

TACOMA COMMUNITY COLLEGE

Meeting of the Board of Trustees

November 18, 1971

3:30 P.M.

Northwest History Room

AGENDA (Revised)

1. Roll call
2. Minutes
3. Correspondence
4. Unfinished business
 - (a) Drug abuse information proposal -- Dr. Lathrop
 - (b) Resolution re. Cooperative Board--Academic Personnel Relations agreement (sup. 4-b)
5. New business
 - (a) Resolution re. HEPB calendar year 1972 holiday schedule -- Mr. Van Mieghem (sup. 5-a)
 - (b) Resolution re. permission to use funds for greenhouse (sup. 5-b)
 - (c) Resolution re. request for leave of absence without pay during Spring Quarter for Sheldon Gilman -- Dr. Jacobson (sup. 5-c)
 - (d) Supplementary faculty appointments -- Dr. Jacobson (sup. 5-d)
6. Reports
 - (a) ASB -- Mr. Whitbeck
 - (b) WACCSG -- Mr. Miller
 - (c) TCCA -- Mr. Jansen
 - (d) TCCSA -- Mrs. Hotel
 - (e) Student Services -- Dr. Lathrop
 - (f) Instruction -- Dr. Jacobson
 - (g) Community Services -- Mr. Schafer
 - (h) Occupational Education -- Dr. Rhule
 - (i) Instructional Resource Center -- Mrs. Amoroso
 - (j) Administrative Services -- Mr. Van Mieghem
 - (k) Planning and Program Development -- Dr. Falk
 - (l) President's Report -- Dr. Ford
 - (m) Trustee Comments
7. Information
 - (a) Science Building dedication, concerts, fall play (sup. 7-a) -- Dr. Wirsing
 - (b) Titan Boosters -- Mr. Vaughan
 - (c) Sabbatical leaves (sup. 7-c)

TACOMA COMMUNITY COLLEGE
BOARD OF TRUSTEES

MINUTES OF MEETING
November 18, 1971

The regular meeting of the Board of Trustees was held on Thursday, November 18, 1971, in the Northwest History Room at Tacoma Community College.

Members and Officers of the Board in Attendance:

Rev. Robert M. Yamashita, Chairman
Mr. Charles L. Edmunds, Vice-Chairman
Dr. Dewey Tuggle
Mr. Don E. Anderson
Mr. Robert O. Springer
Dr. Thornton Ford, Secretary

Absent:

None

Administrative Staff, Students, and Others Who Regularly Attend:

Mr. Gene Achziger	Mr. Luther Jansen	Mr. H. J. Schafer
Mr. Keith Brightwell	Dr. Robert C. Lathrop	Mr. Ken Slusher
Mr. Russell Clark	Mr. Jerry McCourt	Mr. Richard Spangler
Mr. Paul Creyssels	Mr. Mike McLavy	Mr. George Van Mieghem
Miss Cheryl Doten	Mr. Ray Miller	Mr. Jerry Vaughan
Dr. Richard C. Falk	Mrs. Paula Pascoe	Mr. Steve Whitbeck
Mr. Howard Ferguson	Mr. Robert E. Patterson	Dr. Dale Wirsing
Mr. Donald Gangnes	Mr. Dave Powers	Mr. Frank Witt
Mr. Dennis Hale	Mrs. Rogene Ragsdale	Mr. Ed Zimmerman
Mr. George Huffman	Dr. Robert R. Rhule	
Dr. Paul Jacobson	Mr. Phil Rosenbaum	

Guests:

Dr. James Blankenship
Mrs. Howard Ferguson
Mr. Steve Hicks
Mr. Dan Howell

CALL TO ORDER

The meeting was called to order by Chairman Yamashita at 3:42 P.M. A quorum was present with all members of the Board in attendance.

APPROVAL OF MINUTES

Motion: Mr. Edmunds moved and Dr. Tuggle seconded that the minutes stand approved as mailed.

Motion carried unanimously.

CORRESPONDENCE

Dr. Ford noted a letter from Jim Bricker of the Joint Committee on Higher Education containing a list of resolutions mandated to the Committee by the last state legislature. The next meeting of the Committee will be on Friday, December 3, at The Evergreen State College.

Other correspondence included (1) a letter from the Director of GED at Fort Lewis inquiring about the possibility of a contract with TCC to provide high-school level instruction for active duty servicemen; (2) a letter from the Higher Education Personnel Board notifying the college of a petition from the Washington Federation of State Employees (WFSE) for certification as exclusive representative of a collective bargaining unit at TCC for certain classified personnel; (3) a letter from George Huffman, President of the AFT, regarding a petition of 86 faculty members concerned about the change in sabbatical leave policy as mandated by the Council on Higher Education; and (4) Dr. John Terrey's letter to Luther Jansen in regard to the resolutions on Management by Objectives prepared by the TCCA.

UNFINISHED BUSINESS

After extensive discussion, the following action was taken on Resolution No. 71-45 (sup. 4-a) -- the Drug Abuse Information Proposal:

Motion: Dr. Tuggle moved and Mr. Edmunds seconded that the Board adopt Resolution No. 71-45 approving the Drug Abuse Committee's efforts to develop a detailed drug abuse information program and, further, approving the Committee's efforts to locate a source of funding for necessary materials and supplies.

When the roll was called all Trustees voted "aye" and the resolution was adopted.

It was the consensus of the Board that Resolution No. 71-21 (sup. 4-b) -- the Cooperative Board--Academic Personnel Relations agreement -- be tabled until the December Board meeting.

NEW BUSINESS

Mr. Van Mieghem explained Resolution No. 71-44 (sup. 5-a) authorizing the administration to request approval of the classified personnel holiday schedule variance from the Washington State Higher Education Personnel Board.

Motion: Mr. Edmunds moved and Mr. Springer seconded the adoption by the Board of Resolution No. 71-44.

Motion carried unanimously.

Resolution No. 71-42 (sup. 5-b) was discussed. Dr. Falk said this is a redefinition for the use of funds already in the Science Addition package -- asking state approval for using some \$8,700 earmarked for equipment for a small greenhouse instead. Mr. Gangnes added that this would primarily be a classroom facility. In discussion, the resolution was amended as follows:

RESOLUTION NO. 71-42

IT IS HEREBY RESOLVED by the Board of Trustees of Tacoma Community College, That the administration be authorized to request permission from the State Board for Community College Education to modify the District #22 Science Addition Phase 4 Capital Project description to include a greenhouse facility costing \$8,700 or less and to (~~include~~) exclude certain other project-approved, atmospheric controls and related scientific equipment of equal cost to the project.

Motion: Mr. Edmunds moved and Dr. Tuggle seconded that Resolution No. 71-42, as amended, be adopted by the Board.

Motion carried unanimously.

Dr. Jacobson explained that Resolution No. 71-43 (sup. 5-c) is a request for leave without pay for Sheldon Gilman for Spring Quarter, 1972.

Motion: Mr. Anderson moved and Mr. Springer seconded that the Board adopt Resolution No. 71-43.

Motion carried unanimously.

Agenda supplement 5-d contains additional names of recommended supplementary faculty for the GATE program.

Motion: Mr. Edmunds moved and Mr. Anderson seconded that the Board approve the recommended supplementary faculty as listed in supplement 5-d for Community Services non-credit courses for Fall Quarter 1971 and, further, that the Board authorize President Ford to enter into an agreement with each candidate at a rate of pay consistent with the college's part-time pay schedule.

Motion carried unanimously.

REPORTS

ASB.--Mr. Whitbeck, President, expressed appreciation to the trustees, administrators, faculty and students who attended the ASB leadership retreat last weekend.

WACCSG.--Mr. Miller said WACCSG is instituting a drive to get students to the legislative session in January of 1972. They are raising money for this lobbying effort.

TCCA.--Mr. Jansen, President, commented on Dr. Terrey's letter referred to above under "Correspondence." TCCA is in the process of preparing a reply, he said. The faculty wants to become involved in the development of the Six-year Plan but Mr. Jansen said there is considerable reaction around the state that a lot has been said about involving faculty and students but not enough time has been given for them to react. The apparent stress on quantity not quality is of concern to instructors, he said.

TCCSA.--No report.

Student Services.--Dr. Lathrop indicated that he anticipates a great deal more work as a result of Board action today on the drug abuse information program.

Plans are under way to improve the campus advising system, especially for veterans.

Instruction.--Dr. Jacobson said the faculty has taken the position that in the establishment of tenure committees that if there is student interest in input from students--it should be done.

Work is in progress on Winter, Spring and Summer schedules, he said.

Community Services.--No report.

Occupational Education.--Dr. Rhule reported that (1) TCC has at present a total of 320 FTE's of a projected 319 FTE occupational students; (2) he has received a letter from Washington, D. C., indicating a high priority for the Associate in Nursing degree program; and (3) TCC's Medical Records program has been accredited.

Instructional Resource Center.--Mrs. Amoroso's Annual Report on Library-Media Services for 1970-71 is contained in supplement 6-i.

Administrative Services.--Regarding the Emergency Employment Act of 1971, Mr. Van Mieghem reported that the allotment amendment for TCC has been submitted to Olympia. Interviewing started today for positions that were established--with a target date set at December 1st, hopefully, for hiring to begin.

Mr. Van Mieghem reported also on the resolution (No. 71-70) adopted by the State Board for Community College Education on October 7th regarding an "Affirmative Action Program" with respect to non-discrimination of the hiring of minorities throughout the college system. A committee has been formed on this campus consisting of three faculty members, three students, and Mr. Van Mieghem.

Planning and Program Development.--No report.

President's Report.--Dr. Ford referred the Trustees to a memorandum sent to them on November 15th about the WACC meeting in Pullman on November 11th and 12th. He said the biennial allocation looks as if there will be around \$30 less per FTE for TCC next year. TCC already has the lowest allocation of the community colleges in the state.

The State Board for Community College Education, Dr. Ford said, has stated that no wages or benefits can be unfrozen unless there is explicit information from them.

He said, too, that Washington State University has announced the adoption of a policy whereby all Associate in Arts degrees and Associate in Science degrees in all Washington community colleges will be allowable toward junior standing at WSU.

Trustee Comments.--Mr. Anderson reported spending a whole week at Western Washington State College on the subject of "What is the role of a trustee?" Representatives of 21 out of the 22 community colleges attended. Accountability, evaluation and governance were among items discussed. The State Board, Mr. Anderson said, "wants local control."

The forensics team was congratulated by Dr. Tuggle for coming out on top.

