

THE PLAN

to recruit, hire, mentor and retain a diverse, full-time faculty



TMCC

DIVERSITY CAMPUS AFFAIRS COMMITTEE

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THE COMMITMENT

TMCC's letter of commitment



Dr. Maria C. Sheehan
President
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LETTER OF COMMITMENT

In fall, 2009 TMCC began its work in response to the Board of Regents' call to develop a Faculty Recruitment Plan which specifically addressed the lack of diversity in the recruitment and retention of full-time, tenure-track faculty. As a part of the process a core group comprised of Dr. Kyle Dalpe, Acting Director of Public Information Office, Ms. Michele Meador, Acting Director of Human Resources, Ms. Michelle Noel, Library Director, Professor Brad Summerhill, Faculty Senate Chair Elect, and Dr. Barbara Wright-Sanders, Dean of External Funding and Grants and chair of the TMCC Diversity Campus Affairs Committee was created to provide the leadership on this initiative.

The spring convocation period served as the college-wide commencement of the development of a faculty recruitment plan. On January 21, 2010, the college held a four hour working session that involved faculty, staff, and administrators to address how the college might best respond to the directive of the Board of Regents. This session produced several viable ideas and a commitment to the development of a meaningful plan. A video conference was held among the northern institutions to share efforts to date, examine strategies, and to explore the possibility of efforts in common to achieve the goal of recruiting a diverse pool of candidates.

Throughout the spring semester Professor Summerhill worked with faculty at all levels and within the faculty senate committee structure to keep communication alive and open seeking input and gathering data. At all times the NFA (faculty collective bargaining unit) was updated on the efforts and added its support to recruit and retain diverse full-time, tenure-track faculty.

The TMCC core group completed its research and writing, and a review of the literature to examine what institutions across the country are doing to address this very same issue. The group looked at the action plans of several colleges and universities and their efforts to improve the diversity of candidate pools and increasing employee retention. Further, the group reviewed past and current recruitment and hiring practices of TMCC and developed options to enhance the college's efforts. This plan reflects both current practices as well as future initiatives to recruit, hire, mentor, and retain a diverse full-time faculty.

At the March, 2010 Board of Regents' meeting a statement of commitment from the TMCC faculty senate, prepared by Professor Summerhill was read into the record. Today we present to you the TMCC Plan to Recruit, Hire, Mentor, and Retain Diverse Full-Time Faculty and reaffirm our commitment to meet the directive set forth by the NSHE Board of Regents.

A handwritten signature in blue ink that reads "Maria C. Sheehan".

Dr. Maria C. Sheehan, TMCC President

A handwritten signature in blue ink that reads "Scott Huber".

Professor Scott Huber, Chair, Faculty Senate

Office of the President

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Professor Huber was unavailable at the time of preparation of this document to sign the letter of commitment. He is expected back on campus Aug. 10. We will forward the signed letter of commitment upon his return.



THE PLAN

to recruit, hire, mentor and retain a diverse, full-time faculty

Truckee Meadows Community College (TMCC) proudly serves a diverse community and has developed the following plan in an effort to make progress on the issue of diversity in faculty recruitment, hiring, mentoring, and retention.

1. Current Baseline

The information below appears in the aggregate in order to avoid being so precise that identifying the race and ethnicity of an individual would be revealed.

	Position Type	Black	Indian	Asian	Hispanic	Grand Total
	Exec/Admin/Managerial (director level and above)	2	1	0	5	8/29
	Full-time Faculty (11-12 months)	0	0	0	0	0/15
	Full-time Faculty (9-10 months)	0	2	6	6	14/151
	Other Professional (other employees in staff positions on professional contracts)	2	2	1	9	14/100
	Grand Total	4	5	7	20	36/295

based on preliminary IPEDS data as of July 1, 2010; final IPEDS data normally reported as of November 1 annually

2. Goals

- A** Attract full-time faculty reflective of the demographics of the available qualified labor pool.**
- B** Attract full-time tenure-track faculty reflective of the available qualified labor pool when tenure-track positions are opened.**
- C** Establish a bank or pool of candidates for faculty positions ("faculty pool"). Letters, e-mails, and phone calls will be made to the following: (1) historically minority-serving colleges; (2) colleges and university with high percentages of under-represented minority groups; (3) professional and student associations of under-represented minorities; (4) any other entities or groups which may be able to communicate with under represented minorities.
- D** Secure permission from applicants to share their information with other NSHE institutions.
- E** Contact applicants every six months to update their information.
- F** Participate in a Western Regional consortia to attract a diverse applicant pool.
- G** Invite other NSHE institutions to participate in consortia.
- H** Review and monitor institutional measures of improvement in diversity efforts as identified in the TMCC Affirmative Action Plan (AAP).

