

# PLANNING COUNCIL MEETING MINUTES

Monday, May 9, 2022

9 a.m.

RDMT 256

**In attendance:** YeVonne Allen, Dr. Jeffrey Alexander, Dr. Karin Hilgersom, Elena Bubnova, Estela Gutierrez, Kofi Poku, Gwendolyn Clancy, Tina May, Virginia Irintcheva, Dr. Natalie Brown, Barb Evans, Natalie Russel, Dr. Melissa Deadmond, Kim Studebaker, Amy Cavanaugh, Elise Bunkowski, Cecilia Vigil, Helen Scott, Thomas Kearns, Ayodele Akinola, Chanikan Buntha

## **Strategic Master Plan: Examining KPI Summary**

Dr. Melissa Deadmond created a summary of groups of KPIs where we are meeting short or long term goals, are close to meeting them, or ones that are trending in the wrong direction. She also categorized them by goals. After breaking into small groups, Melissa gave some guiding questions, i.e. feasibility, largest impact and areas that need the most help, as well as what actions can be taken and what can be done to help the KPIs that are lower-performing. She also asked members to think about the KPIs themselves and whether they retain their usefulness and if they should be changed in some way. The groups then shared their ideas for the key performance indicators. The employee giving metric was highlighted as a controversial measurement as it is underperforming but is also a useful measure to have. Retention rate was acknowledged as one of the main measures to work on by multiple groups.

## **Bullying Guidelines & Procedures**

Kim Studebaker, with YeVonne Allen, requested everyone to provide any input and feedback on the guidelines and procedures before it goes to Faculty Senate and Cabinet. No feedback or input was provided by the meeting participants.

## **Presentation of ADA Committee Annual Report**

Thomas Kearns presented the ADA yearly report on their goals and accomplishments. They had five goals this year: improving the accessibility purchasing program, completing an emergency evacuation database, developing and implementing a marketing training program, accessible book selection, and a testing room addition in RDMT 122. The emergency evacuation database has been established through the DRC, but the emergency evacuation accommodations for faculty are not completed. There have been some issues with the accessibility purchasing program because of NSHE guidelines. Both of these goals are being worked on in conjunction with the IT department. The training program has started with a survey, and the data from that will be analyzed this summer and evaluated to determine what will be most effective for TMCC. There were significant problems with acquiring books for students with disabilities, and many of these issues are related to the bookstore, and faculty expressed frustration with the limitations the bookstore gives them in regards to different versions of a textbook. The testing room project will encompass adding two or three small testing cubicles, and since the money has been found this project will commence this summer.

## **TMCC Bylaws, Policies and Procedures—Revision, second reading, Policy 5307; Event Approval**

Discussion on student clubs no longer needing approval from leadership for certain size gatherings; four changes were made: “senior leadership” was changed to “leadership”, the number of individuals allowed was changed from a maximum of 100 to 150, formatting will be changed to improve readability, and “organization” will be added to “high-profile person/persons”. Elena voiced concerns about situations out of the ordinary that leadership needs to be aware of, since leadership needs to be able to be responsible for those events. YeVonne Allen motioned for a vote; Virginia Irintcheva seconded the motion, and the motion was passed with two abstentions from Elena Bubnova and Dr. Jeff Alexander.

## Planning Council Committee Updates

- Academic and Student Services Committee
  - Vice President of Student Services and Diversity, Estela Gutierrez, and Vice President of Academic Affairs, Dr. Jeffrey Alexander, reported at their last meeting the committee discussed faculty advising. They found participants enjoyed the program and felt the conversations with the students were excellent, but meeting with students they didn't know that they were assigned to advise was challenging. This year's program will keep the "Faculty Advising" name, but it will no longer use rosters of assigned students and will instead have students referred to faculty on an at-need basis. It will be marketed as a faculty mentor program.
- Accreditation Committee
  - Dr. Deadmond reported that the Accreditation Committee editor is working on draft of Year 7 report; their scheduled meeting will be cancelled and the editor will continue to work on the report.
- Budget Committee
  - No report at this time.
- Diversity Committee
  - Yevonne Allen reported the summer book club book will be *Happy Teachers Change the World* by Thich Nhat Hanh. The program director for equity and sustainability search is open, and the hire for that position will take on the role of Diversity Committee chair. The ADA Committee provided their report to the Planning Council and have completed their meetings for this year. The Faculty of Color Coalition 2022-2023 chair will be Brendan Patin from the Disability Resource Center. Laura Vargas is researching for the HSI Task Force. The Sustainability Champions Committee led a very successful event for Earth Day this year and held their fourth Eco-Blitz at Rancho San Rafael. Next year will also be the Year of Sustainability.
- Enrollment Management Committee
  - Elena Bubnova reported that Dr. Ellsworth will be stepping down after the Spring 2022 semester as co-chair and Anne Flesher will be taking over as chair of the committee. One of their main projects is the Enrollment Management Plan; it is designed to align to the Strategic Master Plan, and since it needs to be updated the committee is discussing whether their plan should still align with the SMP or if it should be an action-based agenda and document.
- Facilities Committee
  - Dr. Ayodele Akinola reported that RTC Bus Survey emails have been sent out with help from IR; everyone is encouraged to fill out the surveys so Facilities can implement their recommendations to RTC. The Nevada Department of Public Works is planning on a visit to provide an analysis of the Eastview Project.
- Health and Wellness Committee
  - No report at this time.
- Technology Committee
  - No report at this time.

