PRESIDENTIAL SELF-EVALUATION

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I. INTRODUCTION

The Organizational Context: One cannot accurately assess the performance of the chief executive officer of any organization without some understanding of the organizational context in which the individual functions. For example, some leaders function within very stable internal and external organizational environments. Others must try and guide organizations during periods in which one or both of its environmental settings are unstable. I believe "unstable" describes TMCC during the period I initially served as its acting president (March 1997 to October 1997) and since then as its president. So that readers might better understand this conclusion, I refer to several of the observations I offered in my initial Regents' evaluation.

In June 1997 I wrote the following:

To say that TMCC was a campus experiencing significant difficulties in March, 1997 when I assumed the acting presidency would constitute a significant understatement. Earlier in the academic year the Vice President for Academic and Student Affairs had been relieved of his responsibilities under contentious circumstances which divided the campus. The president had just been reassigned by the Board of Regents, again under circumstances which divided faculty and staff. A number of administrative positions were not filled or filled with staff in an acting capacity. The administration had failed for nearly two years to resolve the issue of department chair appointment, responsibilities and compensation, a matter left unresolved from collective bargaining negotiations with the faculty union. An institutional organizational plan had been rejected during Fall Semester, 1996 and steps were underway to propose a new plan. The submission of an academic plan for the college to the Board of Regents was long overdue. Prominent individuals from the Reno/Sparks community were resigning from the college's foundation and advisory boards and/or decreasing or discontinuing their contributions to the foundation.
Concurrent with the problems confronting TMCC however, there were a number of positive points as well. During the 1996-97 academic year the college had reversed a two year enrollment decline. A number of faculty and staff, in spite of the problems confronting the college, remained committed to making TMCC an effective, vital community college and a positive environment in which to work. The UCCSN was in the midst of a legislative session, which by all indications would probably result in good budgets for the System and for TMCC. The college had taken a number of steps since the earlier rejection of a reorganization plan to develop a new college strategic plan and an academic master-planning document.

It was within this context that I assumed the presidency in March in the middle of an academic year and a legislative session.

I continued the 1997 report by noting:

When I became president of TMCC the Chancellor made only one request of me: ‘Stabilize the place.’ …I have come to learn over time that TMCC needs much more than stabilization, although that is certainly important. What is needed is virtually a complete overhaul of an organizational culture that has developed over a number of years. Such an overhaul will take time, just as the extant culture took time to develop.

As I look back over my three-year term in office, I believe it is accurate to state that TMCC is a more stable institution than it was in spring 1997. Furthermore, the college has made many significant advancements. Conversely, considerable room for improvement and advancement remain. For example, although the organizational culture is better, it still has marked room for improvement.

The following narrative touches on a number of the key institutional variables identified in the evaluation outline provided by the Regents. While it attempts to be an accurate assessment from the writer’s perspective, it by no means constitutes an overview of every element of the college’s activities, progress, problems, or status. Moreover, although it is written from the perspective of the president, a perspective which I readily admit at times is subject to personal bias, in no sense am I attempting to take sole credit for whatever progress has been accomplished at TMCC over the past three years. Many individuals and groups too numerous to cite have contributed to making TMCC a better place to learn and work, and I gratefully acknowledge their contributions.
II. STRATEGIC PLANNING

In 1995 TMCC received its last ten-year accreditation by the Northwest Association of Schools and Colleges. Although the college was re-accredited for ten years, seven months into my presidency, in fall 1997, the Association sent a two-member team to the college for a focused visit, a clear signal that the Association was concerned regarding circumstances at TMCC. Following this examination, the 1997 team made the following observation:

The last evaluation took place at a time when there was a great deal of instability and turmoil at the college. There were frequent turnovers in administration, the college lacked a sense of direction, was unsure of its future, and had declining enrollments; and an acrimonious relationship had developed between administration and faculty.

The college has made a tremendous U-turn and is headed in a positive and new direction. Truckee Meadows is a much different institution today than it was at the time of the 1995 accreditation visit. It has a new mission and vision, new leadership, and established plans, strategies, and priorities, which should ensure a successful future.

Since my appointment and the 1997 site visit, the college has continued to focus on strengthening its planning processes as well as its evaluative measures related to institutional effectiveness and the assessment of students. One of the major assignments for the Senior Vice President, Rita Huneycutt, and staff during the past three years has been to coordinate all college-wide strategic planning.

