

TACOMA COMMUNITY COLLEGE

BOARD OF TRUSTEES

Minutes

May 29, 1969

The regular meeting of the Board of Trustees was called to order by the Chairman, Mrs. Myers, at 3:30 p.m., May 29, 1969, at Tacoma Community College.

Present: Maxine Myers, John Binns, Lewis Hatfield, Dewey Tuggle and Thornton Ford, Secretary.

Guests: Doreen Amoroso, Bob Felker, Paul Jacobson, Robert Lathrop, Bud Schafer, George Van Mieghem, Dale Wirsing, Howard Ferguson, Ross Briggs and representatives from the OBI Society, faculty and student body.

Minutes of the meeting of April 24, 1969, were approved as printed and mailed.

Correspondence

Dr. Ford presented and read a statement to the Trustees in response to several demands that has been received from students.

Dr. Ford mentioned that he had written letters of congratulations to several students who had recently received outstanding honors, and he indicated this procedure will be done whenever such honors are known to him. He invited Philip Shinn, newly appointed president of the Washington State Association of Student Government, to attend all Board of Trustee meetings in order that he may keep the Trustees informed on the work of the state student government organization.

Reports

Copies of the Legislative Wrapup Report on comments and observations of the 1969 Legislature were distributed to members present and items concerning community colleges were discussed.

Ross Briggs, president of the Tacoma Community College Student Body, informed the Trustees that, at a meeting of the Government of Associated Students of Tacoma Community College on May 29, 1969, they had passed a motion stating that "GASTCC allow the money left over in OBI's budget to be used for scholarships for needy students and that the money be handled and distributed by the Financial Aids Office with the recommendation of the OBI Society." Mr. Briggs also told of the changes made in the student government constitution that now allows for one chairman (president), and thirteen senators which are committeemen, and allows for a small sum to be paid to the secretary and treasurer for their services. The new changes eliminate the class structure as to freshmen and sophomores. He also distributed copies of the Associate Student Body's annual budget for 1969-70.

Mr. Van Mieghem reviewed the 1969-70 budget proposals and the item of salaries was discussed. As presented in the budget it allows a schedule for the certified staff that shows the base salary to be \$7500 and the top salary to be \$14,250, making an average for 1969-70 to be \$12,007.

A motion was made by Mr. Binns, seconded and carried that the salary schedule as shown in the 1969-70 proposed budget be approved as a separate item of the budget.

A motion was made by Mr. Binns, seconded and carried that the Board adopt the recommendations of the Administrative Organization Committee concerning student involvement on college councils.

Copies of the Accreditation Progress Report were distributed to the Trustees by Dr. Jacobson.

Mr. Lathrop informed the board that Mr. Ronald Lundquist has been appointed to the position of chairman of the Counseling staff. This position is to rotate among the counselors, by election, each year.

Unfinished Business

Dr. Ford presented a report reflecting the program progress that has been made on the OBI Society's demands. The report is the result of several meetings of students, faculty, OBI members and deans over the past weeks.

The request of the OBI Society that a required course in Black studies be added to the curriculum was presented again by Barbara Parker as she questioned the reason for not requiring such a course of all students who wish to earn an Associate Degree. Dr. Ford explained that required reading in Black literature has been added to English 102. He also stated that courses are being planned for the Political Science Department.

In referring to item #9 of Dr. Ford's report, a motion was made by Mr. Binns, seconded and carried, that a statement be added to that item which reads, that "An honest and continuous effort will be made to incorporate all pertinent Black studies material in the College's courses."

Mr. Schafer told of a two-day workshop in August, 1969, on contributions of the Black man in the social sciences and humanities.

Mr. Lathrop gave a report on his study of a survey of campus security policy on ten community colleges in the State of Washington, stating the report shows that no distinct pattern seems to be followed.

Mr. Binns moved that the report, as amended, be adopted as a statement of progress made to date in so far as it is needed in the immediate future. The motion carried.

Mrs. Myers asked for recommendations or a decision on what to do with the answers Dr. Ford has given to the OBI Society. OBI representatives present asked that a time limit be set for the College as to working out a coordinating course in Black studies if the presently planned course offerings do not prove to be what is anticipated.

Dr. Jacobson said this was a matter for the Faculty Instructional Council and they would explore it further. Mr. Binns requested that the Board go on record as requesting further exploration as to the subject of Black studies and Mr. Binns moved that the Instructional Council give further consideration to the problem which has been raised for a required course in Black studies as a pre-requisite to the Associate Degree. The motion carried.

Dr. Jacobson informed Barbara Parker and Philip Shinn that the Instructional Council meets Wednesday, June 4, 1969, and would consider this matter at that time and he invited them to attend this meeting.

New Business

Dr. Ford read a Certificate of Appreciation to be given to Frank Cooper for his services as a TCC Trustee. A motion was made by Mr. Hatfield that a resolution be passed honoring Mr. Cooper with the certificate. The motion carried.

A motion was made by Dr. Tuggle, that the Board approve a resolution thanking Mrs. Jane McKee for the organ donated to the College in memory of her late husband. The motion carried.

Mr. Schafer told of the need for an assistant to the Dean of Community Development and an Educational Program Specialist for community services. A motion was made that the positions of Assistant to the Dean of Community Development and Educational Program Specialist be included in the staff for 1969-70. The motion carried.

Dr. Ford recommended the following appointments of present personnel for the 1969-70 academic year: Don Gangnes to Evening School Supervisor, Joe Betz as Acting Chairman of the Division of Mathematics and Science, Morris Summers as Acting Chairman of the Division of Humanities, Robert Thaden as coordinator of the General Education Program and Joseph Kosai as Admissions and Records Officer. He also recommended the appointments of ten new faculty members for the 1969-70 academic year and forty instructors for the summer session 1969.

A motion was made by Mr. Hatfield that the Board approve all appointments as submitted by Dr. Ford for the 1969 summer session and the 1969-70 academic year. The motion carried.

Dr. Ford presented educational specifications for three new buildings for the Tacoma Community College campus which include a maintenance building, a science complex and a faculty building. He recommended the Board accept the Educational Specifications and that they have a study session in June with the architect. The Board accepted Dr. Ford's recommendations.

A motion was made by Mr. Hatfield that the Board give approval for the architect to proceed with plans for the three buildings. The motion carried.

Dr. Ford recommended that Mr. Richard Harrison and Mr. Paul Nesbitt be granted leave without pay for the 1969-70 academic year. The Board approved this recommendation.

Mr. Van Miegheem presented the results of bids for audio visual equipment. A motion was made by Mr. Hatfield to accept the lowest bids on audio visual equipment. The motion carried.

A motion was made by Dr. Tuggle, that the low bid on movie projectors and equipment be accepted. The motion carried.

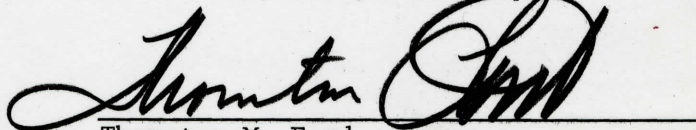
Information

Mr. Rhule reminded trustees that Commencement will be Sunday, June 8, at 2 p.m., and that invitations have been sent.

Mr. Schafer told of several planning grants in Title I and Title VII that are being asked for from the Federal government.

The meeting adjourned at 5:30 p.m.

The next meeting of the Board will be held on June 26, 1969, at 3:30 p.m.



Thornton M. Ford
Secretary

TACOMA COMMUNITY COLLEGE
Meeting of the Board of Trustees
May 29, 1969
3:30 p.m.

Agenda

1. Call to order
2. Roll Call
3. Minutes
4. Correspondence - Supplement 4-a, 4-a1, 4-a2
 - (a) Demands
 - (b) Other
5. Reports
 - (a) Legislative - Supplement 5-a
 - (b) TCCA - Mr. Rogland
 - (c) GASTCC - Mr. Briggs (new student body constitution)
 - (d) Budget - Van Mieghem
 - (e) Administration Reorganization - Dr. Jacobson - Supplement 5-e
Accreditation Progress Report
 - (f) Student Services report - Mr. Lathrop
6. Old Business
 - (a) OBI Society - Supplement 6-a, 6-b
7. New Business
 - (a) Resolution honoring Frank Cooper
 - (b) Resolution thanking Jane McKee for gift of organ
 - (c) Salaries
 - (d) Results of survey of security practices - Supplement 7-d
 - (e) New positions for Community Services - Supplement 7-e, 7-e2
 - (f) New appointments, including faculty - Supplement 7-f, 7-f1, 7-f2
 - (g) Educational specifications for new buildings - Supplement 7-g, 7-g1, 7-g2
 - (h) It is recommended that Mr. Richard Harrison and Mr. Paul Nesbitt
be granted leave without pay for the 1969-70 academic year.
 - (i) Bids - Mr. Van Miegham - Supplement 7-i
8. Information
 - (a) Commencement - Mr. Rhule - Supplement 8-a
 - (b) Planning grant - Mr. Schafer
 - (c) Summer School - catalog
9. Announcements

TACOMA COMMUNITY COLLEGE

BOARD OF TRUSTEES

Minutes

Study Session

May 9, 1969

Present were: Mrs. Maxine Myers, Charles Edmunds, Frank Cooper, Lewis Hatfield and Dr. Dewey Tuggle, Trustees; James Walton, Fred Lowe, Winston Johnson, Alvin Hart, Miss Bonnie Winston and Mrs. Barbara Parker, representing the Obi Society; Dr. Ford and Mr. Wirsing, Lynn Hodges, Gene Lewis, Grant Fjermedal, Bob Felker, Jack Lyon, Howard Ferguson, Bob Rogland, Win McCracken, Bill Muse, Mel Gaumer and Don Hill.

Mrs. Myers opened the meeting by pointing out that no binding motions could be adopted by the Board since the legal requirement of adequate public notice had not been met. Mr. Walton objected that he had agreed to the meeting on the basis that the Board was ready to deal in specifics in regard to the Obi Society's 11 demands. Dr. Ford said there was no reason why progress could not be made at the meeting if each side would have some faith in the other.

In regard to the first demand, that present Obi Society funds be used for financial aid to present TCC students, Mr. Walton reported that about \$1,200 of the money budgeted to Obi Society by student government remains. He said the Obi Society had curtailed its program of presenting speakers and programs to promote black awareness because of adverse reaction on the campus. He added that the Obi Society has promised to finance tuition for three students presently in school this quarter. The consensus of the members of the Board was to write a statement to student government that if Obi Society requests to use its present funds for financial aid, that every possible effort should be made to concur with it.

Mr. Walton observed that the Obi Society encountered a great deal of resistance from some elements in student government. Mr. Edmunds asked whether the Obi Society should have to work under student government.

In regard to the second demand, that 200 non-white students be recruited for next fall, with Obi Society as the major recruiter, Mr. Rogland, read a resolution passed by the faculty May 8, which urges the college to employ as recruiters black and white students who can relate to disadvantaged people.

Mr. Walton observed that recruitment is meaningless without financial aid (demand number 3) and tutoring and counseling (demand number 4) are made available. Mr. Hodges observed that it should be possible to raise money for financial aid in the community and that the community college is the most strategic form of higher education for aiding the disadvantaged. It was noted that general fund monies cannot be used for financial aid.

In regard to the demand that requirements for obtaining an Associate Degree be changed to include one Black Studies course, no Board members had any reaction.

Dr. Ford observed that the demand for creation of a Black literature course has already been met, that the course will be included in next year's catalog and that development of the course has been in progress for a number of weeks.

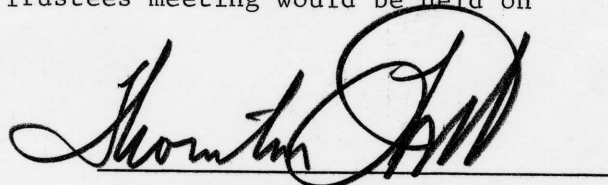
Responding to demand number 7, that the Black man be immediately included in all courses dealing with people, Mr. Rogland reported that the faculty on May 8 passed a resolution that endorses of paramount importance the inclusion of the Black man in courses. He added that a number of faculty members have agreed to work individually with members of the Obi Society on inclusion of black aspects in their courses. Mr. Walton responded that the faculty resolution was all very well but not adequate. He insisted that black subjects can only be taught by black instructors.

Mr. Walton reiterated the demand for an autonomous department of Black Studies, with the right to hire and fire instructors. He said he did not intend for the department to be totally outside the college structure. He insisted, however, that Blacks must be free to choose instructors who are not "oreos--people with black faces and white minds."

In discussion of the 10th demand, immediate dismissal of "bigoted and incompetent" faculty members, members of the Obi Society identified three instructors whom they labeled "bigots." Mr. Walton asked what procedure exists for removing or disciplining such people, and Mr. Felker advised that a hearing with due process would be required. Mr. Felker suggested that the hearing probably should begin at the department level.

As for the demand that security officers not carry firearms or chemical weapons, Miss Winston said: "Policemen are like any other human beings, accidents do happen, and guns are very fatal." The Obi representatives cited several instances where guns had been withdrawn from holsters and displayed in what they considered a provocative way. Dr. Tuggle asked whether it is standard operating procedure for community colleges to have armed security officers. Various contradictory answers were volunteered, and Dr. Ford suggested that perhaps a study should be made of practices at other community colleges. Dr. Tuggle observed that, "It is hard to grab a nonexistent gun." Mr. Edmunds said he was in favor of disarming security officers except for transfer of funds or after school hours.

Mrs. Myers observed that the next Board of Trustees meeting would be held on May 29.

A handwritten signature in black ink, appearing to read "Thornton M. Ford", written over a horizontal line.

Thornton M. Ford, Secretary

TACOMA COMMUNITY COLLEGE

Board of Trustees
Study Session

Minutes

May 22, 1969

Present were: Mrs. Maxine Myers, chairman; John Binns, Charles Edmunds, Lewis Hatfield, and Dewey Tuggle, trustees; Doreen Amoroso Dr. Ford, Irene Hoflin, Dr. Jacobson, Robert Lathrop, Bob Rogland, Bud Schafer, George Van Mieghem, Dale Wirsing, Lynn Riegel, Helen Volk, Joseph Betz, Vernon Hess and Don Gangnes.

The meeting was called to order by the chairman, Mrs. Myers.

Dr. Ford reviewed the state allocation in the 1969-70 estimated revenue in the tentative budget proposal. He pointed out that the study session was for the purpose of talking about salaries with representatives of the staff associations of the faculty and classified employees.

Mr. Van Mieghem reviewed the 1969-70 budget proposals as provided for annual enrollment, increments, salary increases, Sabbatical leave, and adult education programs at Tacoma School District and Peninsula School District.

Dr. Jacobson described the math instructional lab that was established this year on an experimental basis and which is included in the budget proposal for the coming year along with a lab of business machines to include typewriters, calculators, etc.

Mr. Schafer reviewed the Community Services Programs in the budget proposal, stating they have not been funded by the federal government as of now, but if the funds are approved the programs of Cardiac Care Unit, Comprehensive Planning Proposal and New Careers Program will be instigated.

Mr. Lathrop told of plans for a Student Information Center which would house a representative from each student services office, and which would provide a place on campus, under one roof, where a student could go for help of any nature, from 8 a.m. to 9 p.m.

Mr. Betz, representing the Tacoma Community College Association, presented the revision of the previously submitted salary proposal for the faculty, stating the proposal at this time was for a 11.6 increase. Mr. Betz also stated the committee was suggesting a beginning salary of \$7500 on the salary schedule. It was understood by the trustees and the faculty, that they were in agreement about working out a mutual solution should the present proposal not be approved by the State Department.

Lynn Riegel, representing the Tacoma Community College Staff Association, presented the proposal for the classified employees.

Mrs. Myers asked for guidance as to how to answer questions put to her by the public, in regard to the proposals submitted to the board by the OBI Society, when there is no planned statement. Mr. Binns suggested a tabulation be made showing what we are doing about each request, thus summarizing what has been put in and what has been left out. This to be reported at the next board meeting.

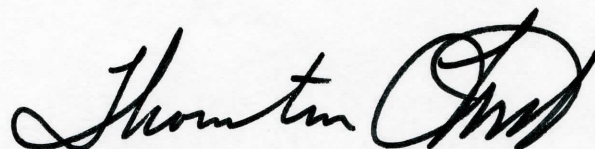
Dr. Ford reviewed the Agenda for the Board of Trustees meeting to be held on May 29.

It was suggested that a "get acquainted" meeting be arranged whereby Dr. Tuggle could be informed of board procedures, policies, and any other information he might desire, to bring him up-to-date on board matters. It was decided this meeting be a luncheon meeting at 12 noon, on Wednesday, May 28, at Honans Restaurant. Mr. Hatfield to make the arrangements.

Mrs. Myers asked if a letter of congratulations had been sent by the College to Peter Kippie on his appointment to West Point. She recommended that this practice be followed whenever it is known that a TCC student has received an outstanding recognition and honor.

Mrs. Myers brought up the question of having a graduate's name read in conjunction with handing him the diploma, at Commencement, instead of reading off the name without the individual being identified at the time he receives his diploma. Dr. Jacobson was directed to see what could be done about changing the procedure that has been followed the past years.

The meeting adjourned at 4:45 p.m.



Thornton M. Ford
Secretary

Tacoma Community College



MEMORANDUM

Date: May 29, 1969

To: Members of the Board of Trustees

From: Thornton M. Ford, President

Subject: Response to students

In recent days, the President's office has received several petitions or letters from members of the student body. These letters have centered on two concerns: the atmosphere of the campus and continued quality in Tacoma Community College's educational offerings.

As President, I would like to give these students several assurances: First, that their concerns are accepted as legitimate and sincere; second, that whenever illegal activities occur on the campus, they will be dealt with by legal means; and third, that the college's goal is greater educational opportunity for all students and the college will not undertake any measures that do not contribute to this goal.

TACOMA COMMUNITY COLLEGE ASSOCIATION

5900 So. 12th St.

A/C 206 SK 2-6641

TACOMA, WASHINGTON 98465

May 14, 1969

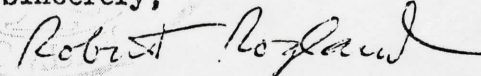
Mrs. Maxine Myers, Chairman,
Tacoma Community College Board of Trustees
1013 Paradise Lane
Fircrest, Washington

Dear Mrs. Myers,

The attached letter is not intended to re-inflame a situation which by now is cooling off and is even yielding positive results. For this reason we have not issued the letter as a public rebuttal. The purposes of the letter are simply to testify to the character of three colleagues whom the signatories know, through personal acquaintance, to be good men, and to state a principle--the faculty will unite behind anyone falsely charged.

We hope the charges were no more than an exercise of rhetoric, and are confident that it will not be necessary to pursue the matter further.

Sincerely,


Robert Rogland, President

To: The Trustees of Tacoma Community College

Last Friday members of the Obi Society accused three instructors of bigotry before the Board of Trustees. Those charges are absurd and are a lie: we know these three colleagues to be enlightened and humane men, whose actions as advisors and teachers on behalf of all their students ~~is~~ ^{are} their witness to impartiality.

We intend to defend them and any other instructors who may also be falsely accused of bigotry with all the resources and vigor at our command. We refuse to let such malicious accusations remain unchallenged.

Gary E. Sigmen
Mordant Summers

William E. Andersson

Paul G. Moffitt

Noris B. Bennett

Richard W. Harrison

John Z. Swarthout

Jack Heinrichs
Lloyd Beutson

Maria A. Vige

Gene L. de Longhli

Donna L. Leonetti

Bob Kozlani

Vernon L. Hess

Joanna P. McCabe

Jane M. McCort

Rolland Evans

Frank [unclear]

Wm P. Wittenfeld

Bill [unclear]

I would prefer to say that the charges are the result of misunderstanding. I agree with the above statement. I hope for the possibility of talking about the misunderstandings.

Robert S. Alpha
Neter Paul E. Jacobson
Lester [unclear]

Mary Palo

Frank Diggott
W. James Crayford
Robert R. Kline

Joseph A. Betz
Robert H. Wyle

Frank E. Garratt

Edward A. Zimmerman

Eric H. Shull

Paul Scheffer
Dale G. Wirsing
Lu. Guy [unclear]
R. S. Aiken

Morris Stager

Doreen Anderson

Fussell E. Gatt

Timothy J. Kealy

Yun-yi Ho

Warren K. Jaech

George Huffman

Carolyn A. Simonson

John H. Tuttle

Edward F. Pareszowski

Harland F. Malyon

Edgar K. McNeal

Richard J. Lewis

Ed Fisher

Ernest K. Anderson

John J. Jarama

Leto Lucey

Margit J. Jarama

Lloyd K. Percy

Milton M. Sherman

Allan Clarke

Don Hiatt

I sign in support of these statements, but I feel it a bit ridiculous that we feel we have to dignify the charges even with this display of rebuttal.