## Constituency Updates

- Student Government Association
  - Chanikan Buntha, Vice President, reported the election results for the 2022-2023 SGA officers; they received approximately 300 votes total. They had the Spring Fling event last week and are currently doing the Finals Week event. Darian Richards, 2021-2022 SGA President, also conveyed a farewell message to the Planning Council, as she was unable to be present.
- Classified Council
  - Tina May, President, reported the Classified Council discussed training and recommendations for their new Board. Also, Sarah Gill won Classified Employee of the Year.
- Budget Committee
  - Dr. Virginia Irintcheva, Chair, reported that the Faculty Senate has not met since the last Planning Council meeting in April. The next meeting is May 13th; they will be finalizing the changes to Annual Planning and Annual Performance Evaluation forms as well as the instructions. They will have a presentation from the Testing Center during their meeting about testing requests. They will also discuss changes to staff procedure and will be working with HR to update the Emeritus procedure. Virginia will be stepping down as Faculty Senate chair after this meeting.

## Future Agenda Items

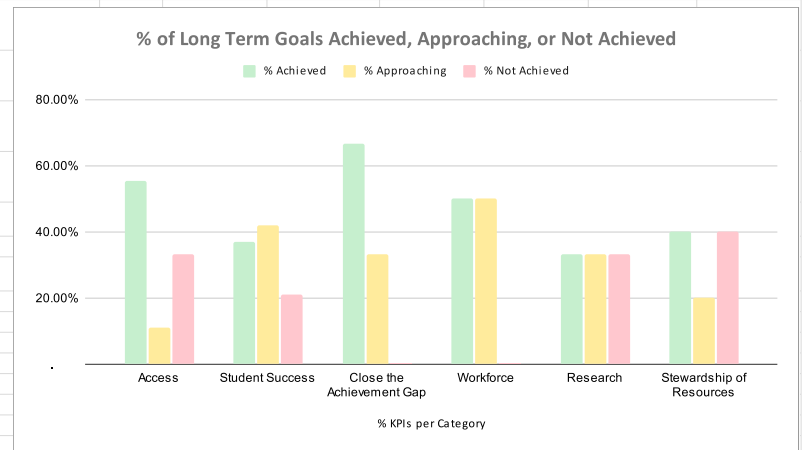
- Accreditation visit

## Next Meeting: TBD

Notes:  
 Will not have data for KPIs 3.2 (IPEDS comparison cohort) and 7.4 (EPIC completions) until end of semester. These are not included in the count total.\*  
 KPIs 7.5 (Regional employers) , 9.3 (Foundation Outcomes), 12.1 (Second Nature), and 12.2 (Sustainability initiatives) are qualitative and not included in count totals.\*\*

KPIs in 2022 (N = 18), 46%	KPIs in 2022 (N = 12), 31%	KPIs in 2022 (N = 9), 23%
1.1 Enrollment reflecting the Hispanic distribution of Washoe County	2.4 Percentage of ethnically diverse faculty and staff	1.2 Number of Jump Start Students (excluding TMCC HS)
2.1 Equally supportive of all racial/ethnic groups and genders. (Grad outcomes survey)	3.1 SAM grad/transfer/still enrolled rate	1.3 Enrollments in Non-Credit courses
2.2 Clery violent crime incidents (response in narrative)	3.3 College ScoreCard (started at TMCC and transferred in; 8 years after attending) % Transferred	2.3 Number of faculty and staff participating in Safe Zone
2.3 Number of faculty and staff participating in Creating Accessible Content	3.5 Fall-to-Fall retention of new, full-time degree-seekers (at TMCC)	3.2 IPEDS graduation rate (comparison cohort not yet available)
2.3 Number of faculty and staff participating in DEI Workshops	3.6 Fall-to-Fall persistence of new, full-time degree-seekers (at any institution)	3.3 College ScoreCard (started at TMCC and transferred in; 8 years after attending) % Withdrew
3.3 College ScoreCard (started at TMCC and transferred in; 8 years after attending) % Graduating	3.7 Successful completion of gateway math & English courses	4.1 General Education learning outcomes (GELO) achievement: Information Literacy
3.3 College ScoreCard (started at TMCC and transferred in; 8 years after attending) % Still Enrolled	3.8 Course completion for job upgrade and personal interest students	5.3 Counseling: F/F persistence (used counseling v. did not use counseling)
3.4 Degrees and certificates awarded	4.1 General Education learning outcomes (GELO) achievement: Quantitative Reasoning	10.1 Weighted student credit hours
4.1 General Education learning outcomes (GELO) achievement: Communications	5.2 TLC: course pass rate (tutored v. not tutored)	11.4 Percentage of FT TMCC employees who contribute to the Foundation
4.1 General Education learning outcomes (GELO) achievement: Critical Thinking	6.1 Graduation rate: Hispanic Male population (compared to cohort)	
4.1 General Education learning outcomes (GELO) achievement: People & Cultural Awareness	9.2 Number of QM certified web sections taught (running total)	
5.1 Advising: total graduated, transferred, or still-enrolled (Advised v. non-advised)	11.2 baseline amount of private donations	
6.1 Graduation rate: Hispanic population (compared to cohort)		
6.2 Fall-to-Fall retention of first-generation, new, full-time degree-seekers at TMCC (compared to non-first generation)		
7.3 number of TMCC Apprentices (cumulative)		
9.1 Number of faculty completing ACUE (running total)		
11.1 Net position of self-supporting programs (see Sheet 2)		
11.3 dollar amount of grant-based awards		
18	12	9
46%	31%	23%
		Total
		39