The initial planning activities included input from faculty, administrators, and staff as well as input from community leaders, advisory boards, and environmental scanning programs. The combination of these activities resulted in the adoption of a new mission, vision, and strategic college goals. These activities produced the college’s first all-encompassing college strategic plan.

The college strategic plan incorporates the short-and long-term strategic goals as well as the two-year planning cycle of the academic master plan. The college strategic plan document is reviewed on an annual basis, progress is identified, changes are noted, and a report is prepared at the beginning of each school year. The college strategic plan and yearly reports are in all administrative offices and is readily available to faculty and staff.

During the development of these planning activities it became apparent that TMCC should also reconsider its internal policy-making processes, ensuring a stronger shared governance approach. This led to the development of two major committees on campus, the institutional effectiveness committee and the planning and policy council. Both bodies incorporate functional college-wide representation of leadership, faculty, administrative, classified staff, and students. The institutional effectiveness committee
utilizes design teams to provide college-wide recommendations for consideration to the two bodies. College design teams, for example, are continually revising the institution’s plans for enrollment management, information technology services, library services, recruitment, retention, marketing, diversity, and facility planning. I have incorporated more discussion of these activities in the Governance section that follows.

The next stage is the evaluation of assessment of these activities. TMCC is aggressively looking at improving and refining its assessment process at the following levels of activities.

- **Institutional**: The primary goal at this level is the assessment of institutional effectiveness. At a campus-wide level, evaluations take place to determine how well, and in what way, the college is accomplishing its mission and goals through achievement of the following assessment components:
  - Local performance indicators
  - College initiative tracking
  - Satisfaction and climate surveys
  - Student follow-up research
  - Enrollment planning research
  - Perkins III performance indicators

- **Programs and Services**: Assessment at this level occurs to evaluate the effectiveness of instructional programs and services provided to TMCC students including:
  - Program outcomes assessment
  - Program review
  - General education outcomes assessment
  - Matriculation evaluation and research
  - Placement test local validation
  - Administrative assessment (support programs)

- **Course**: Assessment at the course level focuses on individual courses, their content, as well as the relevance to students’ objectives and college goals and includes:
  - Course outcomes assessment
  - Classroom assessment techniques
  - Student evaluation
III. ACADEMIC AFFAIRS

I believe academic matters should lie at the heart of all we do at TMCC. I tell faculty, students and staff that “students are here to learn, faculty are here to teach, and the rest of us are here to facilitate the teaching-learning process” and truly believe what I say. I have sought to improve the quality of the college’s instruction function by insisting, for example, that all full-and part-time faculty be evaluated on a regular basis, that the rigor of evaluating faculty for tenure status be increased, and that the processes used to recruit tenure track faculty be improved and expanded to develop national pools of candidates. I don’t pretend to take sole credit for academic advancements accomplished at TMCC during my tenure. Indeed most of the credit probably belongs to Vice President Brand and the instructional deans. As TMCC’s president, however, I believe I have established an expectation of higher academic standards and performance at the college than was previously present. In support of this assertion I submit the following:

- The following programs have received or are candidates for accreditation at TMCC since 1997:
  - Legal Assisting, fully accredited by the American Bar Association (the program failed an accreditation visit in 1994).
  - Automotive Technology, accredited by the National Automotive Technician Education Foundation.
  - Early Childhood Education, including the E.L. Cord Child Care Center, accredited by the National Association for the Education for Young Children
  - Dental Assisting, accredited by the American Dental Association.
  - Dental Hygiene, accreditation candidacy accepted by the American Dental Association.
  - Distance education offerings accredited by the Northwest Association.
  - Dietetic Technician, candidacy for accreditation, by the American Dietetic Association.
  - Culinary Arts, candidacy for accreditation, by the American Culinary Federation.
  - Diesel Technical Education candidacy by the National Automotive Technician Foundation.
  - Heating Ventilation Air Conditioning, candidacy for accreditation, by the Air Conditioning Refrigeration Institute.
  - Nursing Programs, reaccredidation by the National League of Nursing.
  - Welding Technology, candidacy for accreditation by the American Welding Society.

- The college submitted an initial Academic Master Plan to the Board of Regents in 1997. That plan, as well as subsequent revisions, was well received and unanimously approved by the Regents.
- No new programs and degrees had been submitted to the Board of Regents for approval during the two years prior to 1997. Since that time the following programs and degrees have been approved, have been updated, or are at various stages of development:

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<th>Approved</th>
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<td>Honors Program – AS</td>
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<td>Mental Health Tech – AAS</td>
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- Course articulation between institutions has been a significant and continuing problem in the UCCSN for many years. I commenced efforts to resolve the problem prior to 1997 as the system’s Vice Chancellor for Academic Affairs and my activities have continued since that time as TMCC's president.