Janet Lums

David Woodger (I fully agree with Hiatt)

David Skinner

Alton Edrington (with the understanding that I do not thereby intend to dignify a presumptuous charge)

Hugh E. Cornwall

May 13, 1969

Dr. Thornton M. Ford, President
Tacoma Community College
5900 South Twelfth Street
Tacoma, Washington 98465

For Information: The Honorable Daniel Evans
Governor of the State of Washington
Olympia, Washington

The Honorable Henry M. Jackson
Senator for the State of Washington
Washington, D.C.

Dear Dr. Ford:

We, the undersigned veterans and Tacoma Community College students have this complaint:

The trouble brought about by racial misunderstandings has gotten too far out of hand.

Various misdemeanors have been taking place on our campus that are disrupting the purpose of student assemblage for an education.

Our right to an education that we earned while serving the United States is being infringed upon.

We, Therefore, request that appropriate legal action be taken against those parties causing the disruption.

Thank you.

Very, Respectfully,

signed by 54 students

Monte L. Simpson

Bruce Phelps

Warren E. Campbell

David H. Huntington

Lee A. Moore

K. Miller

J. Miller

Ron Scoville

Bernard Fleener

Robert L. Jordan

James Ross Clark

Bruce D. Hager

Roger J. Campbell

Debrair Halland

Frank H. Fenwick

Jack Flake

Dean Swabner

John Swabner

John Swabner

Joe S. Gronzo

Frank Collier

John E. Deming Jr.

Sam J. Howard

Stephen W. Kousseck

Robert J. Edwards

Steven J. Hillgard

David A. DeGraw

Sam Lath

Arthur Schweder

Jerry A. Lawson

James E. Shepherd

Thomas M. Beckett

Clay J. Wolfe

Mike Jones

Walter Sittler

Conrad C. C. C.

Rueber Brunson Jr

Wayne W. Jackson

Edith M. S. S.

Ronny Howard

David L. Swin

Ferry R. Sanders

Eric de Mill

Edward D. Gianelli

James C. Blasing

J. L. Alvin

David Hartman

David P. Zinn

Ronald R. Meyer

H. B. Gould

Steven J. Hilliard

Stephen W. Tommerson

Thomas M. Badger

AB RIGBY

typed

We Demand:

that all school funds be used ^{for} financial aid to students in need regardless of race, creed, or color.

that everyone be allowed to recruit students for T. C. C. regardless of affiliation.

that more tutorial programs be set up to help students perhaps as a requirement for Education 200.

that a comprehensive study of all cultures be included as an elective in order that all students might be acquainted with the cultures of the world.

that all instructors be hired in the various departments for their competence, and their ability.

These we believe are legitimate demands and we are willing to work with those in authority toward their further study and development.

signed by 77 students

W. C. Moore
James T. ...
Michael E. Alvarado Jr.
Paul Johnson
Leland M. ...
Brigman F. ...

Fannie Taylor
Judy Brewer
Sue Landell
Pam Runner
Larry Mower
Cathy ...
Rodger Paul Shute
John S. ...
Caroff. Seaman

Jan Kincaid
Robert ...
Smith, Christopher
Dave Horton
Jerry ...
Mike ...
Bill Curry
Mark White
Steven W. Stelling
Ean C. Gordon

Michael K. McLeod

Larry D. Pierce
Nancy C. Taylor
B.F.

Cathy Rowan
Dorothy Dyck

~~D. W. HARE~~

Lee A. Mool

Henry King
Robert E. Williams

Duke York

Phil Brown
James P. Wood
Michael Schaff
Vernice Keenan

Jerry A. Lawson (1944)

Elmer Nelson
Tom Ripley
B.E. J.

AJB
Thom Camp
Gordon W. Barnes

Ed Metz
John Almeida

Norman L. Ryba Jr.
Bernard E. Dybdahl
Richard Navarrette
Glen Goehner

Jeri Byrnes
Bill Hart
Annie Abitah
Dick Stewart

~~Donald W. Matson~~
Hedge E. Pfeffer
Steve Rosellini

Gene F. Hicks
Robert C. Hicks
Priscilla Sondahl
Royce Estes

Ken Winger
~~Don Brown~~
Robert Stewart
Robert J. Christensen
Grant Newell
Gene DeFoe

Arthur Schroeder
Lester M. Folt Jr.

Daniel J. Hogan

Richard S. Solle

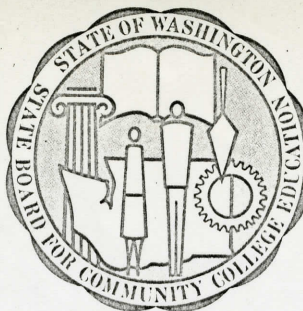
Dave Donoghue

Kenneth D. Miller

ALBERT A. CAMFIELD
DIRECTOR

P. O. BOX 1666
OLYMPIA, WASHINGTON 98501

PHONE 753-2000
753-7412
AREA CODE 206



Supplements-a

JOHN L. HAGENSEN
CHAIRMAN
MRS. JOHN BAKKE
VICE-CHAIRMAN
GEORGE DUECY
L. EVERT LANDON
JAMES E. MOORE
H. AVERY PEYTON
MRS. ROBERT SHEPHERD

May 21, 1969

To Community College Board Members, Trustees and Presidents:

After several months of intense effort by many devoted and creative people, the 1969 Legislature has adjourned, at least for a few weeks or months. We have prepared the attached report to review the system's legislative program, to consider the results, and to suggest some possible directions for the future.

Our association with this 1969 Legislature was highlighted by dramatic contributions, such as the Green River Community College student body's Run for Equality, and brief moments of high tension in hearing rooms and on the floor of the legislative chambers. Through it all, trustees, presidents, and students have been most effective. Faculty associations, such as A.H.E. and A.F.T., with whom we sometimes differed, were especially helpful in the waning hours.

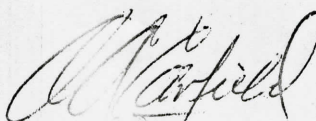
The system owes a debt to the many who helped, but particularly and specifically to the few who gave so much of themselves for the total.

Special recognition is due Dr. David Story who tirelessly pursued legislation and legislators, and who achieved so much in the critical closing days and hours of the session.

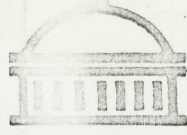
We have much to learn about preparing for and relating to the Legislature. We must achieve more effective articulation of our energies. We did achieve most of our goals. Instances of unselfish cooperation were the rule, rather than the exception.

To all of you, our thanks.

Sincerely,


A. A. Camfield
Director

AAC:ms
Attachment



LEGISLATIVE WRAPUP

STATE BOARD FOR COMMUNITY COLLEGE EDUCATION

Comments & Observations On the 1969 Legislature

Sine Die! The Capital Building is empty, the legislators have gone home, offices are quiet, the ghosts of lost hopes and dreams rustle in the corners.

The temptation is to relax for a moment before taking inventory, and it may well be too soon to report objectively on what happened. The excitement and vitality still lingers. The frustrations and disappointments have not yet faded and these emotions tend to distort objectivity. But the legislative process has more than its share of subjective elements.

Yet the need for a timely report on the session outweighs all other consideration. Consequently what follows attempts to review and critique our legislative experience, assess the results and suggest some ideas for the future.

General Impression

The general impression of those who worked closely with the legislative process is that by and large this was a reasonably good session for community colleges. We didn't get all we wanted, but what we did get appears to be in the best interests of the system, and, despite some shakey moments, we established that we can work effectively with the Legislature.

On the following Pages

Bills	Page 3
Budgets	Page 9
Suggestions for the future	Page 11

Most Significant Observation

Special interest groups abound: PTA; Labor: AWI; the Grange; Volunteer Firemen; WEA; Hospital Administrators; Boaters; etc. Each is reasonably effective in influencing (or preventing) the passage of legislation. However, a review of the registered lobby groups leads one to the conclusion that the real opportunity to influence government lies in a coalition of these groups working on matters of common interest, one of which is the community college system. The community colleges have the unique mission of providing educational services for the overwhelming majority of adults in the state. Such a mission creates a tremendous opportunity to marshal broad support for our cause. If we are able to realize this potential to its fullest, there is little that cannot be accomplished.

Some Points of Concern

1. Communications

The mechanics of keeping people abreast of a dynamic and complicated process present a substantial problem. For example, there are at least 10 and possibly as many as 14 separate steps in the bill-passing process where help is required, and where change, accommodation or compromise can take place. When this was compounded with involvement in five major pieces of legislation, some of which were highly controversial and others technically complex, it became very difficult to provide you with the necessary information on a timely basis.

We did the best we could to keep everyone informed. It remains a difficult problem and your suggestions are welcomed.

2. Effectiveness

We owe a great deal of thanks to all those who gave willingly and effectively of their time and resources in working with the legislature. We didn't reach our full potential in this regard, but many contributed significantly to these efforts and the system is in their debt.

We did experience some difficulties, however, and we must review them. (1) Faculty and boards effectively neutralized each other. The Legislature was uneasy being caught between two such forces. (2) As desirable as system discipline may be, it was inevitable that there would be disagreement over certain issues. Presidents and trustees supported certain provisions of some bills and opposed others. Faculty organizations were at times divided among themselves.

This was confusing to the Legislature and detracted from our effectiveness. (3) This was the first time around for the staff and the system. In our inexperience, we sometimes cried wolf at the wrong time, we didn't pace ourselves as well as we should have, and we didn't leave ourselves sufficient flexibility for compromise. A later section of this report will deal with suggestions for improving our efforts in the years to come. Despite the problems, however, we did achieve considerable success. The following section is concerned with the results of the session.

* * * * *

Community College Bills -- The Box Score

Although it didn't begin that way, most community college legislation was enacted in the form of two bills - Second Substitute House Bill 480 (the Community College Omnibus Bill) and Senate Bill 556 (the Omnibus-Omnibus or Super-Omnibus Bill).

SSHB 480 had been introduced to provide a number of worthwhile amendments to the 1967 Community College Act. It underwent some amendment before reaching the Governor's desk.

Senate Bill 556 was something else again. Originally introduced as the Community College Tenure Bill, at one point it contained nearly every educational subject imaginable except tenure. As passed, it retained most of the provisions of the tenure proposal, the community college pension bill (SB 514), a community college faculty leave bill (SB 294), vestiges of the vocational education reorganization bill (HB 739) and the professional negotiations bill (HB 564), plus several K-12 bills.

HB-480--The Omnibus Bill

The key feature of House Bill 480 is the transfer of responsibility for adult education from the Superintendent of Public Instruction to the State Board for Community College Education. As defined, adult education is the responsibility of community colleges except in the cases of persons 18 to 21 attending high school to obtain diplomas, programs offered by four-year institutions, and existing vocational-technical institute pro-

grams. Federally-funded adult basic education remains with the Superintendent of Public Instruction.

Common schools may offer adult education in behalf of a community college district. Community colleges can provide services to those 15 to 18 in behalf of and with approval of high schools. Community colleges are allowed to issue high school diplomas, subject to the regulations of the State Board of Education and, when funding is available, to eliminate fees for high school diploma programs. Other features of HB 480 are:

Trustee Appointment

House Bill 480 passed with an amendment that would retain the same procedure for appointment of district trustees that was included in the 1967 community college act. However, Article 13 of the state constitution requires that trustees of state institutions be appointed by the Governor subject to Senate confirmation. Therefore, the portion of HB 480 dealing with trustee appointments may be vetoed.

Other Provisions

Trustees may not be employed by the community college system or act as members of other educational boards under House Bill 480. The bill permits trustees to borrow money through ways in addition to revenue bonds. Boards of trustees are also authorized to pay dues to a trustees association.

The act authorizes the State Board to modify community college district boundaries, to authorize community colleges to offer courses in districts other than their own, and to sell or exchange property. State Board authority to retain bond counsel and professional bond consultants is clarified. Board members may not be members of boards or employees of public or private institutions including community colleges.

A joint study of common fee schedules for post-secondary education is authorized by HB 480, and community college trustees, state board members and the state director are brought under a code of ethics. Placement of the State Board for Community College Education under the state building authority, provided by an earlier version of HB 480, was deleted before passage.

SB-556 -- The Super-Omnibus Bill

SB 556 abolishes the "continuing contract" for community college teachers, and establishes a system of faculty tenure. Tenure is defined as an appointment for an indefinite period of time which may be revoked only for adequate cause and by due process. Trustees may award tenure to a faculty member any time and the probationary period may not exceed three years. Trustees must give reasonable consideration to recommendations of a review committee before deciding to award or withhold tenure.

The probationary period must be one of continuing evaluation by a review committee. The evaluation process will place primary emphasis on the probationer's effectiveness in his appointment. Notice not to renew a probationary appointment must be given to the probationer by the last day of the winter quarter.

A tenured faculty member appointed to an administrative position other than president will be allowed to retain his tenure as a faculty member.

Sufficient cause for dismissal of a tenured faculty member will include aiding and abetting or participating in an unlawful act of violence, an unlawful act resulting in the destruction of community college property, or any unlawful interference with the orderly conduct of the educational process.

Prior to dismissal of a faculty member holding tenure or an unexpired probationary appointment, the case must be reviewed by a review committee. An appeal may be carried to the trustees. Any appeal will be considered a contested case as defined in RCW 34.04.010.

A faculty member may retain tenure when transferring between community colleges within a district but not when transferring between districts. Trustees of the district to which he transfers can, of course, award him immediate tenure. Review committees are to include administrators and faculty members with the latter in the majority.

Pension Plan

Senate Bill 556 also authorizes the State Board for Community College Education to assist community college faculties and other employees designated by the Board in purchasing old age annuities and retirement income plans.

This essentially opens the way for provision of the pension plan known as TIAA/CREF.

Employer contributions are limited to five percent of the member's salary annually. Employee contributions must be at least five percent.

Faculty members and other employees designated by the State Board must be retired from teaching or employment in the system no later than the end of the academic year following their 70th birthday.

Members of the Washington State Teachers Retirement System or the Washington Public Employees Retirement System may continue their present plans, or, within one year of the date they become eligible for membership in TIAA/CREF, they can join the new plan and either drop membership or, if qualified for a vested right, continue non-contributing membership in their former plan.

Earlier provisions of HB 514 that permitted a person to remain in WSTRS or WPERS until vesting his rights and then joining TIAA/CREF were not included in SB 556. (Unless, of course, a person vests within the year after becoming eligible for TIAA/CREF).

Leaves

Faculty leave provisions, introduced in Senate Bill 294, are incorporated into Senate Bill 556.

Trustees are to adopt written policies on leaves which must include but are not limited to attendance at official or private institutions and conferences, sabbatical leaves, and leaves for illness, injury, bereavement and emergencies.

Trustees may set compensation for leaves except that full compensation must be provided for leaves for illness, injury, bereavement and emergencies as follows: At least 15 days for persons under contract to be employed for at least three quarters, beginning with the first day of employment. After three quarters, a minimum of 5 days per quarter for full-time employees up to a maximum of 180 days. Accumulated leave not taken at the time of retirement or termination is not compensable.

Leave accumulated under present law will be added to leave accumulated under the new law.

Accumulated leave can be transferred between community college districts, community colleges, to the State Board for Community College Education, the State Superintendent of Public Instruction, to any county or intermediate school district, to any school district, or to any other institutions of higher learning within the state. Leave accumulated prior to leaving a district or community college may, under policy of the trustees, be granted to a person when he returns.

Vocational Education Amendments

Senate Bill 556 also adds the Director of the State Board for Community College Education and the State Superintendent of Public Instruction as non-voting members of the present Coordinating Council for Occupational Education. The Coordinating Council is required to review each program and program expenditure of the Director of the Division of Vocational Education prior to commitment.

The bill directs the Legislative Budget Committee in conjunction with the Joint Interim Committee on Higher Education and the Joint Committee on Education to study vocational education within the state, including its programs, aims, administration, conformity with state and federal laws, and effectiveness. Another provision of the act sets up the vocational advisory council required

by federal regulations. The new council must include a community college representative and is responsible for advising the Coordinating Council on the state plan for federally-funded vocational education, evaluating vocational education programs and services and reporting annually to the Commissioner of Education and the National Advisory Council on vocational education.

Professional Negotiations

Senate Bill 556 specifies that the professional negotiations act will continue to apply to the faculty and staff of community colleges and vocational-technical institutes and directs the Joint Interim Committee on Higher Education to study the applicability of the professional negotiations act to community colleges. A report of the study must be presented to the 42nd Legislature before January 1, 1971.

Other Provisions

District trustees are authorized by SB 556 to establish policies relating to conduct at community college facilities. Trustees are also directed to create by January 1, 1970 at each community college a faculty senate or similar organization to be selected by periodic vote of the faculty.

Higher Education Coordination

Passage of Senate Bill 243 provides coordination of all higher education in Washington for the first time. The Council on Higher Education, established by the bill, will be concerned primarily with facilitating state-wide planning. Nine members representing the public will be appointed by the Governor and will have sole voting rights. Council members will also include the state Community College Director, one community college president, presidents of the state universities and colleges and representatives of private institutions of higher education, the Governor, the Senate, and the House of Representatives.

The legislation is not intended to lead to the development of a master plan, but rather to establish a mechanism for a continual planning process which would be flexible and innovative while meeting the changing educational needs of the state.

A companion measure, Senate Bill 244, establishes the Interim Committee on Higher Education to review the responsibilities of the Council on Higher Education, the State Board for Community College Education, and all other institutions and agencies of higher education. It will have authority to study programs, functions, facilities and methods of financing to insure unnecessary duplications of resources. It should be noted that, since the Legislature did not enact the supplementary budget bill, this committee will have no funds to operate until such time as the Legislature reconvenes and budgets for its operation.

Personnel Board

A single, three-member personnel board for higher education replaces 27 separate higher education personnel boards under Substitute House Bill 239. The new board will adopt uniform rules and regulations for personnel administration, coordinate job classification and compensation plans and programs, and periodically audit the administration of the classified personnel programs at each higher education institution.

Salaries for classified employees will be determined by coordinated salary surveys of wages paid for like work in comparable jobs in private industry and governmental agencies. The salary schedule for each institution of higher education will be competitive in the area in which the institution is located. Local personnel boards will retain the responsibility for adopting the salary schedules taking effect on July 1, 1969. After that, all salary determinations will be by the new board.

Disputes involving disciplinary actions may be appealed to the new board, if the matter can not be worked out satisfactorily at the local level. The act retains all the basic rights the State Civil Service Law now guarantees to higher education classified employees.

Handwritten notes:
0 -> 12 13 14 15 16 17 18 19 20
21 -> 22 23 24 25 26 27 28 29 30
defunct - ask [unclear] as

Student Aid

A Student Financial Aid Commission will be established with the passage of House Bill 635. The commission will conduct research into the need for financial aid and establish a program which incorporates a package approach to financial aid--grants, loans, work, and parental support. The bill allows the public institutions of higher education to participate in future federal programs of student financial aid, but channels such aid through the commission. House Bill 132 places the Student Financial Aid Commission and Higher Education Facilities Commission under the Council on Higher Education. Technically, the members of the council become the members of the two commissions, with different chairmen.

Other Bills

Other legislative actions of interest to the community colleges include Senate Concurrent Resolution 10 which directs the Central Budget Agency, the Legislative Budget Committee and the State Board for Community College Education to conduct a fiscal examination of community college costs.

House Bill 574, which permits colleges, universities and community colleges to accept credit cards for payment of tuition and fees, was incorporated into Senate Bill 188, the Veteran's Bill, and passed.

House Concurrent Resolution 5 directs the Council on Higher Education to study the relationship of private higher education to the total system of higher education in Washington.

House Concurrent Resolution 6, incorporated into SB 556, directs the Council on Higher Education to study the senior college concept and its applicability to higher education in Washington.

Among the community college bills that did not pass were HB 469, which dealt with selection of community college district presidents, House Bill 405, which would have funded community college construction through the cigarette tax, House Bill 335, which provided tuition exemptions for employees at community colleges, and House Bill 234 which dealt with disruptive persons. House Bill 234 was, however, incorporated into a House floor resolution.

* * * * *

Budgets

Historically, the budget bill passed by the Legislature seldom varies more than three percent from the departmental line items in the Governor's budget request.

Consequently, it is no reflection on the legislative efforts of the system that the operating budget enacted by the Legislature is essentially the same as the Governor's request. It is a significant comment on these efforts that the Legislature did increase the capital appropriation by some \$4.5 million and specified appropriation of the balance in the next legislative session.

The 1969-71 budgets passed by the Legislature are as follows:

Operating

State Board	\$862,744
System	100,632,837

The \$100,632,837 includes 116,000 for the fiscal impact of changes in the health insurance employer contribution rate; \$1,144,446 in adult education funds transferred from Public Instruction, and \$3,187,164 for replacement of the additional 20% of tuition funds transferred to the capital budget.

In addition, up to \$1 million will be transferred from the State Teacher's Retirement system to cover the employer contribution to TIAA/REF.

