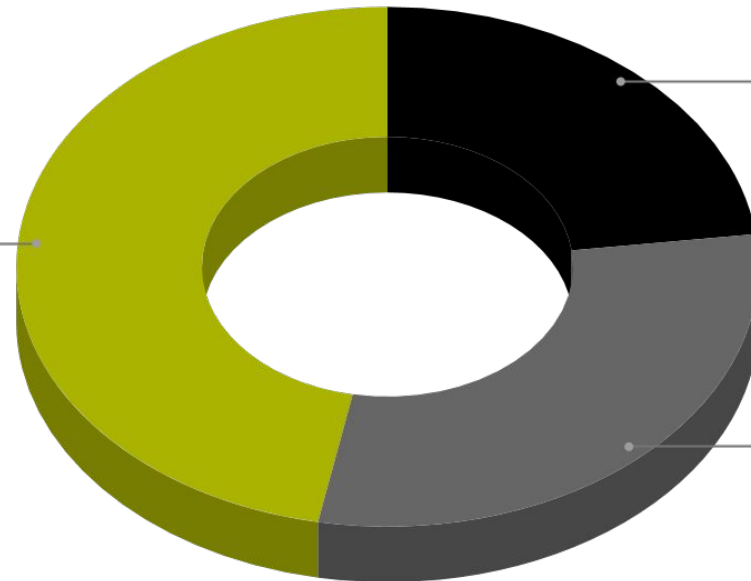
Preference for Instructional Mode



Male respondents were more likely to be taking In-Person only courses: 4.2% vs. 1.8% of females

What online teaching methods are your instructors using this fall?

Preference for Instructional Mode



Combination
47.0%

Learning with both synchronous and asynchronous interaction

Synchronous
23.0%

Learning in real-time with a professor and other students

- aka synchronous instruction
- this is the new Web Live mode

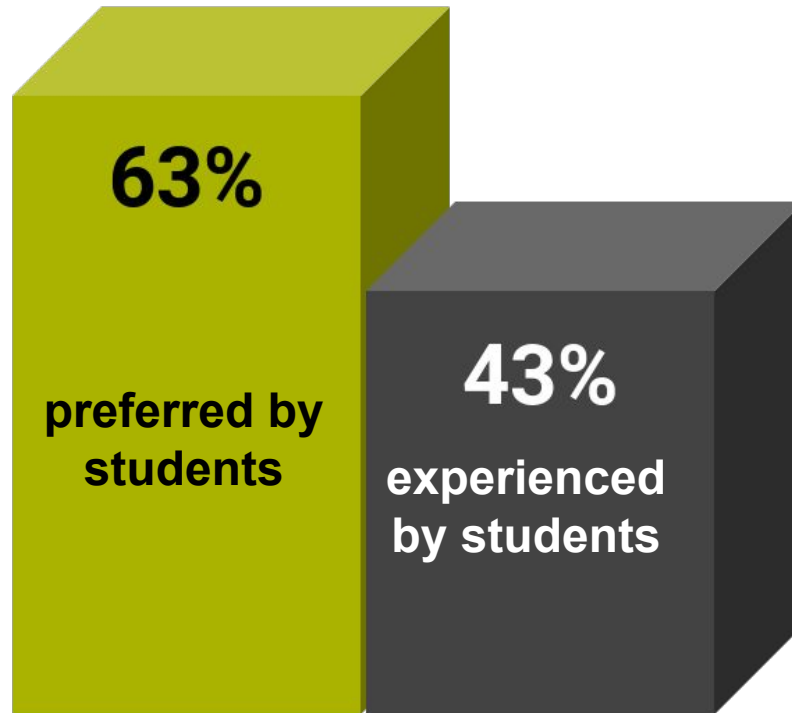
Asynchronous
30.0%

Learning without real-time interaction with a professor and other students

- aka asynchronous instruction
- this is the old Online mode students are used to

What type of online instruction do you prefer?