Mr. Yamashita read a letter to the Board received from an Indian student, Jitendra Shah, congratulating Tim Keely of the TCC faculty. She said "I can truly say that in all the schools I have attended in India and the U.S.A., he (Tim Keely) is one of the most outstanding as a teacher and a gentleman."

On the ASB Retreat - Mr. Yamashita felt it was a rewarding and enriching experience -- a "reaffirmation of human beings." Dr. Tuggle felt this retreat gave him more insight into the real concerns and real feelings, particularly of the students. "Without the students," Dr. Tuggle said, "you would have just a set of buildings sitting here on the ground. It is for them and not for anyone else." ASB President, Steve Whitbeck, commented that "sometimes I thought I was fighting against the administration." He expressed the feeling that the retreat was a great success.

INFORMATION

Dr. Wirsing called the Board's attention to supplement 7-a containing information on the (1) Science Complex Dedication set for December 8, 1971; (2) TCC Music Department's recitals and concerts scheduled for late November and early December; and (3) Drama Department's presentation of the Agatha Christie murder mystery "Ten Little Indians," November 18-20.

Jerry Vaughan reported on the Titan Boosters Organization -- price for membership is \$5.00. Proceeds will go toward financial support for the team -- scholarships and other.

Dr. Falk referred the Trustees to supplement 7-c -- containing a composite document on sabbatical leave policy reconciling TCC's policy with the latest guidelines mandated by the Council on Higher Education.

Assistant Attorney General Robert Patterson pointed out that from a legal standpoint, appropriated monies may not be expended during this biennium for sabbatical leaves which are not within the Sabbatical Leave Guidelines issued by the CHE.

Through its president, Luther Jansen, the TCCA acknowledged under protest the apparent limitations imposed on the TCCA negotiated sabbatical policy by the CHE guidelines.

TCCAFT President George Huffman said he felt TCC should test the legality of the CHE guidelines, which appear to conflict with the state's professional negotiations law.

President Ford said a progress report will be made available on this subject for the December Board meeting and suggested that a study session be scheduled for sometime in January.

NEXT MEETING

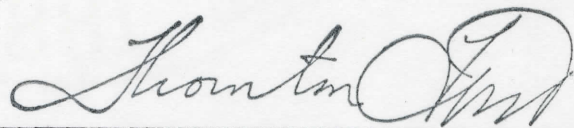
The next meeting will be held on December 16, 1971, at 3:30 P.M. in the Northwest History Room of the college (one week early because of the Christmas holiday).

ADJOURNMENT

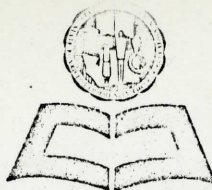
Motion: Mr. Anderson moved and Dr. Tuggle seconded that the meeting adjourn.

Motion carried unanimously.

The meeting adjourned at 6:27 P.M.



Thornton Ford, Secretary



STATE OF WASHINGTON

STATE BOARD FOR COMMUNITY COLLEGE EDUCATION

P. O. Box 1666
Olympia, Washington 98504
Telephone: (206) 753-2000
753-7412

November 9, 1971

Mr. Luther T. Jansen, President
Tacoma Community College Association
5900 South 12th Street
Tacoma, Washington 98465

Dear Luther:

I received a copy of the resolutions on Management by Objectives prepared by the TCCA. I have also discussed your concerns with Mr. John Mundt.

Our concern is that the community college system fulfill its legal responsibility for a comprehensive plan (Chapter 8, Laws, Extraordinary Session, 1967, Section 9 (4) and that such a plan represent as fairly as possible the views of the components of the system, especially the faculty. The last point I make because it is impossible to implement a plan without faculty commitment.

Next, I would like to point out that MBO is a means to our end--an on-going six-year plan. MBO is not essential to the process, but it is the best approach we have found so far to help us set goals and seek resources to achieve the goals.

Speaking as candidly as possible, I wish to say that goals or purposes will be set for the system. If we do not set them, others will. If you want evidence, read the budget with its array of provisos. It is our hope that we can set our goals together so that we have an open system which allows you to hold us accountable as well as providing the public with the accountability it rightfully expects if it is to support financially the goals we set.

I hope your resolution is a call for discussion. I would be pleased to meet with you and your members. We need to decide together not only what we oppose but also what we advocate. I am afraid that after reading the

Mr. Luther T. Jansen

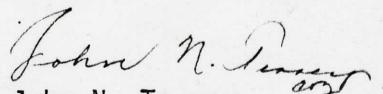
-2-

November 9, 1971

resolution I have reached the conclusion that I only know what you are against. To build together, I need to know what you support.

Will you please try to get us together.

Sincerely,



John N. Terrey
Deputy Director

JNT:cjb

cc: Reverend Robert M. Yamashita
Chairman, Board of Trustees

Dr. Thornton Ford ✓
President

Mr. John C. Mundt

Dr. C. Wayne Hall

RESOLUTION NO. 71-45

WHEREAS, The Tacoma Community College Committee on Drug Abuse Information has, after extensive study, presented a program outline supported by TCC students, health and medical staff, and security department; and

WHEREAS, It is the intent of the Committee to facilitate the college's eventual cooperation with a proposed county-wide coordinated drug abuse program; therefore be it

RESOLVED, That the Board of Trustees of Tacoma Community College approve the Drug Abuse Committee's efforts to develop a detailed drug abuse information program; and be it

FURTHER RESOLVED, That the Board of Trustees of Tacoma Community College approve the Committee's efforts to locate a source of funding for necessary materials and supplies.

Adopted 11/18/71

Tacoma Community College



MEMORANDUM

Date: November 18, 1971
To: Board of Trustees
From: Drug Abuse Committee
Subject: PROPOSAL OUTLINE

As stated in the Special Drug Abuse Project published by the Office of Pierce County Commissioners in July, 1971, drug abuse is widespread now and becoming worse almost daily. Adults who work with young people and the project report concur that the greatest need at this point is a coordinated county-wide attack on this problem. Although the county commissioners are working toward this goal, a year may pass before the plan will be complete.

Meanwhile, nearly 4,000 people come onto our campus daily pursuing an education. This committee believes that a part of that education is the right to have access to information about drugs and drug abuse. The following outline indicates the direction that Tacoma Community College should take in this area until a county-wide effort becomes effective.

- I. Information.
 - A. To accumulate literature and screen for quality prior to distribution.
 - B. To distribute literature at specific points on campus: Buildings 5, 1, 15.
 - C. To have a person available (probably Building 5) to work with students who have questions.
 - D. To provide exhibits of drug abuse materials.
 - E. To arrange for drug abuse programs involving films and speakers.
 - F. To provide drug abuse seminars for students.
- II. Referral Program.

To recognize and refer students who request or require treatment to appropriate drug abuse clinics.
- III. Counseling.

To provide appropriate counseling services to students who are concerned about drug abuse.
- IV. Research.

To conduct research to measure the effectiveness of the drug abuse program on campus.
- V. Training.

To conduct a training program specifically concerning drug abuse problems with the counseling staff and any interested instructional staff.

The committee believes that in order to accomplish the foregoing program, it is necessary to acquire the part-time services of a person who has the qualifications to aid the current student services staff to initiate the program. The person selected should have competencies in the five areas listed above.

RESOLUTION NO. 71-21

WHEREAS, The agreement on COOPERATIVE BOARD--ACADEMIC PERSONNEL RELATIONS has proved to be mutually beneficial; and

WHEREAS, The Tacoma Community College Association (TCCA) has indicated a desire to extend the agreement; therefore, be it

RESOLVED by a majority vote of the Board of Trustees of Tacoma Community College, That the COOPERATIVE BOARD--ACADEMIC PERSONNEL RELATIONS agreement, as amended, be extended until November, 1972, pursuant to provisions for renewal contained in Section VI of the agreement.

*Carried over
to 11/16/71
Adopted
11/16/71
as amended*

COOPERATIVE BOARD--ACADEMIC PERSONNEL RELATIONS

Between the Board of Trustees Tacoma Community College District 22 and
the Tacoma Community College Association

The Board of Trustees of the Tacoma Community College District 22 and the Tacoma Community College Association do hereby agree that the educational welfare of the students of Tacoma Community College is of paramount importance and shall be accepted as the basic consideration by both parties. Pursuant to Chapter 196, Laws of 1971, 1st Extraordinary Session, the parties do hereby agree as follows:

I RECOGNITION

The Board of Trustees of Tacoma Community College District 22, hereinafter known as the Board, recognizes that teaching is a profession and that the Tacoma Community College Association, hereinafter referred to as the Association, having received the majority of votes cast by the academic staff of the college, shall be the representative of all the academic employees employed, or to be employed, by the Board. The Association recognizes the Board as the duly authorized governing body of Tacoma Community College District 22 and as the employer of all academic employees. The purpose of recognition is the mutual agreement that the parties will negotiate with regard to matters as outlined in Section II-C.

II PRINCIPLES

A. Attaining Objectives

Attainment of objectives of the educational program of the district requires mutual understanding and cooperation between the Board and the professional personnel. Free and open exchange of views is desirable and necessary, with all parties participating in deliberations leading to the determination of matters of mutual concern.

B. Professional Teaching Personnel

Teaching is a profession requiring specialized qualifications, and the success of the instructional program in the college depends upon the maximum utilization of the abilities of academic employees who are satisfied with the conditions under which their services are rendered.

Academic employees have the right to join, or not to join, any organization for their professional or economic improvement, and membership in any organization shall not be required as a condition of employment.

C. Representation

The Board and the president, or their designated representatives shall meet with representatives of the Association to negotiate in good faith on policies governing professional compensation; faculty leave; conditions of employment; the recruitment of instructors, deans, and the president; community support for the school program; budget preparation; communications; and other matters which affect the quality of the educational program.

III
PROCEDURES

A. Association Participation

When requested by either party, the president of the college and/or the Board of Trustees shall meet with Association representatives to confer on matters outlined in Section II-C. Matters not satisfactorily resolved at these meetings may, at the request of either party be the subject of negotiation between a committee of Board members, the president of the college, and Association representatives.

B. Meetings

Meetings between the Association representatives, the Board, and the president of the college shall be called upon the written request of any one of the parties involved. Requests for meetings shall include specific statements of the reasons for the requests.

C. Directing Requests

Requests from the Association for meetings between Association representatives, the Board, and the president, shall be made to the president of the college. Requests from the president of the college or the Board shall be made to the president of the Association. A mutually convenient meeting shall be arranged within fifteen days of the date of the request.