Capital

Reappropriations	8,807,420
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Community College Capital Projects Account
(Bonds raised on the basis of 60% rather than 40% of tuition as specified by SB 738)

State Board Discretionary Funds	3,240,000
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Community College construction, repairs, remodeling, land acquisition, equipment and other capital improvements	37,961,828
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General Fund (Preplanning for schematic plans for new capital)	<u>500,000</u>
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Total	50,509,248
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The capital budget bill provides that not more than \$5 million shall be available for the Seattle Central Area campus. The bill further states that the balance of the \$58,068,000 of capital funds requested but not appropriated for the 1969-71 biennium shall be approved and appropriated by the next session of the Legislature. (The word "next" is subject to interpretation).

hours with each of them on campus at least once a year outlining your programs, your plans, your problems and your progress. If this kind of program is operated continually in every district, half the legislative job will be accomplished before the next session convenes.

3. Build Community Support - Community colleges provide many valuable services for their communities. Be actively conscious of the strength that comes from providing relevant and effective programs which serve the needs of labor, industry, minority groups, and the many other elements of the community. Recognize the strength inherent in the use of advisory committees, and be sure to take full advantage of your public information program in letting everyone know what you're doing.

4. Rules and Regulations - The legislature has carefully attempted to provide the system, both at the local and the state level, with the broad powers to accomplish the tasks assigned to it. It has generally avoided the temptation to spell out in detailed legislation what the boards should or should not do. It is up to us to develop the necessary policies, rules, regulations, attitudes, competences, and relationships to solve our problem and get the job done.

5. Readiness - Our problem is essentially a matter of resources. With the possibility of tax reform to provide additional funds and with sufficient time to mature as a system, to get our house in order, and to develop community and legislative support, we can be ready by the next session to show the impact that community colleges can have on the welfare of the state when given adequate resources.

6. Finally, the State Board and staff are deeply grateful for the long hours and hard work contributed by a great many trustees, presidents, administrators, faculty members, and students in behalf of a successful 1969 legislative session.

* * * * *

Suggestions for Future Action

This report will be followed by the distribution of all pertinent acts to each district president.

The Attorney General's office has been asked to review these acts to identify any matters requiring interpretation. This information will also be provided to the presidents.

The State office will also serve as a clearing house for questions raised by the districts on legislation. Answers having system-wide implications will be disseminated to all districts.

There are several areas in which everyone in the system can contribute to the success of future legislative efforts.

1. Support Tax Reform - The Legislature has prepared a tax package for consideration by the people. It is designed to provide more revenue on a more equitable basis.

Our continuing budget problem is proof enough of the need for additional revenue. If the community colleges are to accomplish the mission assigned to them and accepted by them, and if the state is to meet all the other needs of its people, greater tax resources are an absolute necessity. And tax reform is the answer.

We urge you to lend your full support to the passage of tax reform.

2. Legislator Involvement - Even with the longevity record of the 1969 session and the possibilities of annual sessions, no legislator can begin to understand all the ramifications of nearly 2000 bills once he arrives in Olympia.



A full-time legislative program is a necessity if legislators are to be fully aware of how their actions affect the community colleges.

Try to get your district legislators onto your campuses and involved in their affairs. Include them on your mailing lists, invite them to your activities and trustee meetings, ask them to participate on your committees, give them passes to cultural and athletic events. Thank them and let others know of your appreciation for their support. Try to spend two or three

A Recommendation from the Administrative Organization Committee

April 21, 1969

In order to further the involvement of student viewpoints, enthusiasm and dedication in the operation of the college, the Administrative Organization Committee recommends the following:

1. that two full memberships be afforded to the student body on each of the following college organizations; (a) the Administrative Council, (b) the Instructional Council, (c) the Student Personnel Advisory Council, and (d) any Appeal Board which may be formed to review an action by the Associate Degree Committee.
2. that the student members of the Administrative Council be the ASB president and vice-president and that all others be appointees of the student body government.
3. that all such student appointments including the ASB president and vice-president be subject to recall by the student body government.
4. that student members be appointed annually for one year terms except that replacements when necessary be appointed for the duration of the term in which the replacement is made.
5. that student participation in the operation of the college be studied further in an effort to determine whether a more meaningful arrangement can be made. 
6. that this proposal be automatically reviewed in April of 1970, and that the organization changes involved be terminated then unless reapproved by the Board of Trustees upon the recommendations of the student government, administration and faculty. 

TACOMA COMMUNITY COLLEGE
5900 South 12th
Tacoma, Washington 98465

PROGRESS REPORT FOR ACCREDITATION
Prepared by the STAFF and ADMINISTRATION
1968-69

Prepared for the Commission on Higher Schools
Northwest Association
of
Secondary and Higher Schools

MAY 29 1969

PREFACE

The progress report which follows was prepared by members of the college administration. General faculty involvement has been accomplished through a critique of the report by instructors who are officers of the faculty association.

Because Tacoma Community College has grown rapidly into a sizable institution, no attempt has been made to illustrate all of the changes which have taken place since the original accreditation. Instead, this report describes the most important areas in which the college has progressed since accreditation in 1967. A letter from Dr. James F. Bemis, Executive Director of the Northwest Association of Secondary and Higher Schools, to Dr. Thornton M. Ford, president of the college, has served as a basis for this report. A copy of the letter is attached as appendix A.

A. RESPONSES TO THE RECOMMENDATIONS OF THE 1967 ACCREDITATION COMMITTEE

1. RELATIONSHIP WITH THE TACOMA VOCATIONAL INSTITUTE

The 1967 accreditation visitation committee recommended that the college reassess its relationship with the Tacoma Vocational-Technical Institute. The college reaffirms its decision not to duplicate programs and services offered by a vocational-technical institute. Two such institutes are presently operating in Pierce County within close proximity of the college. Section 2, paragraph 3 of the Washington State Community College Act of 1967 specifically directs local boards to "avoid unnecessary duplication of facilities or programs." However, the college continues to work as a supplement to the vocational institutes. In the spring of 1968, 29 Tacoma Community College students received Associate in Technical Arts degrees. In 1969, the number was 35. All of these students earned credits at vocational-technical institutes as well as at the college.

In addition, since receipt of the committee's recommendations, considerable progress has been made in establishing programs which are occupationally oriented and which do not duplicate existing programs in the community. In the past year, Tacoma Community College has increased its offering of career-related programs in cooperation with other agencies. Tacoma Community College cooperates with St. Joseph's Hospital School of Nursing in a program for the education of registered nurses, with the School of Medical Records at St. Joseph's Hospital in a program for Medical Records Technicians, and with schools of X-Ray Technicians. In cooperation with the federal government, Tacoma Community College operates the Behavioral Sciences Institute, which leads to an Associate Degree for correctional officers. Tacoma Community College cooperates with the Tacoma Police Department in a program leading to an Associate Degree in Law Enforcement. These programs involved 161 students throughout the 1968-69 academic year.

2. CLASS SIZES

Class sizes during 1968-69, in accordance with the recommendations of the 1967 accrediting committee, have been smaller than was customary in the past. The experiments carried on at Tacoma Community College which utilized large lecture sections and small discussion sections, particularly in the Social Sciences Division, are no longer in effect. To give some numerical evidence of the class size reduction which has been made, the following data are cited for the Social Sciences Division.

Winter Quarter 1966

Average Class Size: 56
 Percentage of sections involving 100 or more students: 33

Winter Quarter 1969

Average Class Size: 41
 Percentage of sections involving more than 50 students: 0

Similar changes have occurred in the other divisions of the college. Composition sections, for instance, which in 1966 involved a minimum of 30 students, now are scheduled for 25 students.

In general, despite a large increase in the size of the student body, the college's efforts to reduce class sizes have been successful. The great majority of Tacoma Community College classes now range in size from 24 to 35 students.

3. SOPHOMORE CLASSES

In its 1967 report, the Accreditation Committee recommended that a larger number of sophomore classes be scheduled at the college regardless of the fact that their sizes might have to be small in order for them to be established. The college maintains that it has continuously attempted to schedule all feasible sophomore level classes. In general, those classes which could not be expected to attract at least 10 students were carefully screened before they were offered. Even so, some smaller classes were allowed to persist in the hopes that in time they would grow. In winter quarter of 1968, immediately after the Accreditation Committee's visit, and too soon thereafter to be influenced by the committee's recommendation, approximately 30% of the sections offered at the college were at the 200 level. By winter quarter of 1969, a year later, the number of 200 level sections had increased from 72 to 83.

4. CLASSES OUTSIDE OF THE CONVENTIONAL LOWER DIVISION PROGRAMS

Within its standard academic curriculum, the college has made an effort to comply with the accreditation committee's recommendation for courses outside the conventional pattern of lower division offerings. In 1969-70, the college will have a formal General Education Program designed to more closely meet the needs of college students who are not bound for the baccalaureate degree. In its plans for the program, the college is considering the offering of courses which will be more practical and more immediately relevant to the lives of many students than are conventional lower division courses offered at senior institutions. Such course titles as Applied Sciences, Bookkeeping, Contemporary Biological Problems, Conversational Languages, Introduction to Behavioral Sciences, Mathematics for Everyday, Personal Finance, Personal Typing and Urban Affairs Practicum are presently under consideration. While the college's on campus instructional pattern does not yet appear to be heading toward the areas of technical and vocational programs as such, an effort is being made to plan and provide such courses as may be immediately important to students upon their completion of a community college course of study. In particular, the areas of government, urban problems and business, are being stressed.

In addition, since January, 1968, the college has offered some 100 non-credit community service courses designed and requested by the community. Approximately 2,500 people have enrolled in these courses. The program has included specially designed occupationally-related courses such as Philosophy for Boeing Management personnel, Technical Writing for Kaiser Aluminum employees, Accounting for Secretaries, Legal Secretaries Review course, Advertising for Businessmen,

Principles of Life Insurance, Labor Economics and Law for union representatives, First Aid for morticians. The program has also offered courses related to urban problems, especially in the Tacoma area. These courses included the Role of the City in a Changing Society, taught by City Manager David Rowlands, Technology-the Threat and the Promise, You and the Law, African Culture, Afro-American History, Black America in the 60's, White Racism in American Social Systems, and The Youth Explosion: A Look at the Generation Gap. The program also included traditional personal interest courses such as literature, art, investments, interior decorating, astrology, mountain climbing, etc.

5 and 6 ASSOCIATE DEGREE REQUIREMENTS

Two of the recommendations of the accreditation committee concerned the Associate in Arts Degree. The first suggested that the degree requirements should be made more specific than they had been in the past. The second suggested that the Associate in Arts Degree based on General Studies courses should be made distinct from the Associate in Arts Degree based on transfer courses. Tacoma Community College has made and is continuing to make changes in these directions.

On the first issue, the Associate Degree requirements as now listed in the college catalog are specific rather than recommended. In order to maintain some flexibility and to establish policy in such a way as to make sure that students with individualized programs will still find an accommodation within the college, provisions are made in the degree requirements for deviations from the standard Associate in Liberal Arts Degree requirements. A student may, under present regulations, pursue a unique two-year program at the college and receive the Associate Degree provided that the student can justify the exceptions which he has made from the standard distribution requirements and provided that a statement of concurrence is written by the student's adviser to the Associate Degree Committee.

With regard to recommendation concerning a distinction between the General Studies and university parallel degrees, recent faculty, student and trustee actions have achieved this objective. The new degree regulations which have been adopted include requirements for an Associate in Arts and Sciences Degree based upon university parallel courses and an Associate in Liberal Arts degree based upon all possible Tacoma Community College courses, i.e., university parallel, community service and general education. The new degree requirements will be in effect for those students entering the college in 1969-70, (See appendix B)

7. ENGINEERING CLASSES

In 1967, the accreditation committee recommended that full-time teaching personnel be hired for the college's engineering program, rather than the part-time persons who were being employed at the time of the accreditation study. The college has not yet seen fit

to implement this suggestion because of a concern over the number of students who would wish the services of such a full-time person. As a step in the recommended direction, the college's engineering course offerings have been increased somewhat during the last year so that the college is probably closer to having a program which would occupy the efforts of a full-time person now than it has been in the past. The math-science division has recommended that a full-time person be employed during 1969-70. A decision on that request will be made on the basis of over all institutional priorities.

B. INSTITUTIONAL RESPONSES TO THE REPORT SUGGESTIONS IN DR. BEMIS' LETTER OF JANUARY 21, 1969. (appendix A)

1. ACCREDITATION COMMITTEE RECOMMENDATIONS (see this report, Part A)

2. NEW PROGRAMS

Since the accreditation report, the college has developed and implemented several new cooperative programs; among them are:

- a. The Law Enforcement Program leading to an Associate in Liberal Arts degree. This is an in-service program designed for Tacoma Police Department personnel with most of the technical courses taught off campus at the Police Department.
- b. A cooperative program with St. Joseph's School of Nursing to educate registered nurses.
- c. A program in cooperation with Tacoma General Hospital School of X-Ray Technology and St. Joseph's Hospital School of X-Ray Technology to educate X-ray technicians.
- d. A cooperative school with St. Joseph's Hospital Medical Records Technicians.
- e. The New Careers Program that involves educating some thirty disadvantaged adults for occupations relating to human services.
- f. The Head Start Teacher Aide Program is an in-service degree program for some twenty disadvantaged adults to train them as teacher aides.

Project Outreach, a significant new program, has been delayed because of the lack of funds. This program is designed to bring a complete spectrum of educational services to culturally and otherwise disadvantaged adults by establishing off-campus extension centers in low income areas of Tacoma.

Tacoma Community College has formed the Tacoma Area College Consortium with the University of Puget Sound and Pacific Lutheran University to coordinate present programs and develop cooperative programs in the area of community development and urban problems. A joint Title I project concerned with black business development is now in progress and several proposals for programs in this area are under consideration.

Two significant changes in the levels of instruction in the academic program at the Tacoma Community College are anticipated at the time of the writing of this report. The first and most concrete plan has been referred to above as the General Education Program. The college anticipates having, at the start of the 1969-70 academic year, a program especially designed for Tacoma Community College students directed by a General Education Coordinator who will be responsible to the Dean of Instruction. Students who are unlikely to succeed in the university parallel program will be counseled into the program. In general, this action will mean that a firmer hand will be taken in the direction of those entering college students whose high school records and whose Washington Pre-College Test scores indicate that a university parallel program is an improper effort for them for the time being. Such students will receive a thorough effort by the college in the areas of counseling, study skills training, and occupational advisement, and they will be entitled to enter courses especially designed for them which will emphasize more realistic effort requirements and more practical areas of study.

A second change, which is still in the planning and experimental stages at the present time, involves what the college is tentatively referring to as a "discipline-tutorial laboratory development." During the spring quarter of 1969, a special area dealing with the instruction of mathematics is being established in the Resource Center of the college. An experienced instructor, aided by student tutors, is administering the laboratory. It is meant to provide a new kind of instructional area for students. In the tutorial laboratory, students can get special help, see films meant to augment the instructional programs, work with programmed instruction, earn credits in the mathematics discipline and/or explore special concepts in mathematics which are of interest to them. Special note should be made of the fact that a student who might be experiencing difficulty in a course in mathematics or who may not have had the opportunity to register for such a course can make use of the laboratory and by utilizing its special help and programmed instruction aspects, may finish part or all of the material normally covered in the course under consideration. Such a student could earn degree credits, up to the maximum number normally afforded in the course, by working in the tutorial laboratory.

By and large, this effort represents a temporary experiment on the part of the college which, if successful, can be followed up by a more comprehensive development. Presumably, a new kind of an instructional environment could result, wherein the formal classroom situation could be minimized and wherein a more casual approach to instruction using a different kind of media, could take place. It is anticipated that heavy involvement by the Mathematics Department in the promotion of this area will take place. It is firmly believed that unless such involvement takes place, the instructional laboratory idea will not be successful. At the time of the writing of this report, the prognosis is favorable, but more time will have to elapse before the ultimate success of this experiment can be determined.

3. CHANGES IN FACULTY POLICIES, FACULTY GROWTH, and SALARY PATTERNS

Significant changes have been effected relative to the role faculty members play in the administrative decisions. After thorough study by a faculty committee, working with the president, the following modifications (affecting faculty) have been made in the administrative structure of the college:

- a. The instructional program has been enlarged to include 12 formal departments. Chairmen are elected by each department for 2 year terms.
- b. The Administrative Council has been expanded to include two members of the faculty elected by their peers.
- c. A college budget committee has been formed. It is made up of faculty, administrators, and non-certified staff.

Policies on faculty contracts and leaves have also been adopted by the Board of Trustees. (See appendixes C and D)

The teaching faculty has expanded by 19 members since November of 1967, including a full-time teacher of philosophy and a noted Northwest historian and writer. The following chart shows salary increases and average salaries for four years.

Academic Year	Per cent Increase Average Previous Year	Salary Schedule Range	Average Salary
1966-67	--	5,877 - 10,418	9,200
1967-68	14.1	6,400 - 12,160	10,500
1968-69	6.7	6,720 - 12,770	11,200
1969-70	14.3	7,500 - 14,250 (est.)	12,800 (est.)

4. CHANGES IN PHYSICAL PLANT

February of 1968, saw the completion of the phase III buildings which were under construction at the time of the visitation. The Fine Arts Building, Business Office, Little Theater (also used as a lecture hall) and Cafeteria were completed by the middle of winter quarter. A small annex was constructed near the fine arts center during the summer of 1968, to serve as a temporary facility for power tools used in art and drama courses.

During the current academic year, committees have been formed to develop specifications for an additional science building, a third faculty office building and a maintenance building--all to be under construction by January of 1970. Additional committees are developing specifications for buildings which will need to be financed over the next two biennia. These include additional classroom buildings, a student building and student services center, a field house and a new art building.

Landscaping has progressed at an encouraging rate. \$40,000 was spent on the north end of the campus last year. An additional \$120,000 has been requested of the State Board to continue such efforts. Several hundred trees and shrubs have been planted by the college's maintenance crew over the past twelve months. The Capital District of the Washington Association of Garden Clubs is developing an arboretum on the southeast corner of the campus. It is expected that over \$2,000 in plantings will be completed by this summer. A joint committee of college representatives and employees of the Tacoma Metropolitan Park District are currently planning a ten acre playground park for the northwest corner of the campus in compliance with a deed provision.

5. MAINTENANCE AND EXPANSION OF LIBRARY AND LABORATORIES

The following figures reflect maintenance and growth of library and laboratory facilities:

	<u>1967-68</u>	<u>1968-69</u>
No. volumes in Library	31,000	40,000
Expenditures in audio visual	\$ 11,200	\$ 18,400
Expenditures in laboratory equipment	\$ 22,557*	\$ 9,787*

* Listening, testing skills and reading skills laboratories.

6. CHANGES IN INSTITUTIONAL FINANCIAL STRUCTURE

The basic financial structure of all Washington State community colleges is prescribed in the Community College Act of 1967. Funds continue to come from the two principal sources of state allocation and student tuition. It may be pointed out that while tuition maximums are established by law, the actual per-student state support has increased as follows:

1967-68	\$602	per student
1968-69	659	per student
1969-70	739(est.)	per student

7. IMPORTANT CHANGES IN ADMINISTRATIVE STRUCTURE AND PERSONNEL

Some principal administrative structure changes have already been discussed under Number 3 (above). In addition to these, students have been added to the Administrative Council, the Instructional Council and the Student Personnel Advisory Council (formally the Advisory Council); an evening school supervisor is appointed each year from the faculty; the position of Director of Community Services was elevated to that of Dean; a General Education Coordinator has been appointed, and a new directorial position for Planning and New Resources has been instituted.



NORTHWEST ASSOCIATION OF SECONDARY AND HIGHER SCHOOLS

COMMISSION ON HIGHER SCHOOLS
Office of the Executive Director

January 21, 1969

Dr. Thornton M. Ford
President
Tacoma Community College
Tacoma, Washington 98465

Dear Tom:

In 1967 Tacoma Community College was accredited for three years, subject to a progress report in 1969.

The progress report should be concise and should answer the following questions:

1. What actions have been taken, if any, regarding the suggestions and recommendations made in the committee report? If suggestions have not been followed, please explain why.
2. What significant new programs, new levels of instruction, or instruction at new locations, if any, are being offered or are planned?
3. Have any significant changes been made in policies affecting the faculty? Has the faculty increased or decreased in size? How have faculty salaries and other benefits been improved? To what extent has the faculty been strengthened?
4. What changes have been made in the physical plant (new buildings, demolition or remodeling of old ones)?
5. Have the library and laboratories been maintained and expanded to keep pace with the growth of the institution? Explain.
6. Have any significant changes been made in the financial structure of the institution? Explain.
7. Have any significant changes been made in the administrative structure and personnel? Explain.

The report should include as little bulk as possible. Single space the typing on 8½ x 11 inch paper. Place one staple in the upper left hand corner of each report. Use regular typing paper for the cover rather than a heavy folder or notebook.

Please forward 25 copies of the progress report to this office by June 1. This will enable the Higher Commission to consider the report at its summer meeting. If requested by the institution, the Higher Commission will set the due date by November 1 and consider the progress report at the annual meeting.

Dr. Thornton M. Ford

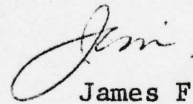
2

January 21, 1969

With such a heavy agenda for the annual meeting, it is hoped that all progress reports can be considered in the summer.