- The college’s most important constituents – students – have responded to its academic initiatives by enrolling in increasing numbers; enrollment has increased from 4377 FTE during fall semester 1997 to 4867 during fall semester 1999.

- Weekend College offerings started during the 1998-99 academic year. This program enrolled 161 FTE during fall semester 1999.

- Intersession courses were initiated during the 1998-99 academic year. The program enrolled 150 FTE during winter session 2000.

- TMCC’s distance education activities have significantly expanded under the leadership of Professor Fred Lokken and Dean of Outreach Mike Rainey. Today, TMCC offers courses through such media as interactive television, (both locally and to such sites as GBC and UNLV), broadcast television in cooperation with the local public access channel, and web-based courses over the Internet. However, the college does not yet offer entire degree programs via these media.

- Responding to long-standing complaints regarding the lack of services to the Incline Village region, the college has established an educational center in that community and is offering credit and non-credit programming to area residents as well as college-level credit courses at Incline High School. Program enrollments have grown to the point that they are nearly self-supporting.

- TMCC commenced offering classes during fall semester 1999 at its Technical Institute on the Edison Campus. Classes are also offered at this site for Washoe County School District high school students.
• During the 1999-2000 academic year TMCC started the Learning Experience Assessment Program (LEAP). This program is intended to grant non-traditional students academic credit through portfolio evaluation for life experiences.

IV. STUDENT DEVELOPMENT

The role, reporting relationship, and performance of the student development function at TMCC is in an evolving state, the outcome of which is not yet clear (at least to me). Three issues involving this function appear of paramount importance: staffing, organizational relationship, and performance.

• **Staffing:** Several activities within student affairs have been particularly hard hit by the state’s underfunding of the support formula at TMCC. Staff growth in such areas as financial aid, advising, outreach and admissions/records has simply not kept pace with the college’s expansion and enrollment increases. It is hoped that recent attention focusing on the funding equity among UCCSN institutions and the legislature’s current higher education funding study will help alleviate this problem.

• **Organizational Relationship:** At most two- and four-year institutions of TMCC’s size the chief student affairs officer position is at the vice presidential level. Previous college administrations, however, did not place the position at that level at TMCC. The current administration has not moved in such a direction for two primary reasons: first, it is considered unlikely that the Board of Regents would look kindly on such a proposal given that the college already has three vice presidents; second, funds do not exist for such an action even if it was considered desirable. Given this set of circumstances, student development at TMCC reports through a vice president to the president. In spite of everyone’s best intentions and efforts, this arrangement has not always worked as well as it should because the president and other vice presidents sometimes become isolated from activities and issues occurring in the student development area. In an effort to overcome this problem, student development was reassigned to report through the Senior Vice President and we have begun including the Associate Vice President for Student Development in regular weekly and special meetings with the President and Vice Presidents. In addition, working with the Associate Vice President we have made some changes in the reporting relationships within student development, changed the responsibilities of some individuals, and are considering additional modifications.

• **Performance:** In my view the performance of certain functions and some individuals within student development is uneven. Some individuals and functions perform at a very high level under often-difficult circumstances; they are a credit to themselves and to the college. Other functions and individuals within student development are not performing at as high a level, and improvement is needed.
All of the above observations of student development functions are not to say that there haven't been significant accomplishments in this area over the past three years; there have been, including:

- A continued orientation toward providing quality services to students with courtesy and good humor.
- The establishment of a federally recognized one-stop center with the state's Department of Training and Rehabilitation at Old Town Mall.
- The extension of counseling services to the Edison Campus and to Old Town Mall.
- The reformulation of counseling center staff schedules in order to improve service to students.
- Increased outreach to our community's ethnic minority populations. TMCC's diversity goal is 16%, based on the proportion of minority population in the region the college serves. During the 1998-99 academic year the college achieved 17.3%, thus surpassing its goal.
- Willingness on the part of many staff to extend themselves through participation in student enrollment events ranging from baseball games to evening and Saturday food markets, from shopping malls to regional high schools.
- Assistance with developing more effective marketing strategies for TMCC.
- Financial aid and admission/records staffs undertaking significant additional workloads with minimal additional staffing.