D. Statements of Positions

Proposals, counterproposals, information and supporting data shall be exchanged freely and in good faith during the meeting or meetings in an effort to reach mutual understanding and agreement. The Association negotiations committee, the president of the college, and where applicable a committee of the Board shall act, insofar as possible, as a committee of the whole.

E. Requests for Assistance

All participants have the right to utilize the services of their own consultants in the deliberations.

F. Agreement reached by the participants shall be put in written form and shall be subject to ratification by the Board and the Association.

G. Nothing in this agreement shall be interpreted as denying the right of an academic employee to appear before the Board on his own behalf on matters as outlined in Section II-C. In the event such matters shall affect other academic staff members, the Association shall have the right to express its considered professional judgment before the Board prior to the Board's final decision on an individual case.

IV
RESOLUTION OF DIFFERENCES

A. Special Committee

If the participants reach an impasse or if they reach agreement but such agreement is not ratified by both parties, either party may within five days thereafter, and provided twenty-four (24) hours notice of such intended action has first been served upon the other party, request the Office of the State Director of Community Colleges or whoever else may be the duly authorized authority, by registered mail, to appoint a special committee to assist and advise in the resolution of differences. Said committee shall make a written report with recommendations to both parties within twenty calendar days of receipt of the request for assistance.

V
ACADEMIC FREEDOM

The Board recognizes and respects the right of citizens to make suggestions for the improvements of the college, but the Board also recognizes that the educational profession has both the right and the responsibility to insist that students must be free to learn and faculty members free to teach broad areas of knowledge, including those which may be considered controversial, consistent with the purpose for which they are employed. The rights guaranteed to all citizens

under the Constitution of the United States of America in regard to freedom of speech shall not otherwise be limited or diminished by reason of a person's employment as a member of the college's academic staff except to the extent that such exercise shall not interfere with his contract duties. Whenever any group or individual brings charges against a faculty member concerning the faculty member's freedom to teach, if the Board concurs with the faculty member's position, it may grant, as provided by state law (RCW 4.92.060 and RCW 4.92.070), without charge to the faculty member the necessary and sufficient leave, legal assistance and other support for the protection of academic freedom.

VI
RENEWAL

The provisions of this agreement shall continue in effect for one year following the date of signing and may be renewed at the regular meeting of the Board of Trustees in the month of renewal unless challenged by an employee organization showing proof of at least thirty per cent membership of the college's academic employees. This agreement may be amended or supplemented at any time by mutual agreement of the parties thereto. It may be terminated at the end of each annual period by either party by giving written notice of intent to terminate not less than thirty days prior to the renewal date.

VII
SAVING CLAUSE

If any provision of this agreement or the application thereof to any person or circumstance is held invalid, the agreement can be given effect without the invalid provision or application; and to this end the provisions of this agreement are declared to be severable.

In the event a portion of the agreement is held to be invalid, then the parties to this agreement shall renegotiate to bring that portion into conformity with the law.

VIII
ACCEPTANCE

This agreement is signed and adopted this _____ day of _____, 1971.

ATTEST:

Chairman
Board of Trustees

President
Tacoma Community College Association

Vice-Chairman

Association Secretary

Board Secretary

RESOLUTION NO. 71-44

IT IS HEREBY RESOLVED by a majority vote of the Board of Trustees of Tacoma Community College, That the classified personnel holiday schedule variance, as noted on the attached, is approved; and it is

FURTHER RESOLVED, That the administration is authorized to request approval of the classified personnel holiday schedule variance from the Washington State Higher Educational Personnel Board.

Adopted 11/18/71

TACOMA COMMUNITY COLLEGE

COMMUNITY COLLEGE DISTRICT NO. 22

INSTITUTIONAL REPORT OF CLASSIFIED PERSONNEL HOLIDAY SCHEDULE VARIANCE

CALENDAR YEAR 1972

(Proposed)

	<u>STATUTORY HOLIDAY</u>	<u>Observed On</u>	
		<u>Statutory Day</u> (Check)	<u>Other Day</u> (Specific Day)
1.	First day of January: New Year's Day	_____	Dec. 31, 71
2.	Twelfth day of February: Lincoln's Birthday	_____	skeleton sta Feb. 11 or 14, *(Instructional S + Technicians March 17, 72)
3.	Third Monday of February: Washington's Birthday	_____ X _____	_____
4.	Last Monday of May: Memorial Day	_____ X _____	_____
5.	Fourth Day of July: Independence Day	_____ X _____	_____
6.	First Monday of September: Labor Day	_____ X _____	_____
7.	Second Monday of October: Columbus Day	_____	Trade Off Dec. 26, 72 *(Instructional Se + Technicians Dec. 15, 72)
8.	Fourth Monday of October: Veterans Day	_____ X _____	_____
9.	First Tuesday of November: Election Day	_____	Trade Off Nov. 24, 72
10.	Fourth Thursday of November: Thanksgiving Day	_____ X _____	_____
11.	Twenty-fifth day of December: Christmas	_____ X _____	_____

*Nine-months cla
employees only

Reporting Officer: _____
George Van Mieghem
Dean of Administrative Services

Date filed: _____

Agenda Supplement 5-b
November 18, 1971

Resolution 71-42 passed by
the Board of Trustees on
November 18, 1971 by unanimous
vote.

RESOLUTION NO. 71-42

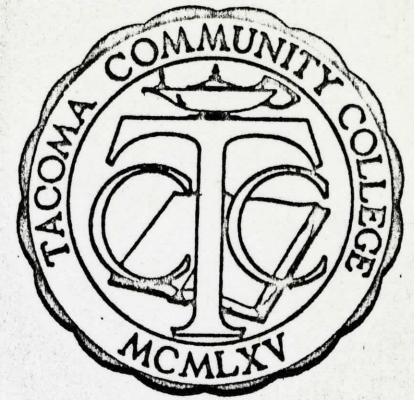
IT IS HEREBY RESOLVED by the Board of Trustees of Tacoma Community College, That the administration be authorized to request permission from the State Board for Community College Education to modify the District #22 Science Addition Phase 4 Capital Project description to include a greenhouse facility costing \$8,700 or less and to exclude certain other project-approved, atmospheric controls and related scientific equipment of equal cost to the project.

RESOLUTION NO. 71-43

IT IS HEREBY RESOLVED, by the Board of Trustees of Tacoma
Community College, that a leave of absence without pay be granted
to Mr. Sheldon Gilman for the duration of the spring quarter,
1972.

Adopted 11/18/71

Tacoma Community College



MEMORANDUM

Date: 15 November 1971
To: President Thornton Ford
From: Sheldon M. Gilman
Subject: Leave of Absence

It is requested that I be granted a leave of absence from the closing date of the winter quarter of 1971/72 until the opening date of the fall quarter, 1972. It is my intention to devote this time to needed rest, travel, and some personal business. In the event my request is acted upon favorably it should be with the understanding that my rights, tenure, emolument, and privileges are not to be prejudiced by the granting or taking of this leave of absence.

Sheldon M. Gilman

TACOMA COMMUNITY COLLEGE

MEETING OF THE BOARD OF TRUSTEES

NOVEMBER 18, 1971

The following candidates are recommended as supplementary faculty for Fall Quarter, 1971. It is further recommended that the Board authorize President Ford to enter into an agreement with each candidate at a rate of pay consistent with the college's part-time pay schedule.

COMMUNITY SERVICES NON-CREDIT COURSES

COMMUNITY SERVICES NON-CREDIT INSTRUCTORS

Biographical Sketch of GATE Instructors (Part II)

- Lela E. Francois** 2326 South L. Street, teach Day Care Licensing
6 years experience as a Foster Mother
2 years experience as a Day Care Mother
10 weeks Vocational Training in Child Care
Currently a Licensed Day Care Mother
- Allie M. Peyton** 1724 East 61st, teach Home Management
2 years experience as an Extension Aide with
Pierce County Co-op Service, Experience as a
counselor for U.S.O. for one year.
B. S. in Education
- Horace D. Robinson** 1212 So. Cushman, teach Basic Arithmetic
Supervisor McChord A.F.B. Laboratory 3 years
Supervisor Madigan General Hospital Laboratory 19 years
Leadership experience with American Legion
Shiloh Baptist Church and 20 Cavemen Social Club
B.S. Degree.
- Owens Satterwhite Jr.** 2514 So. Grant, teach Black Poetry
U.S. Army 3 years experience
Laboratory Assistant T.C.C. Ethnic Studies
Minority Recruiter T.C.C.
13 years of schooling.
- Johnny Jackson** 4230 Faris Drive, teach Child Development
Counselor Olympic Mental Health Center one year
Camp Liaison Officer McNeil Island Penitentiary 4 months.
Teachership Experience President Black
Student Union and Job Experience at McNeil Island
and Olympic Mental Health Center.
16 years of schooling, Degree pending.
- Douglas V. Schoffner** 2301 So. 17th St., teach Black Sociology
3 years work experience at St. Regis Paper Company
Adult Probation and Parole, State of Wash. 1 year
15 years of schooling.
- Georgia Underwood** 1615 So. 23rd St., teach Sewing
5 years Commercial Sewing Experience in New York,
5 years Schooling beyond High School
Leadership experience in Sunday
Teacher Town and Country Garden Club
- E. Michael Bryant** 1056 So. 27th St., teach Judo
worked at Star Iron & Steel one year
worked with Boeing Co.
5 years experience in Judo

LIBRARY-MEDIA SERVICES
ANNUAL REPORT FOR 1970/71

TACOMA COMMUNITY COLLEGE

INTRODUCTION

The generic library of today provides learning opportunities and environments involving the exploitation of media in a variety of formats and combinations--non-print as well as print. The design of the Resource Center at TCC dictates separation in the housing of the two types of materials, but each year since the building opened, effort has been concentrated in improving the balance and curricular integration of the collections and promoting coordinated access services for students and faculty members. Fiscal year 1970/71 was a year of continuing progress and problems in these endeavors.

LIBRARY

As the library book collections approached 53,000 volumes, supported by approximately 685 periodical subscriptions and a variety of government documents, college catalogs, pamphlets, and other uncataloged items, the staff--and particularly the librarians--noted a healthy expansion in the quantity and quality of demands for services made both by students directly and by instructors in their design of course assignments and objectives. Their observation is that in 1970/71, for the first time, every full-time instructor and a number of part-time instructors in English and speech made major assignments requiring the use of library resources. Other curricular areas in which instructors tended to stimulate extensive use of a variety of materials were art, sociology, psychology, and education. A marked increase in the number of students working on term papers, outside reading, short reports, research assignments, speech preparation, book reports, reserve reading, and other class requirements was noted during the year.

