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As we celebrate 10 years of phenomenal progress with respect to new program development, expanded partnerships, construction of new facilities, significant enrollment growth, and numerous campus improvements, we also face a future filled with many challenges and uncertainties. The Complete College Tennessee Act presents a number of challenges for Southwest regarding college completion and graduation rates. State appropriations will no longer be based on enrollment growth but on retention, educational attainment, graduation rates, and increased degree production over a three-year time frame. Our challenge will entail improving retention and graduation rates for many students who enroll at Southwest who are unprepared to pursue a college degree or certificate. The average ACT score for our entering freshmen is the lowest among Tennessee’s community colleges.

Historically, these entering freshmen have enrolled in remedial and developmental courses for which no academic credits are earned over a period of one year or more before they are positioned to pursue a college degree or certificate. Thus, it becomes virtually impossible for these students to graduate within a three-year time frame. Consequently, many of these students become discouraged and subsequently drop out of college. Since Southwest is committed to serving all of our students, we must seek more creative and innovative strategies to assist them in meeting a three-year graduation goal.

In response to this need, Southwest has established an Office of Graduation and Retention headed by an Executive Director who will provide overall leadership and collect relevant data that will assist the College in its retention and graduation efforts. The Executive Director also chairs the College’s Retention Committee. Although these efforts have been implemented, it is important that the entire college community embraces student retention from the President’s Office to our faculty and all College staff. Student retention must be a college-wide priority.

To achieve our goal of improving retention, degree completion, and graduation, student cohorts and block scheduling have been established as pilot programs. These pilots are led by a team of faculty who are deeply committed to assist students in completing remedial and developmental courses within one semester. Their efforts should allow unprepared students to complete their degrees or certificates within the desired three-year time frame.

A second component of the Complete College Tennessee Act involves the creation of a Tennessee Board of Regent’s Community College System. The particular structure and function of the system will be determined as this system evolves. Although Southwest will be involved in the new system of community colleges, it is important that the College maintains its local identity and continues to focus its efforts on serving our students, employers, and communities in Memphis, Shelby, and Fayette Counties for which we are deeply committed.
Despite these developments, the College continues to make progress in a number of areas. Southwest is planning the construction of the first phase of our Nursing, Natural Sciences and Biotechnology facility at our Union Avenue Campus which will meet critical community needs. The College also continues to raise funds for phase two of this facility as well. A new state-of-the-art Culinary Arts Lab will be constructed at our Macon Cove Campus that will greatly enhance curricular options in our outstanding award-winning Culinary Arts Program. This new facility will allow the College to pursue the establishment of a regional training center that will serve our region effectively. Additionally, plans are under way to construct a parking garage to alleviate significant parking challenges at our Union Avenue Campus with the flexibility to add an academic facility to this structure in the future. A new student mall will be developed at our Macon Cove Campus to enhance student engagement and create opportunities for increased student interaction.

Southwest has faced many challenges in the past and has been successful in meeting each one. I remain confident that we will again meet the new challenges that lie ahead based on a very talented and committed faculty, a service-oriented and competent staff, and a visionary leadership team. While we face significant challenges, we also are provided incredible opportunities to make a greater impact on our students, employers, and communities in Memphis, Shelby/Fayette counties and the surrounding Mid-South region.

Cordially,

Nathan L. Essex
President
Southwest Tennessee Community College
Enthusiastic, Overflow Crowd Closes Southwest’s 10th Anniversary Celebration

“If I go to war, this is the army I want with me!”
-Southwest President Nathan L. Essex

Celebrate, and they will come – and come they did! The enthusiastic crowd was very appreciative of kudos voiced by President Nathan Essex for the credit he awarded to “you who have made this possible.”

Hundreds of guests streamed into the lovely setting at Memphis Botanic Garden’s Hardin Hall to celebrate the finale of Southwest’s 10th anniversary observance on October 22, 2010, filling the room and spilling onto the terrace. The festivities – short on speeches and long on appreciation – invoked strong sentiments of pride, unity, and accomplishment as the Southwest family, partners, and supporters listened to President Essex recap the decade.

“As I think back over the progress we’ve made,” said President Essex, “certainly we would not have made that progress were it not for you: your passion, your commitment, your dedication to this institution.” Citing the numerous times he was told, “You’ll never be able to do that,” and the equally numerous times “we did it; it was all a matter of teamwork,” he finished by telling the gathering, “You have done a fabulous job … If I ever go to war, this is the army I want with me. I want you to give yourselves a big hand; you deserve it.”

President Essex also introduced Executive Director of Retention and Graduation Cynthia Calhoun, who gave a brief overview of “our next challenge” in terms of education policies now focused on outcomes, and called on the same teamwork to accomplish the new tasks of increasing student retention and graduation.

Prior to President Essex’s remarks, Vice President for Institutional Advancement Karen Nippert briefly took the podium, remarking that “a celebration, by definition, is a ‘time to praise and honor publicly.’” Then she went on to recount some of her own experiences in the early years of Southwest and briefly described many of the major advances in capital construction and capital fund-raising, as well as the many new or improved programs and technology Southwest now offers students.

Following the introduction of new employees, guests settled down to a Neely’s Catering luncheon, accompanied by viewing of historical slides and the cake-cutting ceremony. The day’s festivities ended with the viewing of the Southwest Now 10th Anniversary TV Show. The celebration opened with the Presentation of the Colors by the Booker T. Washington (BTW) High School Color Guards, a beautiful rendition of the National Anthem by Executive Director of Extended Programs Harry Taylor and a demonstration by the BTW Drill Team.
Southwest Senior Staff and Foundation Board members (left to right), Executive Director Paul Thomas, Vice President Karen Nippert, Foundation Board Member Ann Langston, President Nathan Essex, Provost and Executive Vice President Joanne Bassett, Vice President Ron Parr, Vice President Carol Tosh and Foundation Board Vice President Anita Vaughn, gather around for the 10th Anniversary Cake Cutting Ceremony.
About 11 years ago, two well-established Memphis educational institutions learned that in less than two years, the two would be consolidated to become one college. Faculty and staff at the academically-oriented community college and the technology-driven institute, with widely differing goals and cultures, were tasked to work out the details.

Even though consolidation had been rumored for years, most employees were genuinely surprised; and, from "charter" employees of 30-plus years to first year newbies, most were quite dismayed at the assignment, so their response was: “Right. We’d better get started.” The transition to Southwest began.

A generally organized chaos soon prevailed as every aspect of the institutions was considered: what to keep, what to change, accreditation concerns, and a myriad of other issues. And the thought in nearly every mind was: Will I be here in 2000? A recent sampling of 10-year-old memories indicates concern for themselves, but also their efforts to help produce a good college, and pride in their successes. Here’s what some encountered – funny, strange, and otherwise – on the journey to become Southwest.

