PRESIDENTIAL SELF-EVALUATION REPORT
1995-1996

by

Dr. Kenneth E. Wright
Truckee Meadows Community College

submitted to

Dr. Richard S. Jarvis, Chancellor

on behalf of the

Board of Regents
University and Community College System of Nevada
Building Communities, Realizing Human Potential

For more than a quarter century prior to coming to Nevada, it was my commitment, my pleasure, and my great good fortune to follow my passion as a career. I remain convinced that community colleges, a uniquely American invention, hold the greatest potential for furthering democracy's promise and for opening doors to millions who wish to realize the American dream.

Seventeen months ago, I was honored by the Board of Regents of the University and Community College System of Nevada with an appointment as President of one the finest examples of these vital institutions I have encountered: Truckee Meadows Community College (TMCC). The Board's challenge, as conveyed to me by the Chancellor, contained two primary goals in addition to the general leadership charge: (1) Reverse the stagnating enrollment of the last six years, and (2) smooth relationships at the college by obtaining a peaceful extension for two years of the existing and recently negotiated faculty contract. Following my early assessment of TMCC's climate and culture, I added a personal challenge for myself: Provide a vision to elevate the sights of faculty and staff to positive, constructive academic pursuits in order to capitalize on the considerable potential of this truly fine institution.

These were and remain three imposing challenges. In assessing results, it is possible to be distracted by the effects of anxieties inevitably associated with change. Yet, less than a year and a half after the beginning of this quest, the following significant accomplishments, corresponding to the three challenges, attest to TMCC's progress toward realizing its potential:

* Improved peace and morale as evidenced by a smooth extension of the faculty contract and by constructive action from the Faculty Senate, the NFA, and the ASTM.

* An 11.8% increase in overall enrollment, more than doubling the 5% figure indicated to me by System Staff as representing a major turnaround.

* A revised mission statement; a strategic plan nearing completion; new buildings occupied and another 81,000 square feet of space available; new budgeting and planning procedures; a 47.2% growth in occupational enrollment; considerably enhanced service to the local business community; and a collegial governance model.

TMCC is on its way to the 21st century! I appreciate this opportunity to reflect and elaborate upon these significant achievements and to discuss plans and progress on additional exciting goals.
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I  Establishing A Communications Network</td>
<td>1</td>
</tr>
<tr>
<td>Early Observations</td>
<td></td>
</tr>
<tr>
<td>Launching A Vision</td>
<td></td>
</tr>
<tr>
<td>II Budgetary &amp; Fiscal Management</td>
<td>5</td>
</tr>
<tr>
<td>Audit Exceptions</td>
<td></td>
</tr>
<tr>
<td>Foundation</td>
<td></td>
</tr>
<tr>
<td>III Academic Leadership &amp; Planning</td>
<td>8</td>
</tr>
<tr>
<td>The Executive Team</td>
<td></td>
</tr>
<tr>
<td>Academic Quality</td>
<td></td>
</tr>
<tr>
<td>Institutionalizing Planning</td>
<td></td>
</tr>
<tr>
<td>Governance</td>
<td></td>
</tr>
<tr>
<td>IV Personnel Administration &amp; Management Practices</td>
<td>11</td>
</tr>
<tr>
<td>Improved Communication</td>
<td></td>
</tr>
<tr>
<td>Enrollment Management</td>
<td></td>
</tr>
<tr>
<td>Summer Youth Academy</td>
<td></td>
</tr>
<tr>
<td>Career Services</td>
<td></td>
</tr>
<tr>
<td>Institutional Research</td>
<td></td>
</tr>
<tr>
<td>Gender Equity</td>
<td></td>
</tr>
<tr>
<td>V  Decision Making &amp; Problem Solving Abilities</td>
<td>15</td>
</tr>
<tr>
<td>VI Relations With External Communities</td>
<td>16</td>
</tr>
<tr>
<td>Incorporating the Community</td>
<td></td>
</tr>
<tr>
<td>VII Relations With The Board Of Regents</td>
<td>19</td>
</tr>
<tr>
<td>Contributions to the UCCSN System</td>
<td></td>
</tr>
<tr>
<td>VIII Relations With Faculty, Staff, and Students</td>
<td>20</td>
</tr>
<tr>
<td>Support for Students</td>
<td></td>
</tr>
<tr>
<td>Staff Development</td>
<td></td>
</tr>
<tr>
<td>Trust Building</td>
<td></td>
</tr>
<tr>
<td>IX  TMCC’s Future</td>
<td>22</td>
</tr>
<tr>
<td>Unification</td>
<td></td>
</tr>
<tr>
<td>Peace and Stability</td>
<td></td>
</tr>
<tr>
<td>Child Care Services</td>
<td></td>
</tr>
<tr>
<td>Trust of Our Community</td>
<td></td>
</tr>
<tr>
<td>X  Conclusion</td>
<td>24</td>
</tr>
</tbody>
</table>
Self-Evaluation of President Kenneth E. Wright
Truckee Meadows Community College
1995-1996

I ESTABLISHING A COMMUNICATIONS NETWORK

If there is anything that 27 years at the dean level or higher in community colleges taught me, it is that I require a network of continuous information about Nevada’s and TMCC’s unique culture. I therefore determined on a set of eleven activities that would collectively produce, in a minimum of time, a maximum of information:

1. Preliminary interviews with stakeholders. Even before my appointment as president took effect, I spent three intensive days of my own time with a broad cross section of faculty, students, and administrators learning about TMCC’s strengths, concerns, and challenges.

