

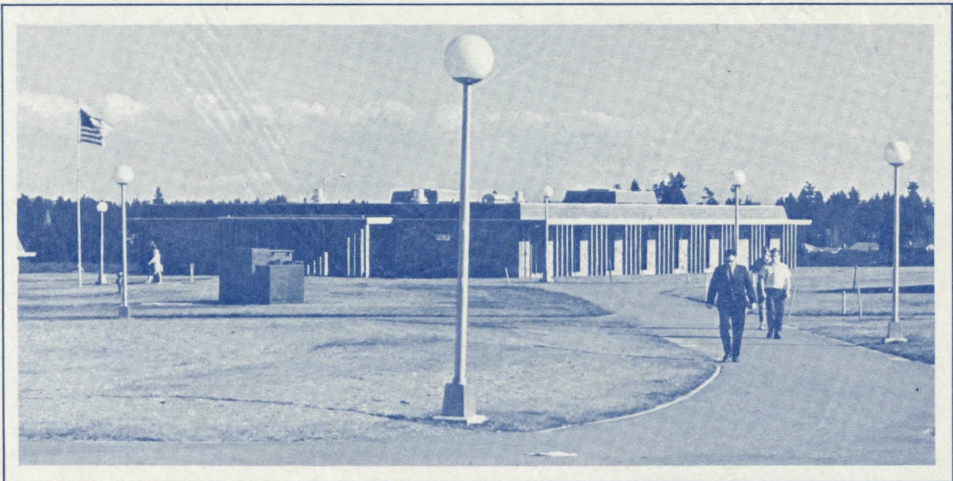
President's Report

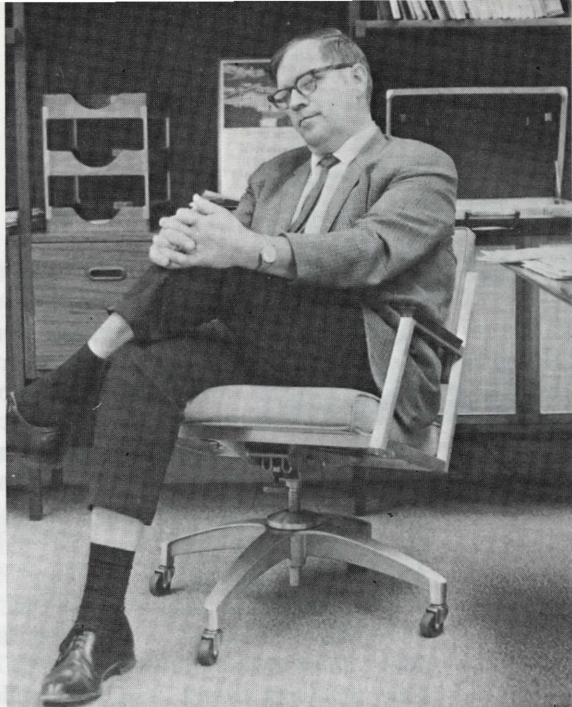
Tacoma Community College

1968-69



—photos by Rich Frank





To friends of Tacoma Community College:

How do you summarize a year? How do you crystallize it into a few hundred manageable words? The task is particularly difficult in a time when one man's reality is another's illusion.

This report represents an effort to report on the 1968-69 academic year at Tacoma Community College. Its audience is perceived as legislators, other educators and, most important, the community at large.

We should recognize, however, that the life of an academic institution cannot be neatly sliced into segments called academic years. Tomorrow began yesterday. What we do today is a fulfillment of the vision of the Tacoma citizens who, in the early 1960s, worked diligently to bring a community college to Tacoma. And what we do today sets patterns for tomorrow.

Perhaps a few simple words convey the essence of 1968-69 (July 1, 1968 to June 30, 1969) at Tacoma Community College—words like *growth*, *community*, *involvement* and *planning*. About these, we'll say more in the following pages.

Thornton Ford

Thornton M. Ford
President

The Board of Trustees

In a year marked by contradictory demands, new policies and expansion of educational services, six people charted Tacoma Community College's course.

Frank Cooper, state supervisor of banking, served as chairman of the board until April when Mrs. Maxine Myers was elected chairman. Mr. Cooper, who was appointed as a member of the original board in 1967, did not seek reappointment at the end of his two-year term

because of the press of other business. He was replaced on the board by Dr. Dewey H. Tuggle, Jr., a Tacoma dentist. His appointment, by Gov. Dan Evans, came in May amidst the turmoil over the black students' demands.

Lewis C. Hatfield, a Teamster union official and another member of the original TCC board, resigned in June 1969 to avoid a legal conflict with his elective position on the Tacoma Civil Service Board.

John Binns, a Tacoma attorney, was elected vice chairman of the board in April 1969. Charles Edmunds (who incidentally holds an Associate Degree from TCC) rounded out the board. He is an official of the Retail Clerks union.

It should be noted that the trustees do not merely meet once a month to review recommendations and policies.

As individuals they serve on such on-going groups as the Campus Development Committee and its aboretum and playground subcommittees and the boards of the TCC Friends of the Library and TCC Foundation.



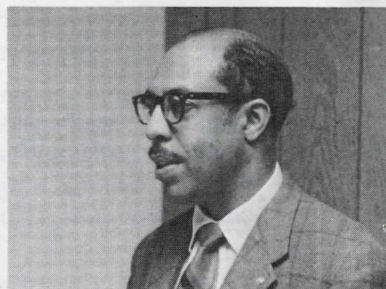
Mrs. Myers



Cooper



Edmunds



Tuggle



Hatfield



Binns

Growth

Don Fabun, in "The Dynamics of Change," offers this observation about the future of education:

"It does now seem apparent that a system of universal and life-long education will have to be devised, and there is some question whether the traditional university or college is the place to do it."