Category	Total	KPIs per Category					
		Number	% Achieved	Number	% Approaching	Number	% Not Achieved
Access	9	5	55.6%	1	11.1%	3	33.3%
Student Success	19	7	36.8%	8	42.1%	4	21.1%
Close the Achievement Gap	3	2	66.7%	1	33.3%	0	0.0%
Workforce	2**,**	1	50.0%	1	50.0%	0	0.0%
Research	3	1	33.3%	1	33.3%	1	33.3%
Stewardship of Resources	5**	2	40.0%	1	20.0%	2	40.0%



Strategic Master Plan KPI's

				Baseline Year					2022 [1]		Notes
Objective	KPI's	Responsible for Providing Data	Short and Long-term Goals	2017	2018	2019	2020	2021	2022		
<b>Access - Increase TMCC's enrollment to keep pace with our community's growth and diversity.</b>											
<b>1. Serve as an Open-Access Institution</b>											
	KPI's		Short and Long-term Goals	2017	2018	2019	2020	2021	2022		
	1.1 Enrollment reflecting the Hispanic distribution of Washoe County	IR	= Washoe County Rate	(Fall 2016 data)	(Fall 2017 data)	(Fall 2018 data)	(Fall 2019 data)	(Fall 2020 data)	(Fall 2021 data)		
				30%	32%	30%	32%	Hispanic population TMCC: 31% Washoe: 25%	Hispanic population TMCC: 34% Washoe: 25%		
	1.2 Number of Jump Start Students (excluding TMCC HS)	IR	2085 (25% increase from Fall 2020 by 2025)	376	458	735	1,466	1,668	1,228	Jump start as a percentage of HC (rather than absolute HC) would normalize this number by taking into account our overall enrollment drop	
	1.3 Enrollments in Non-Credit courses	IR	2% annual increase	17,676	18,486	18,551	18,874	18,394	18,437		
<b>2. Cultivate a welcoming, safe, and inclusive learning environment</b>											
	KPI's		Short and Long-term Goals	2017	2018	2019	2020	2021	2022		
	2.1 Equally supportive of all racial/ethnic groups and genders. (Grad outcomes survey)	IR	>=90%	(2015 data)	(2016 data)	(2017 data)	(2018 data)	(2019 data)	(2020 data)		
				94%	94%	94.5%	94%	94.5%	93%		
	2.2 Clergy violent crime incidents (response in narrative)	Yvonne Allen/DEI	< Average of aspirational peers (Everett CC, CUNY Lehman, Santiago Canyon College)	0	0	0	0	0	0		
	2.3 Number of faculty and staff participating in: Creating Accessible Content	Brandy Scarnati/WebCollege	>= Previous Year	29	23	24	19	21	21		
	Safe Zone	Yvonne Allen/DEI	>= Previous Year	15	14	25	0	0	0		
	DEI Workshops	Yvonne Allen/DEI	>= Previous Year	118	200	118	200	118	200		
	2.4 Percentage of ethnically diverse faculty and staff	IR	Academic faculty: >2% annually Administrative faculty and staff: >= previous year	faculty: 14.7% staff: 30.0%	faculty: 13.3% staff: 32.4%	faculty: 14.5% staff: 33.0%	faculty: 16.5% staff: 36.4%	faculty: 17.0% staff: 37.7%	faculty: 17.3% staff: 38.0%		
<b>Student Success - Increase student success metrics to those of our aspirational peers.</b>											
<b>3. Improve successful completion of</b>											
	KPI's		Short and Long-term Goals	2017	2018	2019	2020	2021	2022		
	3.1 SAM grad/transfer/still enrolled rate	IR	67.5% short-term; 70% long-term	2010 cohort: 61.0%	2011 cohort: 65.7%	2012 cohort: 67.7%	2013 cohort: 67.0%	2014 cohort: 67.5%	2015 cohort: 65.0%		
	3.2 IPEDS graduation rate	IR	29% short-term - 32% long-term	31%	28%	30%	31%	28%	26%		
	3.3 College ScoreCard (started at TMCC and transferred in; 8 years after attending)	IR	-----	17%	19%	25%	26%	(2012 data)	(2013 data)	This comes from the IPEDS Feedback report which is always going to be 1 year behind our SMP data currency	
	% Graduated	IR	29% short-term; 32% long-term	-----	-----	-----	-----	29%	30%		
	% Withdrew	IR	43% goal; 40% target	-----	-----	-----	-----	43%	44%		
	% Transferred	IR	26% short-term; maintain long-term	-----	-----	-----	-----	26%	24%		
	% Still Enrolled	IR	2% short-term; maintain long-term	-----	-----	-----	-----	2%	2%		
	3.4 Degrees and certificates awarded	IR	2223 short-term; 2500 long-term	2,431	2,389	2,508	2,478	2,547	2,688		
	3.5 Fall-to-Fall retention of new, full-time degree-seekers	IR	63% short-term; 70% long-term	(Fall 2015 data): 63%	(Fall 2016 data): 61%	(Fall 2017 data): 63%	(Fall 2018 data): 60%	(Fall 2019 data): 59%	(Fall 2020 data): 64%		
	NSHE persistence - enrollment at any NSHE in: 3.6 Fall-to-Fall persistence of new, full-time degree-seekers	IR	67% short-term; 74% long-term	(Fall 2015 data): 67%	(Fall 2016 data): 66%	(Fall 2017 data): 66%	(Fall 2018 data): 70%	(Fall 2019 data): 62%	(Fall 2020 data): 67%		
	3.7 Successful completion of gateway math & English courses	IR	Math: 70%; English 73% short and long-term	math: 59% English: 71% (Fall 2016 data)	math: 62% English: 71% (Fall 2017 data)	math: 62% English: 71% (Fall 2018 data)	math: 71% English: 71% (Fall 2019 data)	math: 73% English: 71% (Fall 2020 data)	math: 62% English: 71% (Fall 2021 data)	These % include students taking standalone gateway as well as coreq gateway which brings the math way down.	
	3.8 Course completion for job upgrade and personal interest students	IR	87% short and long-term	87%	89%	78%	86%	87%	86%		
<b>4. Foster student learning and preparation</b>											
	KPI's		Short and Long-term Goals	2017	2018	2019	2020	2021	2022		