2. Giving voice to constituents. "Ken’s Listening Post" gave me a weekly opportunity to meet with small groups on campus on a voluntary basis.

3. Attending meetings. Formal meetings of the Board of Regents, TMCC Foundation, TMCC Advisory Board, EDAWN, WIN, Chambers of Commerce, and Rotaries were valuable sources for information and establishing personal relationships with community leaders.

4. Energizing the Advisory Board. The TMCC Advisory Board was reactivated and energized with new membership drawn from key community constituencies.

5. Surveying the climate. A widely respected survey instrument (Personal Assessment of the College Environment) was circulated to determine the feelings of staff about organizational climate.

6. Involving the community. A Future Search Conference, held in Spring 1996, solicited views on directions. The conference involved a significant number of college employees together with a large representation from our external
constituencies.

7. **Engaging the customer.** Several student forums and focus groups, including alumni, were convened to obtain feedback from our customers about how we are doing.

8. **Formalizing research.** A highly valued dean was reassigned to the newly created position of Dean of Institutional Research. Information gathering ventures have already produced valuable information about programs and viewpoints.

9. **Learning the history.** Interviews with individual Regents, local legislators, faculty, staff, students, and members of the community provided valuable in-depth information about past and current trends.

10. **Connecting with business.** Five CEOs of local businesses graciously breakfasted with our faculty for the purpose of providing external viewpoints. Other groups of business leaders were invited to a series of eight luncheons with the President for the purpose of opening dialogues.

11. **Scanning the environment.** We engaged in a professional, formalized environmental scan of our Region.

**Early Observations**

It became very obvious early from these sources that TMCC possessed impressive strengths: A first rate faculty (obviously the result of excellent hiring practices); a highly committed student body as evidenced by indications of learning, the presence of a Phi Theta Kappa chapter of national repute, and an active and cooperative student government; a knowledgeable and cooperative Vice President with years of experience in the System and years in key positions at TMCC; first rate facilities including two new major additions in the offing when I arrived; an effective and highly committed Foundation Board which had achieved an exceptional endowment and which had conceived of a highly creative financing alternative with which to secure an applied technology building; and a respect from the community which bodes well for future marketing opportunities.

These strengths constitute a very solid base upon which to make a strong college outstanding. A question naturally arises as to why a college with a long history of such considerable strengths had fallen into a spiral of declining enrollment, the first
academic union in the State (as was described to me by Regents and faculty alike), low morale, and distrust.

I was cautioned by Regents and faculty not to expect that the task would be easy. Regents and System Officers expressed concern over the manageability of the college and the possibility that the turmoil might spread or produce excessive use of the newly negotiated grievance channel to the Chancellor.

Launching A Vision

Growing out of the new communication network, it was clear that TMCC’s primary need was to develop a comprehensive and strategic plan oriented toward serving our community. After five weeks of intensive study, I announced to the college campus, Regents, and System Staff on August 21, 1995 that I would commit myself to:

1. Continuous planning including
   * The establishment of systematic planning as a normal way of collegial decision-making.
   * Filling vacancies in the executive team.
   * Attention to the role of technology programs in the establishment of TMCC’s marketing niche.

2. Participatory decision-making including
   * A newly designed model of participatory academic governance.
   * The development of a collegial budgeting process which would broadly communicate budgeting decisions as they were made, hold faculty and staff accountable for creating and implementing budgetary decisions, and incorporate the technical expertise of the faculty into budgeting decisions.

3. Building mutual trust by personally attending to
   * A progressive program of staff development.
A fair and equitable scheme of work load and compensation for department chair positions.

The development of interaction and agreement among the several factions within the college community including action on issues of race and gender equity.

4. Continuous improvement

A regular process for student and alumni feedback information on a continuing basis to improve the quality of instruction.

Improved communication vehicles to provide information with which to assess organizational climate.
II BUDGETARY & FISCAL MANAGEMENT

What I find exciting about educational leadership is the opportunity to contribute to academic excellence. I recognized early in my career that doing so would require a solid financial and business background. I earned an MBA with concentrations in accounting and marketing, spent three years in private industry in cost analysis and accounting, and was the chief financial officer of a community college for two years.

Early in my term at TMCC I was surprised to learn that the system allowed many staff to override budgetary controls and, hence, to overspend allocations. From unusual (in my experience) requests for special treatment and budgetary allocations mid-year, it was obviously staff expectation that the president had a source of unallocated funds for dispensation on a case by case basis. With respect to the budgeting process, some faculty seemed to have little expectation of rights and responsibilities.