Rapid growth is something we've come to accept, in fact expect, in this post-war boom period. More and more, discussions focus on the "kind of growth" rather than the "amount of growth." This report attempts both to explain the ascending growth curves and to illuminate the quality of growth. This kind of focus is especially pertinent to an analysis of the 1968-69 year at TCC. For TCC began the year with three solid years of experience, tradition and policy behind it. The fourth year meant a new emphasis in growth for the institution—slightly decelerated, more predictable and gradual, less sporadic. The following report on "growth" will explain some of the changes that occurred during the year concerning enrollment, financing and budgeting, faculty, curriculum, degrees, programs, organization and resources.

Student enrollment figures illustrate the reduced acceleration that took place in 1968-69. As the accompanying graph illustrates, figures for total students and full-time equivalents (FTE) jumped less dramatically from those of the fall of 1967—in fact, student totals remained about the same. The drop in FTEs (2631 to 2118) and student totals (3251 to 2644) was much more smooth and less dramatic from fall to winter and winter to spring quarter, than for the previous year. Although the downward drops in enrollment from fall to spring quarter create major problems, the repetition of such a trend for the third year in a row at least makes the phenomenon predictable and manageable.

Finances 1968-69

As the college's enrollment has increased, the size of its budget has correspondingly increased. During the 1967-68 school year expenditures totaled \$1,716,255 and sources of revenue were as follows:

State sources	\$1,293,944
Federal sources	74,511
Local non-tax revenue	263,968
Local non-revenue	11,453
Cash balance	53,970

\$1,716,255

For the year just passed, expenditures amounted to \$2,289,670.09, and sources of revenue were as follows:

State sources	\$1,730,644.00
Federal Sources	77,778.65
Local non-tax revenue:	
Tuition	438,193.58
Fees	55,826.43
Other revenue	97,227.43
	\$2,289,670.09

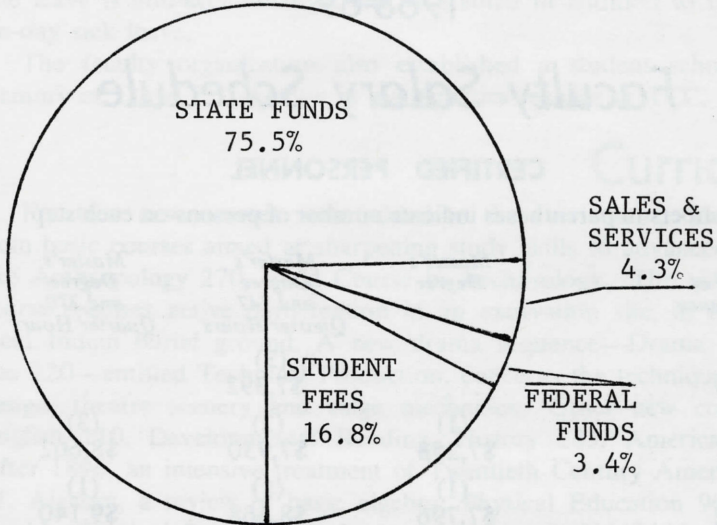
So much for the substantive changes in the budget. Just as important were the procedural changes in budgeting that began in 1968-69. A prime example is the college's "1969-71 Operating Budget Request." A definite effort was made in the 46-page document to move in the direction of planning-programming-budgeting. Future moves in that direction will have to await the development of more refined allocation formulas at the state level of the community college system. Much progress has already been made in this direction. TCC representatives, working with other colleges and budget officials from Olympia, developed statewide definitions for budget items. These new definitions were incorporated in the enclosed breakdown of the 1968-69 budget. A comparison with the budget amounts and percentages in the 1967-68 President's Report would be difficult, because the definitions of items like "instruction" and "student services" have been modified. In the future, however, the statewide agreement on budget definitions will make possible comparisons between colleges, as well as with previous years.

The other major procedural change in budgeting was the modification of the Budget Advisory Committee to include a broader representation of campus groups, especially faculty. No longer do administrators and financial officers hash out the budget request unassisted. A Budget Advisory Committee, with heavy faculty representation, works with the financial officer and administration in creating a budget. Representatives include three members of the regular faculty and one each from the faculty organization, non-certified staff association, maintenance department, Resource Center and Community Services office.