**SOMETHING GOOD** happened for me on the way to becoming Southwest:

*New friends!* I was assigned to the Student Affairs and Retention transition team. Our meetings gave us insight into the various student-generated workings of the two former institutions and [all together] we were able to implement a design for our new college. Coming from Shelby State, my best memory of the transition was getting to know a wonderful cohort of previous State Tech professionals and realizing: consolidation was right for us.

– Barbara Kernan, Associate Director, Maxine A. Smith Center

**SOMETHING SCARY** happened on the way to becoming Southwest … the Transition! Change is scary; we get set in our ways – then suddenly have to leave our comfort zone. The scariest? Would I have a job when it was over? After 24 years I was comfortable, had friends like family, and was not ready to move on. On the advice of Dr. Amann (Shelby State president) that “additional education might help,” I returned to school. Then, serving on the Continuing Education/Workforce Development committee, I learned a lot about State Tech, developed relationships that have remained – and found: Southwest is a wonderful place to work. We still have bridges to build, gaps to fill in some areas, but we are now a better college.

– Patsy Anderson, Director, Gill and Millington Centers
SOMETHING ASTONISHING happened on the way to becoming Southwest: Liberation! An accounting instructor at Shelby State, I felt “locked screaming in a trunk.” We had a small program (just two instructors plus adjuncts) but we produced very productive graduates! We were squashed into a multi-disciplinary business technology department, with no chance for promotion or tenure; even laid off twice in May, then rehired in September on a grant, all due to continual budget cuts, despite President Amann’s appeals to the Tennessee Board of Regents. Then came 2000. State Tech boasted 10 accounting instructors, so we became 12. A meeting of minds and compromises on programs formed our new accountancy department. For me came a tenure-track position, promotion to assistant professor, promotion again to associate professor – and then, coordinator of the entire accountancy program!

– Carl Swoboda, Associate Professor, Accountancy

SOMETHING NERVE WRECKING happened on the way to becoming Southwest … a happy ending! First, lots of meetings, lots of questions: which institution would play the lead role – academic or technical? Working in Purchasing at Shelby State, wondering, “which will prevail, them or us?” was nerve wrecking! Of the two department heads, Nat Parker at Shelby State and Canty Robbins at State Tech (at Shelby State we already knew Canty and liked her), Nat became executive director and Canty director. Her vision was, “we’ll work together for a great department.” And we did; we got to know each other, bonded, and it turned out, the bigger college we were becoming needed us all! So …

happy ending!

– Lana Harris, Purchasing Agent, Purchasing Department

SOMETHING NOSTALGIC happened on the way to becoming Southwest: old memories! Just thinking about that epic year, 2000, sent me farther back on the memory trail, to 1978 when I started teaching at Shelby State. That first year, I gave all Fs and one C to an entire class of 24 students. And my mother – who had been a teacher for years – had no qualms about telling me, “There’s nothing wrong with 24 students; there’s something wrong with you!” That never happened again. And one day, also that first year, a lady noticed my lab jacket, stopped me in the hall, frowned and asked, “Do you teach here?” On my proud affirmative she said, “You’re too young to teach in college. I’ve got kids your age.” Well, that never happened again, either. So, older and wiser … on to Southwest where I haven’t made mistakes like those yet.

– Ken Carpenter, Associate Professor, Natural Sciences

Corporate Training & Continuing Education
FOOLISH FEARS well before we started becoming Southwest brought a *last laugh* – *on us!* Two years before, at a typical senate meeting … chairs circled to make us “friendlier…” to break down barriers, a member circulated a memo suggesting the “dreaded day” was upon us: Consolidation. An “Uh-oh, what now” atmosphere suddenly prevailed. Well, the idea had floated for years. So, as it turned out, had the “memo;” which, someone suddenly noticed, was an old dot-matrix printout. “Foolish fears,” we laughed. Even we knew that old technology was long dead in 1998. But in mere months, the word came, this time straight from our president: “Shelby State and State Tech will merge.” And they did. True, not without a lot of give and take. But later we really laughed at “foolish fears.” The real foolishness after all had been dreading the merger in the first place!

– Joe Carson, Associate Professor, Languages and Literature

SOMETHING STRANGE happened on the way to becoming Southwest: *Minds met, minds changed!* First of all, committees met – and met and met. You’d be going along doing your job when you’d hear, “Now this is how Shelby State has *always* done it, and this is the way to handle it.” Then, you were working along again and somebody else came by saying, “You know, State Tech has always done it this way, and obviously, it’s the only way to go.” Then over and over, one day it all started turning upside down. And what you heard was, “We can do it this way, don’t you think” and “that will work pretty well, don’t you believe?” And then we finally were *Southwest!*

– Elizabeth Golden, Supervisor, Postal Services

AWESOME UNCERTAINTY on the way to Southwest gave way to common ground and good times! The big question was: How can we make this work for both students and community – and of course, our own careers in higher education? In the buzz of uncertainty as we began the transition, I noticed the word stalemate was voiced in some of our transition team meetings. As we muddled through the differing practices and policies, some team members at times seemed determined to hold their positions. But at last! … common ground and transition were achieved. Then came the final icebreaker, the June 30, 2000 celebration: as we all counted down the last seconds to July 1, the band played, and we danced to … *Celebrate Good Times!*

– Dr. Cynthia Calhoun, Executive Director, Retention and Graduation
Distance Education: The Virtual Classroom

Technology has given humans the ability to explore the depths of oceans and the seemingly limitless skies. Our borders have been expanded beyond four walls, beyond city limits, beyond states and countries; we are truly experiencing a global society. No longer are we bound to a particular space to perform a particular action. One of the greatest benefits of technology is the ability to learn beyond the classroom. People now have the opportunity to learn in whatever environment they choose; at a school or in the comfort of their own home.

Distance education, or E-learning is a mixture of electronically developed learning and teaching. Distance education occurs when the student and teacher are separated by physical distance and technology is used to bridge the gap. Applications and processes for learning include Web-based learning, virtual classrooms and other digital means, such as Internet, intranet, audio/video tapes, satellite TV and CD-ROMs. Southwest Tennessee Community College currently offers three online degrees, and more than 100 online courses and 28 telecourses.

For students at Southwest, the responsibility of providing distance education is currently assigned to Dr. Elaine Adams, dean of Distance Education and Instructional Technology. Dr. Adams has been an educator for more than 35 years and loves teaching; it has been her lifelong dream. She began her career as a first-grade teacher in the Shelby County Schools. Dr. Adams attended the University of Memphis, formerly Memphis State University, where she received her bachelor’s, master’s and doctoral degrees in education.

According to Dr. Adams, one goal of the online environment is to attempt to recreate the actual classroom; teacher, desks and reading materials. “Students look for a traditional feel to the online class environment,” says Adams. Over the past few decades, the emergence of new technologies has changed the theories on learning and cognition. Educators have been aware for some time that learning is a social activity; students understand better through interaction and collaboration with peers. For online classes to be successful, technology needs to grow beyond the mere presence of a website. There needs to be a virtual environment that creates an interactive experience for learners, with a traditional classroom ambiance.