	4.1 General Education learning outcomes (GELD) achievement	Melissa Deadmond	>=70%	(AY 2015-16 data): 67.6%	(AY 2016-17 data): 68.9%	(AY 2017-18 data): 68.9%	(AY 2018-19 data): 68.9%	(AY 2019-20 data): 72.1%	(AY 2020-21 data): 72.1%	Average of % = Proficient for all SLOs in a GE area (cumulative)	
	Communications	Melissa Deadmond	>=70%	66.1%	65.4%	68.2%	71.4%	72.3%	72.3%	Average of % = Proficient for all SLOs in a GE area (cumulative)	
	Critical Thinking	Melissa Deadmond	>=70%	57.4%	57.4%	60.7%	62.0%	62.0%	62.0%	Average of % = Proficient for all SLOs in a GE area (cumulative - No info it assessed in 2020-21)	
	Information Literacy	Melissa Deadmond	>=70%	71.8%	72.8%	74.7%	76.3%	78.1%	78.1%	Average of % = Proficient for all SLOs in a GE area (cumulative)	
	People & Cultural Awareness	Melissa Deadmond	>=70%	61.2%	62.8%	62.9%	65.2%	65.2%	65.2%	Average of % = Proficient for all SLOs in a GE area (cumulative - no students assessed for Quant Reasoning AY 2020-21)	
	Quantitative Reasoning	Melissa Deadmond	>=70%	-----	-----	-----	-----	-----	-----		
<b>5. Provide student support services that</b>											
	KPI's		Short and Long-term Goals	2017	2018	2019	2020	2021	2022		
	5.1 Advising: total graduated, transferred, or still-enrolled (Advised v. non-advised)	IR	2% annual increase	72% vs 61%	72% vs 62%	75% vs 60%	72% vs 58%	71% vs 59%	80% vs 67%		
	5.2 TCC course pass rate ( tutored v. not tutored)	IR	>=86% both short-term and long-term	86% vs 78%	86% vs 77%	85% vs 79%	86% vs 77%	87% vs 80%	85% vs 81%		
	5.3 Counseling: 1/F persistence (used counseling v. did not use counseling)	IR	2% annual increase	61% vs 41%	59% vs 41%	62% vs 39%	60% vs 40%	57% vs 37%	53% vs 39%		
<b>Close the Achievement Gap - Close the achievement gap among underserved populations.</b>											
<b>6. Close achievement gaps across</b>											
	KPI's		Short and Long-term Goals	2017	2018	2019	2020	2021	2022		
	6.1 Graduation rate by:	IR	Hispanic rate = IPEDS cohort rate	2010 cohort: 61.0%	2011 cohort: 65.7%	2012 cohort: 67.7%	2013 cohort: 67.0%	2014 cohort: 67.5%	2015 cohort: 65.0%		
	Hispanic population (compared to cohort)	IR	Hispanic rate = IPEDS cohort rate	H: 28% cohort: 18%	H: 28% cohort: 18%	H: 28% cohort: 18%	H: 28% cohort: 18%	H: 32% cohort: 20%	3		
	Hispanic male population (compared to cohort)	IR	Hispanic male rate = IPEDS cohort rate	HM: 20% cohort: 30%	HM: 20% cohort: 30%	HM: 20% cohort: 31%	HM: 28% cohort: 28%	HM: 25% cohort: 26%			
	6.2 Fall-to-Fall retention of first-generation, new, full-time degree-seekers at TMCC (compared to non-first generation)	IR	= IPEDS cohort rate	First gen: 64% Non-First gen: 61%	First gen: 63% Non-First gen: 60%	First gen: 62% Non-First gen: 63%	First gen: 60% Non-First gen: 66%	First gen: 53% Non-First gen: 60%	First gen: 65% Non-First gen: 63%	2021: pre Covid, first gen persistence was the same or better as non-first gen. Fall 19 to Fall 20 shows the post Covid trend has reversed.	
<b>Workforce - Proactively cultivate public-private partnerships to strengthen economic growth and diversification and build a competitive, highly-skilled workforce.</b>											
<b>7. Develop innovative programs that</b>											
	KPI's		Short and Long-term Goals	2017	2018	2019	2020	2021	2022		
	7.2 number of Employers sponsoring TMCC Apprenticeships	Dana Ryan	1-2 per year short-term; 35 long-term	-----	12	24	25	26	26	Apprenticeship file maintained by Dana Ryan	
	7.3 number of TMCC Apprentices (cumulative)	Dana Ryan	845 short-term; 570 long-term	-----	-----	-----	600	770	900		
	7.4 EPIC career certificate completions	Cynthia Piemott	increase 2% annually	407	394	403	445	389	389	Will not have until end of semester	
	7.5 Highlights of work with regional employers (qualitative)	VPAA/Deans	-----	-----	-----	-----	-----	-----	-----	Qualitative) See attached	
<b>Research - Enhance research as a tool for teaching and learning.</b>											
<b>8. Promote student learning through</b>											
	KPI's		Short and Long-term Goals	2017	2018	2019	2020	2021	2022		
	8.1 Number of students involved in research & experiential learning	Adine Stromoen (INBRE/Biology)	158 students short and long-term	(AY 2015-16 data): 79	(AY 2016-17 data): 79	(AY 2017-18 data): 79	(AY 2018-19 data): 79	(AY 2019-20 data): 79	(AY 2020-21 data): 79	AY 20-21	
<b>9. Encourage research-based practices in</b>											
	KPI's		Short and Long-term Goals	2017	2018	2019	2020	2021	2022		
	9.1 Number of faculty completing ACUE (running total)	VPAA Office	New cohort of 30 every other year	-----	-----	-----	45	74	109	*29 faculty are participating in the Spring 21 Fall 22 cohort. Number will be amended to completers at the cohort's conclusion.	
	9.2 Number of OAI certified web sessions taught (running total)	Brandy Scarnati	49 short-term; 70 long-term	4	18	40	45	45	46		
	9.3 foundation grant outcomes (Qualitative)	Gretchen Sawyer	-----	-----	-----	-----	-----	-----	-----		
<b>Stewardship of Resources</b>											
<b>TMCC Goal: Ensure ongoing stewardship of resources</b>											
<b>10. Optimize state-funded revenue</b>											
	KPI's		Short and Long-term Goals	2017	2018	2019	2020	2021	2022		
				(AY 2015-16 data)	(AY 2016-17 data)	(AY 2017-18 data)	(AY 2018-19 data)	(AY 2019-20 data)	(AY 2020-21 data)		