Growth in the size and depth of the print collections in some subject areas also attracted increasing numbers of students interested in independent reading, study, and research. For such individual purposes, current issues of periodicals and newspapers were very popular, and recent novels and materials on issues and problems of our times were in constant demand.

The Reference Collection, beginning to represent a fully balanced selection of general and specialized dictionaries, encyclopedias, handbooks, statistical sources, atlases, bibliographies and other materials organized for selective access, served as an increasingly busy center throughout 1970/71. The continually updated Literary Criticism File continued to be a much-used reference resource, and interest in the Northwest History File began to accelerate with the addition to it of items duplicated from the holdings of the Washington State Historical Society and Museum and from other sources. Calls for materials from files of newspaper clippings, pictures, pamphlets, government documents, and college catalogs also increased noticeably. At the end of spring quarter, both security of and access to relatively rare items of Northwest history--old and unusual books and pamphlets, for the most part given to the college through the largesse of the Friends of the TCC Library, or donated by individuals of the community--were improved by the establishment of a "rare book" center in the Head Librarian's office.

A relaxed lending policy for reference materials was reflected during 1970/71 in a circulation increase for such items estimated to be seventy-five percent higher than the record of the previous year. The Reference Assistant also continued throughout the year to provide inter-library loan services, lending a total of twenty-six items from the TCC collections and arranging to borrow 142 items from other sources, mainly to meet faculty requirements. The record of both borrowing and lending represents nearly a seventy percent increase in inter-library loan activity over the previous year. Tapes, periodicals, and other special materials, in addition to books, were sent out as well as received on inter-library loan, the publication of Indian and Afro-American bibliographies in recent years having stimulated a number of requests to borrow TCC's materials.

Besides inter-library loan activity, promotion of cooperative access to learning resources continued in 1970/71 to include much community use of TCC's library facilities, providing for both in-house use of materials, for which there are no statistics, and extension of borrowing privileges to community supporters of the college and others who purchase current library cards. Among those of the community who frequented TCC's library were a number of students from local high schools and the other colleges and universities of the area who found the resources of their own institutions and the public library entirely inadequate, in some subject areas, to meet their requirements. The staff of TCC, in turn, frequently found it necessary to direct TCC students to community resources, a case in point being the use of the Western Washington State Hospital Staff Library by our psychology students sent there on referral. The Tacoma Public Library and the Washington State Historical Society, among others, continued in 1970/71 to cooperate generously with TCC in the sharing of resources and services. At the State level, cooperative efforts among the personnel of the library-media programs of Washington community colleges provided avenues for borrowing and lending reciprocity--avenues which need the stimulation of centralized leadership. The State Library also continued to serve as a helpful resource throughout the year.

The library staff were aware that busy periods generally were more frequent, more crowded, and more demanding during 1970/71 than previously, but it is impossible to document their impressions. Recorded attendance, if accurate, makes no discrimination according to purpose and use. For expediency, the attendance estimate at TCC has always been made by taking an hourly head-count on the half hour, a practice which entirely ignores all activity which does not continue through head-count time, including between-class traffic. By that system of estimating, attendance in 1970/71 totaled 124,387 an increase of eleven percent over 1969/70. The total perhaps would have been significantly higher except that the library was disrupted in 1970 during summer quarter and all but three weeks of fall quarter by a remodeling project. During that period not only were services somewhat cumbersome, but little seating was available in the library and part of the time the din of construction made concentration difficult. Accordingly, summer quarter attendance was down 34% over that of the previous year; however, fall quarter attendance showed a gain of nearly 2,000 despite the handicaps. Winter quarter the recorded attendance gain was strong at 9,269 head counts, with a leveling off spring quarter to a gain of 5,290. These figures include attendance on Saturdays and Sundays which, in general, lagged somewhat over that of 1969/70 except for Saturdays during spring quarter when the newly instituted Weekend College sharply accelerated demands for library services.

Use of library resources, for whatever purpose, is only partially documented by circulation statistics. The total recorded circulation of cataloged print materials for 1970/71 was 43,469--an increase of nearly 7,400 over the total of 1969/70. This total does not include circulation of reference materials for which no record was maintained, but it does include, in addition to transactions involving materials from the general stacks and pamphlet files, 9,060 transactions involving periodicals and 9,021 transactions involving materials on reserve. The 1970/71 circulation of general stack and file materials increased 16 percent over that of the previous year, circulation of periodicals increased 22.5% percent. Winter quarter was a particularly active one for periodical use, circulation records showing a forty percent increase over winter quarter of 1969/70. The thirteen percent increase in the yearly circulation of materials on reserve does not fully indicate the extent of instructional emphasis which occurred fall and winter quarters on the use of supplementary reading assignments.

During fall quarter, reserve circulation was up thirty percent, and winter quarter it was up twenty-three percent. These gains were partially and unexplainably offset spring quarter, however, when the reserve circulation count sank fifty-four percent below that of spring quarter 1970/71, drawing the total circulation count for that quarter down two percent below that for the previous spring, despite the fact that general and periodical circulation that quarter were both up slightly.

Taking into account institutional growth, total circulation transactions increased from eleven per FTE in 1969/70 to 11.8 per FTE in 1970/71. With the observed increase in the quantity and quality of in-house use of materials, this represents a healthy trend at TCC--one that should, for optimum exploitation of learning resources toward optimum educational gains, be sharply accelerated in the future.

A major TCC library-media challenge continued at the end of 1970/71 to be providing for the diversity in interests, backgrounds, and abilities of the students to be served. This diversity requires diversity and depth in resources--a fact which has become increasingly obvious with the implementation and expansion of community services, ethnic, and--more recently--occupational programs. This diversity also requires a greater quantity and quality of staff continuously available to provide individual assistance and tutorial and group instruction in strategies for successfully exploiting library resources--a staff capable of relating well with students in meeting a variety of types and levels of need. The number of students actually seeking assistance in locating and using materials increased noticeably during 1970/71. During peak hours of the day (8:30 a.m. until 1:30 p.m.), especially during fall and winter quarters, the two librarians on duty, supported by the Reference Assistant and other classified staff, frequently found it impossible to do justice to the waiting numbers of students needing help.

Although it is apparent that a great many students know little or nothing about libraries and reference procedures and that a much larger proportion of the student population would benefit from personal attention, it would be impossible under present conditions to accommodate any sizeable increase in student usage of the library. Especially if reference services are to be effective, more professional and semi-professional personnel are needed.

Growth in the use of library resources over the years has also accentuated the need for additional clerical staff. Part of the time during 1970/71 the lack of sufficient full-time personnel to effectively supervise part-time student employees and see to the various routines involved in circulation, shelving, filing, and bibliographic checking was partially offset by the temporary addition of three people under the federally funded Supplemental Training Employment Program. In spite of the training effort involved, permanent staff reported a gain in efficiency of performance during the period when the STEP program was in force.

The Head Librarian and his staff made a particular effort in 1970/71 to assess the strengths and weaknesses of the print collections and to augment holdings relative to ethnic and ecological materials. They also worked hard at increasing their knowledge of these materials in order to more effectively serve student interests and concerns. Although the number of students of minority races using the library resources during the year was

less than the number of white students using it, the minority students appeared to represent a much higher proportion of their population at TCC than was true of the white students who came. Minority students using the library tended to come frequently, and the librarians were able to work on a close personal basis with some of them as well as with majority students who sought their services.

During the latter part of the year, attention of the Library staff began to be focused on the forthcoming needs of occupational programs planned for inauguration in 1971/72. The conclusion of the librarians was that, in general, the academically oriented library collections offer a variety of general resources applicable to occupational programs, but that there is a decided paucity of materials specific to various health, commercial, and public service programs. Several periodical subscriptions relative to occupational education were placed late in the year. Otherwise, development of the print collections in these areas awaited both financial resources and more precise determination of requirements--a determination requiring continuing consultation between instructors and librarians.

FRIENDS OF THE LIBRARY

As in former years, the Friends of Tacoma Community College Library continued to support the program with their interest and their contributions. The annual dinner of the membership, held on May 28, attracted a record attendance of more than one hundred persons. A highlight of the event was the presentation of the first annual John Binns Distinguished Service Award, named for the Tacoma attorney who founded the Friends and has also been a member of the Board of Trustees of TCC, serving a term as its chairman. The John Binns Award for 1970/71 was granted to Supreme Court Justice William O. Douglas and was accepted by his personal friend, Judge Charles Harowitz, of Seattle. Other business at the meeting included the re-election of Mr. Irving Tweit as president of the organization. Mr. Bruce LeRoy, a member of the Board of Trustees of the Friends, was the speaker. His topic: "Folksongs and Northwest History."

MEDIA

Each year the quantity of services required of the Audiovisual Services Department proliferates in accordance, not only with expanding enrollments and curricular offerings, but also as a result of increasing motivation by instructors to use instructional strategies which capitalize on some of the excellent learning resources becoming available in multiple media.

Thanks to an increase in the institutional budget allocation for audiovisual services in 1970/71 and to a sizeable grant for ethnic materials from the Puget Sound Regional Minority Affairs Consortium, the non-print learning resources of the College were substantially increased in 1970/71. Usage records are known to be incomplete, particularly during evening hours covered by student employees, and a single circulation frequently represents as many as four or five showings or a quarter's or year's use of an item; however, the Audiovisual Services Department records for 1970/71, supported by staff experience, clearly indicate a marked acceleration in classroom calls for various media. This acceleration occurred despite the fact that all audiovisual holdings representing minority cultures and concerns were transferred early in the year to the newly opened Ethnic Studies Laboratory, and that dissemination of them, as well as of a substantial number of newly acquired minority materials, was provided throughout the year by the Laboratory.

The single item of media most often requested by TCC instructors continued in 1970/71 to be the 16mm film, for which a total of 2,167 circulations were recorded. This represents an increase of 533 bookings over the record of the previous year. TCC's own library of much-used films (enlarged by the end of the year by fifty-seven titles, to make a total collection of 188 titles, not counting 49 in the Ethnic Studies Laboratory) accounted for 1,643 of these circulations; 430 circulations were of rental films; and 94 were of films borrowed for preview. The purpose of enlarging TCC's film holdings in recent years has been to provide access at the point of need and peak effectiveness to films repeatedly used as course resources--a flexibility in scheduling not possible through increasingly restrictive rental sources. A side benefit has been a yearly reduction in the number of films acquired through rental. It is hoped that more efficient sharing of film resources, especially among the community colleges of Washington, may be provided in the not too distant future through the creation of regional film libraries with twenty-four hour delivery service.