It is no simple matter to shift from expectations of arbitrary practices to professional decisions about budgets. It is my commitment that faculty and staff will be empowered to employ their individual creative thinking and skills to budgetary matters. They will, in turn, be held accountable. A budget council consisting of 22 faculty and staff was created to begin the transition to a consensus budget. That group had complete access to budgetary information and engaged in extended, animated, sometimes controversial, and, in the end, fruitful discussions of budgetary policy.

It will be a long journey for the successor to that initial budget council (Institutional Effectiveness Council) to develop smooth processes for the in difficult challenge of allocating scarce resources to seemingly unlimited demands. Early positive outcomes give every reason to have confidence that this Council will evolve into an effective financial policy recommending body. It has been a source of surprise and satisfaction to many to learn that this administration will make the budget subordinate to academic decisions and that budgeting will follow planning, not the other way around.

Even when faced with some early hard choices, the faculty and staff at TMCC have faced the decisions as true professionals. Given a consistent application of the principles of participatory decision-making, the beginning made during this first year portends significant progress both in the morale area and in the improvement of budgetary decisions and implementation.
Audit Exceptions

The net effect of several practices was a lack of normal budgeting processes and standard accounting controls which, in the fall of 1995, presaged some of the LCB audit concerns expressed a year later. Our new Vice President for Resource Management has moved with dispatch to close these loopholes.

We submitted to the System Office staff on December 18, 1996, our responses to the auditors statement of exceptions. The exceptions noted were not, in my experience in accounting and financial management, serious in terms of security of our finances. We agreed that certain changes were appropriate and we have made those changes.

Foundation

The Foundation Board at TMCC is one of the institution's genuine strengths. It has achieved an endowment larger than that held by all but 17 of the 1200 community colleges in the nation, about 500 of which are larger than TMCC. The Board has annually provided a large number of scholarships to needy and deserving students. It sponsors an annual ceremony where recipients meet donors that is quite moving and one of TMCC's annual highlights.

The Board has greatly facilitated my adjustment to the Nevada and Truckee Meadows culture by sponsoring and individually participating in a series of luncheons with the new President and local leaders. These luncheons have led to a significant number of new relationships and programs to serve specific businesses in our community. The Board has also sponsored "CEO Breakfasts," an opportunity for faculty to be apprised by local leaders of current trends.

Prior to my arrival the Board had established a highly creative and inspired approach to helping the college meet its important need for space for applied technology programs. With a creative combination of publicly approved and privately donated money, we were able to acquire a larger building, in a far superior location (near the businesses likely to need applied tech programs), at a lower cost than the originally proposed construction project for an on-campus location.

Three days after I arrived on campus, I was led to the proposed building and found myself engaged, for the next several months, in one of the most difficult and delicate negotiations I've ever experienced. The difficulty was due to the complex interrelationships among negotiations, public and private sources and approvals, and the lack of strategic plan into which the proposed building was to fit. Indeed, at this
writing, we own the building but yet await the legislative approval (it has a significant priority assigned by the Board of Regents) of funds to renovate and equip the building.

The Foundation Board has now created an annual fund raising campaign connected to technology needs that will provide the college with assistance in remaining abreast of rapid developments in technology, both in the area of instructional technique and in technical programs. Keeping current with equipment needs for technology is even more crucial for community colleges than for other institutions of higher learning. While other colleges deal with sophisticated principles, we train graduates for hands-on expertise in applying those principles in the work place. Students must therefore take their training on the same type of equipment they will encounter in the work place. The cost of keeping pace with the rate of change of technology in business and industry is an imposing one. The Board is helping us meet that challenge.

In the past year, we have established an Alumni Association for the first time. It is our hope, given TMCC's fine track record and obvious satisfaction on the part of 25 year's worth of graduates, that this association will provide much support to the effectiveness of the Foundation Board.
III ACADEMIC LEADERSHIP & PLANNING

The Executive Team

After promoting the Vice President into the newly created position of Vice President for Planning and Development, the college had the opportunity to search for academic and financial Vice Presidents simultaneously allowing unique consideration of the executive team's relationship. The faculty and staff were broadly involved in the search with a focus on the blending of talents that would emerge from the executive team.

Broadly representative search committees were appointed for the respective searches with careful coordination between the two in a highly innovative introduction to the college of the proposed executive team. A broad cross section of the college community endorsed that four-person team prior to the positions being offered to the two successful candidates. Subsequently and through a separate process, the hiring of an experienced Director of External Relations has completed the executive team. The expeditious handling of these hirings greatly facilitated getting on with planning and organizational development. By using the team approach, many long unattended, troublesome issues were pre-empted.

Unfortunately, two formal investigations are now underway into serious allegations of irregularities in actions of one of the new Vice Presidents. The allegations raise gender equity issues which are a matter of concern to the whole college community. This matter is receiving my direct and personal attention. Investigations are being conducted by objective personnel, including a lawyer from outside the University and Community College System. The positive intent underlying these investigations is the clear message that the administration will protect and respect the rights of all involved. The process holds the beginnings of a self-correction of the direction of the executive group and a melding into a team. There is good reason to believe that, once the matter is finally determined, TMCC will return to the substantial progress which has been made in the last year in planning, budgeting, reorganization, and revised governance.