Strategic Master Plan KPI's

Objective	KPI's	Responsible for Providing Data	Short and Long-term Goals	Baseline Year						Notes
				2017	2018	2019	2020	2021	2022 [1]	
11. Maximize and grow non state-funded	10.1 Weighted student credit hours	IR	3% increase long-term	204,800	204,266	215,995	227,427	227,510	205,927	
	KPI's		Short and Long-term Goals	2017	2018	2019	2020	2021	2022	
				FY16	FY17	FY18	FY19	FY20	FY21	
	11.1 Net position of self-supporting programs (see Sheet 2)	Elise Bunkowski	annual increase	-----	-----	-----	\$2,502,196	\$2,117,892	\$2,188,627	
	11.2 baseline amount of private donations	Gretchen Sawyer	2% annual growth; 5% in 5 years	\$6,705,569	\$3,463,814	\$2,631,000	\$1,780,898	\$2,139,323	\$3,073,464	Change for FY20 from \$2,281,427 to \$2,139,323
11.3 dollar amount of grant-based awards	Gretchen Sawyer	3% increase at 2 years; 6% at 5 years	\$7,438,611	\$5,314,458	\$6,994,318	\$3,084,097	\$4,308,118	\$4,957,475 [2]	See note: FY 20 corrected from \$5,738,527. Prior to FY20, multi-year awards were counted in full the fiscal year they were received, beginning FY20, multi-year awards were counted by how much was awarded. 2020-21: 111 FT donors/441 FT faculty.	
11.4 Percentage of FT TMCC employees who contribute to the	Gretchen Sawyer	50% with 100% of leadership in short and	38%	30%	34%	32%	36%	23%		
12. Promote environmental sustainability	KPI's		Short and Long-term Goals	2017	2018	2019	2020	2021	2022	
	12.1. Maintain Second Nature Resilience Commitment Status	Yvonne Allen	Maintain	Resilience	Sustainability	Resilience	Climate Action Plan	Climate Action Plan	Continued: CAP progress	
12.2 Campus-wide environmental sustainability initiatives (qualitative)	Yvonne Allen	-----		TMCC Faculty Sustainability Advocate additional assignment created	Sustainability Website, "Faculty Stories", etc. discount bus passes, and hydration stations	(1) TMCC Green Team established. (2) Sustainable Promotional Materials Initiative. Renewable Energy Powered	(1) U.S. Department of Education Green Ribbon School designation. (2) TMCC 500K	GREENevada Golden Pinecone Sustainability Award - Clean Energy	Second Nature Climate Leadership Summit Host Institution. Bee Campus USA Designation	

			Prior 1	Prior 2	Prior 3	Prior 4	Spring 2021	
			46%	46%	46%	46%	male population TMCC: 43%	
			1,466	735	458	376	1,668	
			16,874	18,551	18,486	17,676	10,394	
							<b>value</b>	
			94%	94.5%	94%	94%	94.5%	
			9	8	7	6	11 incidents	
			<b>Yevonne,</b>					
			24	23	29	N/A	8* (Spring 2021 not done)	
			25	14	15	N/A		
			N/A	N/A	N/A	N/A		
							118 (unduplicated)	
			faculty: 16.5% staff: 36.4%	faculty: 14.5% staff: 33.0%	faculty: 13.3% staff: 32.4%	faculty: 14.7% staff: 30.0%	faculty: 17.5% staff: 37.7%	
							<b>value</b>	
			31%	30%	28%	31%	28%	
			67.0%	67.7%	65.7%	61.0%	67.5%	
			2,478	2,508	2,389	2,431	2,547	
			66%	63%	61%	63%	59%	
			70%	66%	66%	67%	62%	
			math: 71% English: 79%	math: 62% English: 74%	math: 62% English: 74%	math: 59% English: 75%	math: 73% English: 79%	
			86%	78%	89%	87%	87%	
							<b>value</b>	
			68.9%	68.9%	67.6%	N/A	71.4%	