A growing and major problem in providing effective access to films, as with nearly all other media at TCC, continued in 1970/71 to be the fact that equipment acquisitions, never adequate for the extended campus, lagged behind not only institutional growth and increasing curricular reliance on mediated units of instruction, but also behind the deterioration rate of equipment in use. By the end of 1970/71, five of TCC's twenty-two 16mm projectors could no longer be made usable and several others operated unreliably or with extreme machine noise.

The fact that 16mm film continued throughout the year to be the largest single item called for by instructors is indicative of the conventional classroom orientation of media usage at TCC. Both growth in and accelerated use of other media collections also heavily followed the classroom presentation

pattern. However, increasing requests for individualized access to 8mm films, filmstrips, and slide-sound presentations occurred, and while were difficult to facilitate under conditions of equipment and staff shortages seen as promising signs of curricular development. Particularly marked expansion of the use of audio materials by individuals took place in 1970/71, fostered by the adequacy of facilities for this purpose available in the Listening/Language Laboratory.

During the year, more than sixty 8mm films were acquired, including a significant beginning in 8mm film cartridge collections suited to provision of repetitive single concept presentations in physics and biology. The year's acquisitions also included approximately ninety-five sound filmstrips and 105 silent filmstrips, bringing those collections to totals of approximately 127 and 235 respectively, not counting seventy-two sound filmstrips and thirteen silent filmstrips in the Ethnic Studies Laboratory. Increased use of filmstrips as economical and effective learning resources occurred particularly in the social sciences as well as in languages, art, and geology.

The slide collections grew during 1970/71 from approximately 8,500 slides to nearly 12,500 slides, not counting a set of nearly 500 acquired for the Ethnic Studies Laboratory. This growth was only in part accounted for by purchase. Lacking both photographic and graphic technical assistance, the Audiovisual Services Librarian personally produced more than 1,200 slides to meet the requirements of eight different instructors for materials not suitably available from commercial sources in subjects ranging from art to science. This number represented twice the number of slides the Librarian produced the previous year.

Audio tape and disc sources available in the Resource Center expanded from a collection of 680 tapes and 130 discs at the beginning of 1971 to more than 1,950 tapes and 253 discs in either the Audiovisual Department or the Listening/Language Laboratory and an additional 76 tapes and 98 discs in the Ethnic Studies Laboratory--all exclusive of duplication of contents. By the end of the year, an additional 900 reels or cartridges duplicated from these sources or from Music Department holdings were available in the Listening/Language Laboratory.

Also represented in TCC's media acquisitions during 1970/71 were some ninety master transparency sheets and several maps, of which nearly 60 transparencies and three maps were ethnic materials. A major purchase of the year was a custom-made model of the Globe Theatre commissioned by the Chairman of the Humanities Division. In all, TCC's media resources received a healthy boost in 1970/71, provided through a combination of institutional support and a grant from the Puget Sound Minority Affairs Consortium.

Each year, as collections grow and dissemination services proliferate, so do requirements for reference, bibliographic, and consultant services related to media selection and use. The increase in 1970/71 was especially marked with reference to occupational programs being planned or in initial stages of implementation. For a variety of curricular requirements, the Audiovisual Services Librarian and his staff were called upon to locate sources and descriptions of materials and equipment, to provide advice regarding appropriate selections, particularly of equipment, and to arrange for preview of materials. The Librarian also served as a resource person during spring quarter for a regional workshop on the preparation of individual learning materials, a workshop held in the Resource Center at TCC under sponsorship of the State office. The granting of an application for Title VI funds

mainly for media production equipment late in the spring of 1970/71, while offering much-needed relief to severe equipment scarcity, also brought added responsibility to the Librarian. He made selections of nearly \$13,000 worth of equipment for audio tape duplication, film care and maintenance, transparency production in color and black and white, and synchronized slide-sound production.

Even with this addition, the Audiovisual Services Department ended the year facing a future of severe austerity in basic equipment essential to the accessibility of non-print media. A few instances of equipment losses during the year, despite conscientious dissemination and recall services, aggravated that austerity, emphasizing the growing seriousness of the problem of providing security without hindering effective use.

Television services, for which the Audiovisual Services Librarian had only the assistance of a part-time technician, remained severely restricted during 1970/71 because of the incompleteness of the campus closed-circuit system and the lack of several important pieces of equipment, including portable video recorders, a relatively high-resolution camera, and even rudimentary studio equipment, such as lighting. The two Ampex video tape recorders which the College currently does have are suited to studio use and lack the capabilities required for purposes such as the following: science field trips and demonstrations; set-ups involving cramped spaces; and action and skill development recordings as for physical education, sports, and vocational instruction. The Speech, Drama, and Foreign Language Departments made the most frequent use of the video recorders during 1970/71. The recorders were also used occasionally for student activities, such as live video-recordings of guest speakers.

During the year the television technician worked extensively with consultants and others in developing plans for the completion and upgrading of the cable system and the relocation of the TV head installation in the television complex of the Resource Center. Authorized from capital funds, the project was begun before the end of the year with completion expected well before fall quarter, 1971. Expected improvements include better off-air reception as well as simple live and video taped origination from the TV studios and two other sources, using a single channel. Currently the prospects of providing sufficient auxiliary equipment to make this simple television system begin to approach even a minimum of its potential as an instruction-learning component for the campus seem, at best, discouraging. Surely some kind of systems network approach is mandatory if the community colleges such as TCC are to make consistent gains, beyond the exceptional or peripheral, toward exploiting such forms of electronic communication as television, dial access retrieval, or computerization to facilitate learning and instruction.

At TCC in 1970/71, lack of services and facilities continued to frustrate instructional interest not only in television, but also in exploitation of a variety of mediated strategies for accomplishment of specific learning objectives. A major weakness of media services at the end of the year continued to be lack of ability to custom design and produce mediated instruction-learning materials and programs according to specific requirements. To remedy this weakness, a major priority for the future, as for several years past, is employment of a professional, adequately supported by technical staff, to work in consultation with instructional faculty at developing a program of graphics and media production services responsive to evolving curricular requirements with respect to both group and individualized instruction.

LISTENING/LANGUAGE LABORATORY

A promising and marked trend toward more individualized student use of audio materials occurred in the Listening/Language Laboratory in 1970/71. According to the attendance record, use of the Laboratory during the year increased eighty-two percent over that of the preceding year. Of the 20,006 recorded visits, 11,819 were for purposes of language instruction; 6,935 were for listening to musical recordings; and 1,252 were for listening to spoken-word recordings relative to English composition, literature, drama, history, sociology, geology, learning skills, and student activities. In accordance with the enrollment pattern of TCC, the Laboratory was busiest fall quarter, with winter quarter attendance less by nearly twenty-seven percent and spring quarter attendance down nearly forty percent. Attendance summer quarter, 1970, although fifty-two percent below the record for winter quarter, was strong in relation to enrollment, particularly reflecting a heavy emphasis on individually paced instruction in the summer foreign language program.

Foreign language instruction throughout the year involved class and small group work using the console, as well as much individual listening and responding--and development of pronunciation skills using programmed materials on the six listen-respond-record stations which can be remotely controlled. Extensive use was made of foreign language reels and cartridges duplicated from commercially prepared masters. For German 101, 102, and 103, a complete new set of masters was acquired and duplicated. The same process occurred spring quarter with the initiation of a basic course in modern Chinese. Services were provided in connection with foreign language courses sponsored as community services, as well as those in the academic program. Especially to meet community services requirements, conversational French, Italian, and Swedish audio materials were duplicated, as were materials for instruction in English for Spanish speaking people. For the three major foreign languages taught, a number of recordings of music, poetry readings, and other cultural presentations done by native artists in the native tongue were duplicated for the Laboratory use from originals provided by instructors. Some instructor-produced materials were also added to the collections. For instruction in French, ten sound filmstrips were provided.

Music resources, both popular and classical, taped mainly from Music and Audiovisual Department holdings, were called for to meet personal interest and enrichment needs, as well as to fulfill course-related requirements. Most of the variety of spoken-word recordings provided--plays, poetry readings, lectures, and programmed materials--were duplicated from commercially prepared originals, mainly in the Audiovisual Department collection. However, history and sociology resources also included sets of lectures for two courses taped live each day as the instructors delivered them. The material provided as geology resources involved filmstrip viewing synchronized with recorded explanations. The Laboratory also made available tapes of several lectures made in the course of the year by guests brought to the campus under the sponsorship of various student organizations as well as a few lectures delivered at neighboring institutions of higher education.

In all, much progress was made in developing Listening/Language Laboratory resources during 1970/71, a project designed to make audio materials on all pertinent subjects readily accessible to individuals. Despite lack of speed duplication equipment, the Technical Assistant, assisted by part-time student employees, produced 703 reel and 99 cartridge tapes, bringing the total tape collection to 2,021 reels and 176 cartridges, including duplication of contents as required to meet service demands. Among these materials, 211 reels were duplicated from the Music Department record library, and cards indexing them by composer, title, and subject were prepared and filed in the Laboratory catalog. Another 211 reels were duplicated from the Audiovisual Department collection. Most of the latter were cataloged by the Technical Services Department and indexed in the Library and Audiovisual Department catalogs, with additional catalog cards provided for the Laboratory file.

The excellent progress made in 1970/71 in the duplication of Music Department and Audiovisual Department holdings promises to be accelerated in 1971/72. Federal funds granted late in the year in response to a Title VI proposal provided for the acquisition of cassette and reel speed duplication equipment, as well as additional headsets, supplementary stereo tape sources, and portable cassette players for check-out purposes. In addition, the Laboratory facilities were augmented during the year by acquisition of a Sony stereo tape recorder and three amplified headsets; and a large mirror was installed on the wall behind the language stations to facilitate identification of students in teacher-student interaction through the console. During winter quarter, a small equipment room was partitioned off the Laboratory. Until more suitable quarters could be established, this room was assigned to provide student access to data processing equipment. Its ultimate function will be for duplication services and the storage of foreign language masters.

Fortunately, the year also brought long-delayed completion of the installation of the thirty language stations and twenty-two stereo listening stations in the Listening/Language Laboratory. The last requirement to be fulfilled was making six stations into remote-record listen-respond-record facilities, an instructor-specified priority to facilitate individualization of foreign language instruction.