*** TMCC is hiring very few full-time, tenure track faculty and wants to implement stronger affirmative action procedures. Therefore, we are setting our immediate goal of increasing recruitment of full-time faculty and a longer term goals of increasing full-time tenure track faculty.*

3. Timeline

- A** Years 1-3: Develop, codify, and implement a comprehensive approach to recruiting, hiring, retaining, and mentoring a diverse faculty of underrepresented minorities (URM).
- B** Years 4-6: Demonstrate an increase in the number of qualified URMs in faculty pools;
- C** Years 7-10: Demonstrate an increase in the number full-time faculty (tenure-track and non-tenure track) who are reflective of the demographics of the available qualified labor pool.

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4. Recruitment

■ Soliciting Plan

- A** Ensure search committees and hiring committees have the resources needed to reach out to the complete pool of potentially qualified candidates. (PC, HR)
- B** Ensure funds are dedicated to supporting the recruitment of URM faculty. (President)
- C** Follow up contacts with personal letters encouraging potential candidates to apply when openings are available. (PC, DAC, HR, FS)
- D** Contact non-traditional sources such as industry, the military, and government agencies that are downsizing. (PC, HR, DAC)
- E** Purchase exhibit space for faculty recruitment at professional conferences directed to minority professionals in education. (Vice President, Finance and Administration (VPFA), HR)
- F** Make use of minority job banks operated by community organizations. (HR)
- G** Make recruiting visits to IHEs. (HR, VPFA, FS)
- H** Explore teaching fellowships for URM graduate students. (PC, Professional Development (PD), HR, FS)
- I** Comply with college recruitment plan at the school/division level. (Department Chairs (DC), Deans (D), HR, PIO, FS)
- J** Train faculty search (screening) committee in hiring process and diversity issues. (HR)
- K** Continue to provide diversity training for all faculty members. (PD, DAC)
- L** Conduct outreach to local and nearby school districts as well as other institutions of higher education as a part of the search process. (PC, HR, DAC, FS, D, DC)
- M** Engage professional organizations to specifically reach minority scholars. (President, VPAA/SS, HR, DAC, D, DC, FS)
- N** Partner with business and industry to seek potential candidates. (HR, DAC)
- O** Initiate a program that aggressively seeks well-qualified URM candidates and women through a wide variety of networks and personal contacts. (PC, HR, DAC, FS)
- P** Continue concerted efforts to attract and hire URMs as adjunct staff in order to build the pool of potential candidates for future full-time positions. (HR, DAC, FS, D, DC)

■ Advertising Plan

- A** Review the language of the college's mission, values, vision, and strategic goals to ensure diversity is central to the life of the college. (Planning and Budget Council – PBC, TMCC Diversity Action Committee – DAC)
- B** Revise college publications to reflect diversity of college. (Public Information Office (PIO), DAC)
- C** Send e-mail to every member of the faculty pool whenever a faculty opening occurs encouraging applications from the faculty pool. (HR)
- D** Create a diversity Web site for the purpose of recruitment. (PIO, DAC, HR,)
- E** Maintain media relationships to present college as a viable choice for those wanting to work in an inclusive and diverse environment. (PIO)
- F** Establish and maintain a list of minority professional organizations related to all disciplines at TMCC and e-mail or mail job announcements to all of them within 2 business days of faculty job openings being announced. (HR)
- G** Advertise openings in minority-oriented publications. Develop a database of appropriate sources for advertising openings. Advertise in publications that attract a diverse group of people. Utilize minority media in recruiting campaigns. (HR)
- H** Conduct regular meetings with groups representing minority citizens in the community. (President's Cabinet (PC), Faculty Senate (FS), and the (DAC)