V. COLLEGE GOVERNANCE

Background Information: Governance at TMCC has traveled a very rocky road over at least the past ten years. Balance in respect to governance has been difficult to achieve. For example, there have been repeated attempts to achieve consensus regarding the proper, or perhaps it is more accurate to say preferred, internal organizational relationships within the college. In addition, in 1993 the faculty decided to engage in collective bargaining with the administration, the only faculty within the UCCSN to so decide.

As previously noted, the college rejected a proposed organizational plan during fall 1996. Another plan was under final consideration when I became acting president but the campus was divided regarding its implementation. A series of meetings were held to receive input from campus constituencies, but attendance was sparse. The faculty senate chose not to hold a formal vote on the proposed plan but instead conducted a straw poll.
among faculty regarding its merits. Only approximately half of the college’s faculty participated in the straw poll. Of those voting, however, over half favored or were neutral regarding its implementation. Faced with these circumstances, taking into consideration the turmoil on the campus occasioned by the termination of its president, and believing a plan the development of which I neither participated in nor fully endorsed was better than no plan at all, I forwarded it to the Board of Regents for approval. The Regents approved the plan following extensive testimony from proponents and opponents alike.

Current Status: One can state with accuracy, I believe, that college governance at TMCC remains a work in progress. The reorganization adopted in 1997 provides for campus-wide input on issues and projects through the Institutional Effectiveness Committee. The committee is chaired by a faculty member and meets regularly to receive reports on matters of campus-wide concern. Through this committee, students, faculty and staff have the opportunity to involve themselves in design teams which utilize continuous quality improvement principles to undertake the examination of specific issues and prepare recommendations for consideration by the committee and the president. After a somewhat shaky start, the committee appears to be functioning at a higher and more effective level.

A similar evaluation cannot be advanced for the Planning and Evaluation Council envisioned in the 1997 reorganization. For whatever reasons, this body did not function effectively since its inception and is no longer meeting. After considerable reflection on the need at TMCC for a campus-wide body which acts in an advisory capacity to the president before final decisions are made and implemented, we are moving toward the formation of a Policy and Planning Council. This council will include the president as chair, vice presidents, the chairs of the faculty senate and classified council, the ASTM president, and the chair of the institutional effectiveness council. This council’s primary functions will be twofold: to advise the president and to serve as a conduit of information to the various constituencies on important matters affecting the college.

The other components of the college’s governance structure are similar to those found on many college and university campuses. The ASTM is allocated student fee income and develops programs of interest to the student body. The classified council meets regularly to consider matters concerning classified employees. I meet with both organizations on an irregular basis when invited. The faculty senate, on the other hand, has issued a standing invitation to me to attend all of its meetings and includes on its agenda a presidential report. I use this opportunity to communicate on current events and issues with the senators and always invite questions on any matters of concern to them.

The remaining group related to college governance is the collective bargaining agent for the full-time faculty, the TMCC chapter of the Nevada Faculty Alliance, an affiliated organization of the American Association of University Professors. The full-time faculty, as noted above, voted to engage in collective bargaining in 1993. Negotiations commenced that year on the original contract but were not completed until fall 1994. Although the original negotiators were successful in reaching agreement on a number of
matters of concern to faculty, they were unable to agree on the compensation, responsibilities, and work conditions of department chairs, a longstanding issue at TMCC, and on the evaluation of faculty. The administration was successful in achieving agreement with union leadership on the department chair issues during fall 1997. However, the rank-and-file of union membership apparently did not agree with certain positions endorsed by their leadership and the department chair issues had to be renegotiated during winter 1998. Concurrent to these events, a number of faculty members supported decertification of the union during fall 1997 and secured sufficient signatures for a vote on the issue. With a sixty percent affirmative vote of faculty required under Regents’ policy to decertify the union, approximately one-third of the faculty voted to decertify the union, a third voted to continue union representation, and a third failed to vote. The decertification effort therefore, failed. Faculty evaluation procedures on the other hand, were successfully implemented, through the faculty senate and the administration agreeing to a policy and to a process.

Summary: Advances have occurred in TMCC’s internal governance since spring 1997 and the governance climate is less acrimonious than it was at that time. Much of the credit for these advances is attributable to the leadership of such individuals as Professors Tierumniks and Newhall as chairs of the faculty senate, Professor Coffinan as president of the TMCC NFA chapter, and Professor Smilanick and Dean Doser for their work with the institutional effectiveness committee. These individuals’ commitment to TMCC and the improvement of its internal governance is demonstrated in the progress made to-date. Notwithstanding that progress, room for improvement still remains.