Throughout the four quarters of 1970/71, the Listening/Language Laboratory was open every school day, staffed by the Technical Assistant and several students employed on a part-time basis. During fall, winter, and spring quarters, the Laboratory generally was also open four nights a week for three hours, with only a student on duty. In addition, arrangements were made to provide tapes and cassette players in the library on Saturdays and Sundays, particularly for students taking the Weekend College speech course.

Staff limitations, as well as lack of speed duplication equipment, emerged in 1970/71 as major handicaps to full efficiency and effectiveness of services in the Listening/Language Laboratory. It was almost impossible to provide adequate training for newly employed student workers, many of whom changed from quarter to quarter. In their initial ineptness, the student workers naturally tended to be clumsy, causing some confusion in the provision of services, and it appeared that occasional minor equipment damage or loss (three headsets) may have resulted from their inexperience.

In the administration of the Laboratory, the major objective has been to make the College's quite considerable investment in the facilities pay-off in services developed in consultation with instructional faculty for optimum support of teaching and learning in all pertinent program and subject areas. To continue the progress made during 1970/71, attention in the future needs to be given to:

- (1) adding a clerical assistant, especially during peak service hours
- (2) as enrollment and instructional strategies dictate, equipping twelve additional language (non-stereo) stations, wiring and carrels for which have already been installed
- (3) providing sufficient materials, supplies, and storage shelves to allow for completion of duplication projects previously described and for addition of commercially prepared audio materials (and some audiovisual combinations), as required by growing curricular emphasis on individualized learning

TECHNICAL SERVICES

Every improvement or expansion of public library-media services has its roots in the behind-the-scene activities of the staff of the Technical Services Department. During the first nine months of 1970/71 the work level of that department was particularly rigorous. Acquisition, cataloging and processing of approximately 7,400 newly acquired print items (counting pamphlets and other ephemeral materials) for the library and 1,800 non-print items (counting individual slides and transparency master sheets) for the Audiovisual Services Department accounted only in part for the heavy work load.

A project receiving major emphasis, particularly during the summer and fall, was the acquisition of mediated materials for the newly established Ethnic Studies Laboratory. For this purpose, the Acquisitions Section ordered and received some 870 audiovisual items, most of which were completely cataloged and processed in short order, with catalog entries provided in the Ethnic Studies Laboratory as well as in the Audiovisual Services Department and in the Library public catalog. Among the ethnic materials expedited for the Laboratory were forty-nine 16mm films, seventy-two sound filmstrips, thirteen silent filmstrips, a set of nearly five hundred slides, seventy-six audio tapes, ninety-eight disc recordings, nearly sixty master transparencies and three maps. Major emphasis was in the development of collections representing Black, Indian, and Chicano affairs.

In addition to undertaking a crash program to stock the Ethnic Studies Laboratory, the Technical Services Department made extensive progress in a project initiated in 1969/70 of cataloging the back-log of audiovisual materials acquired in earlier years before sufficient technical staff was available to take care of them. The work load of the Department was further enlarged during the year as the last of a large volume of gift books was worked into the processing system, with the result that nearly every donated book and all of the gifts of the Friends of the TCC Library were, by the end of the year, integrated into the library collections. At the same time, expedited ordering and processing of reserve reading materials, materials for special collections such as laboratories and administrators' offices, and professional materials to meet specific faculty requirements were continuously given priority. A marked increase in the number of books and other items which instructors asked to have placed on reserve for their course during 1970/71 particularly added to the expediting work load. To make newly acquired materials immediately accessible, the Technical Services Department circulated an average of twenty-five unprocessed items a month.

In total, taking into account gift materials and materials acquired in previous years, as well as current acquisitions, Department records for print materials show that 8,389 hardbound and 2,806 paperback books were completely cataloged and processed during 1970/71--an increase of 3,929 and 1,036, respectively, over the record for the previous year, 92 new periodical subscriptions were placed, 24 subscriptions were dropped, and 687 were maintained; back issues of pertinent periodicals were acquired in the form of 945 reels of microfilm; thirty-seven standing orders for indexes and reference tools were kept current; and a number of government documents, pamphlets and miscellaneous petty-cash items were acquired.

The corresponding record for audiovisual materials indicates the cataloging and processing of 229 motion pictures, 202 sound and 361 silent filmstrips,

1,105 slides, 339 phonodiscs, 181 phonotapes, 89 transparencies, and 11 maps. For all types of audiovisual materials, the count was dramatically higher than the total cataloged and processed the previous year. For example, 190 more 16mm films and 484 more silent and sound filmstrips were handled. The cataloging of such materials tends to be time consuming, sometimes requiring viewing and/or listening to the contents and often requiring complicated labeling and other physical processing.

Altogether, approximately 60,000 catalog cards were produced in the cataloging section to provide catalog access to print and non-print materials. Besides maintaining and revising the library card catalogs, the Department maintained partial catalogs, including title and subject approaches, in the Reference Section of the library and in the Audiovisual Department, as well as complete author files of cataloged holdings in the Ethnic Studies Laboratory and the Listening/Language Laboratory.

To handle the accelerated work load of the year, the Technical Services Department had the advantage of one staff addition. In August, Mrs. Sandra Lynn was promoted to fill a new Library Assistant III position, and Mrs. Marlene Desordi was employed to replace Mrs. Lynn as Library Assistant I. At various times throughout the year assistance with the workload was also provided through the assignment of eight adults, each employed for several months under the federally funded Employment Supplemental Program and the Supplemental Training and Employment Program. The temporary staff gain contributed to the high record of productivity for the year, although the benefit was partially offset by the effort required in supervision and training.

Resignation in the spring of Linda Celmer, for reasons of marriage, brought an opening in a Library Assistant I position which was immediately filled by Mrs. Pauline Harris, one of the temporary STEP employees. When she took over the Physical Processing section, which entails extensive supervision of part-time student employees, Mrs. Harris joined the Director's secretary, Mrs. Ethelda Burke, in representing Black Americans on the staff of the Resource Center.

CONCLUSION

In many ways progress and problems encountered in efforts to improve library-media services during 1970/71 followed the same pattern reported for 1969/70: "Despite handicaps, particularly those related to equipment and personnel shortages, Library and audiovisual services increased markedly, technical services were greatly enlarged, . . . and much progress was made in the development of the Listening/Language Laboratory In many subject areas, print collections were approaching levels of basic adequacy Audiovisual collections also showed much growth Shortages of equipment and personnel handicapped audiovisual services to classes and severely inhibited individual access to media other than audio materials. For the same reasons, graphic, photographic, and elementary production services remained sharply curtailed."

The end of 1970/71 found TCC's learning resources, particularly the media collections, much enriched in a variety of curricular areas, and especially so in ethnic materials acquired for the Ethnic Studies Laboratory newly established under the Director of Minority Affairs. Major improvements in library facilities occurred with the installation of the mezzanine, traffic control systems, and elevators to the basement and mezzanine. Improvements in media facilities included completion of the Listening/Language Laboratory and acquisition of a variety of types of individual and group use audiovisual equipment for the Ethnic Studies Laboratory. Long-awaited completion of the single channel closed-circuit television system was also underway by the end of the year.

Greater instructional stimulation of use of library-media services during 1970/71, while taxing the capacity of the staff, was welcomed by them as an optimistic sign of a trend toward more effective exploitation of learning resources toward the achievement of educational excellence. As the year drew to a close, two prospects for the emerging year became apparent, one sobering and the other hopeful: (1) drastic budget cuts for 1971/72 threatened sharply to curtail promising developments and to postpone even further the remedying of serious program deficiencies, and (2) institutional efforts to move toward a system of management by objectives hopefully held promise of improving the effectiveness and efficiency of library-media services and of promoting better integration of library-media objectives with curricular and institutional objectives.

As 1970/71 drew to a close the challenge facing the library-media staff for 1971/72 was clearly that of learning to approach increasing austerity with increasing creativity.

Jitendra Shah

3324 So. 10th

TACOMA, WASH. 98405

August 25 '71.

The Chairman
Board of Trustees
Community College Dist. 22

TACOMA, WASH.

Dear Sir,

I would like to take this opportunity to congratulate you and your staff for having such a fine Professor-Teachers in your institution. I am referring this to Prof. T. R. Keely at Tacoma Community College. I took economics course (my first course at T.C.C.) from him in last Spring '71. I enjoyed his teaching very much.

I can truly say, that in the all schools I have attended in India and U.S.A., he is one of the most outstanding as a Teacher and a gentleman. It is not very often in one's life, when you find a person you can admire for what they stand for.

Sincerely yours
Jitendra Shah

Science Complex Dedication

December 8, 1971

Tentative Program

10 a.m.

Opening remarks:

Dr. Paul E. Jacobson

Responses:

Tom Swayze, Speaker of the House
Senator Booth Gardner
The Honorable Gordon Johnston

Recognition:

Dr. Paul E. Jacobson
Russ Clark, Science Division Chairman
Don Gangnes, Educational Specifications
Chairman
Ivonna McCabe
Joe Betz
Ed McNeal
Lyle Swedberg
TCC Trustees

Dedication:

Robert Yamashita, Chairman of Tacoma Commu-
nity College Board of Trustees

Tour of facilities:

10:30 a.m.

Coffee and Refreshments

Open House:

3:30 - 5 p.m.

Demonstrations

Ken Gentili
Respiratory Care
Physiograph

Special invitations to college, high school
and junior high school science faculties.

7:30 p.m.

Tours of building for the public.

8:00 p.m.

Illustrated lecture by Jack Hyde "Geology
of Mt. St. Helens" (Free and open to the
public.)

News from TACOMA COMMUNITY COLLEGE

From Dale Wirsing, LO 4-7200

with photo

for The Tacoma Review

The Tacoma Community College Music Department will present Juli Jansen, flautist, and Gwendolyn Sager, pianist, in recital at 8 p.m. Tuesday (11/23) in TCC's Little Theater Building. (ok)

The public is invited to the free program.

Miss Jansen, a graduate of Clover Park High School, is a sophomore at TCC, majoring in flute performance. Miss Sager, also a sophomore at TCC, is majoring in piano performance. She is a graduate of Wilson High School.

Their program will be a combination of ensemble and solo works. Together, they will perform "Suite in A Minor" by Telemann, "Piece en Forme de Habanera" by Maurice Ravel, "Oror" Op. 1 by Alan Hovhaness, and "Echo" (1942) by Paul Hindemith.