Best wishes for the remainder of the 1968-69 school year.

Sincerely,



James F. Bemis
Executive Director

JFB/bMc

APPENDIX D

TACOMA COMMUNITY COLLEGE

LEAVE OTHER THAN SICK OR SABBATICAL LEAVE

Preamble

The College recognizes that in the course of a contract year, unforeseen personal emergencies may occasionally arise. In order to allow reasonable flexibility in such situations, a maximum of five days leave with pay per year (non-accumulative) may be granted to an individual. Such leave is to be granted only in cases of unusual circumstance and in no case shall be granted for recreation or other similar activities.

Appeal of decisions may be made to the president.

I. Leave with pay (other than sick or sabbatical leave).

A. Certified staff members shall be entitled to a maximum of five days of leave with pay per year (non-accumulative) for the below listed reasons.

1. Civic reasons such as court summons, jury duty, or military reserve duty. (pursuant to state law)
2. Personal reasons such as death or illness in the family, or personal business. Personal leaves in this category will be granted only on approval of the department and division chairmen (where appropriate) and the appropriate dean.

B. Such leave shall be in addition to sick leave.

C. With the approval of personal leave, the certified staff member accepts the responsibility for:

1. providing as much prior notice as is reasonably possible,
2. providing for temporary completion of assigned tasks (classes, committee work, advising, etc.)

II. Leave without Pay

A. Certified staff members who have been employed at the college one year shall be entitled to leave without pay whenever such leave does not impose an undue hardship on the college. Leave without pay may be granted under one of the following conditions:

1. The individual will be rehired at the end of the leave period if an opening exists for which the individual is qualified.
2. The individual will be guaranteed a position following the leave period if, prior to granting the leave, it is established in writing that the division and department chairmen, (where appropriate), the dean and the president agree that satisfactory interim staffing can be maintained through the leave period.

3. Enrollment and appropriation considerations warrant departmental growth sufficient to require additional contracted staff following the individual's leave period.
- B. A leave period shall normally be limited to a maximum of one year.
- C. Reasons for granting of such leave shall include, but not be limited to, the following:
1. Professional reasons such as study, research, teaching, travel, work experience, or professional organization work.
 2. Civic reasons such as military service, serving in political office, government service, or other national or humanitarian endeavors.
 3. Maternity and restoration of health (arrangements for maternity leave should be made with the appropriate dean as soon as possible after the determination of pregnancy).
- D. If the individual during the course of his leave qualifies for salary schedule advancement, he will be advanced on the salary schedule upon his return.
- E. Application forms shall be presented to the appropriate dean after consultation with the appropriate division and department heads.
1. Applications should be presented as early as possible; for leaves of one year duration, the forms should be presented no later than March 1.
 2. Applicants will receive notification of the Board's decision no later than immediately following the April Board meeting.
 3. Applicants must notify the Board of their acceptance or rejection before the May meeting.
 4. Application for leaves of shorter duration should normally be presented at least one month prior to the desired starting date of the leave.

5/29/69

APPENDIX C

FACULTY CONTRACTS - 1969-70

CONTRACTS

Under this plan, three kinds of contracts will be written:

1. A standard nine-month contract
2. A supplementary summer contract
3. A twelve-month contract based on annual days.

CONTRACT DETAILS

1. The standard nine-month contract will be essentially a continuation of present practice except that no specific number of days will be involved; instead, all persons on nine-month contracts will be asked to be available when needed between September 15 and June 15, inclusive, or during an equivalent time interval. Pre-instructional time and time in between quarters, needed for registration, orientation, etc., will be determined by the councils, departments and individuals responsible for those activities and will be coordinated by the Administrative Council and subject to approval by the faculty. In cases of emergency, faculty activities within the contract period will be scheduled at the discretion of the college president. In addition, new faculty members can be asked to participate in an orientation period of a maximum of two days. This period will be scheduled immediately prior to the contractual period defined above, or later if convenient to all concerned.

Instructional days during the contractual period will be specified by the college calendar and will be maintained at 165 plus or minus one. It is understood that all of the faculty will be expected to be present on the campus on all instructional days, and on others during the contract period as requested through the appropriate channels outlined above, except for emergencies or when provision for absence is made in advance according to existing college policies.

2. The basic summer contract period will be 45 days and will carry a stipend of . The standard summer quarter teaching load will be 10 quarter hours or its equivalent. Service personnel will be given similarly reduced assignments. Pro rata contracts will be issued for situations requiring the employment of certificated persons for longer or shorter periods.

The summer quarter will include course, service, community service and project work, the latter being restricted to such areas as are of obvious benefit to the college.

3. The twelve-month annual day contract, which will include 20 days of

annual vacation, will apply to persons responsible for the continuous operation of the college and its major offices. Summer duties will be the same as during the nine-month period. Contract figures for the positions included in this contract category will be related to the nine-month salary schedule by the following factors:

- (a) President - 2.0
- (b) Deans and Assistant to the President - 1.5
- (c) Directors - 1.35
- (d) Public Information Officer - to be determined
- (e) Records and Admissions Officer - to be determined

APPENDIX B

10. DEGREES

Tacoma Community College grants three degrees: the Associate in Arts and Sciences for completion of a transfer academic curriculum paralleling the first two years of university study; the Associate in Technical Arts for completion of a combined academic and approved vocational or technical training program; and the Associate in Liberal Arts for completion of a two-year program tailored to the unique educational aspirations of the student.

General requirements for all degrees are as follows:

1. A cumulative grade point average of 2.00.
2. At least 30 of the last 45 applicable credits must be earned at Tacoma Community College or the Tacoma Vocational Technical Institute.

Specific requirements for each degree are as follows:

Associate in Arts and Sciences - Candidates must complete 90 quarter hours exclusive of physical activity credits in courses numbered 100 or above except for courses in the General Education Program (G-100 courses). Course requirements for the Associate in Arts and Sciences degree may be met by planning a program as outlined in either Option A or Option B.

Option A

1. Communications - 8 credits
English 101 and 102
2. Humanities - 20 credits
3. Social Science - 20 credits
4. Math/Science - 15 credits
Must include 5 credits in a laboratory science
5. Physical Education - 3 credits*
Three different physical education activities

Option B

A student may meet the first and second year departmental requirements of the institution to which he plans to transfer. A list of these requirements and their equivalencies at TCC must be approved by the appropriate TCC department chairman and submitted to the Associate Degree Committee at least two quarters prior to graduation, preferably by the end of the student's first year at TCC.

Associate in Technical Arts - Candidates must complete 90 credit hours, at least 45 of which must be in an approved technical or vocational training program. The following or an approved equivalency are requirements for the Associate in Technical Arts:

1. Communications - 12 to 15 credits
English 101, English 102 and Speech 100 or General Education courses in composition, literature and speech or the first quarter of the General Education Program.
2. Physical Education - waived for this degree

Associate in Liberal Arts - Candidates must complete 90 quarter hours, exclusive of physical education activity credits. All courses offered for credit at Tacoma Community College apply toward this degree. The following are requirements for the Associate in Liberal Arts degree:

1. Communications - 8 credits
English 101 and 102 or General Education courses in composition, literature and speech.
2. Humanities - 10 credits
3. Social Science - 10 credits
4. Math/Science - 10 credits
5. Physical Education - 3 credits*
Three different physical education activities

An application for the Associate in Liberal Arts which does not reflect this distribution must be accompanied by a written statement from the adviser to the Associate Degree Committee justifying exceptions. It is the intent of the Associate Degree Committee to recommend acceptance of other credit distributions when they reflect unique aspirations on the part of the student.

*NOTE: Physical education requirement may be waived with the approval of the Physical Education Department Chairman.

10a. APPLICATION FOR ASSOCIATE DEGREES

Candidates for the Associate Degree will need to submit formal applications on forms provided by the College. Each prospective candidate is advised to contact his academic adviser to begin the application procedure. The formal application is initiated by the student, recommended by the academic adviser and processed by the Faculty Committee on Associate Degrees working with the Dean of Students. Candidates for a degree are expected to attend commencement unless they have been excused by the College President.

OBI-FACULTY-STUDENT BODY MEETING

Minutes

May 13, 1969

The following persons were in attendance: Ross Briggs, Charles Canada, John DeVore, R. W. Giroux, Alvin Hart, Jack Heinrick, Willie Henley, Lynn E. Hodges, George Jansen, Paul Jacobson, Winston Johnson, Robert Lathrop, Frederick Lowe, William Muse, Bob Rogland, Mike Sambreno, Bud Schafer, Phil Shinn, Charles Summers, Jim Walton, Bonnie Winston

Lynn Hodges opened the meeting. At his request, Mr. Schafer stated the objectives of the committee meeting to develop procedures for implementing college consensus on four points:

1. more financial aid for disadvantaged students.
2. use of paid students in recruiting, tutoring and advising.
3. modification of standard course content to more accurately reflect Black Americans.
4. faculty recruitment.

Dr. Jacobson gave a report on curriculum developments at the college during this past year.

1. three new courses emphasizing the Black viewpoint were approved for the curriculum.
2. the college has used Black consultants.
3. several departments are working on changes of course contents to include Black aspects.

Mr. Chuck Summers reported commitments from Mr. Michaels, Mr. Dezell and himself to consult with OBI about course contents. Also, OBI was requested to name consultants in speech which Mr. Summers can utilize.

Jim Walton said that such an effort takes time. He suggested that the college should establish a position and the person employed should compile the necessary information.

Lynn Hodges said that a black studies department could start with one man. He suggested that a start would be worthwhile.

Jim Walton mentioned that Chuck Canada could serve as a consultant in speech. He also mentioned Mr. Keve Bray.

A discussion of staffing for next year ensued. Dr. Jacobson discussed the way in which candidates are presently selected for employment. It was suggested that OBI work at the division level, concentrating on helping to look for additional black faculty members instead of on the development of new courses.

There was an agreement that the first priority for OBI should be to help find more black faculty for teaching and other duties such as counseling, advising, committee work and planning.

Obi participation in the employment interviews for Black faculty was discussed. There were pros and cons. It was agreed by the committee that the college should look for additional Black faculty members immediately. Dr. Jacobson indicated that the college was already doing so. The committee also agreed that for the first such person, whose duties would be primarily teaching (or counseling), but who would also participate in other planning and development work which faculty members normally do, Obi officers should be included in the interviews for purposes of recommendation. It was emphasized that this procedure providing for student involvement in faculty selection, would only apply to the first addition of a black faculty member. It was also noted that the college had every intention of obtaining at least one additional Black faculty member by September.

Dr. Jacobson indicated that the college is trying to develop a more adequate racial balance on the faculty than exists at the present time. A prolonged discussion ensued on the proper involvement of Black students in obtaining further Black instructors. It was finally agreed that, on a voluntary basis for all concerned, Black students would be involved in selection of future Black instructors through their faculty adviser and chairman. In addition, Black students would continue to be encouraged to help locate qualified applicants.

The meeting which started at 2 p.m., adjourned at 3:45. The next meeting will be held on Wednesday, May 14, at 12 Noon.

TACOMA COMMUNITY COLLEGE

Obi - Student Government - Faculty
Committee Meeting

Minutes

May 14, 1969

In attendance: Ross Briggs, John DeVore, Dick Giroux, Jack Heinrich,
Lynn E. Hodges, George Jansen, Paul Jacobson, Robert Lathrop,
Fred Lowe, Larry McIntosh, Bud Schafer, Charles B. Summers,
Jim Walton and Bonnie Winston

The committee agreed on the following procedure:

Jim Walton will appoint a group of Obi representatives to meet with George Jansen and work out details concerning two or three college recruiter jobs for Black students. The recruiter's primary task will be to make follow up contacts with prospective students who have not responded to offers of financial aid by the college.

TACOMA COMMUNITY COLLEGE

Obi - Student Government - Faculty
Committee Meeting

Minutes

May 15, 1969

The minutes of the May 14 meeting were amended to read:

"The committee agreed on the following procedure:

Jim Walton will appoint a group of Obi representatives to meet with George Jansen and work out details concerning two or three college recruiter jobs for Black students. The recruiter's primary task will be to make follow up contacts with prospective students."

With regard to the recruiter positions mentioned above, Joe Jansen was asked to bring their 1969-70 budget proposal to the committee by Wednesday, May 21, and the recruiter job specifications (in detail) to the committee by Friday, May 23.

The committee agreed to contact the Tacoma Urban Coalition and ask for a Black student scholarship drive with the proceeds being distributed by Obi through the TCC financial aids officer.

The next meeting will be held at noon on May 16.

TACOMA COMMUNITY COLLEGE

Obi - Student Government - Faculty
Committee Meeting

Minutes

May 16, 1969

Present: Ross Briggs, Charles Canada, John DeVore, R. W. Giroux, Jack Heinrick,
Lynn Hodges, Paul Jacobson, Robert Lathrop, Bud Schafer, Charles Summers,
John Swarthout and Jim Walton

It was agreed that a Political Science course proposal, Contemporary Politics, will be processed through normal college channels. The target date for offering the course is to be fall quarter, 1970.

The committee agreed to begin the planning of a conference to promote the involvement of the Black man into courses pertaining to the conventional curriculum. As a start, the committee agreed upon a date of July 12 and the involvement of : (a) department representatives from throughout the college; (b) the deans of community service, instruction and students; and (c) five representatives each from Obi and the student government. Outside consultants are to be used. The committee asked Mr. Schafer to work out a general conference format by the next meeting which is to be held on Tuesday, May 20, at noon.

TACOMA COMMUNITY COLLEGE

Obj-Student Government-Faculty
Committee Meeting

Minutes

May 20, 1969

Present: Ross D. Briggs, John DeVore, Dick Giroux, Jack Heinrich,
Paul E. Jacobson, R. C. Lathrop, Frederick Love, Larry McIntosh,
Bud Schafer, Charles Summers, Jim Walton, Bonnie Winston

Dean Schafer presented an outline for a proposed workshop pertaining to the modification of course contents to more adequately reflect Black Americans. The committee discussed the proposal and agreed to contact Mr. Floyd Davis and ask him to meet the group and discuss the proposal (attached). The committee plans to meet next on Thursday, May 22, at 12 noon.

Proposal: WORKSHOP ON MODIFICATION OF STANDARD COURSE CONTENT TO MORE
 ACCURATELY REFLECT BLACK AMERICANS

Format

Length: 2 days--weekend or two Saturdays

When: July 12, 13 or July 12, 19

Time: 9 a.m. to 4 p.m.

Where: TCC campus

Who: TCC Department representatives
 students
 TACC-Kelleher UPS, Menzel PLU

Time Schedule: First day 9-12 General Session
 12-1 lunch
 1-4 small groups with consultants

 Second day 9-12 small groups with consultants
 12-1 lunch
 1-3 small groups with consultants
 3-4 General session

Number of People involved: 30

Budget:	coordinator:	\$200	
	consultants 5/\$50	250	\$1,250 if nationally known
	lunch	120	
	materials	100	
	travel	100	
	misc.	230	
		<hr/>	
		\$1,000	\$2,000

Who will be the coordinator?

What materials are needed?

What should happen in the small groups?

Where can we get consultants?

What department should be represented? All? Math?

What follow-up techniques?

What evaluation?

What should final results be?

What role will students play?

Would two Saturdays be better than a weekend?

What other questions should be answered?

Tacoma Community College



MEMORANDUM

Date: May 29, 1969

To: Members of the Board of Trustees

From: Thornton M. Ford, President

Subject: OBI demands

The following programs reflect the results of several meetings of students, faculty, OBI members and deans held since the Board study session on May 9. Each demand is addressed to as follows:

1. It is the practice of the College that GASTCC develop its annual budget which is approved by the President and the Board of Trustees. Administration of the budget is the responsibility of GASTCC.
2. Every person, eighteen years of age or over, has the chance to attend Tacoma Community College, which is an open-door institution. The college has budgeted in the amount of \$9,650.00 for student recruitment to encourage non-whites to make use of the opportunity. The funds will be administered by the college and will provide supervision, student recruiters, counseling, advising, and some travel costs.
3. Some financial aids are always available to needy students. Legal constraints on general fund expenditures prohibit the use of college funds for scholarships. The college is seeking and will continue to seek outside sources of funds for financial aids for disadvantaged students. In addition to current scholarships, the TCC Foundation, the Urban Coalition and the Urban League Scholarship Committee are working on this matter.
4. In addition to the present campus facilities for individual counseling, advising and tutoring, the college has budgeted \$8,000.00 for additional student tutors for students. The General Education Program includes group counseling sessions during fall quarter. A black counselor/advisor/instructor has been employed to begin with the summer term.
5. All requirements for an associate degree are recommended by the faculty and approved by the Board of Trustees. The only specific course requirements, at present, are English 101 and 102. Required readings in Black literature have been added in English 102. Distribution requirements are designed to assist each student to attain his personal educational goals. Additional specific requirements would limit the individual's available choices.
6. A course in Afro-American literature is listed in the 1969-70 catalog. It was approved by the Instructional Council on May 7, 1969. Required readings in Black literature have been added to English 257, 258 and 259.

Memorandum

To: Board of Trustees

From: T. M. Ford

May 29, 1969

Page 2

7. The political science department has recommended a course entitled Contemporary Politics to begin fall quarter. Development of the course will involve (a) departmental representatives, (b) the deans of community service, instruction and students and (c) five representatives from OBI and five representatives from the student government. Outside consultants are to be used.
8. A two-day workshop has been scheduled for August 10 and 11 to continue efforts made over the past year to include the role and contributions of the Black man in the social sciences and humanities. The workshop will involve students, faculty and outside consultants.
9. An autonomous department for Black studies as proposed is not permissible under present law. A more desirable approach would be to promote the inclusion of Black studies and culture in existing departments of the college as suggested in items 6, 7, and 8 (above).
10. Legal procedures exist for bringing charges against an instructor for incompetence. No instructor, regardless of race, will or may be dismissed on the grounds of unproven incompetence.
11. A survey of security practices in eleven of Washington's community colleges shows that no uniform pattern of security practices exists. It is recommended that the security contract to be effective July 1, 1969, include the following stipulations:
 - a. Under normal circumstances (other to be determined by the President) security officers do not carry arms, mechanical or chemical, during daylight hours on school days except when carrying or protecting college funds.
 - b. Arms may be carried after dark at the discretion of the security officer.

May 13, 1969

Ross Briggs, President
Government of the Associated Students
of Tacoma Community College
5900 South 12th Street
Tacoma, Washington 98465

Dear Mr. Briggs:

At a study session on May 10, the Board of Trustees of Tacoma Community College arrived at a consensus in regard to scholarships for disadvantaged students. I am writing you to request that you convey the Trustees' feeling to the members of the student government.

The Trustees strongly urge that, if the Obi Society requests to be allowed to use its current funds for financial aid to presently enrolled TCC students, this request be given favorable consideration.

I am sure you would agree that responsible policy making includes broadening opportunities for education for all.

Sincerely,

Mrs. Maxine Myers
Chairman of the Board

cc: Jim Walton

TACOMA COMMUNITY COLLEGE

Campus Security Survey

May 29, 1969

Ten community colleges in the Puget Sound region were contacted regarding their use of security forces. Five of these colleges were located in high population density areas, five were located in low population density areas. No distinct patterns emerged to differ the two types of schools.

1. All report using police, usually local off-duty officers, to work at evening functions such as dances. These officers were reported to be armed, usually with chemical weapons.
2. Three community colleges reported no regular campus security other than custodial staff, whose main concern was building security.
3. Of the remaining seven colleges, various procedures were followed:
 - (a) Three colleges used campus-employed security officers.
 - (b) Four colleges contract with professional security organizations.
4. The concensus seemed to be that security forces are not armed during daylight hours but are during evening hours. Only two of the ten colleges reported that their campus security officers were never armed.

Assistant to the Dean for Community Development

Duties:

To have primary responsibility for providing educational services relating to urban problems, low income groups and racial minorities.

To work with faculty to develop and provide consulting, technical and instructional assistance in this area.

To work with students to develop, organize and coordinate student involvement, both curricular and extra-curricular in this area.

To work with city government, TACC, the Urban Coalition, Model Cities, and other organizations to coordinate total community effort in this area.

Educational Program Specialist

Duties:

To develop, organize, implement, supervise and evaluate educational services requested by the community.

To work with citizens committees, groups and organizations to determine educational needs, gather relevant materials, arrange for instructors, books and facilities.

To instruct, counsel, coordinate, supervise and evaluate the programs offered.

To do other work as needed.

TACOMA COMMUNITY COLLEGE

New Appointments

It is recommended that the following appointments of present personnel be approved by the Board of Trustees for the 1969-70 academic year:

Mr. Don Gangnes as Evening School Supervisor

Mr. Joe Betz as Acting Chairman of the Division of Mathematics
and Science.

Mr. Morris Summers as Acting Chairman of the Division of Humanities.