Another goal of the online environment is to keep the technology that drives the course in the background. Students do not need to know what program was used to develop the course, create the calendar, or other networking issues; they only need to know that when they submit their work, the instructor can evaluate and provide proper feedback. This is accomplished by using e-mail for informal one-to-one correspondence; establishing a classroom discussion board to create student-to-student communication; and developing a classroom home page that can cover information about the class including the syllabus, exercises, and information about the instructor. Students should not feel intimidated by the technology they may encounter, and that technology should not impede learning.
For Southwest and other institutions, the delivery of the online classroom is made possible by Computer-based Learning Management Systems (CMS). When developing content for a course, using the CMS systems, instructors are introduced to multiple programs within the system. According to Dr. Adams, institutions and instructors need to limit the amount of technology tools used to develop a course. For example, a CMS may have more than 20 tools available for course development, but only five of those tools may actually apply for their course. The instructor is the key element in assisting a student to connect with the content. The objective is to make the online environment comfortable for the student and attempt to mirror the traditional classroom.

Software and Internet systems have been refined to a high level of sophistication, and the communication capabilities have also increased. Instead of the teleconference, groups now are able to meet via the Web by using software like, Skype, Oovoo or I Chat. Business and many public users are also using Facebook and Twitter for communication purposes. “One may imagine that educational institutions would embrace such tools in their course development, but the opposite is actually the case. Currently, there is no method to account for the information that is transmitted through those mediums,” said Dr. Adams. Educational institutions are held accountable by rules and regulations defined by their accrediting systems, the state, the public and the students they serve. This is the reason social networking applications are not a major part of the education curriculum. These systems are better suited for student-to-student communication or student-to-instructor communication, but not for record keeping purposes.

The emergence of new technologies forces educators to become competent in using them in the classroom, and educators must remain focused on instructional outcomes. Effective distance education should focus on the needs of the learners, the requirements of the content, and use of the proper technology. The Division of Distance Education and Instructional Technology is charged with bringing technology into Southwest classrooms. Based on the type of class, determining which technology is best may be difficult. For example, a medical lab course may need to incorporate some type of video component to show procedure and technique. The delivery of a video component via the Web, podcast, or DVD format is the type of question needed to be answered to determine the best presentation method. Southwest has also embraced the use of Apple’s interactive technology called iTunes University or iTunes U. iTunes U provides learning on the go using audio and video podcasts allowing students to study at their own pace. A student in New Jersey recently used Southwest iTunes U and provided the following feedback to Professor Shannon Little: “I just wanted to reach out and say thank you for posting your Intro to Sociology lectures on iTunes. I needed to take the CLEP sociology exam as a pre-req for my nursing program, and listening to your lectures during my commute made learning the material a lot more enjoyable than book-reading alone. A big thanks all the way from NJ’-Kerry.

Most institutions find it acceptable to incorporate a mixture of technical components: computers, Internet, audio or video conferencing, video tapes, DVDs, and a print element for readings. The advantage faculty members may experience in using technology is gaining additional time to focus deeper on what to do in class. The instructor does not have to spend time reading the material to the student and can, instead, assist students with the principles of the course by showing examples or increasing discussion times. This is especially true for the hybrid/split courses, where the student visits an actual classroom 50 percent of the time. During the time outside of the classroom, the student must be an independent learner – reading the course material, participating in discussion boards, and completing online assignments.

Speaking of time outside of the classroom, Dr. Adams, as much as she loves being an educator, does have a non-academic side to her life. She is a wife, a mother of two, and most importantly, a grandmother. Her grandchildren are both boys, under the age of one and two, and most importantly, a grandmother. Her latest joy in her life. Dr. Adams also enjoys the art of scrapbooking, is an avid reader and loves to travel. She and her family like to take exotic vacations and plan a trip every other year. Until the grandchildren grow and get their footing, however, the family trips are on hold, so she will be traveling with her spouse.

The future of distance education looks positive for Southwest. Dr. Adams says, “Distance education will allow Southwest to be competitive in the global educational market. It can also provide a mechanism for the people of the Mid-South to become better educated by providing accessibility to college that might not otherwise be possible.” Accessibility is the key for institutions to provide the opportunity for citizens to receive an education. Technology is one of the crucial components for accessibility, no matter where you may be. One could even envision Dr. Adams in a tropical setting of white sand beaches, lying under the swaying palm trees, watching her grandchildren build sandcastles, all the while facilitating an online class.
Southwest and the Next Generation: Childcare, TECTA, and Early Childhood Education

While the ages of Southwest Tennessee Community College's students range from mid-teens to mid-sixties, in general most people think of Southwest as a good place for young people to get an education - young beings around 18 years old or so - and they are right. What most folks don't know is the roll Southwest plays in educating the very young - starting around 18 months.

Through a combination of direct early childhood education, grant-funded programs, teacher training programs, and a successful early childhood education degree program, Southwest has impacted the lives of thousands of toddlers and young children across the Mid-South.

The most obvious connection among Southwest's young children is probably the college's two Early Childhood Education Centers. With locations on both of the two main campuses and run by a well-trained and seasoned staff of professional educators, Campus Child Care Director Mary Palmer is quick to point out, "We aren't daycare." And if a tour of the facility and an introduction to her young charges weren't enough to convince you of this, the impressive list of instructor credentials certainly would be.

Between the two centers, there are 19 employees, with most of the teachers having bachelor's or master's in early childhood education, several with associate degrees, and everyone else having the nationally recognized Child Development Associate (CDA) credential. Says Palmer, "they are all highly qualified under No Child Left Behind." Palmer, who teaches in Southwest's early childhood degree program in addition to her administrative duties, is well positioned to speak to what constitutes "highly qualified" in her field. The 28-year veteran instructor started as the lead teacher at the Campus Child Care Center on what is now the Union Avenue Campus, later became the director of the Child Care Center for the then State Technical Institute at Memphis; she later became the director of the combined centers when the schools merged in 2000 to become Southwest. "I guess you need somebody like me around who has history," said Palmer.

And in her history, she has shepherded her students through quite a bit of change. In the most recent years, after the discontinuation of the college's Child Care Access Means Parents in School (CAMPIS) program, which covered up to 95 percent of childcare tuition for students eligible for Pell grants, Palmer had to seek out new sources of assistance for those most in need of childcare. She found that assistance in the form of Shelby County Head Start and the Memphis City Schools voluntary Pre-K program.

"Being in a partnership with Head Start and Memphis City Schools, we've been able to get resources," said Palmer. "And the unique part about it is that everybody is in the same room, even though it's specifically for the voluntary Pre-K, everyone benefits because they're out there too, playing with the same materials."

"Actually, we are the original Pre-K," said Palmer. "We have been absorbed into the Memphis City Schools Pre-K program since 1999 as the first State Authority Group. We were the original Pre-K, and we've been doing this ever since.

Child Care Center Director Mary Palmer (back-center) sits with a group of her students waiting for snack time on the Macon Cove Campus.