			68.2%	65.4%	66.1%	N/A	71.5%
			60.7%	57.4%	57.4%	N/A	61.4%
			74.7%	72.3%	71.8%	N/A	76.3%
			62.9%	62.8%	61.2%	N/A	64.5%
			<b>Melissa</b>				
							<b>value</b>
			72% vs 58%	75% vs 60%	72% vs 62%	72% vs 61%	71% vs 59%
			86% vs 77%	85% vs 79%	86% vs 77%	86% vs 78%	87% vs 80%
			60% vs 40%	62% vs 39%	59% vs 41%	61% vs 41%	57% vs 37%
							<b>value</b>
			M: 28% cohort: 31%	M: 23% cohort: 30%	M: 25% cohort: 28%	M: 28% cohort: 31%	M: 25% cohort: 28%
			66% vs 66%	62% vs 63%	63% vs 60%	64% vs 61%	57% vs 60%
							<b>value</b>
			1387	1439	1431	1473	1303
			<b>B. Walden</b>				25
			<b>B. Walden</b>				600
			<b>K. Berry</b>				274
			<b>B. Walden</b>				
							<b>value</b>
			<b>Julie</b>				79
			<b>Gretchen</b>				\$90,450
							<b>value</b>
			45	N/A	N/A	N/A	29
			45	40	18	4	45
			<b>Gretchen</b>				
							<b>value</b>
			11,662	11,271	11,110	11,325	10,665
			227,427	215,995	204,266	204,800	227,510
							<b>value</b>
			<b>Elise</b>				



			<b>Gretchen</b>				\$2,181,427
			<b>Gretchen</b>				\$5,738,527
			32%	34%	36%	38%	34%
							<b>value</b>
			<b>Yevonne</b>				
			<b>Yevonne</b>				

[1] Green/Yellow/Red coding based on comparison to long term goal. Green = goal achieved, yellow = approaching goal/trending in right direction, red = not approaching goal/trending in wrong direction

[2] The data shows a downward yet variable trend from FY16-19. This is in large part because through FY19, we counted the full amount of multi-year awards the year we received the award. This caused the spike in amounts in FY18, for example, when we received the 5-year Veterans Upward Bound award for \$2M. In FY20, we began counting how much was awarded each fiscal year of multi-year awards. This change will stabilize the data and help us identify trends more accurately.

With the baseline set at \$4,308,318, we have already far exceeded the goal of 6% after 5 years with an over 15% increase in FY21. (This is not due to CARES/HEERF funding as it has been removed from the total.) Large, multi-year awards significantly help with increasing the annual amount of grant-based awards; FY21 included three new multi-year awards - TRIO, National Science Foundation Applied Technical Education, and the apprenticeship subaward from WestLA. The college can help sustain this growth by communicating the top 1-3 areas to focus on so that the Grants Office can monitor for aligned funding opportunities and sufficiently plan for the labor-intensive applications that are required for large grants.

## **BULLYING COMPLAINT GUIDELINES AND PROCEDURES (VERSION 2.5) DRAFT**

In accordance with TMCC's *Stance Against Bullying in the Workplace* policy <insert hyperlink to full policy>, bullying is repeated offensive and malicious behavior by words or actions that undermines an individual or group through persistently negative attacks. Complaints of bullying are taken very seriously and will be dealt with promptly, thoroughly, impartially and equitably.

Questions regarding the policy and procedures should be directed to Human Resources ("HR").

### **Reporting Options**

1. Any person who believes that they are a target of workplace bullying is strongly encouraged to report it to their supervisor or, if the supervisor is involved, then to the next level supervisor in the reporting line.
2. Any person who witnesses or learns of an incident of workplace bullying at TMCC is encouraged to report it to their supervisor or, if the supervisor is involved, then to the next level supervisor in the reporting line. Reports must be limited to events having occurred within the previous 300 calendar days.
3. Reports may also be made by calling or emailing TMCC HR (775-673-7168 or [humanresources@tmcc.edu](mailto:humanresources@tmcc.edu)), who will then coordinate with the appropriate level of supervisor. Individuals wishing to report a concern are encouraged to do so as soon as possible following the incident(s). Reports must be limited to events having occurred within the previous 300 calendar days.
4. A supervisor receiving a report of bullying is required, in consultation with Human Resources, to take steps to address the matter. If the report is not a formal complaint made using the Bullying Complaint Form, the supervisor should attempt to resolve the matter informally following the steps outlined for **Informal Resolution by the Supervisor** below. If the report is a formal complaint, the supervisor, in consultation with Human Resources, should follow the steps outlined below for the **Formal Resolution Process**.
5. More than one reporting party, more than one responding party, and/or more than one supervisor may be involved in the bullying complaint process. Singular references herein may be taken as plural as the context requires. As used herein, "reporting party" means the person(s) reporting the responding party's behavior, and "responding party" means the person(s) alleged to have engaged in bullying behavior.
6. If the reported issue involves threats of physical assault or harm, or imminent danger of harm, the individual or supervisor the incident is reported to should immediately contact University Police at 775-334-2677.