VI. FISCAL MANAGEMENT

1997-1999 Biennium: As a result of its failure to meet enrollment projections during the early 1990s, coupled with a diminution in confidence in the college’s administration, TMCC was suffering from severe underfunding when I took office in March 1997. That situation was not corrected during the 1997 legislative session as the executive and legislative branches refused to recognize that the college had reversed its enrollment decline. As a result, during FY 98 the college provided educational services to 500 FTE without receiving a corresponding appropriation of state general fund dollars for instruction and support functions. In FY 99, this number grew to 641 FTE, or 17% of the institution’s total enrollment. Concurrently, appropriations in support budgets remained at the reduced enrollment levels. This occurred at a time when other growing institutions in the UCCSN were receiving significant budget increases. By the start of the 1999 legislative session, while considerable attention focused on alleged funding inequities between the two universities and between northern and southern institutions, those who truly understand higher education funding recognized that on a proportional basis, TMCC was the most severely underfunded institution in the UCCSN. In spite of this circumstance, during the 1997-99 biennium the college met its instructional obligations, balanced its budgets, modestly increased its non-state reserve contingency funds, had no fiscal exceptions requiring Regents’ attention, and received positive audits requiring only minor management corrections.
1999-2001 Biennium: Recognizing TMCC’s plights the legislative and executive branches corrected the underfunding of the college’s instruction function during the present biennium. Other budget functions, however, such as equipment, distance education, institutional and academic support, and student services remain considerably below the level they should be in order to provide adequate services to students and for the college to function effectively. To better illustrate this point, the college’s support areas are underfunded by an amount equal to the funding for over one thousand students, a situation analogous to trying to run the Great Basin College with no support staff.

These problems have been exacerbated by over-expenditures in the college’s instruction function during fall semester, 1999. Put simply, the college offered too many class sections, underutilized its full-time faculty, and overspent its allocation for part-time instructors. As a result, we are having to reduce the number of class sections offered during spring semester 2000, to use contingency funds to support instruction, and to make reductions in other areas of the budget in order to bring the college’s expenditures into balance with its revenue by the end of the fiscal year. These actions are negatively impacting the college’s overall performance and the morale of its faculty and staff during the present semester.

Under Regents’ policies, an institution’s president is ultimately accountable for its fiscal integrity. I have accepted that responsibility in the past and will continue to do so in the present and in future circumstances. I believe we will end the current fiscal year with a balanced budget. We are instituting improved management practices for FY 01 to ensure we don’t experience similar problems next year. In addition, next year’s appropriation contains increased funding above this year which will assist the college in fulfilling its mission and its commitments.

VII. FACILITIES

Background Information: TMCC prospered in respect to new facilities during the early-1990s as the Vista Building, Child Care Center, Library and Advanced Technology Center were added to its Dandini Campus. In addition, with the assistance of its foundation, the college purchased an 83,000 sq.ft. building on Edison Way for a future site for its technology programs and expansion of activities and space continued at the Old Town Mall educational center. Beginning in 1995, however, a series of events occurred which seriously impeded the college’s progress regarding new facilities. These events included:

- The college’s president at the time failed to make sufficient requests for new facilities in the capital budget building process. Consequently, out of a $133 million capital appropriation for higher education in the 1997 legislative session TMCC received only $2.8 to remodel the Edison Way building. This took place at a time when TMCC’s enrollment accounted for 11% of the system’s enrollment, there were demonstrated needs for additional facilities, and funds were available in the state
budget. Moreover, even the $2.8 million proved an insufficient request, as we have had to devote nearly an additional million dollars in borrowed funds and student building fee income to improve the adequacy of the facility.

• During the 1997 legislative session the then president declined an offer from an influential legislator to secure a $5 million high technology center for TMCC.

• The Director of Plant and Facilities was terminated during the 1996-97 academic year for inappropriate behavior.

• The college architect resigned to accept another position during spring 1997.

• The Interim Director of Plant and Facilities, who was acknowledged as doing a good job, resigned during summer 1997 to pursue another profession.

Current Status: The following actions have occurred since 1997 to improve TMCC’s facilities and their management:

• A civil engineer was hired as Director of Plant and Facilities and after an initial period of familiarization with TMCC is demonstrating a high level of performance.

• A local architect was placed on a retainer as an architectural consultant for TMCC.

• Working with the architectural consultant the college commenced the planning process for a new student center on the Dandini campus.