0.8
0.6
0.4
0.2
0



Real-time Learning with a professor and other students

Preference for Instructional Mode

- ### Fall 2020 Schedule
- 49% *Web (asynchronous)*
 - 27% *Web (synchronous)*
 - 11% *Hybrid*
 - 13% *In Person*
- ### Spring 2021 Schedule
- 41% *Web*
 - 19% *Web Live*
 - 13% *Hybrid*
 - 28% *In Person*

COVID-19 Impact on Students and Their Families

Disproportionate Impact



“The lack of social contact has been unbearable at times. I have had to find alternative ways to meet and see family, friends, and coworkers. This has taken a toll on my mental state.”

COVID-19: Disproportionate impact on most vulnerable populations

- 27%** of low income students lost their job compared to 20% of others (22% of all respondents)
- 47%** of Black students and 37% of Hispanic students had family members who lost their job compared to 27% of caucasians (32% of all respondents)
- 41%** of low income students or their families had impaired health issues compared to 28% of others (33% of all respondents)
- 39%** of Hispanic students or their families had impaired health issues compared to 30% of others (33% of all respondents)

Challenging Aspects of Learning From Home

Quality of Experience by Demographics



Finding time to participate real-time

54%

56% of younger students (18-24) agree compared to 50% of older students

Course has not translated well to online

51%

61% of males agree compared to 47% of females

Inadequate physical space for online learning

26%

34% of Hispanic students agree compared to 21% of Caucasians

“Time demands are challenging. I am teaching and facilitating lessons as a parent, while trying to learn myself.”

The College for the New Nevada
(stay at home)



Challenging Aspects of Learning From Home

Quality of Experience by Demographics



Unclear expectations around assignments

42%

51% of males agree compared to 38% of females



Difficulty focusing and paying attention

60%

63% of first gen respondents agree compared to 58% who are not



Lack personal motivation for online

45%

56% of younger students (18-24) agree compared to 27% of older students

"I dropped from a program because I am not able to focus on my classes at home."

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Use and Availability of Internet



I have a strong, stable internet connection at home

72%



My internet connection at home is weak and often freezes

28%



I do not have access to the internet at my home

< 1%

Low income students were less likely to say they had a good internet connection (**66%**) compared to others (**75%**)

How has online instruction changed for you since last spring?



51%
agree

Instructors are more
Responsive this Fall



46%
agree

Instructors are more
comfortable with
online teaching



54%
agree

I have fewer
technology
challenges



60%
agree

Classes and content
are better organized

How does TMCC do keeping you in the loop?



70%
agree

I hear from the college regularly.



21%
agree

My instructors communicate with me about COVID-19 regularly.



49%
agree

I get critical information related to COVID-19 and am kept informed.

“Children have suffered socially/emotionally, whole family is less physically active.”

Have you had COVID-19?



80%

(1001 students)

*No symptoms or
other reason to
think so*



17%

(213 students)

Maybe / Probably



3%

(42 students)

*Yes, confirmed by
a test*

Recurring Themes from Open-Ended Question: *What other impacts from COVID have you experienced?*

Financial



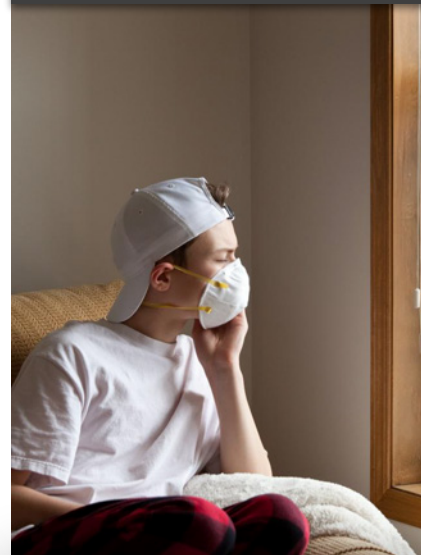
31%

Family



23%

Mental Health



18%

Education



17%

What have we learned?

1. **Preference for Instructional Mode:** a majority of students prefer to learn in real time with a professor and other students, but the majority of our sections are not taught this way
2. **Disproportionate Impact:** online learning challenges affect our most vulnerable populations disproportionately (low income, minority, first generation)
3. **Quality of experience by demographics:** younger students experience significant challenges with paying attention and motivation in online instruction compared to older students
4. **Technology:** a large percentage of our students still struggle with a weak internet connection

QUESTIONS?