Discovered through the Listening Posts was the fact that the faculty at the institution want more participation with an administration that will respect their views. As I had anticipated, among middle management there are apparently staff who are uncomfortable with the idea of the president speaking directly to their co-workers and subordinates. Some staff perceived that they had been directed by their supervisors not to speak with the new President. A whole range of issues relating to participatory
decision-making and to employee motivation have been discovered as a result of the Listening Posts. These will be reflected in the revisions to the governance model which will be completed in the spring semester of 1997.

The distribution of minutes from Listening Posts proved to be a remarkable stimulus to interconnectivity among many members of the college community as enthusiastic Email dialogue ensued on the issues raised therein.

Academic Quality

The student surveys and focus groups referred to earlier in this report produced some highly gratifying conclusions about the quality of instruction TMCC has been delivering and of the satisfaction felt by our students. There are early indications that employer surveys will reveal similarly positive attitudes.

Institutionalizing Planning

Timing of changes in preparation for our accreditation visit in the fall of 1995 was fortuitous. The members of our visiting team informed me that they were favorably impressed by the immediate action which had been completed after my arrival and just prior to their visit. In the space of two months after my arrival, we instituted three major changes that were crucial to convincing the team that we were serious about academic quality and planning: Planning received a major emphasis, student outcomes as a quality measure were moved to the fore, and $100,000 was transferred into staff development.

One of the college’s real strengths came in to play here in a creative action which also solved another potential problem. We had to find an acceptable way to take advantage of the knowledge and talent of the Vice President whose earlier position had been displaced and who had every reason to be distraught over recent events. Finding a significant position in the new administration which would enable her to utilize her experience and ability for the good of the college was an imperative. It was also important to send a clear signal that the new administration was not interested in rehashing old history. That task was complicated by distrust among several factions in the college. It seems that objections are raised to almost any personnel action.

I asked the Board of Regents to create the position of Vice President of Planning and Development and Number Two Executive Officer with a salary recognition that would accomplish the objective of making her the highest paid Vice President in the state.
The Board approved this request.

This organizational move has been a success. The planning operation under the Vice President's leadership and broadly involving faculty is nearing a penultimate draft of a strategic plan which will be complete before this report is. That draft will shortly be presented to the Advisory Board and to the Faculty Senate. The finalized version will be presented to the Board of Regents for approval sometime in the spring of 1997. Starting at the ground floor, this plan, based upon results from an extensive environmental scan and the Future Search Conference, was accomplished in a year and a quarter. That, in the glacial time frames of the academic community, is a heartbeat.

Already, a newly revised mission statement, widely discussed and debated, has emerged from deliberations involving our faculty and a broad representation from our community. That mission statement is being submitted to the Faculty Senate and the Advisory Board at this writing.

**Governance**

The first meetings of two important and broadly representative bodies are imminent. Those two bodies are an Institutional Effectiveness Council (which will oversee priority setting, efforts to improve the effectiveness of our use of resources, and budgetary allocations) and a Planning and Evaluation Council (which will establish goals and evaluate activities intended to reach them).

I repeatedly remind staff and faculty that the verb form of the word "plan" is far more important than the noun. Along the way to producing TMCC's mission statement, strategic plan, and several other tangible results, our planning efforts have produced several vehicles that will continue to produce planning results in the future and will serve as highly effective communication vehicles. Among the new, effective communication vehicles are an Enrollment Management Team, an Environmental Scanning Committee, a Technology Committee, several Assessment Committees, and a Facilities Committee.
IV PERSONNEL ADMINISTRATION & MANAGEMENT PRACTICES

It was clear from the early assessment that some immediate changes in management practices were appropriate if we were to meet the Regents’ "Charge to Management" outlined among the UCCSN Strategic Directions.

Improved Communication

Considering the college's strengths, the imminent accreditation visit, the mistrust among several sectors of the college personnel, a plan which had been deemed inadequate by System Staff, the absence of regularized planning processes, and the lack of universally understood communications vehicles, it was decided that the place to begin was in developing internal communications. It is essential that we build confidence in on-campus mechanisms and officers that will insure faculty and staff that their concerns will be attended to with respect and dispatch.

The most important ingredient is that I revealed a frank, direct, and open style of communication which I have done in a variety of ways. We have established several vehicles to facilitate communication. In my first semester, I personally conducted two team building workshops for faculty and staff. One of our counselors was re-assigned to the task of spreading team building across the campus, and we have been identified as one of the leaders in the nation in incorporating sensitivity to individual learning and leadership styles into our management practices.

Enrollment Management

One reason for the stagnating enrollment over the last six years was simply a lack of focus on the importance of enrollment growth as a measure of our service to our community. Shortly after my arrival, I asked a respected member of our staff to assume the responsibilities of Enrollment Manager. The person who is performing that function moved energetically to form a Marketing Committee of interested faculty.