### **Informal Resolution by the Reporting Party**

An employee who believes that they have been bullied may wish to take informal action, in which case some suggestions are as follows:

1. **Keep Documentation:** Keep notes detailing the nature of the behavior (e.g., dates, times, places, what was said or done and who was present) and copies of paper trails that may indicate bullying. Hold onto copies of documents that provide evidence of events (e.g., emails or letters). This documentation will be useful when seeking advice from another party, discussing the matter with the responding party, or if the matter transitions into a formal inquiry.
2. **Seek Immediate Support and Advice:** Explain the behavior that you experienced to someone whom you trust. Good sources of support and advice are HR Representatives, Equity and

Inclusion representatives, and/or the Employee Assistance Program. These individuals can provide information regarding one's rights and responsibilities and suggest options of how best to deal with the situation. Bringing the situation to the attention of another party is often an effective way of dealing with the problem and ensuring that the bullying stops. Oftentimes bullying goes on in private and, by informing someone, it may become apparent that others are feeling the same way. This will help employees to get the support and guidance that may be needed.

3. **Consider Addressing the Behaviors of the Responding Party Directly:** Employees may want to consider approaching the responding party directly and raising the matter, either face-to-face or in writing, but should only do so if they feel that it is a safe option. Avoid being contentious or escalating the situation. Tell the responding party politely and calmly which exact behaviors are offensive and why, and expressly state that the behavior is unwelcome and unacceptable. The person should be asked to stop immediately and told that if the behavior doesn't stop, further action will be taken. Remaining silent allows the responding party to continue their behavior, which may result in the bullying getting worse. Sometimes the responding party will stop immediately once they become aware that their behavior is offensive and harmful. Addressing the responding party's behaviors directly can be difficult. The person involved may deny and perhaps misconstrue the accusations. To address these issues, a colleague may act as support or as a witness. Keep a record of the discussion and a copy of any correspondence that is sent to the responding party.
4. **Mediation:** Consider informal mediation as an option. If all parties agree to mediation, they will be given the opportunity to state their case and how they would like to see the situation resolved. The mediator will assist the parties in attempting to reach a mutually acceptable solution. However, it is important to remember that bullying may result from an imbalance of power, in which case, the reporting party and the responding party may not be on an equal footing. Seek guidance from HR to explore the option of mediation. Note: Either internal mediators or external mediators may be utilized to facilitate mediation between parties. Mediator assignment will be based on availability of internal resources.

### **Informal Resolution by the Responding Party**

1. **Keep Documentation:** If you are told that your actions have offended someone and that they feel bullied by you as a result, you should document this discussion, including what you were told and how you responded. This will be important if you need to discuss the matter with your supervisor or Human Resources, or if the matter is formally reviewed.
2. **Seek Advice:** You are encouraged to seek counsel from your supervisor or Human Resources, especially if you do not understand the complaint against you or if you believe that the allegations are unjust or malicious. The Employee Assistance Program is also available to all employees as a resource.
3. **Stop the Offending Behavior:** If you have been told that your behavior makes someone feel uncomfortable, then you should stop it immediately. Even though your behavior may seem innocent to you, it is important to consider its effects on others. Remember it is the other person's reaction to your behavior that is important, not the reaction you think they should have.
4. **Reflect on Your Work Behavior:** Review the way you behave at work and consider whether any of your behaviors may be perceived as bullying. For instance, ask yourself the following question: If other people were to witness my behavior, would they find it offensive, humiliating,

intimidating, or threatening? If you have concerns about the appropriateness of your behavior, consider asking your supervisor for training on communication, conflict management, etc.

### **Informal Resolution by the Supervisor**

When a report of bullying is received, or when a supervisor observes the bullying behavior directly, the supervisor may attempt to resolve the matter informally by interacting with both the reporting party and the responding party. This should be done in consultation with Human Resources.

- o Human Resources (“HR”) will evaluate the nature of the complaint to determine if the alleged behavior meets the definition of bullying under the policy. If the alleged behavior, if true, would constitute a violation of any provision of the Board of Regents Code (i.e., Board of Regents Handbook, Title 2), Nevada administrative code or statute, then the reporting employee will be advised that they may file a formal complaint pursuant to the governing discipline process, in which case no further action under this policy may be taken, or they may proceed with informal resolution only under this policy. Notwithstanding the foregoing, (1) if the alleged behavior, if true, would constitute behavior proscribed by Title IX of the Education Amendments of 1972 (“Title IX”), HR must report the conduct to TMCC’s Title IX Coordinator and (2) if the alleged behavior, if true, may constitute a violation of any provision of state or federal law, HR will advise TMCC’s General Counsel who, in consultation with HR, will determine the appropriate next steps.

Supervisors may begin by initiating informal discussions with the parties involved (and the supervisor of each of the parties, if different from the one receiving the complaint). If this does not resolve the situation, or if the supervisor receives a formal written bullying complaint, they should work with HR to follow the formal resolution process. A supervisor with a conflict of interest should recuse themselves from the process and refer it to the next higher-level supervisor.