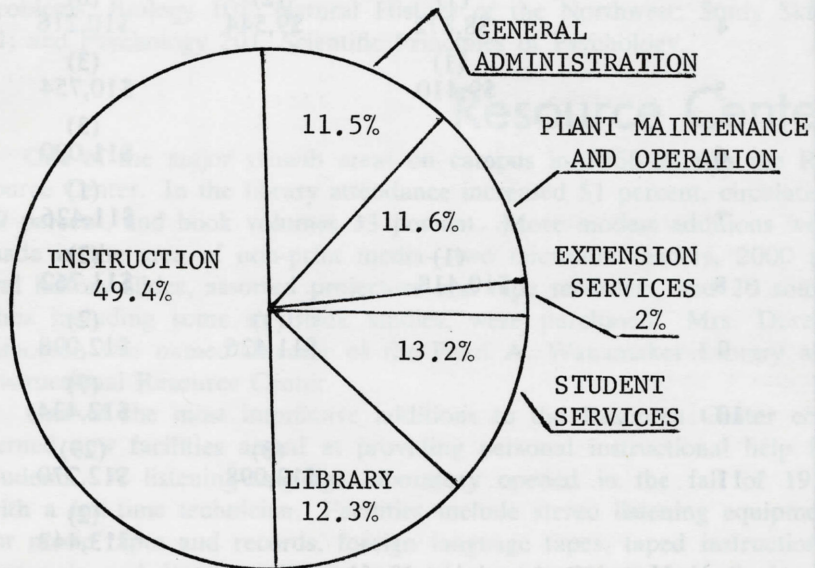
Faculty

One of the major accomplishments of the faculty organization, the Tacoma Community College Association (TCCA), was the establishment of a new leave policy. The policy which was developed by TCCA and slightly modified by the Board of Trustees, allows for an annual maximum of

1968-69 Budget



Revenue Sources



Expenditures

Tacoma Community College
1968-69
Faculty Salary Schedule

CERTIFIED PERSONNEL

Numbers in parentheses indicate number of persons on each step.

<i>Years of Experience</i>	<i>Master's Degree</i>	<i>Master's Degree and 247 Quarter Hours</i>	<i>Master's Degree and 270 Quarter Hours</i>
0		(3) \$7,392	.....
1	(1) \$7,258	(2) \$7,930	(3) \$8,602
2	(1) \$7,796	(1) \$8,468	(1) \$9,140
3		(2) \$9,006	(5) \$9,678
4	(1) \$8,872	(2) \$9,544	(6) \$10,216
5	(1) \$9,410	.....	(3) \$10,754
6 .....		.....	(3) \$11,090
7 .....		.....	(1) \$11,426
8	(1) \$10,418	.....	(2) \$11,762
9		(1) \$11,426	(2) \$12,098
10 .....		.....	(7) \$12,434
11		(3) \$12,098	(29) \$12,770
			(2) *\$13,442

1. No Master's Degree—deduct .10 of base.

2. *Doctorate—add .10 of base.

five days of leave by faculty members for extenuating circumstances other than sickness. These include civic reasons—like court or jury appearances—and personal reasons—such as death or illness in the family. The leave is non-accumulative, and is granted in addition to the regular ten-day sick leave.

The faculty organization also established a student scholarship in memory of Lloyd F. Jakeman, a mathematics teacher at TCC.

Curriculum

Fourteen new courses were added to the curriculum. They ranged from basic courses aimed at sharpening study skills to advanced offerings like Anthropology 270, Field Course in Archaeology. The anthropology course requires active participation in an excavation site, in this case a local Indian burial ground. A new drama sequence—Drama 210, 215, and 220—entitled Technical Production, concerns the techniques of stage design, theatre scenery and stage mechanics. Other new courses are: English 110, Developmental Reading; History 243, American History After 1896, an intensive treatment of Twentieth Century America; Math. 41, Algebra, a review of basic algebra; Physical Education 90, Applied Health; Physical Sciences 41, basic principles of chemistry and physics; Physical Science 100, Survey of the Physical Sciences, covers astronomy, geology, chemistry and physics; Biology 106, Contemporary Biological Problems; Biology 108, Natural History of the Northwest; Study Skills 41; and Psychology 201, Scientific Principles of Psychology.

Resource Center

One of the major growth areas on campus in 1968-69 was the Resource Center. In the library attendance increased 51 percent, circulation 29 percent, and book volumes 33 percent. More modest additions were made in the area of non-print media—two microfilm readers, 2000 art and history slides, assorted projectors and tape recorders, and 20 sound films including some in Black studies, were purchased. Mrs. Doreen Amoroso was named director of the Pearl A. Wanamaker Library and Instructional Resource Center.

One of the most impressive additions to the Resource Center concerned new facilities aimed at providing personal instructional help for students. A listening-language laboratory opened in the fall of 1968 with a full-time technician. Facilities include stereo listening equipment for music tapes and records, foreign language tapes, taped instructional materials and lectures, and tapes and records of poetry and drama.

Success in the language lab led to the opening of a mathematics laboratory, also in the Resource Center. An instructor was made avail-



able four hours per day. Materials include programmed learning resources, which allow students to learn at their own pace, and a variety of independent study aids. A student can use the lab simply to review concepts that he hasn't used in a long while, or to bone up for an equivalency test to waive a math requirement.