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- I** Use community and professional organizations as recruitment contacts. (PC, HR)
- J** Establish a list of historically minority serving colleges and universities and develop collaborations with each. (President, Vice President of Academic Affairs and Student Services – VPAA/SS)
- K** Conduct annual recruitment meetings, either in person or by interactive video, with incoming graduate students in disciplines taught by TMCC. Encourage participants to register with faculty pool. Conduct workshops to those students describing what TMCC is looking for when seeking applicants for faculty positions. (HR, FS)
- L** Establish networks with community to improve visibility as a vested partner. (PC, DAC)
- M** Work with college diversity committee when recruiting. (HR, PIO, FS)
- N** Research best practices and incorporate into diversity plan. (HR, DAC)
- O** Engagement with professional organizations to specifically reach minority scholars. (PC)
- P** Partner with business and industry to seek potential candidates. (PC, DAC)
- Q** Initiate a program that aggressively seeks well-qualified URM candidates through a wide variety of networks and personal contacts. (PC, DAC)
- R** Network with community and governmental agencies. (PC, DAC)
- S** Use professional conferences as opportunities to recruit URMs. (PC, HR, FS, DAC)
- T** Meet regularly with minority representatives of civic organizations, fraternities, sororities, churches, and business for advisement about availability of minorities for faculty positions. (PC, DAC)
- U** Recognize departmental successes in hiring and retention of URMs.

■ Strategy Across Disciplines

- A** Review efforts to attract, hire, and retain a diverse faculty. (HR, DAC, FS)
- B** Conduct annual employee training to promote diversity awareness. (PD)
- C** Communicate with peer institutions about best practices. (HR, DAC, FS)
- D** Review the selection process to ensure that qualified URM applicants are given equitable consideration. (HR, DAC, FS)
- E** Consider under-recognized community service work and research and scholarship in emerging or underrepresented academic areas when evaluating URM applicants. (HR, FS, PD, D, DC)
- F** Conduct outreach to URMs at other institutions of higher education as a part of the search process. (HR, D, DC, FS)
- G** Conduct outreach to local and nearby school districts as well as other IHEs as a part of the search process. (HR, D, DC, FS)
- H** Ensure that traditionally minority IHEs rank fairly among other IHEs if rankings are used in the hiring process. (HR, DAC)
- I** Use professional development training as a vehicle to encourage faculty to take ownership of the issue of diversity. (PD)
- J** Maintain open door for the discussion of problems. (President, VPAA/SS, HR)
- K** Conduct diversity training for search committee members. (HR, PD)
- L** Conduct diversity training for all faculty members. (HR, PD)
- M** Train and inform faculty search chairs on diversity related issues in hiring. (HR, PD)
- N** Write a “best practices” document that others can use in mentoring URM faculty. (DAC, FS)
- O** Conduct exit interviews to identify reasons that URM employees leave. (HR, VPAA/SS)

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5. Searches

- A** Please see Attachment A — Manual for Search Committees - A Tool Kit for Committee Members — which is also available online at <http://tmcc.edu/hr/downloads/documents/recruitment/process/HUMRSearchComManual.pdf>

6. Mentoring Plan for New Hires and Support System

- A** Reconstitute the college mentoring program to support new employees. (FS, PD, HR)
- B** Assign two mentors to new hires, one each inside and outside of the hiring department. (FS, PD, DC, D)
- C** Include diversity facts and perspectives as part of orientation program for all new hires. (HR, PD, FS)
- D** Deliver a thorough orientation and provide assistance with college and campus resources, housing, shopping, and community services. (PC, DAC, PD, FS)
- E** Continue to provide resources through professional development office to new faculty directed at developing skills in teaching and curriculum development. (PD, FS)

7. Consistent Expectations in Tenure Process

- A** Provide in-service training for new hires within first month of employment on the process to attain tenure. (VPAA/SS, FS)
- B** Institute quarterly follow-up meetings to clarify expectations, get direct answers to questions, etc. (VPAA/SS, DC, D)
- C** Consider under-recognized community service work and research and scholarship in emerging or underrepresented academic areas when evaluating URM faculty. (HR, PD, FS, D, DC)
- D** Review and amend current tenure process to ensure compliance with NSHE code and college policies (VPAA/SS, HR, FS)

8. Accountability and Reporting

- A** Provide an annual review of strategies yielding success. (President)
- B** Complete an annual assessment of progress in achieving diversity in faculty recruitment and hiring, and retention including annual reporting of efforts and success at deans' council meeting. (VPAA/SS, HR, DC, D)
- C** Interview URM faculty to identify needs, problems, and satisfaction at the end of the first year of appointment. Continue this practice throughout the tenure process. (VPAA/SS)
- D** Survey community agencies about their diversity plans and share results. (HR, DAC)
- E** Report annually to college community on college progress in the recruitment, hiring, and retention of URMs. (President)
- F** Respond to institutional measures of success for diversity efforts. (President)
- G** Audit and report on compliance with NSHE Handbook, Title 4, Chapter 8, Section 8, adopted in December 2009, regarding a checklist for compliance with affirmative action and a statement of reasons when a URM was a finalist and not hired for the position. (HR)
- H** Report annually on the number of URM candidates in the faculty pool, invited for interview, interviewed, hired, and received tenure.