• TMCC secured approval from the Board of Regents to negotiate the purchase of Old Town Mall. The administration is currently working with the college’s foundation to develop a plan for the foundation to purchase the mall, to lease space to the college, to use foundation contributions and the lease payments to pay off the debt on the facility, and when the debt is repaid (estimated fifteen years) sell the facility to the state for one dollar.

• During the 1999 legislative session the college secured appropriations during the present biennium of $5 million for construction of the first phase of the Eardley Student Center on the Dandini campus and $5 million for the construction of a high technology center on the Edison Way campus.

• The administration has successfully completed negotiations with the Washoe County School District to purchase land at below its appraised price as a site for construction of the high technology center.

• Preliminary planning is underway for the construction of a new Science and Allied Health Building on the Dandini campus and the Regents will be asked to approve funding for planning this facility during the 2001-2003 biennium.
• Washoe County has approved funding for a police and fire training center at the intersection of highway 395 and Dandini Boulevard. TMCC will manage this facility and will relocate its police and fire academies to this site, thus providing state-of-the-art facilities for the instruction of students while concurrently freeing up space in the Red Mountain Building presently used to house these two programs.

• TMCC is currently negotiating with Washoe County to construct its police, fire and emergency dispatch center on the east side of the Dandini campus. Classroom space for the college will be provided in this facility, and new academic programs will be initiated to take advantage of its location and equipment.

• Building on its successful partnership with the Washoe County School District, the college has arranged for the use of as many school district classrooms during evening hours as the college wants.

VIII. PERSONNEL ADMINISTRATION

The administration of personnel functions at TMCC constitutes another long-standing area of difficulty that we have sought to improve over the past three years. Four areas of activity merit special mention under this rubric: the human resources office, the affirmative action office, faculty personnel actions, and professional or mid-management positions.

**Human Resources:** This office was, and is, under-funded and under-staffed to carry out its functions in an appropriate manner. As a result, historically, the office has not functioned properly. For example, its record-keeping activities have not been performed at an adequate level and it has not been in a sufficiently solid position to provide adequate assistance in recruiting and processing faculty and professional staff. In addition, the incumbent Director of Human Resources three years ago proved incapable of moving the office forward. A number of steps have been taken to improve the human resources function at the college. The then-Director was terminated and an interim appointment made. That appointment proved over time not to be a good fit for either the individual or the college, so the appointee was reassigned and Ms. Marsha Lindeken, who at the time was serving as the college’s affirmative action officer, was appointed Director of Human Resources. Ms. Lindeken has moved the office forward, oftentimes under difficult circumstances and constraints. Today, the human resources office is performing at a much higher level than it was three years ago, although it still faces considerable hurdles in respect to its staffing level and inadequate management information systems.

**Affirmative Action:** Ms. Susan Poole, who previously served in a classified position in the affirmative action office, was promoted to the director’s position on Ms. Lindeken’s assumption of the human resource director’s position. Ms. Poole reports directly to the president. The affirmative action office is responsible for assisting the college in meeting its diversity goals regarding professional and classified employees, in ensuring the college is complying with federal and state laws applicable to personnel matters, and in
handling a variety of faculty and staff grievances. Highlights of the status of the college’s performance in respect to its staff diversity goals based on 1998-99 data are as follows:

- The hiring of women meets or surpasses its goal.
- Ethnic minority women are underrepresented in hiring and promotion.
- The college has expanded its faculty outreach and recruitment to enhance the eligible pool of applicants.
- Hiring of minority faculty continues to fall short of the diversity goal – 11% v. 20%.
- Ethnic minorities represent 9.7% of tenured faculty vs. a target of 20%. The recent hiring of ethnic minorities in tenure track positions will likely increase the percentage of representation.

Turning to the subject of compliance with applicable federal and state personnel laws and the handling of faculty and staff grievances, it is recognized that TMCC has its share of complaints registered in these areas. It needs also to be recognized that we live in a litigious age in American higher education. My sense is that presently TMCC does not experience more such actions than is the norm among UCCSN institutions. It is also worth noting that recently when complaints have reached the level of the judicial system or hearing officers, the college has prevailed in the majority of instances.

**Faculty Personnel Matters:** One of the areas to which I have devoted particular attention is the recruitment and advancement of tenure track faculty. I personally review all search committee and tenure committee recommendations and no offer is tendered or advancement recommended without the president’s personal approval. As some committee chairs can attest, I have been known to closely question a committee’s assessment and recommendation. I have acted in such a manner because in my view insufficient scrutiny has been accorded these key personnel decisions at TMCC over the years. I have also instructed the deans that they are expected to conduct national searches for tenure track faculty. The national academic marketplace and TMCC’s salary levels are such that the college can attract better educated and more highly qualified faculty than has been true in the past. Reports indicate that such proved the case in many academic disciplines in the recent round of faculty hires.