By Justin McGregor
us having two classrooms is that we are able to take three-year olds. Usually a Voluntary Pre-K program has four-year-olds.”

Even with Palmer’s “students first” approach, the Campus Child Care Centers still serve a great number of people from the community at large and yet, Southwest has a program reaching a still broader spectrum of young Memphians in the form of the Tennessee Early Childhood Training Alliance (TECTA).

Funded by a state grant administered through Tennessee State University, TECTA has a fairly straightforward goal when it comes to training early childhood educators. “Our goal is to provide training and education to anyone who wants it,” said Elizabeth Wilson, TECTA director.

TECTA has several ways of meeting that goal. First is their orientation program. “It’s a 30-hour training period. It’s fun, exciting, and interactive, so they’re getting knowledge and having fun at the same time. It covers the basics, things like professionalism, developmentally appropriate practice, cultural diversity, learning environments, and guidance,” says Wilson.

“One of the things we think is really cool about orientation is that when we meet the students in orientation, typically they’re just there for training. But because those trainings are housed here on the college campus, it gets them exposed to college life, college students, things like that. We then go to the end of each of these 30-hour orientations and talk with them about what’s next for them,” said Wilson. Once a student has taken that orientation, they are eligible for college scholarships for college classes at any level. The first step in that process is usually for a student to get their Child Development Associate Credential.

“There are many ways to earn the training hours to do that. The way that TECTA does it is to provide scholarships for four college classes here at Southwest,” said Wilson. “Once that is completed, TECTA continues to offer scholarships for any early childhood education degree. TECTA pays 85 percent of a student’s tuition, two classes at a time, for as long as it takes.”

According to Wilson, “It’s just neat to see the ones who haven’t been to college or haven’t been to school in a very long time thinking ‘I really don’t know if I can do this, but I’ll try this first class.’ And we get them at that point and they get so excited by what they’re learning and that they can actually use it every day. This says really good things about the degrees and the classes, because they articulate into higher levels.”

“We provide the educational piece for those people who are teaching our future leaders and provide a quality environment for them to grow and learn,” said Wilson. “The more people who go through our training and learn the basics of developmentally appropriate practice will take that back into the classrooms in which they teach tomorrow’s future.”
Annie Garvin:
Navigating the Career Path

A native of Charleston, Mississippi, located about 96 miles from Memphis, Annie Garvin was number four in a family of eight children. A typically curious child, asking lots of questions, Garvin was a deep thinker early on and was very active – “tomboyish” to be exact. With an affinity for English and reading, a good student, she earned A’s and B’s throughout grade school. Garvin was a prolific writer and has received an offer to publish a book of poetry. Her career goal of becoming a journalist as a teenager gave way to wanting to work in public relations. And like many of us, she ended up working in a totally different field.

Garvin is the director of Multimedia Services and Digital Production (Multimedia Services) for Southwest Tennessee Community College. She earned an MBA in Human Resources Management from Strayer University, a BBA in Human Resources Management from the University of Memphis, an Associate of Science Degree in Office Administration from Shelby State Community College, and a Certificate of Secretarial Science from Northwest Mississippi Junior College.

Her first job was a position working as a secretary for LeMoyne-Owen College in Learning Resources, Special Services and the Upward Bound Program where, employed four years, she obtained considerable experience that would define her career course. “It was through that position that I gained a great deal of communication and organizational skills out of which flowed opportunities that prepared me for management,” she reflected.
She next acquired a secretarial position (with Southwest) at the former Shelby State Community College. “Coming to this institution as a member of the clerical staff and being able to move up through the ranks, learning something with each step that I took, helped me advance from a secretary, to a media specialist, and ultimately to my current position,” said Garvin.

The opportunity for Garvin to transition into management came after years of hard work, years of loyal and dedicated service to the College. While working as a media specialist, she performed clerical and technical duties, and also assisted with administrative responsibilities. “My primary responsibilities were to videotape classroom activities and other functions of the college and edit, dub audio and video tapes, and provide equipment and educational resources for classroom use. I also had to answer service calls, so I learned to clean the heads on VCRs, troubleshoot LCD projector issues, set up public address systems and microphones, control the sound board, develop policies, define goals, and process all paperwork.”

During that time (under a previous administration), she says the college was short on staff. “There was no longer a secretary, no longer any electronics technicians, and management was being redirected, but I had to carry on. This was really a period of learning.”

Now, a typical work day for Garvin entails problem solving, consulting with vendors, surveying classrooms, purchasing technology, scheduling installations and producing digital production projects. Multimedia Services usually receives requests for services through the electronic help desk system. However, some of the faculty members choose to send their requests directly to Garvin via e-mail or telephone. “I spend a large part of the day responding to those requests whether they are for technical assistance, technical training, videotaping services, equipment set up for college functions, equipment checkout or technology needs for the classrooms,” she stated.

Garvin indicated that years ago Media Services did not provide some of the high-tech capabilities the college now offers. Southwest’s faculty and students are now enjoying the luxury of instruction in 21st century, multimedia and distance education classrooms for which Multimedia Services is responsible for the installation and management.

Garvin has seen the transition of technology over the years. “We have witnessed technological advances and implemented transitions from 16mm movie projectors to DVD and Blu-Ray video players; from overhead projectors to digital document cameras, from RGB projectors to digital multimedia projectors; and from single-line telephones to audio and videoconferencing,” said Garvin. “By embracing this significant change in technology, I believe that the services we now offer have given greater value to the area of Multimedia Services and Digital Production at Southwest and afforded me extensive on-the-job training,” she added.

Garvin had the mammoth responsibility and opportunity to purchase and oversee the installation of 21st century technology in three recently constructed ultra-modern, futuristic Southwest buildings, the Maxine A. Smith Center, the Bert Bornblum Library, and the Macon Cove Campus Academic Building. Because technology is constantly changing, she networks with technology vendors on a regular basis; attends technology workshops, seminars and demonstrations; and visits Web sites of various technology companies to keep pace with rapid technological innovations.

The technological field is heavily dominated by men, so Garvin manages a primarily male staff. “One might think it is a challenge for me to manage a predominately male staff, but it is not challenging at all. I have a wonderful staff and all the members of my staff are hardworking, reliable, cooperative and respectful. It is a blessing to work with them all,” Garvin stated.

A key message that helped to shape Garvin’s life was an adage referred to often by her mother. “That advice,” Garvin emphatically said, “stayed with me throughout my life. She said, ‘Be careful how you treat people because there is no way to know just who you’ll need in life.’ And I have tried to pattern my life according to that,” she added.

Garvin’s mother and her relationship with God greatly influenced her. Though her father was a hard worker and an entrepreneur, it was her mother’s determination that made a difference in navigating her career path. Her mother had a profound determination that enabled her to achieve whatever she set out to accomplish. Garvin says, like her mother, she is also a hardworking, very determined person, constantly striving to do the right thing. “Sometimes I miss the mark, but I am
always aiming,” she laughingly confessed. Garvin says she tries to use ethical standards in her decision making, whether small or large.