Mr. Robert Thaden as Coordinator of the General Education Program

Mr. Joseph Kosai to former position as Admissions and Records Officer

It is recommended that the following new appointments be approved by the Board of Trustees for the 1969-70 academic year:

Mr. Carl Brown, MA, Prarie View A and M. - School Administration

Mrs. Jo Ann McCarthy, MA, University of Puget Sound - English

Mr. Richard J. Deyoe, MS, California State College
at L. A. - Counseling

~~Miss Edna Tidwell, MA, University of Washington - Library Science~~

Mr. William Packard, MA, University of Washington - Sociology

Mr. Leonard Luken, MA, University of Puget Sound - English

Miss Dedre Gallus, MA, University of Washington - German

Mrs. Helena Pommert, MS, University of Puget Sound - Chemistry

Mr. Melvin Urschel, MS, Colorado State University - Biology

Mr. Gerald Vaughn, BA, Morningside College - Assistant to the Dean
for Community Development

TACOMA COMMUNITY COLLEGE

Summer School Program

It is recommended that the following persons be appointed as the faculty for the 1969 summer session:

Suzanne Butschun

Charles B. Summers

Russell E. Clark

John L. Swarthout

Paul Clee

John H. Tuttle

Alfred W. Crosby, Jr.

R. Bert Woodland

Frank Dippolito

Harry Woodward

De Von Edrington

Mario A. Faye

Richard Giroux

Edwin R. Gustafson

John R. Heinrick

Vernon Hess

George Huffman

Nancy Hughes

Warren Jaech

Luther T. Jansen

Richard Lewis

Harland F. Malyon

Paul Michaels

Mrs. Christa Morrell

William M. Muse

Paul E. Nesbitt

Lloyd R. Percy

Robert D. Rogland

SUPPLEMENTARY FACULTY

Edrington, DeVon

Giroux, Richard

Hall, Janet

Martin, Alan

Middaugh, Marie

Ripley, Doris

Shull, Brice

Smiler, Sheryl

Thaden, Robert

Zelenak, Ruth

Philosophy-New Careers

Psychology

Music

Mathematics

Home Economics

English

Speech-New Careers

Psychology

English-New Careers

Biology

EDUCATIONAL SPECIFICATIONS FOR A SCIENCE COMPLEX

at

TACOMA COMMUNITY COLLEGE

A Report of Educational Space Requirements

by

THE SCIENCE BUILDING PLANNING COMMITTEE

Donald R. Gangnes, Committee Chairman

Russell Clark, Division Chairman

Jim Crawford, Geology

Ken Gentili, Physics

Edgar McNeal, Chemistry

Frank Witt, Biology

Ed Zimmerman, Math

May, 1969

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At a meeting of the Campus Development Committee on March 6, 1969, the Science Sub-committee was formally charged with the responsibility of formulating the "Educational Specifications" for a new science building. The time-table established by the committee was as follows:

March and April

1. Evaluation of the instructional space requirements of the science disciplines.
2. Tentative decision on the instructional space that must be provided by the new science facility and the relationship of this space to the existing facility.
3. Campus visitations for the observation of new science facilities.
4. Study of the specifications presently being formulated for the construction of new community college science facilities.
5. Consultation with the college architect concerning the feasibility of committee proposals.

May

1. Writing of the preliminary specifications.
2. Consultation with the college architect, the Math-Science Division and other appropriate campus committees concerning the preliminary specifications.
3. Revision and finalization of the specs.

As is evident from the time-table, the planning of a new facility is an involved process; a process that requires the utilization of every possible resource.

In the preparation of these Educational Specifications

the committee has (1) utilized publications, (2) visited a number of the community colleges and 4 year schools in Washington and Oregon, (3) attended conferences and (4) discussed science facilities with a number of educators.

It is generally accepted that the planning of a science building is considerably more involved than the planning of faculty office buildings or classroom buildings. However, the planning of a science building at TCC is complicated even further by the presence of the existing science building.

Many philosophical and economical questions are raised by the separation of the science disciplines into two separate buildings. Presently the trend in science is to tear down the barriers separating the disciplines by integrating subject matter, facilities, faculty and students. Because of this trend the economical concerns, the committee, early in its deliberations, made the decision that it should make every attempt to keep the science disciplines at TCC integrated in some combined facility.

On the basis of this decision and the suggestion of the college architect the committee has approached the writing of these Educational Specifications with the fictitious notion that NO science building existed on the TCC campus.

The Educational Specifications, as prepared, include specifications for a complete science complex. It is the hope of the committee that this approach will afford the college architect greater flexibility in the design of a new facility and the incorporation of the existing facility.

THE PROBLEM

A report in the EFL College Newsletter¹, June 1968, carrying the title, "Problem: New Undergrad Science Buildings Xeroxes of Passe' Structures," stated the following:

Many of the buildings going up today are designed for what went on in science education 20 years ago. Outside, they gleam like the day after tomorrow. But their modern facades are applied like facial cosmetics, covering up interiors xeroxed from yesterday. Inside, they are geared for two rigid kinds of activities: the teacher lecturing to a group of students and the student working with materials at an assigned work station at an assigned time -- the standard methods of an instructional style quickly becoming passe'.

To make matters worse, these new-old buildings won't give easily. They are so inflexibly designed for the old pattern of science learning that the inevitable change will be costly. In their discrete functional compartments they reflect the territoriality of science, not its unity. Their elements cannot be unplugged and rearranged in new configurations to serve multiple purposes. What's more, on top of the low utilization built into them that keeps operation costs high over the years, they are unnecessarily expensive at the start.

On the basis of this report and the reports of authorities

in the planning of science facilities², the Science Building Planning Committee considers the problem to involve the development of a science complex that will:

1. Serve the Educational Objectives (pg. 3) and the Instructional Philosophy (pg. 4) of Tacoma Community College.
2. Provide for the Utilization of a variety of instructional techniques (pg. 6).
3. Reflect the present trends in the design of science facilities (pg. 5).
4. Adapt easily to changes in the educational program of the sciences (pg. 7).
5. Allow the faculty to respond to the trends in educational processes (pg. 5).
6. Provide suitable space for the projected student enrollment of the 1970's (pg. 8).
7. Provide suitable space for the projected program expansion (pg. 7).
8. Allow the utilization of laboratory space and classroom space by other divisions (pg. 6).
9. Provide an atmosphere conducive to learning and promotes increased student time on campus.

It is the hope of the committee that these Educational Specifications will serve as the foundation on which the college architect may base the design and building specifications for the structure that will meet the stated problem.

1. Educational Facilities Laboratory, Stanford University.

2. Two year College Chemistry Conference, Minneapolis, Minnesota, April, 1969.

EDUCATIONAL OBJECTIVES 1

The general purpose of the Tacoma Community College is to provide for the individual the opportunity to benefit from education beyond the high school. Specific educational programs are developed in response to the needs of society and to the changing needs of individuals. Toward this end these programs are viewed as ongoing and are subject to continued evaluation and modification.

- I. The Academic Transfer Program - An academic transfer curriculum paralleling the first two years of university study.
- II. The General Studies Program* - A two year program of general studies designed to assist the student

to assume his place as an effective member of society.

III. Community Services

- 1. A supplementary program for those who wish to pursue a vocational or technical training program at the Tacoma Vocational Technical Institute or similar institutions.
- 2. A program of continuing education for adults who desire to pursue one of the regular curricula or engage in intellectual and cultural activities appropriate to a community college.

1. Self-Study Report for Accreditation, September 1967, page 4; College Catalogue, 1968-69, page 5.

*Changed to General Education Program.

INSTRUCTIONAL PHILOSOPHY¹

Tacoma Community College must be prepared to meet the changing educational needs of society with a vigor equal to the demands of the times. Innovation and modifications in the instruction should be made easier rather than more difficult in terms of design. It is hoped that the nature and arrangement of learning areas will also enhance the basic commitment to the student as a unique individual; whose educational experiences should be encouraged and continuous.

Research conducted at Orange Coast College during the 1957-58 academic year with "forum" classes of 250 students meeting in lecture sessions coupled with discussion groups showed positive results in terms of (1) student reactions, (2) students' opinions of what they had learned, (3) drop out rate compared with "regular" sized classes, (4) student performance as measured by tests. It was contended that the approach made it possible to better utilize teaching talent, that teacher loads were lightened, that teaching quality was improved and that the approach encouraged better utilization of teaching aids.

The committee agrees that both large and small learning spaces in addition to the traditional classrooms will not only make it possible to achieve flexibility in the instructional approach and scheduling, but will encourage experimentation in the utilization of new teaching media and techniques. Team teaching, closed circuit television demonstrations, guest lectures -- free exchange of ideas and small group interaction are all easier through the use of modified learning areas. For this reason, lecture areas seating up to 100 or 150 students should be placed in areas accessible for inter-departmental use. An appropriate number of seminar rooms (seating 10-12 students and an instructor) should supplement the lecture areas and regular classrooms. These rooms should be accessible from outside, rather than through regular classrooms. They should be appropriate for group discussion, study, small meetings and conferences and perhaps temporary office space.

Regular classrooms, wherever possible, should be non-specialized and adaptable to multi-departmental instruction needs.

1. Educational Specifications, Tacoma Community College, the Committee, November, 1963.

TRENDS

At a conference on the planning of community junior college facilities¹, Donald J. Leu, Professor of Education, Michigan State University, reported some eighteen emerging educational concepts. Among those listed were (1) large group instruction, (2) small group instruction, (3) independent study, (4) team teaching, (5) programmed learning, (6) electronic learning aides, (7) instructional materials centers, etc. However, the two trends which are presently receiving the greatest acclaim are "Independent Study" and "Auto-tutorial Learning." These two trends are very aptly summarized by EFL in the following statement²:

A new day is dawning in science education as in every other instructional field. It is bringing with it a learning pattern with far greater diversity than any in the history of science education. Emphasizing student independence, it calls for individuals to learn at their own pace. It extends from nonscheduled laboratories, where students teach themselves using a variety of auto-tutorial means, to work, study, and discussion groups of varying sizes to achieve specific goals. It provides for change in curriculum content, as boundaries dissolve between traditional disciplines. It refers to a wide range of literature and current data instead of to a single text.

It involves employing several forms of sensory learning input rather than observation alone, as through a microscope. It includes use of all the new educational media-color slides, audio and video tapes, film loops, programmed instruction; aids that reinforce one another to enrich the input. It uses for routine instructional purposes many kinds of electronic instruments and computers.

As a result of these two trends, the present by-words used by science building planning consultants are "flexibility" and "adaptability." The use of these concepts in planning has brought about the following trends in facility design:

1. An increase in the use of multi-disciplinary laboratories.
2. An increase in the use of centralized support. (storage)
3. An increase in the use of quick disconnect utilities and movable furniture.
4. An increase in the use of centralized instrumentation.
5. An increase in the use of movable partitions.
6. A decrease in the number and types of utilities used at student laboratory stations.

1. "The Planning of Educational Change," Donald J. Leu, Planning Community Junior College Facilities, 1968.
 2. EFL College Newsletter, June, 1968.

IMPLICATIONS FOR PLANNING FROM CURRENT TRENDS

The implications for planning inherent in the current trends in science education are:

1. The science complex must provide spaces that will accommodate a number of different group sizes, ranging from 150-200 down to 10-20.
2. The science complex must provide spaces to support a variety of activities; large group lectures, small group lectures, group laboratory investigation, independent laboratory investigation, small group discussion, independent study, auto-tutorial learning and materials preparation.
3. The science complex must provide the flexibility necessary to early adapt to changes in the educational program and changes in the methods of instruction.
4. The science complex must provide an atmosphere of unity among the science disciplines and incentives to keep students on campus and involved in independent and group learning.

The committee has attempted to write Educational Specifications which reflect these implications. To provide the opportunity to utilize all types of instruction methods, the committee has specified (1) three different size lecture halls (150-200 capacity, 100 capacity and 50 capacity), (2) classroom space, (3) general and specific laboratory space, (4) seminar rooms and (5) a student study and work area. In addition to this, the necessary support facilities, central storage, green

house, animal room, balance room, dark room, etc., have been specified.

Flexibility is reflected by the specifications in the specific areas of the complex. Rather than specify the concept of building flexibility (movable walls and partitions), the committee has specified the concept of room flexibility. This has been accomplished by specifying, where feasible, (1) movable furniture, (2) perimeter wall utilities, (3) overhead power rails, (4) quick disconnect utilities, (5) centralized storage and (6) centralized instrumentation.

This kind of flexibility provides for multi-disciplinary usage of space without introducing the problems of undesirable student interactions, undesirable noise levels and confusion found to accompany the use of inter-disciplinary laboratories divided by partial, movable partitions. In fact, most of the laboratory spaces will not only be easily adaptable to any type of learning situation involving any science discipline, but also easily adaptable to learning activities in other disciplines such as mathematics, psychology, anthropology, technological programs related to the sciences and health science programs.

The atmosphere of the science complex will be dictated to a great extent by the design of the structure. For this reason, the committee prevails upon the architect to utilize his expertise in this matter.

PROGRAM OF THE SCIENCES

PRESENT: In accordance with the stated objectives of the college, the sciences offer the following program:

Biology:

- 95 - Biological Science (GE)
- 101, 102, 103 - General Biology
- 106 - Contemporary Biological Problems
- 108 - Nat. Hist. of the Northwest
- 201 - Microbiology
- 207, 208 - Zoology

Chemistry:

- 100 - Chemical Science
- 101, 102, 103 - Survey of Chemistry
- 140, 150, 160 - General Chemistry
- 221 - Quantitative Analysis
- 231, 232 - Organic Chemistry

Engineering:

- 100 - Orientation
- 101, 102 - Engineering Graphics
- 103 - Descriptive Geometry
- 111, 112 - Engineering Problems

FUTURE: In addition to the present program listed above, the sciences contemplate expansion of the program by the inclusion of courses in the following:

Biology: Botany, Marine Biology, General Education courses in contemporary biological problems and natural history. Health Sciences Tech.

Chemistry: Chemical Technology, Instrumental Analysis, Radiochemistry

Forestry:

- 101, 102, 103 - Development of Forestry

Geology:

- 101 - Physical Geology
- 103 - Earth History
- 106 - Geology in World Affairs
- 208 - Geology of the Northwest

Physical Science:

- 41 - Principles of Chemistry and Physics
- 94, 95 - Physical Science (GE)
- 100 - Survey of Physical Science

Physics:

- 114, 115, 116 - General Physics
- 121, 122, 123 - Engineering Physics
- C100 - X-ray Physics

Geology: Earth Science (GE), Oceanography, Meteorology, Geography

Physics: Electronics, Astronomy, Aerospace Science

Engineering: Surveying, Structures

SPACE UTILIZATION

PRESENT: The table below compares (1) student enrollment with student openings and (2) available laboratory hours with used laboratory hours. The number of laboratories required is computed on an 80% utilization basis and a 65% utilization basis.^a The figures used are for the 1968-69 school year, which showed an FTE count of 2160 students.

<u>Discipline</u>	<u>Student Openings</u>	<u>Student Enrollment</u>	<u>Percent Utilization</u>	<u>Available Lab. Hours</u>	<u>Used Lab. Hours</u>	<u>Required Labs.-80%</u>	<u>Required Labs.-65%</u>
Biology	1224	1125	92%	1200	1230	1.3	1.6
Chemistry	730	555	76%	1200	970	1.0	1.2
Engineering	96	103	100%	1200	240	0.3	0.3
Graphics							
Geology	624	519	83%	1200	690	0.7	0.9
Physics	168	118	70%	1200	210	0.2	0.3

Lecture Halls	2842	2419	85%	1200	1630	1.7	

FUTURE: The table below indicates the projected FTE count for 1975, the projected laboratory and lecture hall requirements for this projected enrollment and the number of laboratories and lecture halls planned for in these Educational Specifications. The projected enrollment figures are based on a total FTE count of 4560 by 1975.¹

<u>Discipline</u>	<u>Projected Student Enrollment</u>	<u>Laboratories^b Required-80%</u>	<u>Laboratories^b Required-65%</u>	<u>Laboratories Specified</u>
Biology	2350	2.5	3.0	4.0
Chemistry	1170	1.6	1.8	2.0
Engineering G.	220	0.6	0.7	1.0
Geology	1090	1.3	1.5	2.0
Physics	250	0.3	0.4	2.0 (1 electronics)

Lecture Halls	5070	3.0		3.0

NOTES: a. The present utilization factor for the sciences is 65%.
b. Figures do not include the requirements of program expansion.

¹"Abbreviated List of Recommendations Affecting Community Colleges," Temporary Advisory Council and the Joint Interim Committee on Education, 1968.

SCIENCE COMPLEX

AREA	DESCRIPTION
I. CLASSROOMS AND LECTURE HALLS	
a. Student Study Room	<p>Plan for large amounts of chalkboard space. Racks for periodicals 6 carrells equipped with audio-tutorial equipment. Some lounge type furniture. Study tables for 20 students. Access to central storage. Cabinets for herbarium storage, museum study skin storage and display. Perimeter sink module with storage. Electrical outlets.</p>
b. Classroom	<p>Capacity: 35 students Plan for large amounts of chalkboard space. Plan for quick disconnect demonstration table. Plan for use of audio-visual equipment. Locate near physics laboratories. Equip with tables (two student) and chairs. All utilities accessible for future conversion to lab. Overhead power rails to service tables.</p>
c. Lecture Hall	<p>Capacity: 150-200 Tiered seats Maximum view of demonstration area. Plan for large amounts of chalkboard space. Plan for the hanging of charts, such that they are visible to all and do not cover chalkboards. Plan for front and rear screen projection of slides and films. Equip with a telescoping or swing-away overhead projection stand located at the proper distance from screen. Locate remote control for all projectors, lights and other appropriate equipment in the lecturn.</p>

SCIENCE COMPLEX continued

AREA	DESCRIPTION
I. CLASSROOMS AND LECTURE HALLS (cont.)	<p>Plan for quick disconnect utility island-lecturn combination located to one side of center to accommodate roll in demonstration tables.</p> <p>Equip with sufficient TV monitors for easy audience viewing.</p> <p>Install access panel and suitable cable network for the use of a TV Telecturn, video-tape and remote TV cameras.</p> <p>Direct access or easy access to central storage area.</p> <p>Motorized dimming system to control all lights.</p> <p>Student entrances other than front of room.</p>
d. Lecture Hall	<p>Capacity: 100</p> <p>Equip as Lecture Hall I-c.</p> <p>Direct access or easy access to central storage area.</p>
e. Lecture Hall	<p>Capacity: 50</p> <p>Equip as Lecture Hall I-c.</p> <p>Direct access or easy access to central storage area.</p>
f. Seminar Rooms	<p>2 seminar rooms</p> <p>Capacity: 10-20 students each.</p> <p>Plan for large amounts of chalkboard space.</p> <p>Plan for quick disconnect demonstration table.</p> <p>Outfit with large tables, and chairs.</p> <p>Locate adjacent to student study area.</p> <p>Access to central storage area.</p>

SCIENCE COMPLEX continued

AREA	DESCRIPTION
II. SCIENCE LABORATORIES	
a. Biology	
1. General Laboratory	<p>Capacity: 24 students Direct access to preparation area and central storage Ability to be completely darkened. Student stations to be square tables with resistant top. Consider 6 stations. Perimeter cabinets on two opposing walls, with 30 inch counter top. Counter space storage to consist of cupboards and drawers. 4 sinks (large and deep) in perimeter counter. Gas, air and water in wall above perimeter counters. 1 water table in perimeter counter. Electrical outlets in wall above perimeter counters. Power rails in ceiling to serve tables. Wall adjacent to preparation area to have built in aquaria, servicable from preparation area. Wall rails for chart use on walls above perimeter counters. Chalkboard and corkboard space. <u>No</u> demonstration table. Microscope cabinet for 24 microscopes. No storage above perimeter counters.</p>
2. General Laboratory	<p>Same as II-A-1, except for direct access to the environmental control room.</p>

SCIENCE COMPLEX continued

AREA	DESCRIPTION
II. SCIENCE LABORATORIES (cont.)	
A. Biology	
3. Anatomy and Physiology Laboratory	Same as II-A-1, except for storage above perimeter counter on one wall, microscope storage and skeleton storage.
4. Microbiology Laboratory	Same as II-A-1, except for the following: Student stations to be diamond shaped fixed laboratory benches. Consider 6 stations. 12 inch sink in each student station. Gas, water and air at each student station, as well as above perimeter counters. Counter space for large incubators and water baths. Storage in each student station for microscopes.
5. Greenhouse	Capacity: 24 students Gravel floor with drain field. Wood-slat walkways down center of greenhouse and between planting benches. Planting benches to extend from the side walls of the greenhouse to the center walkway. Potting bench with sink and storage along perimeter of one side. Bins for storage of soil, peat, sand, etc. Two fixed troughs along perimeter of one side. Shelves above potting bench, troughs and two of the planting tables. Automatic controls for humidity and temperature. Electrical outlets at each planting bench and work area. Moisture proof hose bibs at several locations. Potting bench and troughs along same perimeter.