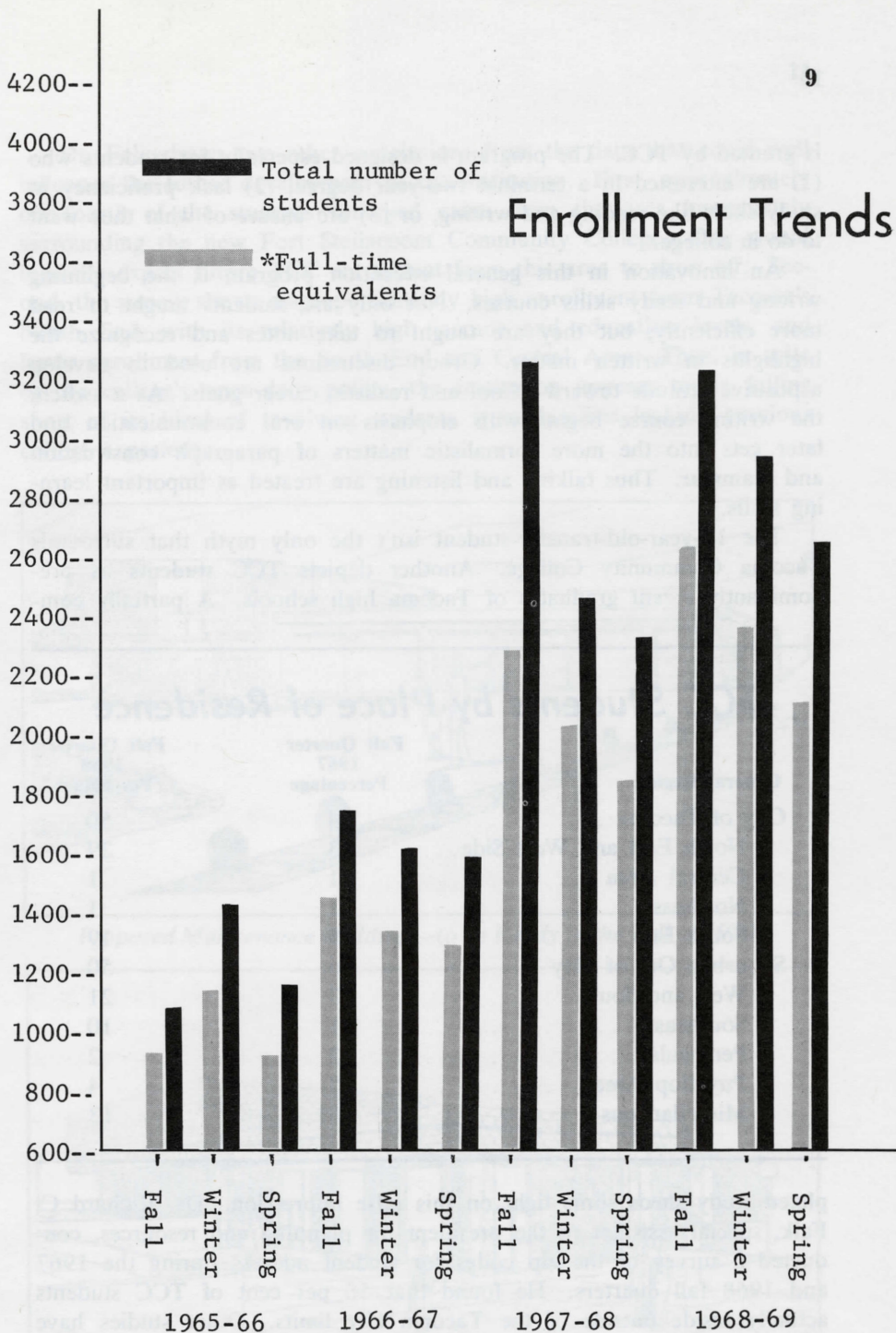
Programs

Most people visualize community college students as 18- and 19-year-olds on their way to a four-year institution and a bachelor's degree. In truth, this represents but one segment of a highly heterogeneous student body. In fact, the average student age exceeds 21. And for many students, community college terminates formal education. For them the four-year curriculum and degree are largely irrelevant.

With this student mix in mind the college put together two new programs, to be instituted in 1969-70. A new degree—the associate in arts and science—was designed primarily for the transfer student. The structured program has general requirements from each academic area—humanities, social sciences, English and math-science. As an alternative, students may meet the first and second year departmental requirements of the institution to which they plan to transfer.

The other program, also to become effective in 1969-70, involves a beefing up of the general education program. Although not necessarily transferable, all courses apply to the associate in liberal arts degree which

Enrollment Trends



*Full-time equivalents are computed by adding up the total number of credit hours for which students have registered and dividing by 15.

is granted by TCC. The program is designed especially for students who (1) are interested in a terminal two-year degree, (2) lack proficiency in study skills like reading and writing, or (3) are unsure of what they want to do in college.

An innovation in this general education program is the beginning writing and study skills courses. Not only are students taught to read more efficiently, but they are taught to take notes and recognize the highlights in written matter. Group discussions are used to develop a positive attitude toward school and realistic career goals. As a switch, the writing course begins with emphasis on oral communication and later gets into the more formalistic matters of paragraph construction and grammar. Thus talking and listening are treated as important learning skills.

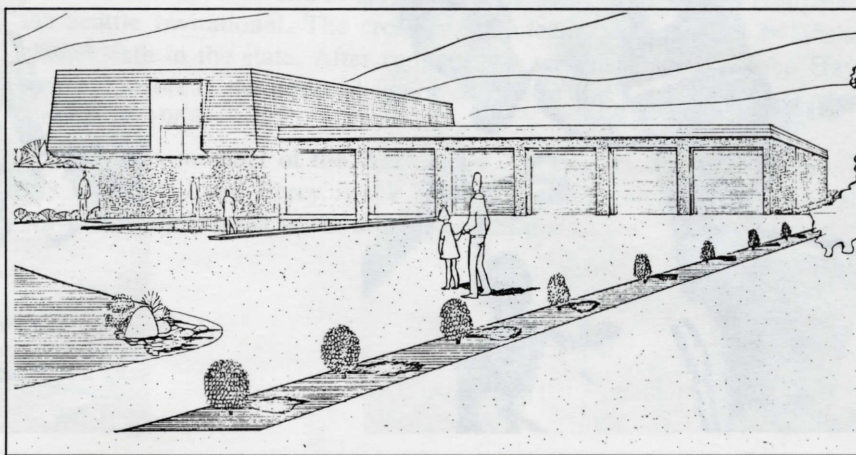
The 18-year-old-transfer-student isn't the only myth that surrounds Tacoma Community College. Another depicts TCC students as predominantly recent graduates of Tacoma high schools. A partially com-