Miss Jansen's solo presentation will be "Three Preludes" by Robert Muczynski. Miss Sager will play several solo numbers -- "Prelude and Fugue VI in D Minor" by J. S. Bach, "Mazurkas Op. 7, No. 1, Op. 67, No. 2, and Op. 668, No. 2" by Chopin and the first movement of Bela Bartok's "Suite, Op. 14."

News from TACOMA COMMUNITY COLLEGE

From Dale Wirsing, LO 4-7200

The Tacoma Community College and University of Puget Sound concert bands will join forces to present a free public concert at 8 p.m. Dec. 2 in the TCC Little Theater.

Robert Musser of the UPS music faculty will direct the combined bands.

The TCC Choir, Ensemble and Chamber Orchestra will present a free public concert at 8 p.m. Dec. 8 in the TCC Little Theater.

Robert H. Dezell, chairman of the TCC Music Department, will conduct the chamber orchestra, while J. Allan Clarke will direct the choir and ensemble.

News from TACOMA COMMUNITY COLLEGE

From Dale Wirsing, LO 4-7200

The price of admission may be bulky, but it's for a good cause.

Tacoma Community College's Drama Department will present the Agatha
(11/18-20)
Christie murder mystery, "Ten Little Indians," Thursday, Friday and
Saturday -- and the price of admission is a pound or more of non-perishable
food.

Charles Cline, TCC drama director, said he hopes that the three per-
formances will net about 1,000 pounds in donations for Food First, the
county-wide food bank network sponsored by Associated Ministries.

Performances are scheduled for 8 each evening in the TCC Little
Theater.

The cast includes Marty Tenesch, Larry Berger, Kitty Madden, Larry
Bommarito, Ronald Grant, Steve Guthrie, Andy Rebsamen, Sandy Vigna, Karen
Doeden and Howard Tinner. Student director is Cheri McClement.

SABBATICAL LEAVE POLICY

TACOMA COMMUNITY COLLEGE - COUNCIL ON HIGHER EDUCATION

INTRODUCTION

In November, 1971, the college was advised by the Office of the Attorney General, that from a legal standpoint, appropriated monies may not be expended during this biennium for sabbatical leaves which are not within the Sabbatical Leave Guidelines issued by the Council on Higher Education. While the district sabbatical policy has not been entirely superseded by the new guidelines, there is apparent need to reconcile the district sabbatical policy statement with the new, state guidelines.

A joint faculty-administration committee has studied our present sabbatical policy statement as published in the 1971-72 Faculty Handbook (TCC) and the guidelines from the Council on Higher Education (CHE). The objective of the committee has been to merge the two documents into a functional context for institutional use during 1971-72.

The committee responsible for revising TCCA's sabbatical policy in accordance with the guidelines outlined by the Council on Higher Education is satisfied that the revised sabbatical policy below is in keeping with the requirements set forth by the C.H.E. In no way, however, do the faculty members of the committee approve of those requirements, nor do we approve the manner in which they were imposed on the state's colleges and universities.

Sue Butschun
Frank Garratt

Dale Potter
Dick Falk

BRIEF REVIEW OF THE COMPOSITE DOCUMENT

In general, the composite document (TCC-CHE) includes these changes, which will be of significant interest to those considering application for sabbatical leave.

1. Six years of service are required to qualify and the applicant, upon return to the institution, generally must have at least three years of possible service prior to retirement.
2. Application for sabbatical leave for the primary purpose of working for an advanced degree may not be considered. However, a leave proposal for other and valid purposes may include the possibility of designing a project which would be of direct benefit to the institution and (incidentally) to the applicant.
3. The primary considerations for granting sabbatical leave are (1) the quality of an institutional need for the proposed project to be completed, and (2) the qualifications and competencies of the applicant to accomplish the proposed project. (The applicant may not generally engage in other employment during such leave.)
4. For the next two years it is probable that both SBCCE and CHE will review the types of sabbatical projects proposed, to determine the actual intent of the recipient in seeking professional leave.
5. The proposed sabbatical project or plan must be justified in writing.
6. A comprehensive application document is required of the applicant (9 parts).
7. The college will report particulars on each sabbatical to CHE, annually.

THE COMPOSITE DOCUMENT — TCC-CHE SABBATICAL LEAVE POLICY, 1971-72

Purpose

The purpose of a professional leave shall be to improve the professional skills of the faculty member through study, research, and creative work. The institution will receive direct benefit of such an experience through the increased effectiveness of those persons participating in a professional leave program. (CHE)

Professional leave will not be granted for the purpose of working for an advanced degree. (CHE)

I. Eligibility

- A. A minimum of six years of service to the institution is required before qualifying for consideration for professional leave. (CHE)

The awarding of professional leave involves not only the selection of a worthy project, but is dependent upon internal academic decisions involving class scheduling, replacement personnel, and budgetary constraints. Therefore, the number of professional leaves may vary from year to year. It is the purpose of these guidelines to allow flexibility in the percent of professional leaves awarded by any one particular institution. However, in order to provide some uniformity and comparability among institutions, each college and university shall submit the number of persons receiving professional leave, the length of the leave, and the number of budgeted F.T.E. faculty members. A percentage figure for each institution shall be generated annually. (CHE)

- B. Periods of sick leave shall not be considered interruptions in consecutive employment. (TCC)
- C. A selection committee shall determine the eligibility of the applicants. The committee's recommendations shall be subject to the final approval of the Board. (TCC)
- D. Selection for professional leave shall be based upon the worthiness of the project or plan as submitted by the faculty member. It is intended that each institution conduct a rigorous and thorough selection procedure in the awarding of professional leave. (CHE)
- E. Projects or plans should be evaluated according to their value to the institution based on the following criteria: (CHE)
 - a. Value of project or plan in relationship to teaching responsibilities.
 - b. Ability of applicant to achieve goals of project or plan as based on past experience and academic background.
 - c. Need for new or additional knowledge in subject field to be studied.
 - d. Quality of replacement personnel designated to take the responsibilities of the applicant.
 - e. Evidence of support (in the form of recommendations and/or financial) from other institutions, foundations, or persons concerned with the proposed plan or project.

II. Number

- A. It is the intent of these guidelines to set a range of 2.5 - 3.5 percent for the percentage of professional leaves granted. Any institution exceeding this range shall adjust its policies accordingly. (CHE)

The base figure used to provide some comparability among institutions is the budgeted full time equivalent faculty included in instruction and departmental research. It should be pointed out that those institutions which have a policy allowing librarians and administrators who have faculty rank to participate in a professional leave program will have a consistently higher percentage figure. For example, Washington State University has a total of 1,363.177 F.T.E. faculty from which persons could conceivably receive a professional leave. However, the number of persons in the instruction and departmental research portion of the budget totals 749.807--a difference of 613.37 F.T.E. personnel. Therefore, WSU's figures would appear to be higher than other comparable institutions. (CHE)

III. Duration

- A. A sabbatical leave may be granted for one, two, or three quarters, or a contract year. (TCC)

IV. Application

- A. Applications must be presented to the selection committee no later than January 1. Applications submitted after January 1 will receive consideration after applications submitted before the deadline. (TCC)
- B. Applications must include a proposal for time spent while on leave. (TCC)
- C. If an applicant's request is refused, he may resubmit it within ten days of notification of refusal in order to clarify his application. (TCC)
- D. Applicants shall receive notification of the Board's decision no later than immediately following the February Board meeting. Applicants must notify the Board of their acceptance or rejection no later than the March Board meeting. (TCC)
- E. The applicant's sabbatical leave program may not be significantly altered without prior written approval from the President. (TCC)
- F. Applications for professional leave at all institutions should include the following information: (CHE)
 - a. General information including name, department, rank, date of initial service with the college or university, terms of leave desired, dates of previous professional leaves, and percent of salary to be awarded as based on other grants and funding.
 - b. A detailed statement of the applicant's plans for utilizing the time requested. This statement should include such information as the time sequence for completion of any project or plan.
 - c. A list of foundations, institutions, or other organizations with which the applicant will be affiliated during the professional leave.

- d. A complete listing of grants and stipends other than those granted by the institution which will be available to the applicant during the time of professional leave.
- e. If there is any travel to be included in the professional leave, the need must be justified in terms of the proposed project or plan for study.
- f. Background information concerning the applicant's previous professional or scholarly work, especially in the area of the proposed plan.
- g. A copy of the applicant's bibliography of publications should be attached to the application.
- h. Supporting letters from faculty members or other appropriate individuals not necessarily associated with the institution may also be submitted if the applicant so desires.
- i. A statement regarding the value of the applicant's project in terms of benefit to the institution upon return from professional leave.

V. Compensation

- A. While on leave, an individual shall receive two-thirds of the salary he would have received had he remained at the college in his normal capacity. (TCC)
- B. It is not intended that applicants on a professional leave would engage in other employment. If employment were a part of the project or plan, it would necessarily have to be justified within the terms of the purpose of the professional leave. (CHE)
- C. Institutions should institute programs which would encourage the applicant to apply for and, hopefully, receive outside funds for professional leave programs. Such a program has been outlined by the University of Washington and could be used as an example. This procedure would also assist in the goal of placing a professional leave program on a no-cost basis, without deteriorating the quality of instruction. (CHE)
- D. Recognizing the diversity of methods for providing funds for professional leave, the individual institution should be responsible for allocating the resources necessary for a professional leave. However, it is strongly urged that the institutions establish the professional leave program on a "break-even" basis. In other words, replacements for persons on professional leave should ordinarily take place within existing faculty to the extent that it is possible. (CHE)
- E. The sum of the professional leave salary and additional funds in the form of grants and stipends shall not exceed the amount of the normally contracted salary for the period of the leave. (CHE)

VI. Terms

- A. All sabbatical leaves shall count for the purpose of all employment benefits: increments, medical payments, retirements, seniority. (TCC)
- B. Upon return, an individual shall be reinstated in a position for which he is trained and one which is equal to or better than that which he held immediately prior to taking his leave. (TCC)
- C. Upon return to the institution each person shall submit a written report summarizing the work completed during professional leave and how the new knowledge shall be utilized by the person in teaching assignments and additional research. (CHE)
- D. A period of one year's service following a professional leave will be required upon return from leave. (CHE)
- E. Ordinarily professional leave will not be granted to individuals who, upon return from professional leave, will have less than three years of service to the institution prior to retirement. (CHE)

VII. Replacement

- A. In each sabbatical leave granted by the college, it shall be at the discretion of the appropriate Dean, in consultation with the department concerned, to determine the manner in which temporary duties and responsibilities of the individual on leave shall be dealt with. The following alternatives may be considered: (TCC) (see limitations in Part V, D)

--A full-time staff member shall be employed for the leave period.