SCIENCE COMPLEX continued

AREA	DESCRIPTION
II. Science Laboratories (cont.)	
A. Biology (cont.)	
6. Animal Room	<p>Completely tiled walls, ceiling and floor. Drain in floor. Temperature and humidity control. Stainless steel sink and drain counter. Plumbing and accessories for high pressure hot water hose. Storage for food, shavings and water bottles. Open shelving and cages. Relate to biology laboratories.</p>
7. Preparation Area	<p>Direct access to, or a part of the central storage area. Large sink and drain counter with drying racks. Space for fume hood, autoclave, large dishwasher, freezers, refrigerator and garbage disposal. Storage for preserved specimens. Special drained cabinet for storage of preserved cats and dogfish. Eye wash basin and hand shower. 220 volt outlet for electric range. Direct access to all biology laboratories.</p>
8. Museum Storage	<p>Space provided by I-a. Herbarium cabinets along walls and study skin.</p>
9. Environmental Control Room	<p>Temperature, humidity and light control. (Could be a module within lab. II-A-2)</p>

SCIENCE COMPLEX continued

AREA	DESCRIPTION
II. SCIENCE LABORATORIES (cont.)	
B. Chemistry	
1. General Laboratory	<p>Capacity: 24 students Direct access to preparation area and central storage. Student stations to be fixed laboratory islands with resistant tops. Consider 3 or 4 islands. Islands to have a large sink at one end and two smaller student sinks. Student stations to have access to gas, cold water and electricity. Tote tray storage and general equipment storage at each student station. Perimeter counters with storage beneath on two opposite walls. Four sinks in perimeter counters. Chemical reagents racks (8 inch shelves) above perimeter counters at 4 locations. Wall rails for chart use. Chalkboard and corkboard space. Fume hoods along one wall. Six student stations. 1-220 volt outlet above each perimeter counter. Direct access to balance room. 2 eyewash basins and 1 shower. Drain in floor.</p>
2. Organic Laboratory	<p>Net Area: Capacity: 24 students Same as II-B-1, except for the following: Individual, small sinks at each student station. Gas, cold and hot water, and electricity at each student station.</p>

SCIENCE COMPLEX continued

AREA	DESCRIPTION
II. SCIENCE LABORATORIES	
B. Chemistry	
2. Organic Laboratory (cont.)	Aspirators on all cold water faucets. Ferrules (screw type) in table top at each student station. 2 ferrules per station. Storage for support rods and cross rods at each student station.
3. Instrumentation Laboratory	Easy access to organic laboratory and easy access to storage room. 30 inch perimeter counters on all walls. Storage beneath perimeter counters. 1 large sink in perimeter counters. Regulated electrical outlets above perimeter counters. 1 double outlet per every four feet of counter. 1 fume hood Counter height tables with resistant tops to run down the center of the longest dimension of the room. Power rails in ceiling over tables. Wall rails for chart use.
4. Balance Room	Direct access to chemistry laboratories and preparation room. Six 12x24 inch counter height concrete pillars for balance support. Wall mounted reagent shelf next to each balance pillar. Electrical outlets.

SCIENCE COMPLEX continued

AREA	DESCRIPTION
<hr/> II. Science Laboratories (cont.)	
B. Chemistry	
5. Preparation Area	Net Area: Direct access to all chemistry laboratories and direct access or a part of central storage. Perimeter counters with 1 large sink. Gas, water and electricity above perimeter counters. Drying rack for glassware. Fume hood Eyewash basin and hand shower. Direct access to chemical vault. Open shelving above perimeter counters. Storage beneath perimeter counters.
6. Chemicals Vault	Net Area: Direct access to preparation area or central storage area. Concrete walls, floor and ceiling. Ventilation system vented directly to roof. Floor to ceiling open shelving on two walls. Special cabinets for bottled gases and very active elements.

SCIENCE COMPLEX continued

AREA

DESCRIPTION

C. Engineering Graphics

1. Classroom

Capacity: 24 students

Student stations to be drawing tables with student storage.

Consider 27 stations.

Provide space for two display tables and 1 large drawing table in front of chalkboard space.

Plan for large amounts of chalkboard and corkboard space.

2 sections of floor to ceiling lockable cabinets.

Short perimeter counter with large sink

Storage beneath counter

1 section of map storage drawers.

Ability to completely darken room.

2. Storage Area

Perimeter counter on one wall with large sink.

Space on counter for ozalide printer.

110 volt and 220 volt outlets on wall at printer space.

Floor to ceiling open shelving on three walls.

SCIENCE COMPLEX continued

AREA	DESCRIPTION
II. SCIENCE LABORATORIES (cont.)	
C. Geology	
1. General Laboratory	<p>Capacity: 24 students Direct access to central storage area and preparation area. Student stations to be tables with resistant tops. Consider 7-4 student tables. Perimeter counter along 1 wall. 2 large sinks in perimeter counter. Gas, water and electricity above perimeter counter. Storage beneath perimeter counter. Floor to ceiling locked cabinets along one wall. Wall rails for chart use. Chalkboard and corkboard space. Plan for a large amount of corkboard space. Power rails in ceiling to supply tables. Ability to completely darken room. Ability to darken projection screen area only.</p>
2. General Laboratory	Same as II-C-1.
3. Preparation Area	<p>Net Area: Direct access to or a part of central storage area. Direct access to geology laboratories. Perimeter counter on 1 wall with 1 large sink. Gas, water and electricity above counter. Floor to ceiling locked storage on 1 wall. Tables with resistant tops.</p>

SCIENCE COMPLEX continued

AREA	DESCRIPTION
II. SCIENCE LABORATORIES	
E. Physics	
1. General Laboratory	<p>Capacity: 24 students Direct access to central storage and preparation area. Student stations to be 2 student tables with resistant tops. Consider 12 stations. Demonstration table consisting of fixed utility island and movable table. Utility island offset with respect to chalkboard. Perimeter counters on two opposing walls. Storage beneath perimeter counters. Gas, water, air and electricity above perimeter counters. 1 large sink in each perimeter counter with hot and cold water. Power rails in ceiling to service tables. Ability to completely darken room. Wall rails for chart use. Wall opposite chalkboard space free from cabinets, counters or windows. Plan for a large amount of chalkboard space at demonstration table.</p>
2. Electronics Laboratory	<p>Capacity: 12 electronics stations and 24 general stations. Same as II-D-1, except for the following: Perimeter counters to be double decked electronic counters with lockable storage beneath counter. No sinks All outlets regulated for constant voltage.</p>

SCIENCE COMPLEX continued

AREA	DESCRIPTION
II. SCIENCE LABORATORIES	
D. Physics	
3. Preparation Area	<p>Direct access or part of central storage area. Direct access to laboratories. Perimeter counter with storage beneath along 1 wall. 1 large sink in counter. Gas, water, air and electricity above perimeter counter. Floor to ceiling locked storage along other walls. Tables with resistant tops.</p>
4. Dark Room	<p>Perimeter counters along all walls. 1 large sink in perimeter counters. Storage beneath perimeter counters. No windows Tables with resistant tops. Easy access to central storage and preparation area.</p>
5. Shop	<p>Access to central storage. Floor to ceiling perimeter storage on 1 wall. Perimeter work bench along 1 wall, with woodworking and metal working vices. Boards for hand tool display above work bench. Plan for floor space for a drill press, a band saw, a table saw, a grinder, a rock cutter, etc. Overhead power rails to service power tools Sink module along 1 wall.</p>

SCIENCE COMPLEX continued

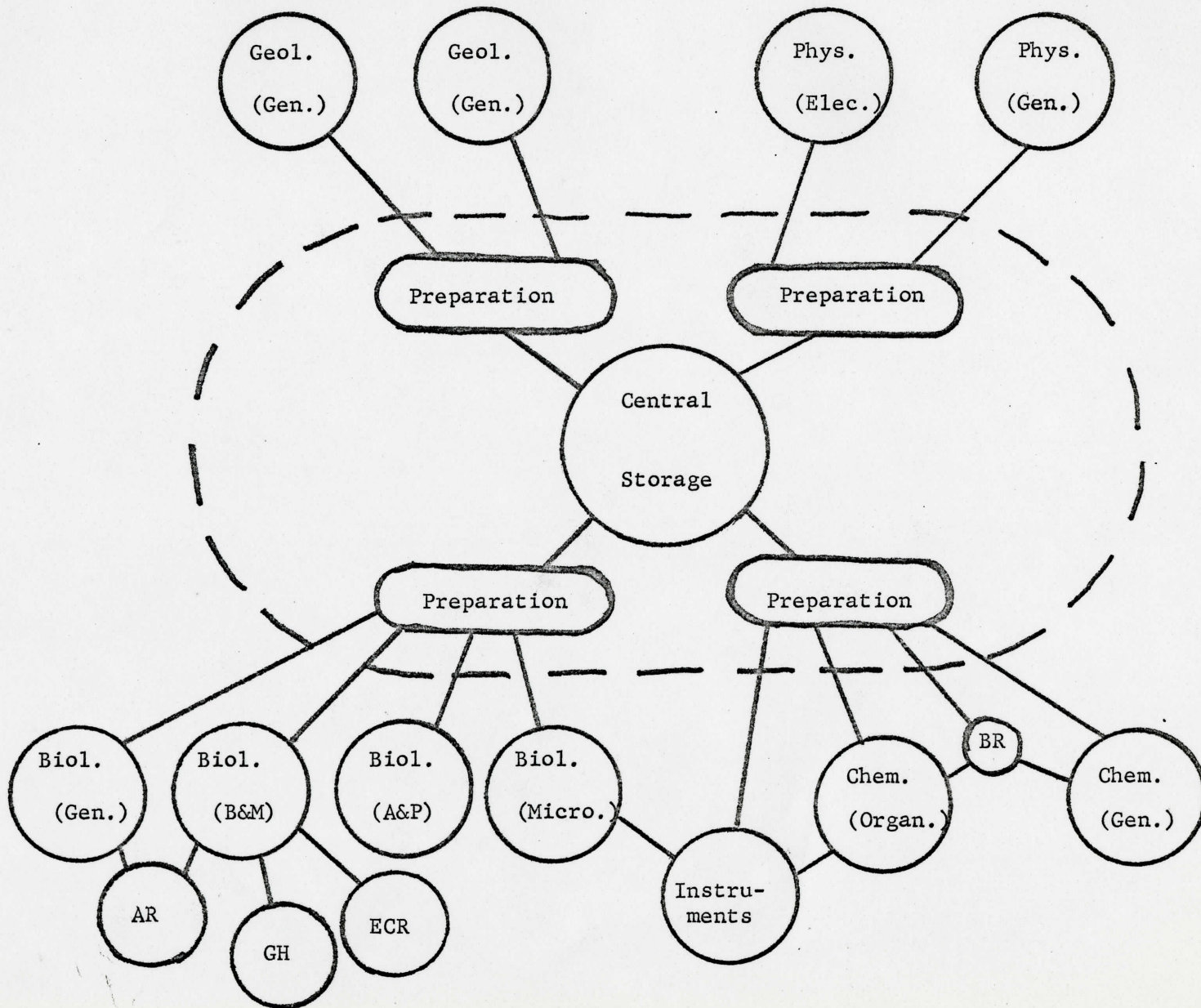
AREA	DESCRIPTION
III. Storage	Plan for 1,000 square feet of area per science discipline, including preparation area. Plan for a first-aid center. Plan for a large distilled water apparatus. Plan for a self-contained ice maker with storage chest. Storage shelving to be specified later.

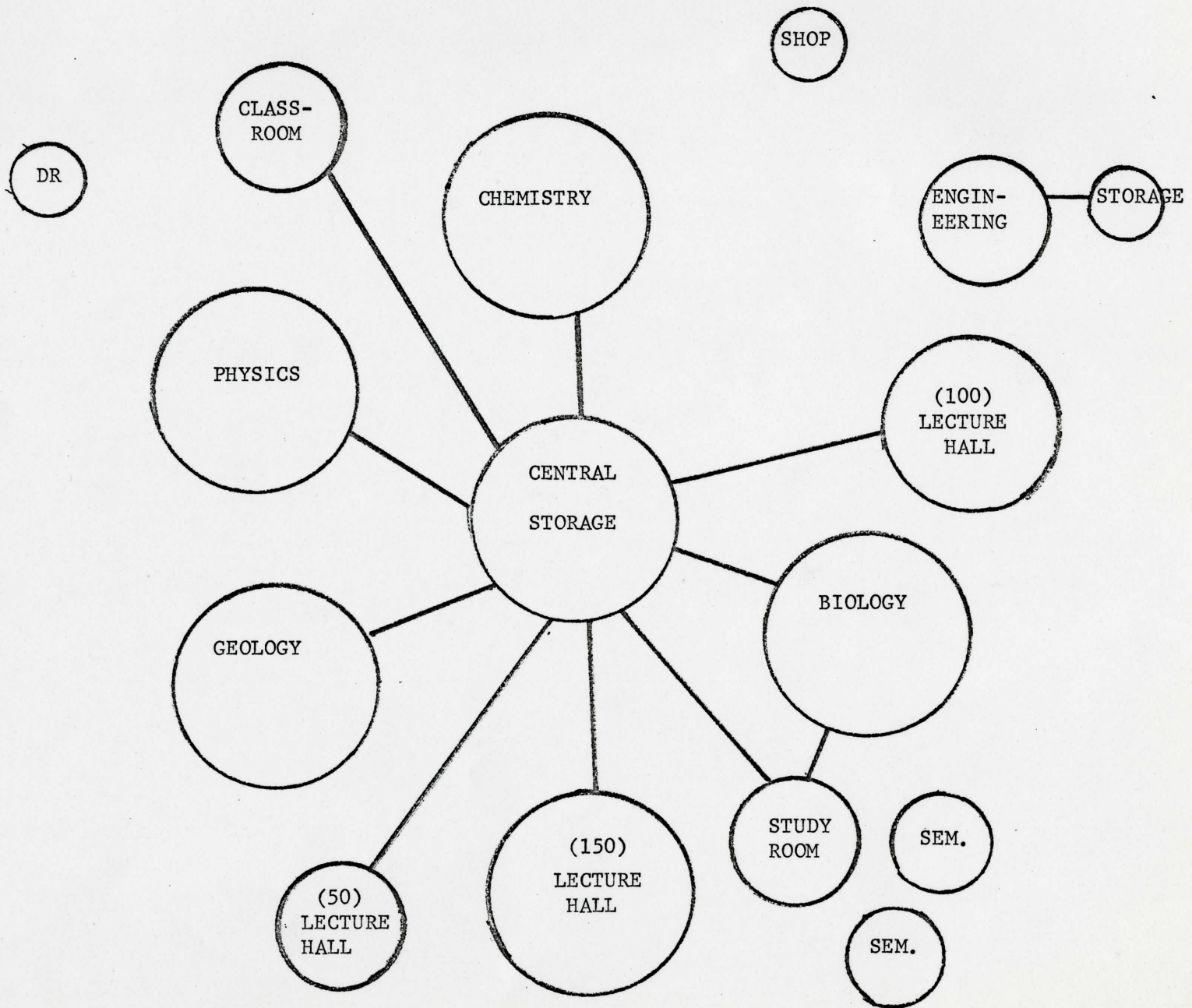
IV. GENERAL SPECIFICATIONS

1. Eye wash basins and hand-held showers, with floor drain, in each laboratory, preparation area and next to the chemical vault.
2. Plan for AV screens in each laboratory, classroom, seminar room, study room and lecture hall. AV screens should not cover chalkboard.
3. Plan for chalkboards in each laboratory, classroom, seminar room, study room and lecture hall. Chalkboards to be sets of multiple, traveling boards where necessary.
4. Plan for corkboards for display of sufficient size to hold large materials, in each laboratory, classroom seminar room, study room and lecture hall.
5. All rooms must have the ability to be completely darkened.
6. Plan for a minimum laboratory size of 30 feet x 40 feet.

SCIENCE COMPLEX continued

AREA	DESCRIPTION
IV. GENERAL SPECIFICATIONS continued	
7.	Plan for chart rails and hangers in all rooms, along all available perimeter walls.
8.	Plan for TV monitors in all rooms.
9.	All fume hood pumps to be mounted on roof.
10.	No stairs in hallways--only ramps
11.	All waste lines to be glass piping.
12.	All laboratories to be on separate circuits.
13.	Plan for display cases in student traffic areas.
14.	Plan for the appropriate amount of men's and women's lavatory facilities.
15.	Plan for the appropriate janitorial and mechanical services.
16.	Plan for coat racks and book shelf in all student areas.





Supplement 79-1

EDUCATIONAL SPECIFICATIONS

for a

MAINTENANCE BUILDING

at

TACOMA COMMUNITY COLLEGE

May 1969

Planning Committee:

Frank Mitchell, Chairman
Elwood Hazelton, Purchasing Agent
Ross Briggs, Student Body President

SPECIFICATIONS FOR MAINTENANCE BUILDING

General outline of maintenance service.

While a detailed analysis of a maintenance program would probably surpass requirements of the specification, it should be pointed out that there are basic services which ought to be kept in mind throughout the planning process. Maintenance department's responsibilities at Tacoma Community College include the following:

1. All custodial services on the campus.
2. Buildings and grounds maintenance.
3. Receiving and storage of supplies and equipment.
4. Preventative maintenance on vehicles.
5. General repair of campus facilities at the maintenance level.

In developing a long-range and total concept for facilitating maintenance needs across the campus, over the coming years, several basic questions need to be answered. The first deals with comprehensiveness of the maintenance facility in terms of location and access requirements. Another question deals with the financial limitations faced at the present time. Another question deals with the additional requirements for maintenance as the college grows larger and increases its need for these kinds of services.

These specifications postulate positions on the above questions and recommendations will be based on these basic positions. It may be assumed that with the severe limitations placed on the budget for maintenance facilities, a strict priority will have to be determined. It can be further assumed that an initial facility may only meet a few maintenance needs and perhaps will modify in use in the long run. The following represents a list of necessary services which will have to be supplied to the campus in an initial facility:

1. Central receiving in dispersement of supplies and equipment for the instructional program.

Central receiving: Unloading and storing and distributing of supplies for instructional program. This will include books and book store supplies, office supplies, science and art supplies. These supplies will be delivered as fast as they are received.

2. Office space for maintenance, purchasing, security, custodial and possibly mail services necessary to the daily attention of campus needs as follows:

Office space: It is anticipated that at least two other college functions are closely enough related to this program that they should be housed with buildings and grounds. These two include the office of purchasing and campus security. It is also reasonable to assume that a central facility for receiving and delivery of mail across campus could be located in this facility.

2-A. Physical Plant Manager's Office - should include a drafting and planning room with space for storage of drawings and plans. Room for a secretary, space for private interviews of job applicants and employees. Ample room for receiving salesmen. Room for two file cabinets. Book shelves for catalogs, books and periodicals.

2-B. Security Police: Should have room for one desk plus a table, room for three to four file cabinets, storage space for keys, a closet for rain gear and uniforms. Space for radio equipment, a bulletin board.

2-C. Purchasing Agent: Purchasing agent's private office for meeting and talking to salesmen. Book shelves for catalogs, two file cabinets. Secretary's space for desk, file cabinets. Secretary should be located so as to receive all visitors.

2-D. Mail Receiving and Delivery: Room for sorting and handling of letters and boxes, also wrapping and preparing packages for mailing, also facilities for separating incoming and outgoing mail for different buildings.

3. Vehicular and equipment storage for as much present equipment as possible and facilities for normal maintenance of this equipment.

Vehicle and Equipment Storage: At the present time six stalls for storage of vehicles will be enough. The inside stalls will serve as room to work on and clean equipment. At least half of the stalls should be equipped with a vacuum exhaust system.

4. Adequate storage for paper, janitorial, grounds, and other materials needed for campus operation as follows:

Storage:

4-A. Printing materials, mostly paper.

4-B. Office supplies, stock for offices to draw from.

4-C. Janitorial paper, toilet paper and paper towels, etc., - as much as 2400 cubic feet.

4-D. Storage of liquids in 55 gallon drums. Some of them will be flammable. Also paint storage, thinners and other cleaning materials.

4-E. Grounds equipment and supplies - rakes, shovels, lawn mowers, etc. Also fertilizer as much as one hundred, 80 pound bags.

5. There will need to be space for a carpenter shop with power tools, hand tools and work tables for normal maintenance of furniture and equipment.
6. Machines: Only the machines that are vital to the operation should be purchased from this building fund, so as to get as much building with the available funds, as possible.
7. Locker and lunch room space for work crews.
 - 7-A. Lockers: at the present time there are 19 on the maintenance staff and this number may be as many as thirty in a few years.
 - 7-B. Lunch room: There are 13 men who work the night cleaning shift that eat lunch at the same time. This number may go to 20.
 - 7-C. Shower stalls, two or more.
 - 7-D. Toilets: Men and women

It is assumed for purposes of these specifications that as with the future growth of the campus plus additional maintenance and storage space will have to be built. It is recommended that a more remote location be picked for the second facility. This location should include space for out-door storage and the like. The present facility should be as centrally located as possible in order to have ready access to as much of the campus as possible. It is recommended that the architect consider sites as close to the Instructional Resource Center as feasible.