TCC Students by Place of Residence

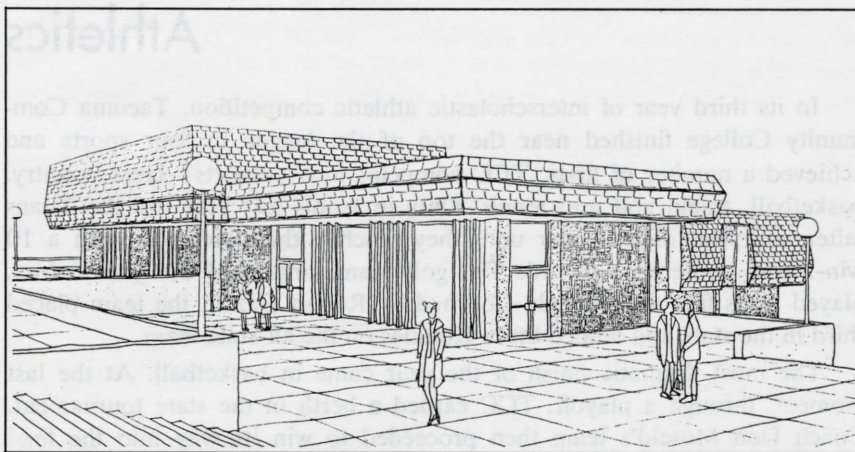
General Region	Fall Quarter 1967 Percentage	Fall Quarter 1968 Percentage
City of Tacoma	54	50
North End and West Side	33	29
Central Area	1	1
Northeast	1	1
South End	19	19
Suburban Out of City	46	50
West and South	23	21
Southeast	11	10
Peninsula	2	2
Puyallup Area	5	4
Miscellaneous	5	13

pleted study sheds some light on this false impression. Dr. Richard C. Falk, special assistant to the president for planning and resources, conducted a survey of the zip codes for student address during the 1967 and 1968 fall quarters. He found that 50 per cent of TCC students actually reside outside of the Tacoma city limits. Other studies have demonstrated that approximately one-third of TCC students come almost directly from Tacoma schools, another third from Pierce county schools, and the remaining third from older age groups and miscellaneous sources.

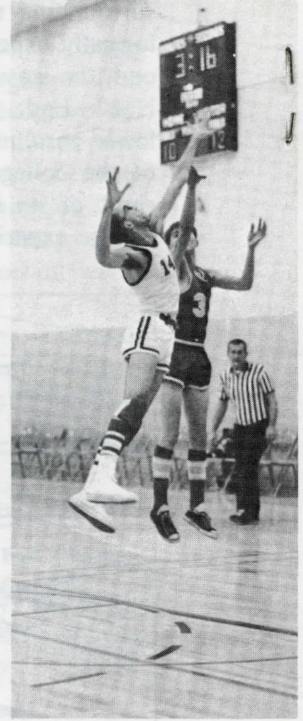
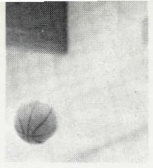
Dr. Falk draws two other conclusions from the data that could well influence the future development of the institution. First, approximately one-fourth of the students surveyed came from the area immediately surrounding the new Fort Steilacoom Community College. One would logically expect future TCC enrollment from this area to drop off. Second, the survey shows disproportionately high enrollment from Tacoma's North End, with its relatively high income and education levels, and lower enrollment from the South End and Central Area. Thus, in spite of the college's open-door policy, the institution appears to be falling short of its ideal of involving students from families lacking previous college experience.



Proposed Maintenance Building—to be Ready in the Fall of 1970



Faculty Office Building—to Open in the Fall of 1970



Athletics

In its third year of interscholastic athletic competition, Tacoma Community College finished near the top of the league in four sports and achieved a number of firsts. TCC competes in five sports—cross country, basketball, track golf and tennis. Only in tennis last year did the Titans falter; and that didn't occur until they reached the state meet with a 10 win-2 loss conference record. The golf team, organized the year before, played in its first state match. Coached by Robert Dezell, the team placed third in the state and landed Steve Koukles on the all-state team.

The most dramatic finish of the year came in basketball. At the last moment, through a playoff, TCC earned a berth in the state tournament. Coach Don Moseid's team then proceeded to win its way into the final

game. The Titans lost in the last minutes of that game against Green River, placing second in the state. Guard Tom Patnode was named to the all-state team. For the first time the Titans were able to play all of their home basketball games in their own gym. They won eight of nine league games at home.

In track and cross country things went equally well. The track team, coached by Ed Fisher, placed fourth in the state meet with second place finishes in the 440 and mile relays. For the first time the Titans held home track meets—and won both. Home meets were held at the University of Puget Sound field. The team also placed second in the Yakima and Pullman Invitationals and was one of six community colleges invited to compete in the Seattle Invitational. The cross country team, also coached by Fisher, placed sixth in the state. After running two seasons for TCC, John Hayes went on to break the national junior college record for the six mile in the summer of 1968.

TCC is a member of the Washington Athletic Association of Community Colleges. Loyd Percy is the athletic director and also serves as the college's commissioner to the athletic association.