Having earned an associate degree shortly after coming to Southwest, Garvin took advantage of the educational benefits offered through employment with the college, earning both her bachelor’s and master’s degrees while working full time and rearing a family. The acquisition of an MBA, she says, was something she did for herself. “That one [degree] was for me.” She went on to explain, “It was a way to personally enrich myself and, simultaneously, make myself more marketable for such a time that I would desire to seek other endeavors, specifically, beyond retirement.”

Garvin navigated her career path by hard work and taking advantage of the opportunities along her journey to develop her talents and skills so that when the promotional options were presented, she was prepared. Her advice to others who are apprehensive about stepping on to the path of career advancement is; “It is possible. Believe in yourself. Continue to work hard and learn all you can where you are. Don’t be hesitant to take on additional responsibilities; see them as learning opportunities. You never know what doors they may open for you. Hold fast to your dream. Finally, make preparation by getting the proper credentials, and when the opportunity presents itself, seize the moment.”

During her tenure at Southwest, Garvin has received the following awards and honors: Service to the College Award, 2007; Distinguished Service Award, 2005; and Employee of the Year, 2001, to name a few.
Listed on the agendas of many corporate and public agencies is significant attention given to the relationship between economic growth and postsecondary education attainment. Nationally, the Bill and Melinda Gates Foundation (2010) seeks to assist students who desire to pursue a college degree or professional certificate in order to attain a career of value in the workplace. On the state level, the Complete College Tennessee Act of 2010 (Tennessee Higher Education Commission, 2010) was adopted to improve the state’s workforce and economy, citing increased educational attainment as the primary need for the state. Locally, the Memphis Talent Dividend initiative (2010) holds the philosophy that education is the economic driver for generating jobs, attracting new businesses, expanding current businesses, and nurturing entrepreneurship. At the same time, achieving a college degree or certificate may serve as a remedy to societal ills, which drain the economy such as illiteracy, poverty, and crime. Memphis Talent Dividend contends that by increasing the number of college graduates by one percent over the next five years, Memphis and the region will receive a $1 billion dividend in return.

The big picture is clear—increased degree or certificate completion is correlated with a thriving economy. What is Southwest’s role in the scheme of addressing the outcomes associated with each entity described above? We have the awesome responsibility and privilege to contribute to the pool of graduates who are likely to affect our city, our state, and our nation.

The charge given to the new Office of Retention and Graduation is to lead the College in transforming our campus culture into one that not only directs its energies toward increasing our enrollment, but at the same time, embraces both an intentional and collective commitment to helping students persist in courses through graduation. More specifically, the mission of the Office of Retention and Graduation is to lead the College in developing, imple-
menting, monitoring, and assessing student retention and graduation initiatives with special emphasis directed toward, but not limited to, first-year experience, curriculum and instruction, tutoring, mentoring, and advising. An initial comprehensive plan for 2010-2011 governs the direction of the office and provides collaborative opportunities to engage all areas of the College in recommending strategies and action plans. Examples of some aspects of the comprehensive plan are described below.

Outcomes, Strategies, and Action Plans

Advising—Critical to the success of students at Southwest is effective academic advising from the first point of contact to graduation. Advising also encompasses the development of a student/faculty relationship to assist students with social integration, which carries the same value in regard to influencing student persistence semester-to-semester. AdvisorTrac, an enrollment management suite, will be used to employ a more efficient means for maintaining an advising history for students.

SNAP Early Alert Program—Students Navigating their Academic Progress—Early intervention generated electronically is a major step for the College in establishing referrals from faculty and follow up from Academic Coaches and Student Services to meet the challenges many students face during the semester, which may lead to withdrawal or course failure.

Project SUCCEED—Students United for Classmates: Commitment, Empowerment, and Educational Attainment—is a peer mentoring program specifically designed to provide peer mentors/tutors for students enrolled in Developmental Studies Reading, Writing, and Math courses. Peer mentors/tutors support classroom instruction and continued college orientation, hence, increasing the chance for mentees to successfully complete the course.

SMARTS—Southwest Mentors Advancing Retention, Teamwork, and Success—will be a faculty/staff mentoring program focused on career choice and planning. Special attention will be given to pairing mentors with students interested in the same field of study and may also be enrolled in their second year of persistence at the College.

ASC—Academic Support Centers—are at the forefront of affecting the persistence of students with various services such as the availability of onsite and online tutoring, maintaining current textbooks, instructional media, and open computer labs. The use of TutorTrac as a reporting system will provide various reports for measuring the progress of students.

Student Welcome Centers open during the first week of classes for fall 2010, will continue to be made available to intercept students who are unsure of how to navigate the campus for office and classroom locations or who need special assistance with changing a schedule and accessing faculty.

Student-centered learning faculty workshops, offered through the Center for Faculty Development, are scheduled to assist faculty with the redesign of course facilitation, which includes student engagement methods and relevant curriculum for student learning inside and outside the classroom.

Southwest is an integral part of the platform for recruiting and providing a well-educated pool of graduates to possibly change the state of the Tennessee economy for the better. With a passion for engaging students and sometimes rescuing those on the verge of leaving before attaining any credential, we can become the flagship community college change agent contributing significantly to the well being of our institution and its surrounding citizenry.

Cynthia B. Calhoun, Ed.D., is Southwest’s Executive Director of Retention and Graduation.
MSQPC Executive Director Conducts Pilot Projects and Leads Workshops for the Thailand Quality Award

Thailand (formerly Siam) is an independent country that lies in the heart of Southeast Asia. It is bordered to the north by Burma and Laos, to the east by Laos and Cambodia, and to the south by the Gulf of Thailand and Malaysia. The country is a kingdom, a constitutional monarchy with a King who has ruled since 1946, making him the world’s longest-serving current head of state and the longest-reigning monarch in Thai history.

Dr. Donald Fisher, executive director, of the Mid-South Quality Productivity Center (MSQPC), a long-time partnership between the Greater Memphis Chamber and Southwest Tennessee Community College, was invited by the Royal Thai government to travel to Bangkok from last June 28 through July 9 to work on two pilot Quality Assessment/Award projects for the Federal Thailand Productivity Institute (FTPI). FTPI manages and oversees that nation’s Baldrige-based Thailand Quality Award (TQA). In addition, to leading the two pilot projects for Thailand’s Quality Award, he presented several workshops for their Quality Award Assessors and an additional public workshop related to his recently published book on Corporate Sustainability entitled: Corporate Sustainability Planning Assessment Guide: A Comprehensive Organizational Assessment. Fisher’s book was published by ASQ Quality Press in Milwaukee, Wisconsin, incorporating the use of the Global Reporting Initiative (GRI) Index to assess an organization’s economic, environmental, and social sustainability practices. This was Fisher’s fourth trip to work in Thailand and his third to work with the Royal Thai government.