**Mid-Management Professional Staff:** The placement and compensation of mid-management professional staff, that is, employees who are not faculty, classified or vice presidential-level appointments, is one of the most vexatious personnel issues at TMCC and within the UCCSN. A major effort to systematize the appointment and compensation of these positions among UCCSN community colleges was undertaken at the system level during the early-1990s. A consulting firm was hired, a study conducted and recommendations approved by the Regents. Beginning in 1994, however, the procedures and policies adopted were permitted to languish at the system level. Over time, each
community college went its own way. Today, we are back at square one; this category of employee is the only one within the UCCSN that is not subject to a systemswide salary schedule and the system is reinventing the wheel by hiring outside consultants to prepare recommendations for the Regents' consideration. Staff in this category of employment are deserving of better treatment than they have received. Either the UCCSN resolves this issue, or we will undertake to unilaterally correct it at TMCC.

IX. INSTITUTIONAL RELATIONS

Discussion in this section will encompass college relations with external constituencies with which it interacts, including partnerships in which it is involved, memberships, the UCCSN Regents and institutions, and other governmental bodies including the legislature. It will also review TMCC Foundation and Alumni Association activities.

Partnerships: During my period of service at TMCC I have sought to stress the importance of the college establishing working partnerships with other organizations. I believe that the college can enhance its impact on the community it serves through such partnerships. I believe we have achieved a considerable measure of success in this endeavor.

Perhaps the most outstanding example of the effectiveness of this initiative is the close working relationship we have established with the Washoe County School District. This partnership moved to a much higher level of joint involvement when agreement was reached to start TMCC High School during fall semester 1997. People are frankly too quick to grant me credit for this innovative project, because the seeds for its development had already been planted by Vice President Brand by the time I arrived. My initial function was to give him the go ahead to work out arrangements with the WCSD. From an initial start with 75 students during its first semester, the high school grew to 200 students during fall semester 1999. The program continues to receive accolades from most of the students involved and their parents as an alternative to offerings in the traditional neighborhood high school setting. It is important to note that TMCC High School would not have achieved the level of success it has had without the commitment of the school district's central administration and the outstanding efforts of its principal, Ms. Gladstone, and her dedicated faculty colleagues.

TMCC High School provided the initial building block for a major expansion of the partnership between the school district and the college. Over the past eight months we have jointly taken the following steps:

- Commenced integrating the district's occupational and technical programs into the college's Technical Institute on the Edison Campus,
- The college identified and the district purchased a 130,000-sq. ft. building across the street from the college's building.
• We are moving toward college construction of a five million-dollar high technology center adjacent to the district’s building.

• The college and the district have formed a joint planning committee to develop a Regional Technical Institute and a second TMCC High School on the Edison campus. The high school will focus specific attention on mathematics, science, and computing related disciplines.

While the college’s partnership with the school district is perhaps its most visible and dramatic undertaking of this nature, several others merit special mention. For example, the college is an active partner in regional economic development efforts and recently received an award from the Economic Development Authority of Western Nevada (EDAWN) for its contributions toward attracting new businesses and industries to the area. We have entered into a partnership with the region’s largest private employer - International Game Technology - through which we offer a complete business associates degree in the evening hours at their corporate headquarters in the South Meadows region of Reno and an ESL program for IGT employees at a nearby site in south Reno.

Cognizant of the changing demographic patterns in our service area, we have secured private funding to support introductory ESL classes at Incline Village, ESL bridge classes in the evening at the Nevada Hispanic Services facility, and introductory business computing classes at Smithridge Elementary School in Reno’s predominantly Hispanic neighborhood. Student Development staff have also established a mentoring partnership with Trainer Middle School in order to encourage a greater number of its students, many of whom are ethnic minorities, to aspire to a college education.

Memberships: Faculty and staff of the college belong to and are active in a wide variety of service and civic organizations in the Reno/Sparks/Incline communities. For example, TMCC representatives chair two key committees of the Reno Chamber of Commerce and the Senior Vice President is on the board of directors of the Nevada Women’s Fund and Channel 5. During the past three years I have tended to focus my attention on participation in economic development organizations such as EDAWN and WIN (Western Industrial Nevada) and on educational activities such as the K-16 Council, the WCSD Superintendent search committee, and the education subcommittee of VISION 2010.