Community

Lloyd H. Elliott, president of George Washington University, has said:

"The campus reverberates today perhaps in part because so many have come to regard it as the most promising of all institutions for developing cures for society's ills."

In countless ways during its fourth year TCC began to meet the challenge implied by its middle name—it moved closer to the "community." A symbiotic relationship developed whereby TCC could help the community, the community could help TCC, and both could help each other to help themselves.

The Community Services Department, headed by Dean H. J. Schafer, proved a major force in cultivating new ties with the community. A pilot project of non-credit evening classes—started in January, 1968 with four classes and 100 students—blossomed into a full-fledged program in September, 1968 with 25 courses and 500 students. Courses in such diverse subjects as jazz, astronomy, African culture, interior design and Marshall McLuhan attracted many people who wouldn't ordinarily enroll in conventional credit classes—people in their 40's and 50's, college graduates and older high school graduates.

Other firsts involving the Community Services Department were:

—TCC cooperated with St. Joseph's Hospital in providing degree programs in nursing, medical records and X-ray technology. A similar program in X-ray technology was offered in conjunction with Tacoma General Hospital. About 75 students from the two hospitals participated in the two programs.

—TCC joined the University of Puget Sound, Pacific Lutheran University and the City of Tacoma in creating a Consortium. Federal funds were provided. Programs offered through the Consortium included training for black policemen, a public affairs forum, a Centennial Seminar which focused on the future of Tacoma, services for black businessmen and involvement with the Model Cities project.

—In conjunction with the Federal government, the school offered a program to train teachers' aids for Head Start projects.

—Also with the Federal government, a new careers program was offered to provide in-service training for the poor.



—A law enforcement program, in cooperation with the Tacoma Police Department, was expanded.

—Regular credit courses were taught for the first time at McChord Air Force Base and Peninsula High School.

The Resource Center, which includes the TCC library, was another active participant in cooperative community ventures. As a major project the library served as the central clearing house for eight months while materials were collected for an "Afro-American Bibliography of Print and Non-Print Resources in Pierce County." Other cooperating agencies included Fort Steilacoom Community College, the University of Puget Sound, the Tacoma Public Library, the Pierce County Library, the Ta-

coma Area Urban Coalition, and high school libraries in the county. The resulting 115-page book lists more than 1,700 black authors and 880 black artists, musicians, actors and entertainers.

Other examples of the library's interaction with the surrounding community include:

—The Friends of the TCC Library, an independent corporation comprised of community members, continued to provide books for the library's general collection.

Amuets # 1
Schoenfeld Foundation
Ministers Conf.



—The Friends contributed \$500, raised at its spring dinner, for the purchase of books on Afro-American studies.

—The Friends, in cooperation with the Defense Transportation Association, donated an occupational file to the library.

—Generous individuals in the community continued to donate current copies of specialized journals to the library, providing many items that the library could not afford to purchase by itself.

—The college continued to provide outside adults and non-students in the community with library cards at a nominal charge.

—High school teachers and students in the area were given assistance when needed.

—Films from the library's "Of Black America" collection were loaned out to groups in the community.

—The library continued to answer general reference questions phoned in by outside members of the community.

—The Tacoma Public Library helped TCC duplicate its file on literary

history and criticism. The valuable file allows students to identify all available materials on a particular author or work.

Progress was made on two projects that, when completed, will enhance the outdoor environment of the campus. About five of the college's 150 acres, located at the southeast corner of the campus, were cleared for use as an arboretum. The Capitol District Garden Club provided funds to extend the school's water system to the site. Further development and planting are expected in the next year.

Also during the year, a subcommittee of the Campus Development Committee met with the Tacoma Municipal Park Board and discussed the possibilities of developing a 10-acre children's park on campus. When TCC was founded the Park Board deeded 40 acres to the college with the understanding that the college create a children's park sometime in the future.

A growing list of organizations continued to make use of the college's indoors and outdoors facilities. Soccer officials, the Coast Guard and the Alpine Club all used campus facilities for their activities. Youth soccer teams used the college's field for practices and regular games. Also, about 15 to 20 groups scheduled meetings every week in classrooms on campus.

Speakers provided another vehicle for bringing community and campus together. Numerous personalities from the community spoke on campus. Examples include Jim Metcalf, Congressman Floyd Hicks, LeRoy Annis, Melvin Jackson, Lynn Hodges, Jack Tanner, Ron Hendry, George Cvitanich, Hal Murtland and Tony Chase. Other prominent speakers were invited to campus from outside the community. In all, 39 speakers appeared in formal programs during the year. The public was invited to all programs.

In a variety of other ways TCC interacted with the community. Mrs. Jane McKee donated a classic organ to the college in memory of her husband, Lawrence K. McKee. The McKees for years have operated a music store located just north of the college.

The TCC Foundation, an independent corporation that works to make TCC available to more students, continued to operate quietly on behalf of the college. The Foundation added two more community members to its board. Also, it launched a drive in the community for contributions for a revolving student loan fund.

Not to be forgotten are the unheralded personal contributions of individual staff and faculty members to community projects—from church work and coaching soccer to involvement with the Tacoma Area Urban Coalition, Family Counseling Service, Chamber of Commerce and United Good Neighbors.

Conflict

John Milton had this to say about conflicting opinions:

“Where there is much desire to learn, there of necessity will be much arguing, much writing, many opinions; for opinion in good men is but knowledge in the making.”