It should be pointed out that the present facility is entirely utilitarian and could fulfill most of its function even dug into a bank. One suggestion has been made that the facility be located close to the Fine Arts Building with a roof landscaped for a patio or similar use.

Sufficient parking apron should be provided to allow for delivery trucks-- up to the size of large trucks and trailers, some temporary parking, and with enough space so that traffic is not impeded around the campus.

Faculty Building Specifications Recommendations

Faculty Building Committee

- John Swarthout, Chairman
- Mildred Rohrs
- Doris Bennett
- Paul Nesbitt

The following are recommendations of the faculty building committee. In making these recommendations, the following relationships have been taken into account: instructor with his own necessities, for instance lecture preparations, exam construction, etc.; instructor-student for advising and educational purposes; instructor-instructor in small groups; and the instructor's relationship with his total activities. Also taken into consideration were the necessities of secretarial work space as related to the total concept of the purpose of the building. The following were the conclusions of the committee.

1. Personnel

All personnel whose function is instructional from new instructors to Division chairmen are to be housed in the new structure. There should be no divisional or heirarchical differentiation.

2. Location

The recommendation is to locate the new faculty building on the slope behind the Resource Center. Specific location within that area should be made to include reasonable proximity to adequate parking facilities. This location was chosen in order to facillitate faculty use of the Resource Center and because of the central location to all parts of the existing and planned campus.

3. Faculty office units

a. Number

It is recommended that as many units up to fifty as can conceivably be built taking into consideration the total plan be included. At present, approximately 23 instructors are "displaced" within double units and approximately 15 in the Resource Center. By opening time of the new facility, a minimum of 32-35 faculty members will need space. The new facility would then provide future needs as well as satisfying presnet demands.

b. Size

The recommended size for the new units is 9 feet by 10 feet, or 90 square feet. The figure was arrived at because of the equipment necessary for the instructor to do an adequate job in preparation for classes and instructor-student relationships. Seven larger offices are recommended for Divisional and/or Departmental Heads.

c. Equipment

This category is included in part to justify the above mentioned size and also to coordinate the plans for the structure with the necessities of the instructor.

1. Desk 5' in length
2. Filing cabinet
3. Table-primarily for the advising and aiding of students
4. 2 bookcases-may not be necessary for all instructors

Note sample layout of office.

d. Use

It is recommended strongly that all faculty be housed in separate units. This seems an absolute necessity in order to do an adequate job in the area of faculty-student relationships both educational and in administrative advice.

e. Systematic location within building

The back page of these recommendations includes a plan for the layout of the building. This category seems necessary if total coordination of the activity sphere necessities are to be met.

4. Conference rooms

It is recommended by this committee that three conference rooms able to handle up to 16 people be included in the building. Two of these would be adjoining with a partition and not a stationary wall between in order that it may be used for larger conferences (e.g. an English department meeting at which over 15 or 16 persons would be present). The proposed location of these units within the building will be noted on the proposed floor plan. It is also recommended that 3 movable blackboards be placed in all conference rooms.

5. Advisement rooms

Two advising rooms are recommended. These would be of the regular office size but would be equipped with the materials necessary for special advising (e.g. catalogues from all transfer institutions job opportunity materials, table instead of desk, etc.)

6. Secretarial space

a. Personnel

Two full time secretaries and a receptionist. Because of the demands on the secretarial staff in the performance of their duties, it is recommended that, for adequate operation of the servicing of faculty needs, two full-time secretaries and a full-time receptionist be provided in the building. This recommendation is the premise on which the space plan is based.

b. Reception area

The reception area at the front of the building would be designed to handle the flow of students. Student waiting area would be approximately 25 X 20 and would be softened somewhat from the present mode. This might be done by planter boxes. A reception desk would be located in the area (see proposed floor plan) and the telephone switchboard would be located on this desk. Another communications device recommended would be a board with all the office numbers in lights. When an instructor enters his office, he may push a button turning on his light on the office board. This would tell the receptionist that the instructor is in and alleviate the problem of having to call his office to see if he were in if a student wishes to see him.

c. Work area and supply

Two counters (note diagram) are provided for paper supplies, etc.

d. Secretarial work areas

Two offices especially designed to house the secretarial operations (typing, etc.) are strongly recommended. These would be the size of regular faculty offices but the front, facing the waiting area, would be glass from ceiling to about 3 feet from the floor. Location is noted in the diagram.

Equipment:

desk for each office
2 phones for each office (outside and intercom)
ditto equipment and machine
dictaphone equipment for each office
file cabinets for each office
bookcases
electrical outlets

e. Secretarial lounge

A special lounge area would be provided for the secretarial staff. This would include lounging facilities, lavatory, wash stand.

7. Faculty lounge

A faculty lounge of 800 square feet would be provided for the faculty. Please note diagram for proposed location within the building and floor plan.

8. Communications devices

It is recommended that all faculty offices and the lounge as well as the secretarial offices and reception desk be provided with the black phones (internal campus extension and external). If this is not possible, then all black phones should be located with privacy in mind.

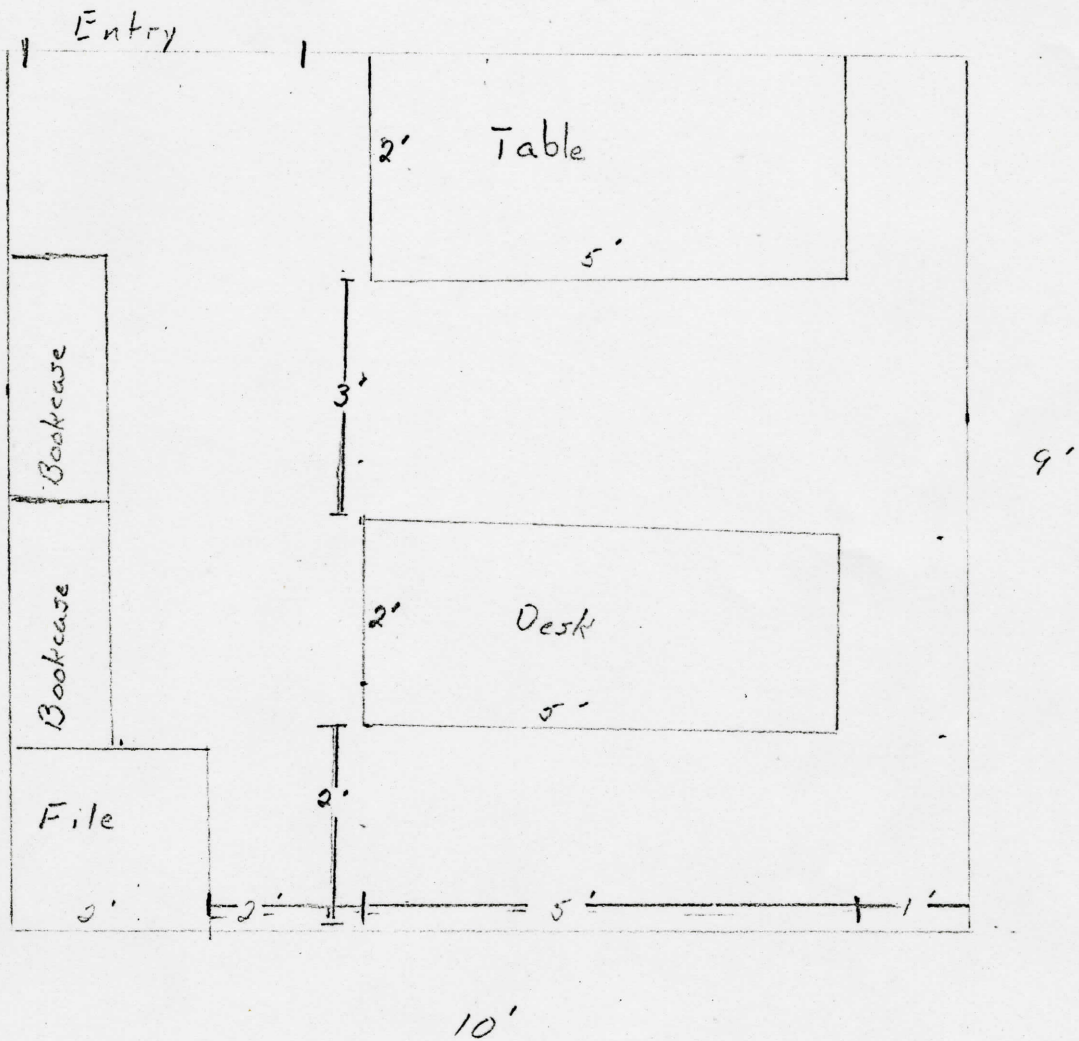
9. Miscellaneous

- a. Lavatories: Besides the facility in the secretarial lounge, it is recommended that four lavatories be strategically placed.
- b. Heating: The faculty building planning committee recommends baseboard heating throughout the building.
- c. Open space in interior: The committee recommends that the open space in the interior section of the building be used for plantings of some sort and not be left as a vacant concrete patio.
- d. Windows: It is recommended that all windows be able to be opened or that adequate air conditioning be provided. Also, where windows are placed, it is recommended that they not be obstructed in order that they provide an "airy" atmosphere.
- e. Within the faculty lounge, it is recommended that bulletin boards be laced.
- f. Mailboxes: Individual wooden hanging-wall mailboxes (such as the type now in use in Faculty Buildings 17 and 9) are desired in the faculty lounge area.

The foregoing recommendations of the faculty building planning committee are made with a total concept in mind. We feel that the individual, small group, and total facilities are coordinated in this plan to provide maximum satisfaction of the functions provided by such a facility and are in keeping with the entire plans for the campus and purpose of the institution.

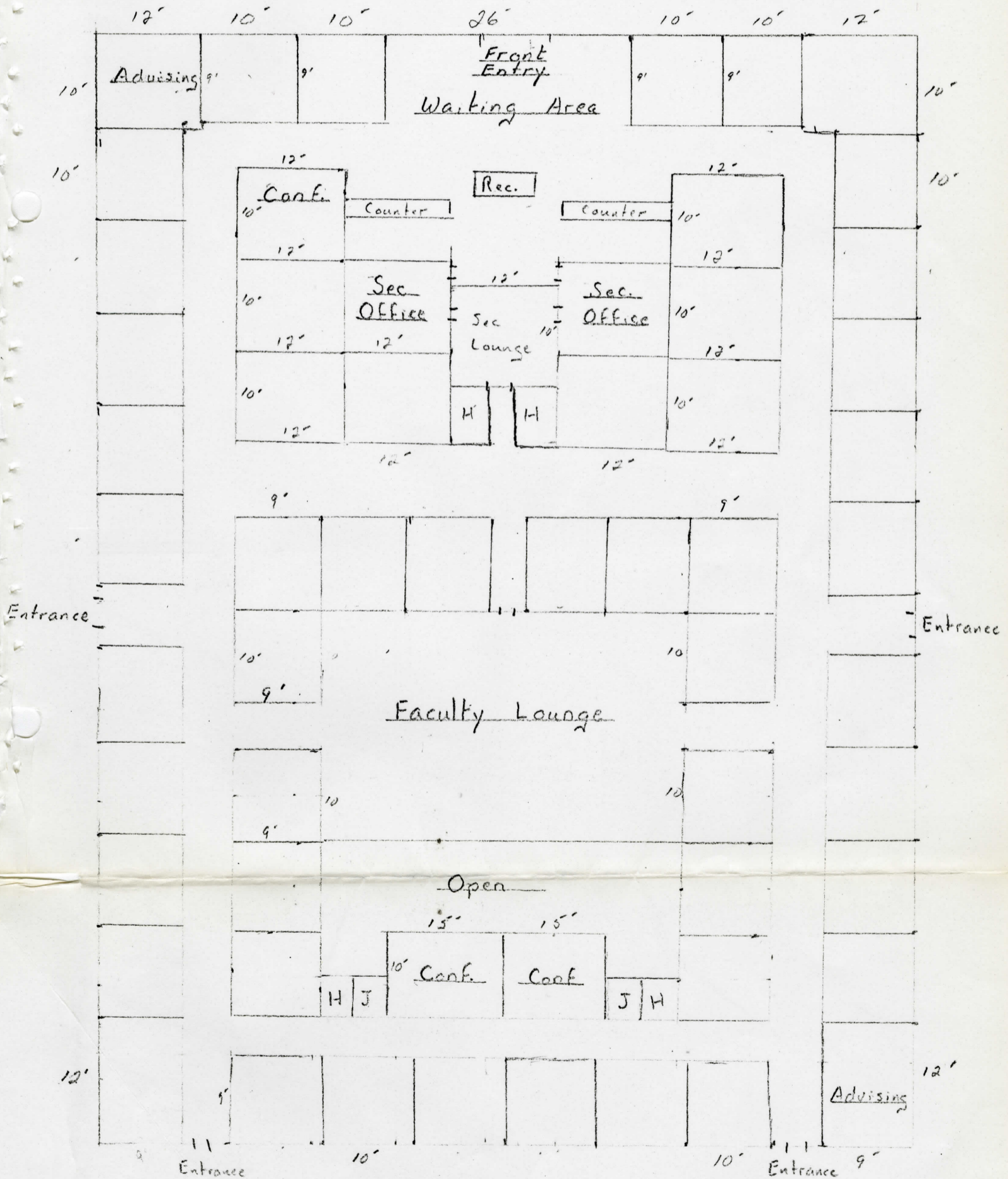
Possible office floor plan
with equipment

The committee for new office building planning felt that a possible organization of a 9x10 office should be included in order that some perspective could be placed regarding the size recommended for the faculty units in the proposed facility.



SKETCH OF PROPOSED FLOOR PLAN
FOR FACULTY OFFICE BUILDING

It was decided by the faculty office building committee to include a rough (very rough) sketch of a suggested possible floor plan. The reason for including this is that through a sketch, it might be possible to better explain the coordination of activity spheres and show the feasibility of the recommended units as organized in the minds of the committee members.



INVITATION TO BID

Return To

Tacoma Community College, Business Office
5900 So. 12th Street, Tacoma, Washington 98465

THIS IS NOT AN ORDER

April 14, 1969

Date

Please bid net prices at which you will agree to furnish any or all of the following articles, F.O.B. destination shown below and on pages 2. To receive consideration, bids must be made on this form and signed in full. Prices must be based on our units extended, and totalled. Delivery guarantee must be filled in. Tacoma Community College reserves the right to accept or reject bids on each item separately or as a whole, to reject any or all bids, waive informalities and to contract as the best interests of Tacoma Community College may require. Bids are subject to, but not limited to, the invitation to bid, request for quotations and specifications and plans, and the standard terms and conditions contained on the reverse side hereof. All erasures and changes shall be initialed.

Item No.	Prices F. O. B. Tacoma	Bidder Must Enter All Extensions and Totals				
		Description	Quantity	Unit	Unit Price	Amount
1		<u>PROJECTOR, 8MM SILENT</u> Cartridge Load Zoom Lens 20-32 mm f/1.4 Still Picture clutch Technicolor Super 8 model 810Z	1	ea.		
2		<u>PROJECTOR, 8MM SOUND</u> Cartridge Loading Carrying Case Technicolor Model 1000A	1	ea.		
3		<u>PROJECTOR, 8MM SOUND</u> Reel to Reel 200' Capacity External Headphone/Speaker jack 22mm f/1.5 Lens Kodak Ektagraphic Model 275	1	ea.		
4		<u>REAR PROJECTION SCREENS</u> For Filmstrip & Carousel Projectors Folds flat to 1½" 14 x 14 Screen Caritel No. 621 HPI	2	ea.		
5		<u>REAR PROJECTION SCREEN</u> Non-Folding 5 x 7 Screen No. 605 HPI Telescreen	1	ea.		

PLEASE ENTER COMPANY NAME AND ADDRESS BELOW

TOTAL

Address

Mark Your Bid Envelope
Business Office
Tacoma Community College
5900 So. 12th, Tacoma, Wash.
2:00 P.M. Bid Opens at 4/21/69

We guarantee delivery at destination from _____ via _____
within _____ days after receipt of order at address shown. We will allow _____ discount
for payment 10th proximo.

To the Tacoma Community College:

Date _____ 19____

We have read and agreed to the conditions noted above and in the Standard Terms and Quotations. We further agree to furnish the articles specified at the prices stated herein, to be delivered to the station or location and on the date as set forth herein.

Signature _____

Title _____

STANDARD TERMS AND CONDITIONS

This purchase order contract includes the following terms and conditions and includes, but is not limited to, the invitation to bid, request for quotations, specifications, plans and published rules and regulations of Tacoma Community College (TCC) and the laws of the State of Washington, which are hereby incorporated by reference.

(1) No alteration in any of the terms, conditions, delivery, price, quality, quantities or specifications will be effective without prior written consent of TCC.

(2) No charges will be allowed for handling which includes, but is not limited to, packing, wrapping, bags, containers or reels, unless otherwise stated herein.

(3) No exception to delivery dates shall be allowed unless prior written approval is first obtained from TCC. TCC reserves the right to cancel any undelivered portion of this order.

(4) Time of delivery is of the essence and TCC reserves the right to cancel any undelivered portion of this order for failure by the vendor to deliver on time. Vendor assumes responsibility of delay notwithstanding the cause.

(5) All payments to the vendor shall be remitted by mail. TCC shall not honor drafts, nor accept goods on a sight draft basis. Furthermore, the provisions or monies due under this contract shall not be assignable.

(6) SHIPPING INSTRUCTIONS: Unless otherwise specified, all goods are to be shipped prepaid, FOB destination. Where specific authorization is granted to ship goods FOB shipping point, vendor agrees to prepay all shipping charges, route cheapest common carrier, and to bill TCC as a separate item on the invoice for said charges, less federal transportation tax. Each invoice for shipping charges shall contain the original or a copy of the bill indicating that the payment for shipping has been made. It is also agreed that TCC reserves the right to refuse to accept any COD shipments.

(7) All goods or materials purchased herein are subject to the approval by TCC. Any rejections of goods or materials, whether held by TCC or returned, will be at the vendor's risk and expense.

(8) All invoices, packing lists, packages, shipping notices, instruction manuals, and any other written document affecting this contract shall contain the applicable purchase order number. Packing lists shall be enclosed in each and every box or package shipped pursuant to this contract, indicating the content therein.

(9) The vendor agrees to protect TCC against all claims, suits, or proceedings for patent, trademark, copyright, or franchise infringement arising from the purchase, installation or use of the goods and materials purchased herein. The vendor further agrees to assume all expenses and damages arising from such claims, suits, or proceedings.

(10) Vendor agrees that the waiver, acceptance, or failure by TCC to enforce any provisions, terms, or conditions of this contract shall not operate or be construed as a waiver of prior or subsequent breaches or the right of TCC to thereafter enforce such provisions.

(11) The vendor warrants all articles supplied under this contract to conform to specifications herein, to be fit and sufficient for the purposes manufactured, merchantable, of good material and workmanship, and free from defects.

(12) In the event that TCC is entitled to a cash discount, the period of computation shall commence on the date of delivery, or receipt of correctly completed vouchers, whichever is later. If an adjustment in payment is necessary due to damage, the cash discount period shall commence on the date final approval for payment is authorized.

(13) Unless otherwise indicated, TCC agrees to pay all state of Washington sales tax. No charges shall be made for the Federal excise and transportation taxes and TCC agrees to furnish vendor upon request with an exemption certificate.

(14) Vendor warrants and represents that all the goods and material contained herein are free and clear of all liens, claims or encumbrances of any kind whatsoever.

(15) Vendor agrees to bear all risks of loss, injury or destruction of goods and materials contained herein which occur prior to delivery and such loss, injury or destruction shall not release vendor from any obligation hereunder.

(16) The vendor agrees not to discriminate against any client, employee or applicant for employment or for services, because of race, creed, color, national origin, sex or age with regard to, but not limited to, the following: Employment upgrading, demotion or transfer; Recruitment or recruitment advertising; Layoffs or termination; Rates of pay or other forms of compensation; Selection for training; Rendition of services. It is further understood that any vendor who is in violation of this clause shall be barred forthwith from receiving awards of any purchase order from TCC, unless a satisfactory showing is made that discriminatory practices have terminated and that a recurrence of such acts is unlikely.

(17) All prices are to be included herein.

(18) In the event of a breach by the vendor of any of the provisions of this contract, TCC reserves the right to cancel and terminate this contract forthwith upon giving oral or written notice to the vendor.

(19) When special brands are named it shall be construed solely for the purpose of indicating the standards of quality, performance or use desired. Brands of equal quality, performance and use shall be considered, except as noted, provided vendor specifies the brand, model and submits descriptive literature, when available. Any bid containing a brand which is not of equal quality, performance, or use specified must be represented as an alternate and not as an equal, and failure to do so shall be sufficient reason to disregard the bid.

(20) Vendor covenants and agrees that in the event suit is instituted by the buyer for any default on the part of the Vendor, he shall pay to the buyer all costs, expenses expended or incurred by the buyer in connection therewith, and reasonable attorneys' fees.