That committee worked with the administration to produce a highly effective approach to address community needs. Elsewhere in this report, the initiative with the business community is described. In addition, expanded efforts in advertising, visits to our local public schools, and tours of TMCC’s facilities for high school juniors and seniors were major contributors to the 11.8% growth in overall enrollment and the
47.2% growth in occupational enrollment last fall.

**Summer Youth Academy**

Another, similar, example of using existing staff for an innovative approach to creating new service and enrollment (albeit with a longer term view) is the Summer Youth Academy. A faculty member's programs had very low enrollment and her morale was suffering. She had an interest in the minority community and accepted an invitation to establish a summer activity that promises several long term benefits.

Given the Regent's and Chancellor's concern about serving the recent high school graduates better, it is imperative that we better encourage appreciation of the value of attending college. In our Summer Youth Academy, students of middle school age were brought to the campus to receive special career and education related programs and instruction to show them that college can be fun as well as enlightening. This was done in cooperation with the local schools and they bore part of the costs.

Parents and students alike gave the program high marks with an overwhelming percentage expressing an interest in returning next year. The program was so successful that the leadership of the local school systems have requested that it be greatly expanded next year. We are making plans to triple the number of middle school youth in the summer of 1997 and it will grow well beyond that in future years.

**Career Services**

On September 23, 1996 we began an Electronic Career Center with two computer technicians available to assist students and prospective students as they wrestle with educational and career choices. That center is equipped with a wide and extensive variety of software programs through which interested people, including non-students, can explore career and educational options, career assessment, job searches, resume building, and transfer information. We currently offer help in defining client needs (career, academic, or personal counseling), development of individualized training programs, job readiness seminars, job ethics, interview training, etc.

In the Career Center’s initial semester of operation it served six times as many students as had been served by the precursor center which had existed in the fall of 1995. Beginning in January, we will have a full time job placement specialist to assist graduates and other students locate employment. By February, we will have electronic kiosks in our Old Town Mall site at which students will be able to self-
advise. These services presage the offering of guarantees of job preparation to graduates and employers alike and of guarantees of job placement to graduates. These guarantees will make TMCC more accountable and will make our graduates more marketable and our programs more attractive.

**Institutional Research**

For all programs, there will always be a demand for continuing scrutiny of the quality of operations and results. Outcomes assessment is an essential ingredient of such scrutiny and it remains crucial to our receiving the continuing blessing of our accrediting agency. We therefore asked a highly valued dean to take on a newly created position of Dean of Institutional Research. This newly formed activity will provide TMCC with a capacity to continuously develop and examine objective evidence from all sources about how well we are doing what we currently are doing, what programs should be phased out, and what programs should be offered that are not for years to come.

An early tangible result, in addition to several highly useful surveys helping to guide early decisions, is an institutional effectiveness report outlining eight indicators of quality that the college has adopted as measures of institutional effectiveness. These will be applied to future self-assessments.

**Gender Equity**

It was with considerable dismay that I learned, in the three days of interviews prior to the start of my term, that there were multiple and serious concerns on the part of female faculty and staff at the college about matters of gender equity. In my very first address to the college community, three weeks after my presidency began, I made a major point of saying I would address the problem vigorously.

Since then an exceptional proportion of my personal time has been devoted to creating a gender neutral atmosphere. I have expressed repeatedly my support for the Committee on the Status of Women and volunteered that they should let me know how I can reassure the campus that I will take matters of gender equity seriously. Four incidents which I consider serious have occurred on campus and each has received my personal attention.

On the plus side, very concerted efforts and strong public statements from the president that gender bias will not be tolerated have calmed a great many concerns.
Some who identified gender issues as a major concern as early as my prehiring interview have indicated a sense of peace on the issue. Indeed, one of the plaintiffs told me she was emboldened to file her complaint BECAUSE she perceived I would be genuinely responsive.

Not knowing the complete history and being unsure of some of the causes, I remain apprehensive about how the cross currents will play out. Hence, I must continue to devote an amount of attention to matters of gender equity that I consider unusual. The four incidents are an unusual number, in my experience, in only a year and a quarter. I conclude that there is need to make an even more forceful expression than I already have (risking disruption to other objectives) in order to emphasize my determination that discrimination of any improper nature will not be tolerated on this campus. It is my expectation that strong action will be met by some controversy on campus. I will take that strong action nonetheless.
It is my management style to build an organization which will make decisions and enhance productivity through consensuses and the involvement of faculty and staff. I accept the report of the Commission in the Academic Presidency which urges presidents to:

* Formulate a vision of the institution's future, build consensus around it, and take the risks required to achieve that vision, on campus and beyond.

* Lead the board and faculty through a process of clarifying the precise nature of shared governance on each campus and reducing ambiguities in authority and decision-making processes.

* Exercise the authority already inherent in the position. Presidents must resist academia's insatiable appetite for the kind of excessive consultation that can bring the institution to a standstill.