Across the nation, college campuses have been buffeted by a storm of student protest, some of it violent, nearly all of it unpleasant. To be sure, student violence is not a completely new phenomenon; presidents of Harvard College were bodily ejected by students in the 17th Century. But the contemporary American concept of the campus as an idyllic retreat from the tensions of the everyday world has been shaken if not shattered.

Let's be candid. The news media have already reported, in abundant detail, the turmoil that took place at TCC in May 1969—the 11 demands presented by our black students' organization, the Obi Society; the ugly verbal and (in a few instances) physical clashes between students; several outbreaks of vandalism. In the aftermath three students were suspended. Some other less visible aspects should also be understood. First, much of the conflict that erupted at TCC over black studies originated outside the campus. The college is a convergence point for strivings that begin *in the surrounding community and in the larger society.*

Second, the college will continue to be accessible to all points of view,



and it will continue to strive to provide the best possible educational experiences for *all* of its students.

Third, out of conflict can come growth. Members of the Board of Trustees, particularly, demonstrated their willingness and ability to respond to concerns of all students. And the faculty evidenced new willingness to re-evaluate their own courses by voluntarily participating in a black studies workshop held during the summer of 1969. Other measures have been taken; for instance, black students were employed in a recruiting program during the summer of 1969.

More specifically, a variety of projects were initiated both before and after the spring disturbances, aimed at better recognizing and representing blacks in the curriculum:

—Attempting to recruit more black instructors, Paul Jacobson, dean of instruction, interviewed graduate students at Howard University and North Carolina Agricultural and Technical State University. Three other Southern schools were originally included, but were later dropped from the recruitment tour due to lack of student interest. Although this particular trip did not pay off, other efforts later resulted in the hiring of two black instructors for the following year. Four were offered contracts.

—Throughout the year black curriculum consultants were used, some of whom had been suggested by the Obi Society. All together 42 such consultants appeared before regular classes.

—New courses were added in the areas of Afro-American history, African civilization and Afro-American writers. However, the college trustees decided against a separate black studies department.

—The reading material for English 102, which is required of all TCC graduates, was changed to include a substantial amount of work by black authors.

—Two new political science courses were initiated, both focusing on racial and urban problems. Political Science 208, Contemporary Political Problems in American Society, is primarily concerned with black-white relations. Political Science 250, Urban Affairs Practicum, allows for the study of urban and racial problems through involvement with real community agencies.

—Thirty-seven outside speakers were brought to campus at the invitation of student government, the Political Science Forum, Obi and the Associated Women Students. A considerable number, about half of whom were black, discussed racism and related issues.

Involvement

The era of one-way, down-from-the-top decision-making appears to be on its way out. Taking its place is the assumption that people have a right to be consulted on matters that affect them.

Corresponding changes have taken place in the organization of Tacoma Community College. We'd like to emphasize that from its beginning in 1967, the TCC Board of Trustees has given a seat at the table to the student body president and the president of the faculty organization, the Tacoma Community College Association.

But involvement of both students and faculty in the decision-making process was expanded in 1968-69. Students appointed by the student body president now serve, for instance, on the Administrative Council, Instructional Council, Campus Development Committee, bookstore and food services advisory committees and the student personnel advisory council.

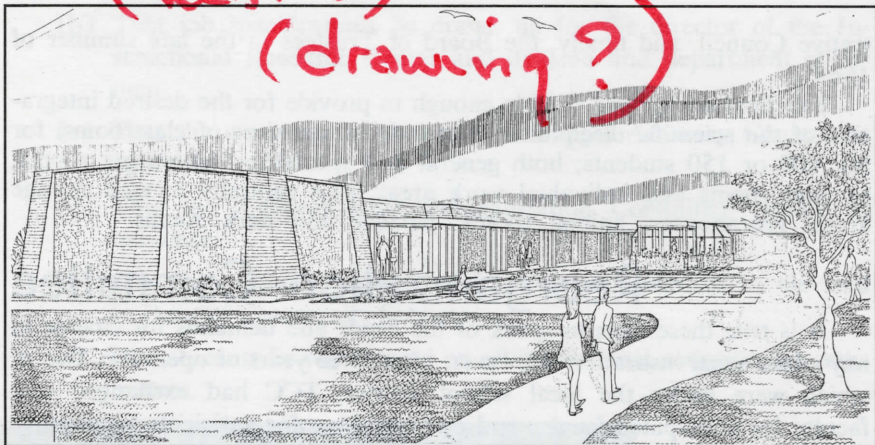
Faculty and staff participation in decision-making have also been increased. Both faculty and representatives of the staff organization, the Tacoma Community College Staff Association, serve on the Budget Advisory Council—which exposes the budget formation process to plenty of scrutiny. During 1968-69 the Instructional Council was expanded to include the chairmen of the college's 12 departments, who are elected by faculty members in those departments. The Administrative Organization Committee, which includes five faculty members appointed by the president, continually reviews the college's internal organization. And an administrative screening committee, appointed by TCCA, interviews candidates for administrative positions and makes recommendations to the president.

Does the trend to greater involvement in decision-making lead to better decisions? The verdict is not yet in. It does change the role of the administrator to some extent from decree-giver to organizer. It creates pressure, moreover, for more foresight as to the kinds of decisions that must be made.

Science Building

As stated earlier, the days of unilateral, from-the-top decision-making on campus have about ended. More and more, faculty and students set the stage for change. TCC faculty members, particularly this last year, played a prominent role in planning campus construction. The case in point is the planning for an addition to the existing science building, that was worked out by a faculty-dominated sub-committee of the Campus Development Committee. Headed by Donald R. Gangnes, a chemistry instructor, the

Capital Project (Ref. 31)



Proposed Science Hall—Scheduled to Open Early in 1971

committee worked with the school architect and administration in assembling a plan in a few months.