Fisher’s most recent trip was sponsored by the Asian Productivity Organization (APO) in Tokyo, Japan. The APO is a regional intergovernmental organization with 20 member countries in Asia and the Pacific. Established in 1961, its mission is to enable its member nations, of which Thailand is a member, to achieve greater socio-economic development through the strategy of increasing productivity in all economic sectors.

The two pilot organizations were assessed on-site by Fisher and his assessment team, who were represented by local Thai assessors during the first week of his visit. The assessment process was based on Fisher’s Baldrige-based assessment methodology entitled Measuring Up to the Baldrige.

The two Thai organizations that were assessed during the pilot included NOK Precision Component (Thailand) Ltd., (NPCT) a Thailand-based manufacturer of high volume precision hard disk drive parts and precision electronic devices, and True Lifestyle Retail Co., Ltd. a trendy 41-store coffee Internet Cafe chain that partners with Microsoft and features their latest Windows and Office desktop software, in addition to Windows Live services such as Hotmail, Messenger and Internet Explorer.

Fisher served as the lead assessor for each site visit and the other team assessors were encouraged to ask additional questions that were aligned with Fisher’s assessment methodology document prepared for each pilot organization. All participants in each pilot project were required to observe Fisher’s assessment methodology process that he designed for the on-site interviews, to take notes and agree on a score for each pilot organization.

The pilot criteria that Fisher developed and was tested with both pilot organizations will allow more organizations throughout Thailand to become involved in a more simplified Baldrige-based award process that they can use within their own organizations to ultimately self-assess
Dr. Fisher with Buddha statue at the NOK Precision Company in Thailand

and improve their internal operations, and ultimately apply for their nation’s top Quality Award. This more simplified award process that was piloted will be utilized by offering organizations a beginning lower-level award within the overall Thailand Quality Award process. This “First Tier” award process will be simplified and will allow more Thai organizations to enter into the national award process before they are fully mature in utilizing and competing in the full-blown Baldrige-based award criteria.

In addition to Fisher’s work with the pilot studies, he conducted a series of site visit workshops for more than 70 assessors of the Thailand Quality Award. He presented a public workshop at the Swissotel Le Concorde Hotel Bangkok entitled “Self-Assessment for Corporate Sustainability Planning.” The workshop was based on his recently published corporate Sustainability book. Fisher said, “The topic of Corporate Sustainability Planning was very timely for the global Thai marketplace. Corporate sustainability planning is being aligned with strategic and business planning globally among leading corporations, governments, and not-for-profit organizations worldwide.” Several leading organizations in the workshop were planning on using Fisher’s book to develop their own corporate sustainability plan such as the Siam Cement Group who was incorporating the Global Reporting Initiative (GRI) Index into their corporate sustainability planning efforts.
Southwest Tennessee Community College received funding from several new sources, as well as created new and exciting partnerships in 2010. The college was selected as the principal training partner and awarded $1,414,520 of a $2.9 million Energy Training Partnership awarded by the Department of Labor to the Memphis Bioworks Foundation that will fund a Green training program in a two-state area. The funds will be used to enhance green strategies in the classroom and purchase state-of-the-art energy-related equipment to assist eligible participants interested in green jobs training. The consortium includes Dyersburg State Community College, Jackson State Community College, the University of Memphis BEST Program and Mid-South Community College. Others involved in the Department of Labor grant program are SEEDCO, Structured Employment Economic Development Corporation – Tennessee Local Workforce Investment Areas #11, 12, and 13, the Eastern Arkansas Workforce Investment Area, the National Electrical Contractors Association, and multiple employers. Southwest is investing additional funds in equipment for the classes, including solar and wind trainers, programmable logic controllers and alternative energy education kits. All training provider partners are similarly engaged in transforming their courses to include Green technology. The grant program started in January 2010 and will be completed in January 2012.

One of the newest grants awarded in 2010 includes a $250,000 grant from the U.S. Department of Homeland Security (DHS). The DHS Scientific Leadership Award for Minority Serving Institutions is a three-year grant program that encourages students to pursue a career track in homeland security-related fields, specifically careers in Science, Technology, Engineering, and Mathematics (STEM). Through the DHS Leadership Award, Southwest
Tennessee Community College will make significant strides in helping to fill the need for a better prepared homeland security workforce. According to DHS program reviewers, the Memphis metropolitan area, well-known as a major transportation and logistics center and location on the New Madrid seismic zone, made Southwest a good candidate for the program. Highly trained individuals in STEM-related disciplines will be essential in such fields as emergency preparedness and transportation/logistics to keep the region secure and prepared in the event of a man-made or natural disaster. Students will be recruited for this program through the College’s Criminal Justice Studies, Information Technology, Engineering, Transportation/Logistics and Allied Health Departments as well as the Campus Safety Technician Blue Team Brigade Program implemented by the College’s Public Safety/Police Services Division and the Office of Special Academic Programs. Southwest will collaborate with regional DHS Centers of Excellence in areas such as curriculum and faculty development. Students selected for the program will have the opportunity to accompany faculty on field trips to DHS Centers of Excellence and other affiliated facilities to learn extensive techniques and procedures in particular areas of homeland security such as emergency preparedness, transportation, and infrastructure management.

In addition to the above awarded grants, Southwest received several Congressional appropriations in 2010 that will enhance programs, purchase state-of-the-art equipment; and educate and train a highly-skilled, industry focused workforce. The most recent Congressional award to Southwest is in the amount of $100,000 that introduces a new Forensic Science Program. This grant was awarded from the Department of Justice, Office of Justice Programs under the Bureau of Justice Assistance Programs because employment in the Forensic Science sector has grown at an unprecedented rate over the last 10 years, due largely to advances in technology such as the National DNA Database, and an increased reliance on forensic techniques by police forces for minor crimes. The integration of forensic science into the investigative process has dramatically changed the way crimes are investigated and processed. It plays not only its traditional role of inferring what happened at crime scenes and who was involved, but also contributes more intensively to generating investigative leads and testing, directing, and redirecting lines of investigation. After graduation students will have the necessary skills to aid in the processing of evidence, as well as provide current law enforcement personnel an opportunity to learn new skills necessary to further their careers. Another Congressional appropriation was awarded in the amount of $396,000 to purchase state-of-the-art nursing equipment such as training simulators and build 21st century labs that will be housed in the new Nursing/Biotechnology building. The equipment together with new educational support activities will provide a continuum of learning enhancement activities throughout the length of the nursing program. The educational and training simulators will reproduce human response to clinical conditions and treatment, allowing students to apply critical-thinking skills to actual clinical scenarios in a safe environment. Students gain skills and confidence during simulations that facilitate a smooth transition into actual clinical practice. At Southwest, we believe our nursing program is distinctive in its strengths, results-oriented in its processes and has achieved a top-rated nursing program. The nursing students consistently score 100 percent, the highest rate in the state, on the National Council Licensure Examination for Registered Nurses (NCLEX-RN), for all the associate degree nursing programs.