Problem solving skills have been demanded at several turns in the last several months and several examples have already been described. Some of these have required patience while others demanded bold decisiveness. Of course, the daily routine carries many small examples of problem solving too numerous to recount here.

The appointment of the current Vice President to the new position, Vice President for Planning and Development and Number Two Executive Officer, was a case of a creative way to combine two problems in a way that they solved each other. Galvanizing existing staff by reassigning them to new tasks is a similar, though less dramatic, approach. Examples are the ones I have discussed related to Enrollment Management, Summer Youth Academy, Career Services, and Institutional Research.

As a mentor of mine of long standing is fond of saying, "Pulling horses don't kick." Applying that principle and engaging faculty in matters in which they truly want to involve themselves resulted in the highly desired extension of the faculty contract. The delicate and protracted negotiations related to acquiring our new applied technology building was certainly an example of complex problem solving. Activation of the Advisory Board is a long term solution to the problem of gaining closer contact with our community.
VI RELATIONS WITH EXTERNAL COMMUNITIES

Several admirable beginnings toward improving relations with the community have been made with the help of a great many people. Five CEO breakfasts with faculty brought important members of the local business community to the college. A series of eight lunches with a handful of prominent community members in the president’s office provided the opportunity to explain the college to the community and to indicate the changes that could reasonably be expected. These were successful in that they brought several unsolicited favorable comments and four separate unsolicited donations to the college. They also initiated discussions which in three cases led to specific customized program developments which hold the promise of increasing our enrollment further and enhancing TMCC’s service to its business community.

It was important that TMCC be active in attending functions of the local chambers of commerce, EDAWN, and WIN. We have done that through active participation of myself and several other significant officers of the college. These are important organizations from which we can service our business community.

We have recently launched a campaign to meet with representatives of the 25 largest private employers in the service area to ask how we can serve them. After getting a third of the way through that list, we were already getting requests for customized training programs and other accommodations to business needs. We are now getting highly favorable responses and, while it is early to judge, this looks like an idea whose time has come and early indications are that it is being well handled. We will soon be moving into the second 25 largest private employers.

An initiative which promises to significantly improve communications with the community was the rewriting of the Advisory Board by-laws and the reconstituting of the Board. The Board had not been convened in over a year prior to my arrival on campus and several members had expressed frustration at being underutilized. With the help of existing board members, we identified and solicited new members, broadly representative of the community, to join. The new members are influential leaders representing economic development, the Nevada Association of Manufacturers, health systems, the Regional Transportation Corporation, and other organizations and industries in our region and throughout the state.

Having brought with me to TMCC a powerful interest in career and workforce development and a strong background in technology, it was naturally one of my interests to expand the service our technology programs delivered to the business community. Technology remains one of my professional as well as avocational loves.
I have, as you know, significant education and experience in the field of engineering.

The faculty in the technology division have indicated improved morale due to their perception that their programmatic and budgetary needs are receiving interested attention from the administration. The technology division understands that it is on the verge of a major expansion, morale has notably improved, we are about to occupy 81,000 square feet of new space ideally located for and specifically dedicated to technology programs, and the director of that division has committed the division to a tripling of the enrollment which existed prior to my arrival. He has made that commitment expecting continued support from the administration and with the knowledge and consent of the faculty in the division.

Incorporating the Community

The changes needed at TMCC are of the type being wrought throughout the organizational world in the current era, like the ones described for us by CEOs of local businesses who graciously breakfasted with our faculty last year for the purpose of providing some external viewpoints. Their changes, like the ones we contemplated, involved shifting the locus of decision-making, permitted workers to determine their own work plans, participatory governance, and broad involvement in understanding organizational mission. Those businesses required time frames of from four to seven years to complete the transition. It should not surprise us then, if less than half way into our three year plan, there remains much to be done.

A venture in planning which ran in parallel with the creation and filling of the new VP position was the objective of involving the community in TMCC’s planning and development. A steering committee of faculty and staff was commissioned to plan a Future Search Conference in the spring semester of 1996 involving a significant number of representatives of a cross section of our constituencies. This conference generated considerable excitement, produced a positive climate, and laid the foundation for the strategic plan which is nearing completion.

Commencing in early 1996, we engaged in a formalized professional environmental scan. Costs were minimized by using internal resources and community participation and the scan was guided by a national leader in the art of scanning on behalf of community colleges. We identified ten core trends that we expect to continue for some time and which will guide our efforts to serve the community. Of course, we will periodically monitor those core trends to see if they have modified or if others have developed.
One specific example of our interest in being quickly responsive to our community needs carries the possibility of a highly tangible economic benefit for the region. Through our contacts with EDAWN and one of our luncheon meetings with a local business leader, we became aware of a crucial need for a particular, highly costly technical training program.

Our local airline, in order to maintain its headquarters here, must have the support of local aircraft maintenance. EDAWN has assisted in recruiting a candidate company in this industry which has expressed an interest in relocating to Reno provided it can get support in the form of education for technicians in Airframe and Powerplant Maintenance. We have met with all parties and enthusiastically expressed our interest in meeting this need. We are hopeful that our willingness to do so will encourage both companies to continue to view the region as an attractive location for their respective businesses.