THE QUESTIONS

responses to questions raised by Regent Crear

The TMCC plan to recruit, hire, mentor, and retain a diverse full-time faculty should reflect or identify answers to the following questions. Where appropriate, additional information is provided.

1. What are your goals/expectations in terms of recruitment and retention of under-represented minority faculty and professionals?

TMCC has established a goal to attract full-time faculty (tenure-track and nontenure-track) reflective of the demographics of the available qualified labor pool.

2. What are the number of under-represented minority professionals (listed by ethnicity) that are directors, AVP, and VPs at each institution?

The number of under-represented minority professionals at TMCC is small and to identify positions by race and ethnicity could possibly reveal the identity of an individual.

The information provided below responds to the spirit of the questions while protecting individual rights of privacy.

	Position Type	Black	Indian	Asian	Hispanic	Grand Total
	Exec/Admin/Managerial (director level and above)	2	1	0	5	8/29
	Full-time Faculty (11-12 months)	0	0	0	0	0/15
	Full-time Faculty (9-10 months)	0	2	6	6	14/151
Other Professional (other employees in staff positions on professional contracts)		2	2	1	9	14/100
	Grand Total	4	5	7	20	36/295

based on preliminary IPEDS data as of July 1, 2010; final IPEDS data normally reported as of November 1 annually

	Position Type	Female	Male	Grand Total
	Exec/Admin/Managerial	15	14	29
	Full-time Faculty (11-12 months)	7	8	15
	Full-time Faculty (9-10 months)	72	79	151
	Other Professional	56	44	100
	Grand Total	150	145	295

based on preliminary IPEDS data as of July 1, 2010; final IPEDS data normally reported as of November 1 annually

THE QUESTIONS

responses to questions raised by Regent Crear

3. What are the number of under-represented minority professionals (listed by ethnicity) that were “brought up through the ranks” and made directors, AVP, and VPs at each institution?

Six (out of 8) underrepresented minority professionals were “brought up through the ranks” – 4 directors, 2 deans. The race and ethnicity is as follows: 1-Alaskan Native/American Indian, 4-Hispanic or Latino, and 1-Black or African American. As stated earlier to identify beyond this level could possibly reveal the identity of an individual.

4. What is the ethnicity breakdown as of July 1, 2010?

Position Type	Black	Indian	Asian	Hispanic	Grand Total
Exec/Admin/Managerial	2	1	0	5	8/29
Full-time Faculty (11-12 months)	0	0	0	0	0/15
Full-time Faculty (9-10 months)	0	2	6	6	14/151
Other Professional	2	2	1	9	14/100
Grand Total	4	5	7	20	36/295

based on preliminary IPEDS data as of July 1, 2010; final IPEDS data normally reported as of November 1 annually

5. How many under-represented minority members were terminated in fiscal 2010?

There have been no dismissals or notices of nonreappointment issued to underrepresented minority members in fiscal 2010. For purposes of this report “terminated” is defined as a dismissal under NSHE Code Title 2, Chapter 6, or a notice of nonreappointment under NSHE Code Title 2, Chapter 5.

6. How many under-represented minority faculty members (listed by ethnicity) have we promoted to full professors

At TMCC tenure-track faculty are titled “Instructors.” Upon receipt of tenure the title of Professor is conferred. TMCC has 10 (out of 124) faculty that are “under-represented minority faculty members” who hold the rank of professor. The ethnic distribution is as follows: 2-Alaskan Native/American Indian, 4-Asian, and 4-Hispanic or Latino.

THE QUESTIONS

responses to questions raised by Regent Crear

7. How many under-represented minority faculty members (listed by ethnicity) were “brought up through the ranks” and made full professors.

TMCC has 10 (out of 166) faculty that are “under-represented minority faculty members” who were brought up through the ranks. The ethnic distribution is as follows: 2-Alaskan Native/American Indian, 4-Asian, and 4-Hispanic or Latino. Five of these professors were part-time instructors at TMCC and 1 was a part-time instructor at UNR. Therefore 6 out of 10 were on Letter of Appointment (LOA) contracts prior to being hired for tenure-track positions. For purposes of this report “brought up through the ranks” is defined as successfully completing the tenure process.

8. What is the climate/environment like for minority faculty and professional staff (according to the minority employees)?