From the start the project presented major obstacles. It involved much more than the designing of a single, discrete building. In this case, an addition larger than the original structure was to be built as an extension of the existing building. The new and old—with minor remodeling—were

The newsletter of the Educational Facilities Laboratory at Stanford University has observed:

“Many of the buildings going up today are designed for what went on in science education 20 years ago. Outside, they gleam like the day after tomorrow. But their modern facades are applied like facial cosmetics, covering up interiors xeroxed from yesterday.”

That same newsletter of June, 1968 later says:

“The day is dawning in science education as in every other instructional field Emphasizing student independence, it calls for individuals to learn at their own pace. It extends from nonscheduled laboratories, where students teach themselves using a variety of auto-tutorial means, to work, study, and discussion groups of varying sizes to achieve specific goals.”

to merge into a unified whole. Secondly, the science complex was to be consistent with the eclectic trend in science “to tear down the barriers separating the disciplines by integrating subject matter, facilities, faculty and students.”

To gain an overview, committee members examined science buildings on other Northwest campuses—both public and private, four-year and two-year, from Seattle to Coos Bay. Consulting with the architect and administration, a plan was put together which was then submitted to the Campus Development Committee, Science-Math Division Head, Adminis-

trative Council, and finally, the Board of Trustees in the late summer of 1969.

The final design was flexible enough to provide for the desired integration of the scientific disciplines. It included three sizes of classrooms, for 50, 100 or 150 students; both general and specialized laboratory rooms; seminar rooms and individual work areas; plus centrally located storage areas, greenhouses, animal rooms, balance and dark rooms.

Reorganization Committee

It is trite these days to speak of the needs and demands for change in any educational institution. However, after three years of operation, two of which were under the local school district, TCC had exchanged real faculty for anticipated faculty and real problems for anticipated problems. While change is important in 1969, even more important, perhaps, are the means of achieving change. In the spring of 1968, I asked interested faculty members to serve with me on a committee to explore means by which the decision-making process could be made more comprehensive and could involve more people. This committee became known as the College Reorganization Committee, and was made up of about seven faculty members, two students, the dean of instruction and myself.

The committee began its deliberations with a close examination of not only the alternate structural components of the college organizational charts, but more importantly, the procedural guidelines by which wise decisions affecting the college and all those within the college community might be made. Throughout a series of nearly weekly sessions during the summer of 1968 and most of the pursuing fall, the committee examined the make-up of the Instructional Council, the Advisory Council, Administrative Council, the Community Services Department and committees that dealt with institutional problems which would likely come to the attention of the Board of Trustees. The many discussions gave persons in responsible positions throughout the college an opportunity to air concerns for their particular departments. Following considerable deliberations and discussion, the committee formulated a recommendation on each principle decision-making body. These recommendations were then presented to the entire faculty for discussion and review. Following faculty acceptance, all recommendations were submitted to the Board of Trustees for their consideration. Each of the recommendations was finally approved by the Board of Trustees for a one-year trial period, after which an evaluation would be again presented to the Board of Trustees. Below are listed the principle recommendations as finally approved by the Board of Trustees.

- (a) That the Administrative Council be enlarged by the addition of two faculty members to be appointed by the president of the college.

- (b) That job specifications be drawn up for the director of the Instructional Resource Center and division and department chairmen.
- (c) That the structure and role of the Budget Advisory Council be approved.
- (d) That the Administrative Reorganization Committee remain in existence.
- (e) That the position of Director of Community Services be elevated to Dean of Community Services.
- (f) That students be represented on all institutional councils and committees.



Planning

Up to this point our discussion has centered on the past as we have chronicled the growth and change at TCC during the 1968-69 school year. In conclusion, I believe that we can be proud of those 12 months at TCC. Yes, we had our student disturbances—in the spring of 1969. But classes continued to meet, the campus soon settled itself, and the institution moved swiftly to alleviate conditions that may have contributed to the causes of the disturbances. And on Sunday, June 8, 1969 we graduated 281 students, our fourth and largest class (245 received associate of liberal arts degrees and 36 associate in technical arts degrees), a 47 per cent increase over the 1968 figure of 191. (By comparison, the 1967 graduating class numbered 134 and the 1966 class 9.)

Even more importantly, in 1968-69 we intensified our efforts in two areas critical to the institution's future: (1) organizational structure and (2) planning. We have already noted the modifications in structure, especially the ones recommended by the Reorganization Committee. About that same time other organizational changes were made in the area of student services. The Records and Admissions offices were combined. And offices for health services, counseling, financial aids, transfer information and student jobs were brought together into one Student Information Center, located in Building 5. This shuffling of desks and filing cabinets resulted in more convenience for the students.

Early in 1969 the institution firmly committed itself to the ideal of planned, orderly growth and the decision was made to create a special administrative position in charge of planning. It was decided to appoint Dr. Richard C. Falk to the position. A former dean of students at TCC, Dr. Falk was concluding his doctoral studies at the time. The new position was to be entitled "special assistant to the president for planning and resources." During the next year Dr. Falk will meet with community groups, college trustees, students and instructors in developing a comprehensive plan for the school's development. Surely we will all feel more comfortable with fresh knowledge of how to better serve the community in the decade ahead.



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Address Correction Requested



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