UCCSN Regents and Institutions: I believe I have a positive relationship with most if not all Regents. I further believe the same is true of my relationships with the majority of other UCCSN institutions and their presidents. It is fair to say, however, that the relationship between TMCC and UNR and their respective presidents has been strained in recent times. I don’t believe that strain is attributable to my performance as president of TMCC. Quite the contrary, I believe I have been appropriately active and performed in a professional manner in advancing the interests of the college I represent.

Other Governmental Bodies: TMCC has established positive working relationships with such local governmental entities as the cities of Reno and Sparks and with Washoe County officials. Although the college enjoyed considerable success during the 1999
legislative session, it needs to reevaluate its activities toward the executive and legislative branches of state government. It has relied in the past to too great an extent on representation by the Chancellor's Office. With both UCCSN universities employing full-time lobbyists, and in some instances multiple representatives, to advance their interests in the State Capitol, and with CCSN employing a commercial lobbying firm to represent its interests, TMCC is going to have to gear up and expend more resources in order to protect its interests in the state political system.

**TMCC Foundation and Alumni Association:** The TMCC Foundation is governed under Board of Regents policies by a group of individuals from the college's service area. The purpose of the foundation board is to assist the college in building positive relationships in the community and in raising contributions to fulfill the college's needs. Positions on the foundation board are sought after. During the current year the board decided not to increase its size from beyond twenty-eight members. Several community leaders of such outstanding quality expressed interest in joining the board, however, that it decided to add six new members and has two more awaiting Regent's approval. Among the nation's 1200 community colleges, the foundation is ranked twentieth for its endowment and thirty-second in new gifts. In addition to its fund raising activities, the foundation sponsors several "friend-raising" events including: regular CEO breakfasts during which community executives address college faculty and staff; leadership luncheons where corporate and community leaders are invited to have lunch with the president and foundation board members; the annual Balloon Race Breakfast attended by over two hundred community leaders.

Gift and endowment performance since 1997 is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>New Gifts</th>
<th>Endowment Growth</th>
<th>Scholarships &amp; Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY97</td>
<td>$149,786</td>
<td>$4,415,942</td>
<td>$162,643 179</td>
</tr>
<tr>
<td>FY98</td>
<td>470,842</td>
<td>4,639,024</td>
<td>151,233 232</td>
</tr>
<tr>
<td>FY99</td>
<td>446,542</td>
<td>5,471,519</td>
<td>187,768 269</td>
</tr>
<tr>
<td>FY00</td>
<td>350,903*</td>
<td>Unknown</td>
<td>189,480 316(est.)</td>
</tr>
</tbody>
</table>

(*Through 12/31/99)

**Payroll Deductions**

<table>
<thead>
<tr>
<th>Year</th>
<th>Deductions</th>
</tr>
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<tbody>
<tr>
<td>1966</td>
<td>$222/mo</td>
</tr>
<tr>
<td>1997</td>
<td>765/mo</td>
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<tr>
<td>1998</td>
<td>930/mo</td>
</tr>
<tr>
<td>1999</td>
<td>1085/mo</td>
</tr>
<tr>
<td>2000</td>
<td>1112/mo</td>
</tr>
</tbody>
</table>

The alumni association was established in 1996 to establish closer ties between past students and the institution in order to advance the college's goals. Association membership currently stands at 215 members. TMCC alumni participate as campus
volunteers, assisting at the registration help desk, tutoring, and mentoring students in TMCC High School and in the Access for Success program. The Alumni Association also hosts an annual graduation party, provides job search information, nominates the college’s Alumni of the Year and assists the TMCC Foundation in its annual campaign. A recent major project involved working with UNR to revamp its orientation program to include material for non-traditional students. The association’s chief focus for the current year is increasing the value of membership by adding services and product discounts.

X. CONCLUSION

TMCC has made many advances over the past three years. I believe it is performing at a higher level as an institution of higher education in serving the educational needs of its community than it was in spring 1997. New academic programs have been instituted, academic standards have been increased, enrollment has grown, many services have been improved, new facilities have been opened or approved for construction, personnel administration strengthened, effective partnerships established, administration improved and community relations enhanced. Conversely, many challenges remain. As witnessed by its financial circumstances during the present semester, the college’s financial situation remains precarious largely owing to the college’s efforts to extend its services to a broader number of constituencies and to a greater number of individuals. The coming years will continue to test TMCC’s ability to balance community and individuals’ needs and desires against the resources and capabilities available to the college to meet those needs.