In addition to the above aforementioned awards, the Grants Office has received numerous local, state and federal awards which provide support to multiple areas of Southwest.
Southwest Tennessee Community College
Foundation Book and Course Sponsorship Make a Big Difference for a Small Investment

By Rose Landey

At the Southwest Tennessee Community College Foundation, we know it’s been a tough year, and we are grateful for the donations from the businesses, foundations, and individuals that make the difference in our students’ lives. All too often, we run into people who believe they can’t make a difference because they can’t make a big donation. That’s why we wanted to create the Book and Course Sponsorship. For as little as $50, you can make a tremendous difference in a student’s life. If you’re trying to decide what to do for the holidays this year, why not honor your loved one and donate the gift in their name.

The Southwest Tennessee Community College Foundation announces their newest option for donors to aid deserving students; The Book and Course Sponsorship. This option lets donors aid someone with books or courses who may need just a little help to finish their education. This newest sponsorship also requires a one-to-one match from the student. So, for every dollar that a student spends for their books or course, the donor matches that dollar. Donor levels come with numerous and various recognition options. There truly is something for everyone who wants to make a difference in a student’s life.

BOOK SPONSORSHIP

Platinum Book Sponsor—$500—Recognition Level
Prominent Recognition in thank you ad; handwritten note from the student; name printed in all future materials related to program for one year, name prominently listed on the Foundation website as a book sponsor. This gift will provide books for two science courses; or all the books required for English, World History and Statistics, almost enough books for a full semester.

Gold Book Sponsor—$200—Recognition Level
Recognition in thank you ad; handwritten note from the student; name printed in all future materials related to the program for one year, name prominently listed on the Foundation website as a book sponsor. This gift will provide books for one science course, or all the books required for English, or the books required for a business and accounting class.

Silver Book Sponsor—$100—Recognition Level
Recognition in thank you ad; handwritten note from the student; name listed on the Foundation website as a book sponsor. This gift will provide the book for World History, provide one of the books required for English, or buy a lab book required for a Science class.

Bronze Book Sponsor—$50—Recognition Level
Recognition in thank you ad; handwritten note from the student; name listed on the Foundation website as a book sponsor. This gift will provide the Reader required in World History I and II and will help defray the cost of supplies such as blue books, binders, etc. It will also help provide partial funding for the lab books in science courses and the required English books.
COURSE SPONSORSHIP

Sponsorship opportunities exist in areas such as Nursing, Developmental Studies, Hospitality Management, Business and Commerce and Engineering Technologies. Other opportunities are available. This program will sponsor in-state tuition students only.

Gold Course Sponsor--$500—Recognition Level
Large print in thank you ad; handwritten note from the student; name printed in all future materials related to the program for one year; name prominently listed on the Foundation website as course sponsor.

Silver Course Sponsor--$350—Recognition Level
Large print in thank you ad; handwritten note from the student; name listed on the Foundation website as course sponsor.

Bronze Course Sponsor--$250—Recognition Level
Recognition in thank you ad; handwritten note from the student; name listed on the Foundation website as course sponsor.

If you would like to make a tribute gift, a gift in honor or memory of your loved ones or a favorite instructor, this is a wonderful way to pass on the gift of learning or show your appreciation. Gifts can be made by cash, checks, MasterCard and Visa, or appreciated stock. Donations can also be made online by going to: http://www.southwest.tn.edu/foundation/OnlineGivingOpen.htm.

SOUTHWEST TENNESSEE COMMUNITY COLLEGE FOUNDATION GIVING GOES ONLINE

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• Change or cancel your existing recurring gift.

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To find out more about online giving go to:
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Back once again – and Dr. Tamara McColgan, director of International Studies at Southwest Tennessee Community College, welcomed the Danish students from Svendborg at a casual breakfast on October 4 at the Macon Cove Campus. The students arrived from Denmark for a week of Memphis hospitality, the Southwest take on specific education topics, and as much Southern culture as they could manage to absorb in their spare time, according to Dr. Tamara McColgan. The students arrived October 1 and were here through October 9.

The International Studies Program at Southwest hosted the 21 students, who were guests of local families. The host families provided sleeping arrangements, breakfast in the mornings, daily transportation to and from the Macon Cove Campus during the work week, and some evening meals. Students spent the weekend with their host families, getting acquainted and enjoying various activities arranged by the families.

While here, the students were scheduled to visit major cultural sites such as Graceland, Sun Studio, Stax, and the National Civil Rights Museum. They were integrated into two classes with Southwest students in English composition and in Voice and Articulation. They also had class lectures on Cross-cultural Communication and Higher Education, American Politics, and Memphis Music.

For most of the students, this was their first visit to the United States, and they especially looked forward to their Memphis visit because they stayed with local families instead of at hotels. Dr. McColgan reported that “they were looking forward to this special U.S. adventure, and were extremely excited about seeing the Memphis Grizzlies.” Something new this year: with the growth of Southwest’s own international program, eight Southwest Study Abroad students participated as host families.

Of course, the students spent time shopping and sampled a cross-section of the many kinds of cuisine Memphis offers, including Cracker Barrel breakfasts, CiCi’s Pizza, and crème d’la crème – dinner at Huey’s. On October 6, right in the middle of their stay, they totally relaxed with hotdogs, chips and other goodies at the Southwest Gill Center’s Community Fair Day and Carnival.

Visiting Danish students tour the Stax Museum of American Soul Music.
Southwest Tennessee Community College has teamed up with leading educational institutions and community and business leaders of Fayette County to follow through on plans to construct a multi-level educational institution in Fayette County. The Fayette County Education Committee met in August and granted Fayette County Mayor Rhea “Skip” Taylor, who has just been re-elected to a third term, authorization to pursue funding for the center.

According to the Fayette Falcon August 4 edition, Vice-Chairman Sissy Dowdle reported that the committee discussed the higher education facility which will house adjunct venues for Southwest, the University of Memphis, the University of Tennessee-Martin, and the Tennessee Technology Center at Whiteville. After reviewing several locations, Dowdle said the informal committee, comprising commissioners and Somerville aldermen, chose the Fowler property located on Hwy 64 in Somerville because of its size, 10 acres, and the availability of an option for eight additional acres.

“The Fayette County Higher Educational Center will bring the needed training and education to enhance our great location. The investment in education will not only bring our workforce to the level that businesses need, but the facility itself will attract and spur investment throughout Fayette County,” stated Mayor Taylor.

Executive Director of Community and Corporate Relations Russell Shelton of Southwest indicated that the effort to build an educational center in Fayette County started about seven years ago. Shelton said, “The long-term benefits of the new Fayette County Higher Educational Center are to provide this community the option to attend a postsecondary institution without traveling outside the county, provide for future and current economic development, and increase opportunities for a better educated workforce. The educational institutions will work closely to provide corporate training for employees of business and industry that locate within the $40 million State Industrial Mega Site, and other existing business and industry.”

Southwest President Nathan L. Essex is very optimistic about the potential impact of the facility and said, “This facility will provide incredible opportunities for students and professionals to pursue their educational and career goals. Additionally, it will be an asset to business and industry by providing education and training for their personnel. This facility will enhance economic growth and development and improve the quality of life for citizens in Fayette County and surrounding areas.”