TACOMA COMMUNITY COLLEGE
 5900 SOUTH 12TH STREET
 TACOMA, WASHINGTON 98465

e 2 of bid for Projector

Item No.	Description	BIDDER MUST ENTER ALL EXTENSIONS AND TOTALS			
		Quantity	Unit	Unit Price	Amount
6	<u>REAR PROJECTION SCREEN SECTION</u> Approximate Dimension 14" x 20"				
	Plexicat	1	ea.		
7	<u>FILM PROCESSOR</u> Ektamatic Mod. 214K	1	ea.		
8	<u>ENLARGER</u> With variable Condenser 50 MM Lens and Mount Companion 135 MM Lens and Mount Companion	1 1	ea. ea.		
	Omega Model D2V-XL				
9	<u>DRYER</u> Premier Deluxe Rotary Print Dryer Mod. A-2	1	ea.		
10	<u>EASEL</u> 14 x 17 Saunders U1417	1	ea.		
11	<u>PRINTER</u> Brumberger 5 x 7	1	ea.		
12	<u>PAPER TRIMER 20" x 20"</u> With Hold down & Guide Nikor	1	ea.		
13	<u>PRINT WASHER</u> Arkay Loadmaster 1620	1	cea.		
14	<u>FILM WASHER</u> For cut film Hurricane	1	ea,		
15	<u>FILM WASHER</u> For roll film Hurricane	1	ea.		
16	<u>COPY LIGHT UNIT</u> Testrite Mod. 23-4	1	ea.		
TOTAL					

8 MM SILENT PROJECTOR
 BID OPENING 4/21/9-2:00 P.M.

RAY'S CAMERA SHOP

TRECK PHOTOGRAPHIC

INDUSTRIAL PHOTO
 PRODUCTS

DESCRIPTION

	<u>RAY'S CAMERA SHOP</u>	<u>TRECK PHOTOGRAPHIC</u>	<u>INDUSTRIAL PHOTO PRODUCTS</u>
1. PROJECTOR, 8MM, SILENT	N/B	N/B	N/B
2. PROJECTOR, 8MM, SOUND			
3. PROJECTOR, 8MM, SOUND		\$199.00	
4. REAR PROJECTION SCREENS		\$29.00	\$58.00
5. REAR PROJECTION SCREENS			\$14.45
6. REAR PROJECTION SCREEN SECTION			
7. FILM PROCESSOR		<u>\$425.00</u>	
8. ENLARGER (50 MM)	\$399.95	\$432.45	
(135 MM)	(Incl. both lens)	(Spec with both lens)	
		<u>\$382.96</u>	
		(Spec. enlarger & Rodenstack lenses)	
9. DRYER	<u>\$38.10</u>	\$45.76	\$46.32
10. EASEL	\$38.75	<u>\$34.46</u>	
11. PRINTER	<u>\$27.95</u>	\$30.62	
12. PAPER TRIMER	<u>\$36.50</u>	\$47.41	\$39.82 (Premier)
13. PRINT WASHER	<u>\$77.95</u>	\$84.38	
14. FILM WASHER	\$34.95	<u>\$34.48</u>	
15. FILM WASHER	\$15.95	<u>\$15.30</u>	
16. COPYLIGHT UNIT	<u>\$18.10</u>	\$18.20	

LOWEST BID MEETING SPECIFICATIONS INDICATED BY _____ RECOMMENDED.

GEORGE VAN MIEGHEM
 DEAN OF ADMINISTRATIVE
 SERVICES

*ITEMS 1-6 REBID ON 4/25/69.

BIDS NOT RETURNED:

SEATTLE ART & PHOTO SUPPLY
 TALL'S CAMERA SUPPLY
 CAMERA MART
 CAMERA SHOP

AWARDS

RAY'S CAMERA SHOP - ITEMS NO. 9, 11, 12,
 13, & 16.

 TRECK PHOTOGRAPHIC - ITEMS NO. 8 (135 M
 10, 14, 15.

INVITATION TO BID

Return To

Tacoma Community College, Business Office
5900 So. 12th Street, Tacoma, Washington 98465

THIS IS NOT AN ORDER

April 25, 1969

Date

Please bid net prices at which you will agree to furnish any or all of the following articles, F.O.B. destination shown below and on pages 1 & 2. To receive consideration, bids must be made on this form and signed in full. Prices must be based on our units extended, and totalled. Delivery guarantee must be filled in. Tacoma Community College reserves the right to accept or reject bids on each item separately or as a whole, to reject any or all bids, waive informalities and to contract as the best interests of Tacoma Community College may require. Bids are subject to, but not limited to, the invitation to bid, request for quotations and specifications and plans, and the standard terms and conditions contained on the reverse side hereof. All erasures and changes shall be initialed.

Item No.	Prices F. O. B. Tacoma	Bidder Must Enter All Extensions and Totals			
		Description	Quantity	Unit Price	Amount
1		<u>PROJECTOR, 8MM SILENT</u> Cartridge Load Zoom Lens 20-32 mm f/1.4 Still Picture Clutch Technicolor Super 8 , Model 810Z	1	ea.	
2		<u>PROJECTOR, 8MM SOUND</u> Cartridge Loading Carrying Case Technicolor Model 1000A	1	ea.	
3		<u>PROJECTOR, 8MM SOUND</u> Reel to Reel 200' Capacity External Headphone/Speaker Jack 22 MM f/1.5 lens Kodak Ektagraphic Model 275	1	ea.	
4		<u>REAR PROJECTION SCREENS</u> For Filmstrip & Carousel Projectors Folds flat to 1½" 14 x 14 Screen Caritel No. 621 HPI	2	ea.	
5		<u>REAR PROJECTION SCREEN</u> Non-Folding 5 x 7 Screen No. 605 HPI Telescreen	1	ea.	

PLEASE ENTER COMPANY NAME AND ADDRESS BELOW

TOTAL

Address

Mark Your Bid Envelope
Business Office
Tacoma Community College
5900 So. 12th, Tacoma, Wash.
2:00 P.M. Bid Opens at 5/2/9

We guarantee delivery at destination from _____ via _____
within _____ days after receipt of order at address shown. We will allow _____ discount
for payment 10th proximo.

To the Tacoma Community College:

Date _____ 19 _____

We have read and agreed to the conditions noted above and in the Standard Terms and Quotations. We further agree to furnish the articles specified at the prices stated herein, to be delivered to the station or location and on the date as set forth herein.

Signature _____

Title _____

This purchase order contract includes the following terms and conditions and includes, but is not limited to, the invitation to bid, request for quotations, specifications, plans and published rules and regulations of Tacoma Community College (TCC) and the laws of the State of Washington, which are hereby incorporated by reference.

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(4) Time of delivery is of the essence and TCC reserves the right to cancel any undelivered portion of this order for failure by the vendor to deliver on time. Vendor assumes responsibility of delay notwithstanding the cause.

(5) All payments to the vendor shall be remitted by mail. TCC shall not honor drafts, nor accept goods on a sight draft basis. Furthermore, the provisions or monies due under this contract shall not be assignable.

(6) SHIPPING INSTRUCTIONS: Unless otherwise specified, all goods are to be shipped prepaid, FOB destination. Where specific authorization is granted to ship goods FOB shipping point, vendor agrees to prepay all shipping charges, route cheapest common carrier, and to bill TCC as a separate item on the invoice for said charges, less federal transportation tax. Each invoice for shipping charges shall contain the original or a copy of the bill indicating that the payment for shipping has been made. It is also agreed that TCC reserves the right to refuse to accept any COD shipments.

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(10) Vendor agrees that the waiver, acceptance, or failure by TCC to enforce any provisions, terms, or conditions of this contract shall not operate or be construed as a waiver of prior or subsequent breaches or the right of TCC to thereafter enforce such provisions.

(11) The vendor warrants all articles supplied under this contract to conform to specifications herein, to be fit and sufficient for the purposes manufactured, merchantable, of good material and workmanship, and free from defects.

(12) In the event that TCC is entitled to a cash discount, the period of computation shall commence on the date of delivery, or receipt of correctly completed vouchers, whichever is later. If an adjustment in payment is necessary due to damage, the cash discount period shall commence on the date final approval for payment is authorized.

(13) Unless otherwise indicated, TCC agrees to pay all state of Washington sales tax. No charges shall be made for the Federal excise and transportation taxes and TCC agrees to furnish vendor upon request with an exemption certificate.

(14) Vendor warrants and represents that all the goods and material contained herein are free and clear of all liens, claims or encumbrances of any kind whatsoever.

(15) Vendor agrees to bear all risks of loss, injury or destruction of goods and materials contained herein which occur prior to delivery and such loss, injury or destruction shall not release vendor from any obligation hereunder.

(16) The vendor agrees not to discriminate against any client, employee or applicant for employment or for services, because of race, creed, color, national origin, sex or age with regard to, but not limited to, the following: Employment upgrading, demotion or transfer; Recruitment or recruitment advertising; Layoffs or termination; Rates of pay or other forms of compensation; Selection for training; Rendition of services. It is further understood that any vendor who is in violation of this clause shall be barred forthwith from receiving awards of any purchase order from TCC, unless a satisfactory showing is made that discriminatory practices have terminated and that a recurrence of such acts is unlikely.

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(20) Vendor covenants and agrees that in the event suit is instituted by the buyer for any default on the part of the Vendor, he shall pay to the buyer all costs, expenses expended or incurred by the buyer in connection therewith, and reasonable attorneys' fees.

TACOMA COMMUNITY COLLEGE
 5900 SOUTH 12TH STREET
 TACOMA, WASHINGTON 98465

Page 2 of bid for PROJECTOR

Item No.	Description	BIDDER MUST ENTER ALL EXTENSIONS AND TOTALS			
		Quantity	Unit	Unit Price	Amount
6	<u>REAR PROJECTION SCREEN SECTION</u> Approximate Dimension 14" x 20" Plexicat	1	ea.		
TOTAL					

PROJECTORS

BID OPENING 5/2/9-2:00 P.M.

<u>ITEM NO.</u>	<u>DESCRIPTION</u>	<u>AUDIO VISUAL CENTER</u>	<u>TRECK PHOTOGRAPHIC INC.</u>
1	8MM PROJECTOR, SILENT	<u>\$162.50</u>	N/B
2	8MM PROJECTOR, SOUND	<u>\$299.95</u>	
3	8MM PROJECTOR, SOUND	\$159.50	<u>\$159.50</u>
4	REAR PROJECTOR SCREENS	<u>\$57.58</u>	\$57.60
5	REAR PROJECTOR SCREENS	\$14.47	<u>\$13.60</u>
6	REAR PROJECTION SCREEN SECTION	<u>\$24.50</u>	N/B

LOWEST BIDS MEETING SPECIFICATION INDICATED BY _____ RECOMMENDED.

George Van Mieghem
Dean of Administrative Services

BIDS RETURNED "NO BID:"

AUDIO CRAFT
RAY'S CAMERA SHOP

BIDS NOT RETURNED:

AUDIO VISUAL SUPPLY
EDUCATIONAL AIDS & SERVICE CO.

AWARDS:

AUDIO VISUAL CENTER-ITEMS # 1,2,4, & 6.

TRECK PHOTOGRAPHIC INC.-ITEMS 3 & 5.

PACKAGE PROPOSAL FOR FACULTY CONTRACTS AND SALARY RELATIONSHIPS - 1969-70

OBJECTIVES

The objectives of this proposal are:

1. to substitute a new contract basis for the 180-day concept.
2. to eliminate some current institutional problems related to per diem reimbursement arrangements.
3. to help provide the proper environment for college enrichment programs, innovation and urban involvement.
4. to more clearly specify some of the privileges and responsibilities of all faculty members.

Information

The following statements are made in the hopes of providing a rationale based on the objectives listed above for some of the features of this proposal.

1. It is believed that it is the intent of the faculty to replace the 180 day contract concept with a flexible one which emphasizes the establishment of working days based on necessary tasks rather than on an arbitrary number of days. Provision is made in this proposal for faculty participation in the identification of needed non-instructional tasks and in the determination of the number of days to be devoted to them during the contract year.
2. College per diem salary payments which are incurred at times during the summer months now range as high as \$71 per day. This upper amount has been determined by dividing the maximum schedule salary (\$12,770) by 180 (working days in a nine-month contract year). While such a rate appears to be a reasonable maximum wage during the normal academic year, it must be kept in mind that part of the rationale for a high academic year salary schedule involves the premise that an instructor must either study, rest, travel or accept employment for minimal gain during the summer months. When viewed as a year-round rate of payment, the use of the maximum per diem salary rate leads to certain inequities; for instance, an office or special project position on per diem during the summer months is reimbursed at approximately twice the rate as are summer teaching and counseling positions, at about two and a half times the rate paid to persons working at the maximum part-time rate, and from three to four times the rate at which the non-certificated employees of the college are paid.

Full use of per diem leads to a minimum yearly salary of \$17,000 for a certificated person at the maximum salary level. That amount, while often justified in today's society, is probably too high to be the minimum for an experienced educator working on an annual job.

Because the use of per diem salary reimbursement is reasonably frequent within the college, and because its usage is often cited as a basis for other salary recommendations, this proposal attempts to modify current practice through the substitution of a different per diem formula: one which is based on the summertime teaching and counseling pay rates.

3. It is hoped that if the number of instructors and service personnel present on the campus in the summertime is opened to negotiations that more certificated personnel might be available during the summer months than can be employed under existing practices. In such a case, opportunity for a more comprehensive course offering as well as for enrichment programs, urban involvement and innovation in instruction could be promoted in summer because there would be ample personnel available to work on such projects.
4. In order to help prevent administrative and non-administrative actions which at times appear arbitrary and which are sometimes unexpected, a few statements are included in this proposal which are intended to help clarify the expectations and responsibilities of both administrative and non-administrative personnel.

Contracts

Under this plan, three kinds of contracts would be written:

1. a standard nine-month contract
2. a supplementary summer contract
3. a twelve-month contract based on annual days

Contract Details

1. The standard nine-month contract would be essentially a continuation of present practice except that no specific number of days would be involved; instead, all persons on nine-month contracts would be asked to be available when needed between September 15 and June 15, inclusive, or during an equivalent time interval. Pre-instructional time, and time in between quarters, needed for registration, orientation, etc., would be determined by the councils, departments and individuals responsible for those activities and would be coordinated by the Administrative Council and subject to approval by the faculty. In cases of emergencies, faculty activities within the contract period would be scheduled at the discretion of the college president. In addition, new faculty members could be asked to participate in an orientation period of a maximum of two days. This period would be scheduled immediately prior to the contractual period defined above, or later if convenient to all concerned.

5-29-69

APPENDIX C

FACULTY CONTRACTS - 1969-70

CONTRACTS

Under this plan, three kinds of contracts will be written:

1. A standard nine-month contract
2. A supplementary summer contract
3. A twelve-month contract based on annual days.

CONTRACT DETAILS

1. The standard nine-month contract will be essentially a continuation of present practice except that no specific number of days will be involved; instead, all persons on nine-month contracts will be asked to be available when needed between September 15 and June 15, inclusive, or during an equivalent time interval. Pre-instructional time and time in between quarters, needed for registration, orientation, etc., will be determined by the councils, departments and individuals responsible for those activities and will be coordinated by the Administrative Council and subject to approval by the faculty. In cases of emergency, faculty activities within the contract period will be scheduled at the discretion of the college president. In addition, new faculty members can be asked to participate in an orientation period of a maximum of two days. This period will be scheduled immediately prior to the contractual period defined above, or later if convenient to all concerned.

Instructional days during the contractual period will be specified by the college calendar and will be maintained at 165 plus or minus one. It is understood that all of the faculty will be expected to be present on the campus on all instructional days, and on others during the contract period as requested through the appropriate channels outlined above, except for emergencies or when provision for absence is made in advance according to existing college policies.

2. The basic summer contract period will be 45 days and will carry a stipend of . The standard summer quarter teaching load will be 10 quarter hours or its equivalent. Service personnel will be given similarly reduced assignments. Pro rata contracts will be issued for situations requiring the employment of certificated persons for longer or shorter periods.

The summer quarter will include course, service, community service and project work, the latter being restricted to such areas as are of obvious benefit to the college.

3. The twelve-month annual day contract, which will include 20 days of

annual vacation, will apply to persons responsible for the continuous operation of the college and its major offices. Summer duties will be the same as during the nine-month period. Contract figures for the positions included in this contract category will be related to the nine-month salary schedule by the following factors:

- (a) President - 2.0
- (b) Deans and Assistant to the President - 1.5
- (c) Directors - 1.35
- (d) Public Information Officer - to be determined
- (e) Records and Admissions Officer - to be determined

5/29/69

APPENDIX D

TACOMA COMMUNITY COLLEGE

LEAVE OTHER THAN SICK OR SABBATICAL LEAVE

Preamble

The College recognizes that in the course of a contract year, unforeseen personal emergencies may occasionally arise. In order to allow reasonable flexibility in such situations, a maximum of five days leave with pay per year (non-accumulative) may be granted to an individual. Such leave is to be granted only in cases of unusual circumstance and in no case shall be granted for recreation or other similar activities.

Appeal of decisions may be made to the president.

I. Leave with pay (other than sick or sabbatical leave).

- A. Certified staff members shall be entitled to a maximum of five days of leave with pay per year (non-accumulative) for the below listed reasons.
 - 1. Civic reasons such as court summons, jury duty, or military reserve duty. (pursuant to state law)
 - 2. Personal reasons such as death or illness in the family, or personal business. Personal leaves in this category will be granted only on approval of the department and division chairmen (where appropriate) and the appropriate dean.
- B. Such leave shall be in addition to sick leave.
- C. With the approval of personal leave, the certified staff member accepts the responsibility for:
 - 1. providing as much prior notice as is reasonably possible,
 - 2. providing for temporary completion of assigned tasks (classes, committee work, advising, etc.)

II. Leave without Pay

- A. Certified staff members who have been employed at the college one year shall be entitled to leave without pay whenever such leave does not impose an undue hardship on the college. Leave without pay may be granted under one of the following conditions:
 - 1. The individual will be rehired at the end of the leave period if an opening exists for which the individual is qualified.
 - 2. The individual will be guaranteed a position following the leave period if, prior to granting the leave, it is established in writing that the division and department chairmen, (where appropriate), the dean and the president agree that satisfactory interim staffing can be maintained through the leave period.

3. Enrollment and appropriation considerations warrant departmental growth sufficient to require additional contracted staff following the individual's leave period.
- B. A leave period shall normally be limited to a maximum of one year.
- C. Reasons for granting of such leave shall include, but not be limited to, the following:
1. Professional reasons such as study, research, teaching, travel, work experience, or professional organization work.
 2. Civic reasons such as military service, serving in political office, government service, or other national or humanitarian endeavors.
 3. Maternity and restoration of health (arrangements for maternity leave should be made with the appropriate dean as soon as possible after the determination of pregnancy).
- D. If the individual during the course of his leave qualifies for salary schedule advancement, he will be advanced on the salary schedule upon his return.
- E. Application forms shall be presented to the appropriate dean after consultation with the appropriate division and department heads.
1. Applications should be presented as early as possible; for leaves of one year duration, the forms should be presented no later than March 1.
 2. Applicants will receive notification of the Board's decision no later than immediately following the April Board meeting.
 3. Applicants must notify the Board of their acceptance or rejection before the May meeting.
 4. Application for leaves of shorter duration should normally be presented at least one month prior to the desired starting date of the leave.

5/29/69

4/7/69

Administrative base pay is based on the attached faculty salary schedule.

1968-69 - salary schedule

1. Directors

Base +
1.35 responsibility factor

2. Deans

Base +
1.50 responsibility factor

3. President

Base +
2.0 responsibility factor

Doctorate - add .10 of base

1969-70 salary schedule has not been negotiated as yet.

5/69

Division Chairmen:

(Extra stipend over and above salary)

20% of base (\$7500) = \$1,500

Department Chairman:

(Extra stipend over and above salary)

10% of base (\$7500) = \$750.

President's salary - 2.0

Deans and Assistant to the President - 1.5

Directors - 1.35

May, 1969

WAC 132V-20-001 POLICY FOR STUDENT-INVITED SPEAKERS. The students of Tacoma Community College subscribe to the proposition that an important aspect of the education of college students is the opportunity to listen to speakers representing a wide variety of opinions and beliefs on all important issues. Therefore, in conformity with the American traditions of free speech and free inquiry, it is hereby provided that any recognized student organization or activity, with the knowledge of its adviser, may invite to the campus any speaker the group would like to hear, subject to restraints imposed by federal and/or state constitutions and statutes. The appearance of an invited speaker on the campus does not involve any endorsement, either implicit or explicit, of his views by the students, faculty, administration, or Board of Trustees of Tacoma Community College. In carrying out the intent of the above policy statement governing the appearance on campus of student-invited speakers, the following procedures shall be followed: (1) The Student Activities Coordinator will be notified in advance of the appearance of an invited speaker to permit adequate time for making necessary arrangements.

(2) At the time of this notification, a proper form (available in the Office of the Activities Coordinator) signed by the organization's adviser, must be filled out with particulars regarding speaker, time, place, sponsoring organization, and cost.