This is by no means the only example of our commitment to being an economic resource for our community. In another major example, I recently met with representatives of a major manufacturer which is closing in on a decision to locate a major facility here. I have assured them of our desire and ability to be their primary training facility and have encouraged our technology faculty to be responsive to their needs.

Our initiative in visiting the 25 largest employers in Washoe County had as a direct, if unexpected, result of an unsolicited and highly laudatory November 29, 1996 news article on the front page of the local paper quoting positive reactions of many members of the business community. The article stated, "Other area business and industry representatives also said TMCC seems to have renewed interest in working with them to produce better students for the workforce. ...It was a welcome gesture (since) community colleges had not yet filled a natural niche to train future laborers. ...The role of the community college in society is only going to increase for training and retraining."

Another part of TMCC's community initiative involved the joint development of a career center with a host of other public agencies for service to mutual clients. The joint center discussions were initiated by TMCC through an invitation to a proposed site which we offered at our Old Town Mall location. We offered office space to Welfare, Unemployment Services, Vocational Rehabilitation, and other departments of DETR. We received very positive responses. The continuation of this program promises to display cooperation among public agencies at its best. There has been a remarkable absence of territoriality among agencies which could easily compete for some of the same clientele and funds.
VII RELATIONS WITH THE BOARD OF REGENTS

Having had the opportunity to observe boards of a wide variety of type and style, I have been truly impressed with the extent to which the Board of Regents have stayed to the policy making task and resisted the temptation I know they must have felt to delve deeply into administrative matters. I have also thoroughly appreciated and enjoyed (and said so publicly) that the cooperative relationship among the System elements is extraordinary in my experience. The difficult task of planning TMCC’s future has been greatly eased by the wise counsel and supportive tone received from colleagues at the several institutions and the System Office.

Contributions to the UCCSN System

In addition to the challenge to lead TMCC, one of the more attractive parts of the opportunity given me by the Regents was to participate in the President’s Council and other forums intended to bring input from various campus sources to bear on system problems. It has been my pleasure to make contributions made possible by 28 years of experience specifically in community colleges.

In addition, 10 years in private industry (engineering, marketing, and finance) have proved useful in understanding the needs of business. Because I have had good fortune in gaining experience, I have been able to bring to the system extensive experience in understanding:

* The community college mission.

* Total Quality Management (TQM) and the related management systems, as applied to both the teaching of these subjects and as the theory applies to educational management.

* The role of the community college in career and workforce development.

* The educational needs of business and, in particular, the complex and continually changing demands of technical education.

These strengths have been or are in the process of being introduced into System deliberations in discussions pertaining to workforce development, employee performance reviews, collective bargaining issues, the Manufacturing Assistance Program, and considerations of the impact on the System of community colleges offering baccalaureate degrees.
VIII RELATIONS WITH FACULTY, STAFF, AND STUDENTS

Substantial progress has been made in the overall goal of improving morale and organizational climate. An interim agreement was reached on a long-standing department work load issue. A consensually developed reorganization will finally resolve the department chair issue, streamline decision-making to more broadly involve faculty, and be cost neutral.

The interim step ended several years of disagreement on the subject of chair loading and compensation and bought time in which the college was able to deliberate the issue in a cooler atmosphere. The result is that we are now nearing a consensus agreement on how the academic side of the college should be organized that promises a substantial period of peace and stability, as well as an enhanced effectiveness.

Support for Students

I gave strong administrative support for Phi Theta Kappa (PTK) which elevated an already superb, five star (the top ranking possible) chapter to one of national recognition. It is now ranked by the national leadership among the top 20 out of a total of 2000 chapters world wide. Because of my support for PTK, I was nominated by the local students for honorary membership in PTK. That honor was bestowed by the national organization and is an honor which I prize. At the suggestion of students I participated in the PTK training program enabling me to be certified to teach the PTK leadership course. I have received that certification and will be teaching the course in partnership with another member of the faculty in the fall.

Relations with ASTM have been extensive and cordial. They have worked positively with the administration on matters of policy and assisted in conducting the student surveys and focus groups. They continue to reflect serious purpose and concern for their institution. I communicate regularly to students through VOICES, our student newspaper, and am available to students through a variety of informal venues.

Staff Development

In educational institutions with near 80% of their resources in personnel assets, it is axiomatic that success depends upon continuous upgrading of faculty. What the college needed was a systemic approach to defining staff development needs in a way that would provide assurances that institutional priorities would be addressed.
I dramatically expanded our efforts in staff development. When I arrived, our total budget for this vital function was only $7,000! A review of the budget did not reveal copious funds, but we were able to establish a staff development fund of $100,000. This result was unquestionably a positive one, both because morale has been significantly boosted by a clear demonstration of the new President's commitment to staff well being and training, and by the use of a collegial process in getting there.