TMCC conducts Campus Climate survey of all employees on a regular basis. The Attitudes and Practices section of the survey includes questions related to how sensitive the climate at TMCC is to diversity, gender equality and sexual orientation. The last survey conducted in spring 2009, the majority of employees (74%) agreed that TMCC provides social climate that is sensitive to diversity. TMCC has not engaged in any formal or informal study that could provide data to respond specifically with respect to minority faculty and professional staff.

9. What systems/processes are in place for minority faculty and professional staff to voice possible issues/concern/grievances? Are these systems and processes effective for minority employees?

TMCC has no data regarding the degree of satisfaction minority employees feel with respect to the systems and processes currently in place. The grievance forms under the Equity and Diversity Office follow Board of Regents Code Title 4, Chapter 8, and are limited to alleged acts of discrimination that are in violation of equal opportunity, affirmative action or civil rights laws and regulations.

10. What are the support structures for minority faculty and professional staff?

Currently there are no support structures specifically for minority faculty and professional staff at TMCC. The plan presented will include activities to provide support structures

11. Does the ratio of minority faculty and professional staff reflect/align with the student (undergraduate and graduate) population?

The ratio of minority faculty and professional staff at TMCC does not reflect or align with the student population. The activities delineated in the plan will bring the demographics of TMCC’s faculty closer to the demographics of TMCC’s student population. However, including both the demographics of the current faculty, the qualified labor pool, and the student population in the affirmative action plan is valuable to identify the degree of diversity at the institution.

THE GLOSSARY

terms and acronyms used in the faculty recruitment plan

AAP – Affirmative Action Plan

Affirmative Action Plan

A written program, meeting the requirements of 41 CFR Part 60-2, 60-250.5 or 60-741.5, in which a contractor annually details the steps it will take and has already taken, to ensure equal employment opportunity. It includes written documentation that all persons have equal opportunities in recruitment, selection, appointment, promotion, training, discipline and related employment areas. The plan is tailored to the employer's work force and the skills available in the labor force. It prescribes specific actions, goals, timetables, and responsibilities, and describes resources to meet identified needs. The plan is a comprehensive results oriented program designed to achieve equal employment opportunity, rather than merely to assure nondiscrimination.

CFR – Code of Federal Regulations

Code of Federal Regulations

The codification of the general and permanent rules published in the Federal Register by the executive departments and agencies of the Federal Government. It is divided into 50 titles that represent broad areas subject to Federal regulation. Each volume of the CFR is updated once each calendar year and is issued on a quarterly basis.

D - Deans

DCAC – Diversity Campus Affairs Committee

DC – Department Chairs

FS – Faculty Senate

HR – Human Resources

IHE – Institution of Higher Education

Integrated Postsecondary Education Data System

The core postsecondary education data collection program for the National Center for Education Statistics, a part of the United States government. IPEDS has the mandated goal of collecting standardized data from all institutions of higher education that receive federal student financial assistance authorized by Title IV of the Higher Education Act of 1965.

IPEDS – Integrated Postsecondary Education Data System

IPEDS Employment Categories

Executive/Managerial: employees in jobs of director level and above (directors, deans, vps, etc.); *Other Professional*: employees in staff positions on professional contracts. For e.g.: research/IT analysts, technical professionals, coordinators, etc; *Faculty (9-10 month/ 11-12 month)*: academic faculty (includes counselors and librarians)

PBC – Planning and Budget Council

PC – President's Cabinet

PD – Professional Development

PIO – Public Information Office

Under Represented

Inadequately represented in the work force of a particular activity. This term is used to describe the extent to which women and minorities are represented in particular grade levels and job categories. The percentage of women and minorities in the labor market is used as a standard to determine under representation.

URM – Underrepresented Minority

VPAA/SS – Vice President, Academic Affairs and Student Services

VPFA – Vice President, Finance and Administration

THE RESEARCH

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THE LIST

contributors and key personnel instrumental in developing the faculty recruitment plan

- Dr. Maria Sheehan, President
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Chair, TMCC Diversity Campus Affairs Committee
- Mr. John Albrecht, TMCC Legal Counsel
- Ms. Elena Bubnova, Director, Institutional Research
- Dr. Kyle Dalpe, Acting Director, Public Information Office
- Ms. Michele Meador, Acting Director, Human Resources
- Ms. Michelle Noel, Director, Library
- Professor Brad Summerhill, Faculty Senate Chair Elect



TMCC

DIVERSITY CAMPUS AFFAIRS COMMITTEE