### **Formal Resolution Process**

If an informal resolution is not opted for by the reporting party, or if a previous attempt at informal resolution was not successful, the reporting party may submit a formal complaint if they wish to pursue the matter. A formal written complaint using the Bullying Complaint Form [<insert hyperlink to form>](#) should be completed, which will electronically route to Human Resources. HR will then consult with the reporting party’s immediate supervisor or, if the supervisor is involved, then with the next level supervisor.

- o HR will evaluate the nature of the complaint to determine if the alleged behavior, if true, meets the definition of bullying under the policy. If it does not, HR will dismiss the complaint in writing to the parties and no further action shall be taken. If the alleged behavior, if true, would constitute a violation of any provision of the Board of Regents Code, Nevada administrative code or statute, then the reporting employee will be advised that they may request the complaint be converted into a complaint of a rule violation under the governing discipline process, and no further action under this policy may be taken, even if the employee does not opt to convert the complaint into one for a rule violation. Notwithstanding the foregoing, (1) if the alleged behavior, if true, would constitute behavior proscribed by Title IX, HR must report the conduct to TMCC’s Title IX Coordinator and (2) if the alleged behavior, if true, may constitute a violation of any provision of state or federal law, HR will advise TMCC’s General Counsel who, in consultation with HR, will determine the appropriate next steps.

The complaint must be limited to events having occurred within the previous 300 calendar days. Only the reporting party or the supervisor of either party, may file a formal complaint.

1. The formal process requires that the supervisor(s) and HR make a jointly coordinated, reasonable inquiry into the facts, document what is discovered, and, if warranted, take appropriate action, which may include counseling those involved, initiating corrective action, or pursuing other employment action. If a supervisor of either party filed the complaint, that person cannot act as an investigator, and the matter will be referred to next higher-level supervisor.
2. At the discretion of Human Resources, related complaints or incidents may be combined for purposes of inquiry, resolution, and/or review.
3. Before initiating a reasonable inquiry into a complaint of bullying, the supervisor should contact HR for help in creating a plan of action. The supervisor should consider if they have any biases or other conflicts of interest that would preclude them from conducting a full, fair, and reasonable inquiry. If so, the next higher-level supervisor should assume responsibility. HR will assist in this determination.
4. Supervisors and HR should jointly begin the inquiry promptly upon learning of the complaint, conduct the inquiry expeditiously, prepare a confidential, written report and provide it to the parties within a reasonable time after receipt of the written complaint. If a longer time is needed, such as if one or both of the parties are off contract, HR has the authority to notify parties of an extension.
5. The confidential report will include, at a minimum, the following information:
  - a. Identities of the supervisor, HR representative and any others involved in conducting the reasonable inquiry;
  - b. Nature and substance of the allegations;
  - c. Reasonable inquiry process, including the number of witnesses interviewed, but excluding the identity of the witnesses;
  - d. Summary of the facts;
  - e. Final determination of whether the Bullying Policy was violated;
  - f. Decision as to action to be taken.
6. If the determination is that the facts do not sustain a charge of bullying, this should be documented and communicated to the parties, and no further action is required.
7. If the determination is that bullying is substantiated, then it should be documented, and action should be taken promptly to address the situation. Examples of appropriate action are listed in the following section. If bullying is substantiated through the process described in this policy, it cannot result in disciplinary sanctions established by the Board of Regents Code.
8. Appropriate action in response to substantiated bullying is dependent upon on the nature and severity of bullying behavior that has been substantiated. Such actions may include:
  - a. Counseling one or both parties;
  - b. Requiring attendance at an appropriate training about workplace behavior;
  - c. A letter of expectations or instruction that is shared only with the responding party and does not become part of the employee's personnel file.
9. Substantiated bullying incidents will be taken into consideration in an employee's annual performance review, subject to established evaluation procedures.

### **Administrative Review**

The final decision of the supervisor may be subject to administrative review at the request of either the reporting party or the responding party. The request must be made in writing and submitted to HR within 10 working days after the written decision is received. The request must specify the reasons why the party finds the resolution unacceptable.

The administrative review will be performed by the next higher-level supervisor of the person who rendered the decision (or the department/unit head if that person is higher in the reporting line). The reviewer will assess the written request for a review, the written report and decision, and the written documentation in the case. The reviewer may also consult with the supervisors involved and Human Resources. No new evidence will be taken. A written determination will be made by the reviewing administrator within 30 working days after the receipt of the written request for a review by the reviewing administrator. The decision of the administrative review is final and is not grievable.

Policy 5307: Event Approval  
(Including Cabinet Suggestions from 3/7/22 mtg.)  
(Including Planning Council Suggestions from 4/18/22 mtg.)

~~An event that meets any of the following criteria requires approval by President's Cabinet before beginning any activities:~~

An event that meets any of the following criteria requires approval by the Senior Leadership representative for that Division before beginning any activities, and the President's Cabinet and Leadership shall be notified in a timely manner:

- Any event for which the audience is expected to be ~~50~~ 100 persons or more, • Any TMCC-sponsored event that is scheduled off-campus ~~or for which the use of SIER 108, VSTA 206 or the Student Center is being requested (exception: table for distribution of materials authorized by the Vice President of Academic Affairs/Vice President of Student Services),~~
- Any event for which sales are involved,
- Any event that brings a dignitary, high-profile person or major speaker on campus,
- ~~Charity drives.~~

Standard College meetings for faculty and staff are exempt from this approval process.

**Responsible Office(s):** Room Scheduling Office

**Procedure:** Procedures are available from the Room Scheduling Office.

Updated: October 15, 2013