**Trust Building**

Building trust is a very long term endeavor. There is strong evidence of the beginnings of positive relationships with the faculty despite a formidable task at the beginning and disruptions along the way. Rather than the feared spread of a contentious unionization, we now see the beginnings of unification and cooperation. The apprehensions of excessive grievance activity have never materialized.

There is usually a lag between the attainment of a trusting atmosphere and the recognition of it. We have, with the involvement of significant input from our community, developed a revised mission statement and a penultimate draft of an effective strategic plan. We have new and newly rejuvenated bodies designed to provide community input for the college decisions. The governance plan has been revised with the establishment of two new bodies, a Planning and Evaluation Council and an Institutional Effectiveness Council. The Faculty Senate and the NFA have begun the process of modifying their respective roles and to work cooperatively together for the good of the college. The representative composition and procedures of the Faculty Senate will be reviewed in the spring semester of 1997.

Continued involvement of constituents in such major activities and consistent openness and honesty will lead to continued growth of mutual trust.
IX TMCC's FUTURE

TMCC is a vital institution which will be one of the community builders for our region. As the American Council on Education’s recent annual report puts it: "Many leading policymakers now see the community college as a key player in a shared commitment to revitalize America's communities." The substantive challenges facing TMCC in the intermediate and foreseeable future demand a cohesive organization. The only approach acceptable is one in which faculty, staff, and administrators pull together toward a common vision of what TMCC can be. Several important goals have become obviously desirable through our future search and planning activities:

Unification

What by now should be clear to all is that for TMCC to continue its strengths into the future and expand its capacity to serve, there must be a coalescing of the various factions on campus into a unified organization pursuing a common agenda. There is evidence that a mutually trusting organizational climate is incipient. The leadership of the Faculty Senate and the NFA have lent their support to modifications currently being made.

The collectively decided mission statement, a nearly complete and collegially decided reorganization, a broadly participatory strategic plan in penultimate form, energetic participation by representative faculty in new governance bodies, and new vehicles for communication portend positive focus, team cooperation, and a hope for confidence in our executive team which is pulling together after a major disruption. We are confident that a continuation of the policies of the 16 months promises to extend those gains and actualize TMCC’s promise.

Peace and Stability

It is difficult to exaggerate the desire of many individuals on campus for peace and stability. There is an expression of frustration whenever even small disturbances occur. That frustration seems to a newcomer greater than justified by the events themselves. Furthermore, an unusual number of explicit requests have been made to me recently to provide stability. To provide stability at a time when changes of significant magnitude are being debated campus wide is a challenge indeed.

Early evidence of the beginnings of trust appeared in the extension of the faculty
contract without renewed negotiation. The renewal was accomplished despite significant obstacles in the form of historical anxieties which continue to require patience, delicacy of treatment, and constant attention to faculty and staff concerns. The continued development of stability on campus has to remain as our primary objective.

**Child Care Services**

I brought with me a history of sensitivity and experience at serving the prospective student population which requires child care services in order to pursue career changes and educational programs. Recent surveys indicate that what is nationally true and intuitively obvious is also true for TMCC: There are a substantial number of persons in our service area who require assistance in obtaining child care services in order to take advantage of our offerings. Our advisory board has reviewed our preliminary data and urged us to make a priority of obtaining and delivering quality child care services for those prospective students who need it.

Over the last several months, we have been working with the Boys and Girls Club of Reno to model a partial response to the child care need after the innovative program of our sister institution to the south (CCSN). We are making progress but, to date, have not been able to complete these arrangements.

**Trust of Our Community**

It will be important that we follow up the recommendations made by the Future Search Conference. That follow up will be done in forums that will maintain and build credibility with our external constituencies. The steering committee which planned the conference has, quite upon its own initiative, continued its interest and activity.

In addition, dedication of the entire staff to being professionally responsive to the recommendations of our rejuvenated Advisory Board will be essential to maintaining that Board’s confidence and willingness to provide advice and guidance to our future.

We have initiated a very ambitious project to elevate role, expand number, and increase visibility of program advisory boards for each program the college offers. When completed, this project will directly involve over 600 members of the community in decisions directly affecting student outcomes. This initiative is being undertaken with the cooperation and guidance of the TMCC Advisory Board.
X CONCLUSION

The two primary charges from the Board of Regents regarding enrollment and stability were solidly accomplished. In addition, important new administrative roles are being played in strategic planning, enrollment management, and institutional research. These will be solidified and extended in the upcoming budget deliberations. Faculty leadership remains active in deliberations about pending changes. A reorganization of the academic administration, streamlining decision-making and reducing costs, is nearing completion. And the Community Advisory Board has been revitalized with significant new membership, new by-laws, and a plan of action for the adoption of several new initiatives well under way.

All of this took place in a year and a quarter. There is ample reason to have confidence that this faculty and administration are getting the task done.

As is, I think, eminently obvious from 27 years of continuous employment in community college administration, I have an unwavering commitment to the community college mission. I hope to be able to continue applying that commitment to benefit TMCC and the citizens of Nevada.