--Classes and/or duties shall be assigned to part-time employees in the regular schedule.

--Classes and/or duties shall be assigned to part-time employees in the evening program.

--Classes and/or duties shall be dropped from the college program for the period of the leave.

--A suitable combination of the above.

VIII. Review

- A. The sabbatical leave policy shall be reviewed before January, 1973, and every three years thereafter. (TCC)

Any guidelines adopted by the Council on Higher Education, in conjunction with the institutions, shall be reviewed annually. (CHE)

IX. Special Requests

- A. It is anticipated that special circumstances may arise which are not addressed in the Guidelines. Any institution may submit special requests to the Council on Higher Education for review and recommendation. (CHE)

X. Institutional Accountability

Each institution shall submit a preliminary report to the Council on Higher Education in April of each year and a final report by July 1, stipulating: (CHE)

- a. The number of persons to receive professional leave.
- b. The contracted salary of the recipient.
- c. The percentage of salary to be paid.
- d. The actual cost, subtracting grants and stipends, to the institution.
- e. The length of time the recipient is to be on leave.
- f. The method of replacing the person and the cost to the institution, if any.

MEMORANDUM

November 1, 1971

TO: DR. THORNTON M. FORD, President, and
 DR. RICHARD C. FALK, Special Assistant to the
 President, Tacoma Community College

FROM: ROBERT E. PATTERSON, Assistant Attorney General

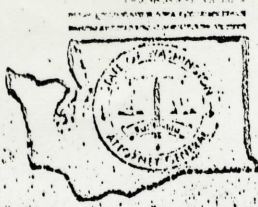
SUBJECT: Sabbatical Leaves - Council on Higher Education
 Guidelines

For your information I have enclosed a copy of a memorandum opinion dated September 7, 1971 to James M. Furman which would appear to effectively counter the A.F.T. contention that no change need or should be made in Tacoma's sabbatical leave guidelines.

The simple fact from a legal standpoint is that unless the sabbatical leaves granted during this biennium are within the C.H.E. guidelines, no appropriated monies may be expended for the same.

REP:rv
 Encl.

REP

OFFICE OF THE ATTORNEY GENERAL

SLADE GORTON ATTORNEY GENERAL
TEMPLE OF JUSTICE OLYMPIA, WASHINGTON 98501

M E M O R A N D U M

September 7, 1971

TO: JAMES M. FURMAN, Executive Coordinator, Council
on Higher Education

FROM: RICHARD M. MONTECUCCO, Assistant Attorney General

RE: Professional leave guidelines.

Based upon our conversation and a review of the letter from the state board for community college education to Senator Frank Foley, I hope the following information will be of assistance to you.

My informal thoughts and comments go to the last paragraph on the first page of that letter. It reads as follows:

"One important item still remains. The Professional Negotiations Law of 1965 makes leaves a subject of negotiations between the Board of Trustees and the professional association elected by the faculty. While the State Board supports the Guidelines, unless the law is changed, the law will obviously take precedence over the Guidelines. So as to avoid any misunderstanding, the State Board will urge that negotiations take place within the limits set by the Guidelines."

I believe what is expressed in this paragraph is that the professional negotiations law makes leaves a subject of negotiations between a board of trustees and the employee association. While the state board supports the guidelines, unless the professional negotiations law is changed this law will take precedence over the guidelines. To the extent possible the state board will urge that negotiations take place within the limits set by the guidelines.

September 7, 1971

The professional negotiations act grants no substantive authority to a board of trustees of a community college. Its declaration of purpose indicates that the act was adopted to strengthen methods of administering employer-employee relations through the establishment of orderly methods of communication between the employee association and the community college. Community colleges used to be subject to chapter 28A.72 RCW, the professional negotiations act which has been recently re-codified as a new chapter in Title 28B RCW. This was done by the last legislative session in chapter 196, Laws of 1971, 1st Ex. Sess. The act simply provides a mechanism whereby an employee organization elected by secret ballot may represent the academic employees and administrators and may negotiate with the trustees of a community college prior to the final adoption of policies "relating to, but not limited to, curriculum, textbook selection, in-service training, student teaching programs, personnel, hiring and assignment practices, leaves of absence, salaries and salary schedules and noninstructional duties."

On September 28, 1965, our office issued a formal opinion concerning the effect of the professional negotiations act which is substantially the same act as chapter 196, Laws of 1971, 1st Ex. Sess., relating to community colleges. I have enclosed a copy of that opinion for your review. The general thrust of the act is to grant to the employee organization elected by secret ballot the right to meet, confer and negotiate with the board of trustees of a community college district.

Since the professional negotiations act grants no substantive authority to the board of trustees of a community college district, we must look elsewhere concerning its authority to grant professional leaves or sabbaticals. Such authority is set forth specifically in RCW 28B.50.551. The statute reads in part as follows:

"The board of trustees of each community college district shall adopt for each community college under its jurisdiction written policies on granting leaves to employees of the district and those colleges, including but not limited to leaves for attendance at official or private institutions and conferences, sabbatical leaves for academic personnel, leaves for illness, injury, bereavement and emergencies, with such compensation as the board of trustees may prescribe, . . ." (Emphasis supplied)

Thus, the substantive authority to grant professional leaves and sabbatical leaves is set forth in the community college act of 1967 and specifically the above-quoted section.

Chapter 28B.80 RCW is the act creating the council on higher education. The primary thrust of the council's authority is overall planning for higher education in the state of Washington. Of course, there is no specific authority in chapter 28B.80 RCW for the council to adopt sabbatical or professional leave guidelines and subject individual community colleges to these guidelines.

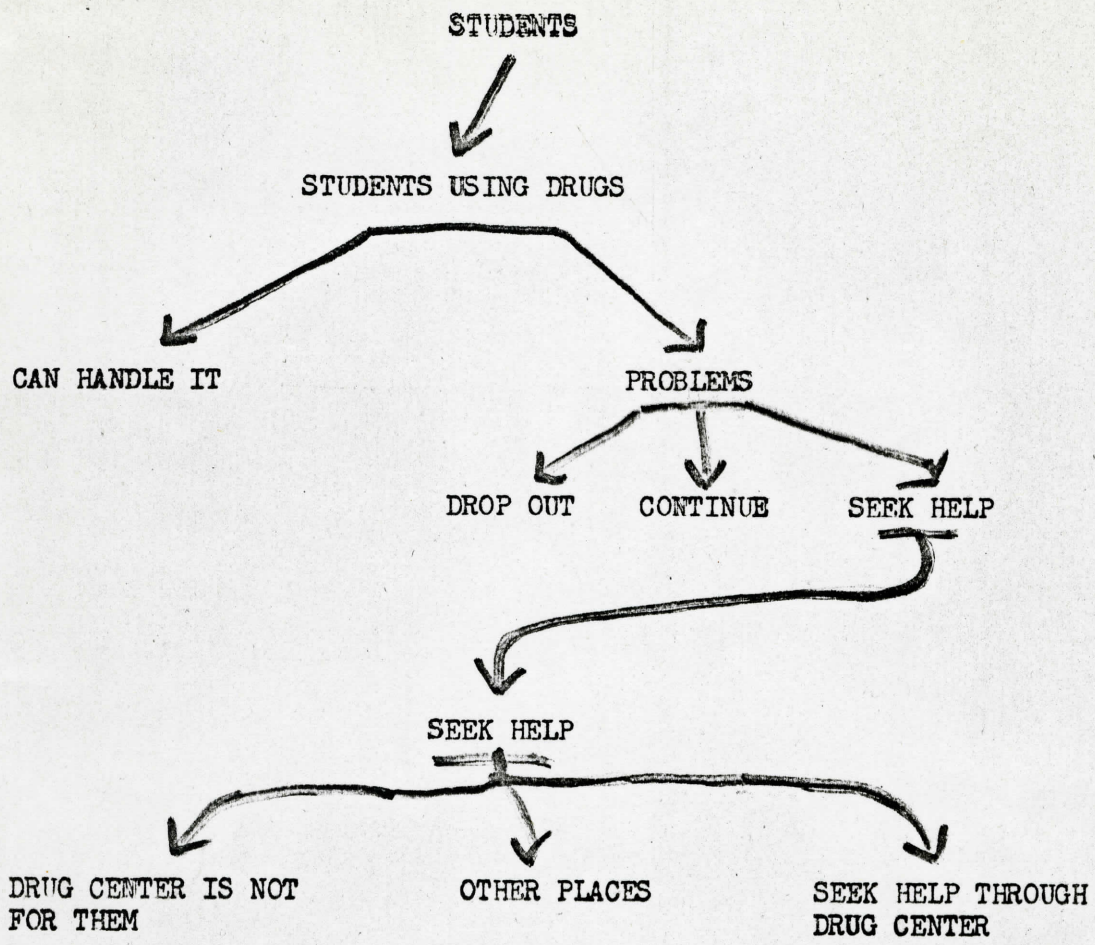
However, the authority for the council on higher education to adopt such professional leave or sabbatical leave guidelines is contained in the 1971-73 appropriation act (chapter 275, Laws of 1971, 1st Ex. Sess.). The legislature, of course, has the authority within an appropriations act to limit, restrict, or otherwise prohibit the expenditure of whatever funds are appropriated in any manner the legislature sees fit. The legislature did just this in limiting appropriations to pay for sabbatical leaves in § 1 of the appropriations act. The pertinent language reads in part as follows:

"PROVIDED, That no moneys appropriated to agencies or departments of the state may be used or spent for any sabbatical leaves for any employee of the state or any subdivisions receiving state appropriations, except, that sabbatical leaves may be granted if the expenditures for sabbatical leaves including replacement costs and the percentage of salary awarded the recipients shall not exceed the annual contracted salary of said recipients while in residence in any one institution or agency period and further, all institutions of higher education shall be subject to sabbatical leave guidelines as adopted by the Council on Higher Education and as reviewed by the Legislative Budget Committee.
(Emphasis supplied)

Thus, the legislature has restricted community colleges in granting sabbatical leaves to the extent that they must be within the guidelines adopted by the council on higher education and as reviewed by the legislative budget committee and if not no moneys appropriated may be spent for such sabbatical leaves.

RMM

jd



OBJECTIONS TO THE PROPOSED TCC
DRUG CENTER

1. Duplicating what is already available within the community
2. No real grass-roots support
3. Focus on minority of drug users (see chart)
4. No statistics showing need for one on TCC campus
5. No background information on success of like programs
6. No apparent need