Drawings for a 26,000-square-foot building were prepared by TLM Associates, Jackson, TN.
G.I. Jobs magazine has announced the release of its 2011 Military Friendly Schools list, releasing the names of the top schools for offering special attention to ex-service personnel. Ron Wells, director of Special Projects and Extended Programs, said the Military Friendly Schools list honors Southwest among the top 15 percent of colleges, universities and trade schools doing the most to embrace America’s veterans as students. The institutions include state universities, private colleges, community colleges and trade schools. Wells said Southwest was awarded a plaque by G.I. Jobs magazine attesting to Southwest’s pattern of giving special attention to the needs of veterans.

Rich McCormack, G.I. Jobs publisher, said this is especially important now because the Post-9/11 GI Bill has given veterans virtually unlimited financial means to go to school. “Veterans can now enroll in any school, provided they’re academically qualified,” McCormack added. And Derek Blumke, president of Student Veterans of America and a member of the list’s Academic Advisory Board, called the Military Friendly Schools list “the gold standard in letting veterans know which schools will offer them the greatest opportunity, flexibility and overall experience. It’s especially important now with so many schools competing for military students.”

Southwest Named to Top 15 Percent of Military Friendly Schools

Pat Flakes (left), technical clerk at the Millington Center and Ron Wells display the Military Friendly Schools list plaque awarded to Southwest for offering special attention to military ex-service personnel.

Criteria for making the Military Friendly Schools list include efforts to recruit and retain military and veteran students, results in recruiting military and veteran students and academic accreditations. G.I. Jobs magazine is the premier publication for military transitioners. It provides education, transition assistance, and job opportunities for military transitioners looking for careers and employment.

Southwest Staff Member Takes a Leap of Faith

There are some significant life events that we love celebrating, like graduations, marriages, and of course birthdays, like sweet sixteen and fabulous forty. As we move from one generation to the next in the aging process, some of us celebrate, some of us cry – and some of us fly. Executive Director of Library Services Carolyn Head took a daring “Leap of Faith” to celebrate her 60th birthday last summer by skydiving with her son Dennis. “This was my 60th birthday request … I called this my ‘Leap of Faith.’ I actually went through a couple of clouds,” said Head.

In describing her feat, she said she showed up wearing her college T-shirt underneath her skydiving gear. “I had on my Southwest shirt and I had a little Southwest banner but could not take it with me.”

Carolyn Head soars through the sky in celebration of her 60th birthday.
Last fall, Southwest was invited to become the first college in Tennessee to participate in the Oracle Academy. After a rigorous online training course and an intensive five-day training institute in Baltimore, six faculty members are now certified to teach Oracle Academy courses offered here at Southwest. The newly trained faculty members are Associate Professor of Information Technology May Hsieh, TAF Specialist Brad Montgomery, associate professors of Computer Information Technology Jane Santi and Michael Wright, Department Head of Engineering Technology Garry Spencer, and Associate Professor of Engineering Technology Dewey Sykes.

Oracle is the world’s leading supplier of information management software and the world’s second largest independent software company. Oracle technology can be found in nearly every industry and the company has more than 370,000 customers globally, including 100 of the Fortune 100 companies.

Santi indicated that Southwest’s participation in the Oracle Academy provides students with access to Oracle-created training modules and development environments. This will help students build technical and analytical database skills for beginning or advancing careers in the professional world of information technology. After completing the course, students will receive discount vouchers and have the opportunity to sit for an Oracle professional certification exam.

“As our participation in the Academy matures,” said Santi, “additional classes will be offered, including PL/SQL and Enterprise Business Applications. Our goal here at Southwest is to give our students a competitive advantage as they prepare to enter the workforce and we anticipate that this is one extra step in achieving that goal,” she added.

For more information about the Oracle Academy program, contact one of the faculty listed above.
Cathy Ginn, joining Southwest this fall as an adjunct instructor, wears quite an impressive second hat. In addition to teaching History of the U.S. to 1877 (HIST 2010), Ginn serves as director of the newly opened Alex Haley House Museum and the recently completed Interpretive Center in Henning, Tennessee. According to Ginn, “The Alex Haley House Museum and the Interpretive Center hold vast possibilities for educational ventures and historical preservation.”

The Interpretive Center is an exciting place for meetings, workshops, learning, touring, and gathering. Nestled a few hundred feet away from the summer home of young Alex Haley, the center is a state-of-the-art facility with a wide array of memorabilia telling of Haley’s successful life. Visitors to both the museum and the center will find a wonderful American story, to which all can relate in some way. The museum helps to break down barriers of disconnect and build bridges of connection through all “the family of man,” said Ginn, who also writes grants for the museum and the center.

Ginn’s position at the Alex Haley House Museum (owned by the state of Tennessee) has opened a discussion of possible collaborations with Southwest, including writing, genealogy workshops and other programs, utilizing the resources of the Interpretive Center. Ginn and Associate Professor of Social Behavioral Sciences MaLinda Wade (also associate director, Honors Academy Bridge Program) are discussing study elements for a possible special course utilizing the resources of the museum and the center, and the history and works of Alex Haley.

Shannon Little, interim chair of Social and Behavioral Sciences, said, “The connection Ginn brings to our department opens an opportunity for many co-curricular activities. We are hoping to partner with the Honors Academy as early as this fall and sponsor a trip for students to the museum.”

Ginn received her master’s in history at the University of Memphis and still receives job postings from there. Ginn said, “A few months ago one arrived announcing the executive director’s position at the Alex Haley Museum and Interpretive Center.” Because she was familiar with the museum through field trips made with her students to the area, Ginn quickly responded, was interviewed and offered the director’s position.

Prior to her current positions, Ginn taught History and English at the National College of Business and Technology in Bartlett, Tennessee. In addition, she has sold real estate and taught piano performance for 20 years. She also founded and directed an interfaith community choir. Cathy and her husband, Bill, have been married for 30 years.
Introducing Southwest’s New Speakers Bureau

Ready to get the word out on many topics, Southwest’s recently organized Speakers Bureau members are just waiting to step to the podium and offer audiences information, advice, and counseling on a range of subjects, bi-lingual education and more. The bureau is a community outreach vehicle offering dynamic, motivational and informative presentations and lectures for civic and business organizations, schools, churches and other special interest groups.

The speakers are current and former faculty and staff at the College. They include one who is a practicing magician, another who traveled the world with a rock band conducting physical fitness programs, a top expert on quality planning, and another who probably can answer any question you can pitch about the care and upkeep of automotive vehicles.

The 16 charter members of the bureau are eager to continue doing what most have done for years: pass along their wide and often hard-won knowledge about whatever their audiences are interested in.

To schedule a speaker, or to receive information, contact Executive Director of Communications and Marketing Robert Miller at 901-333-4368 or send an e-mail to rmiller1@southwest.tn.edu. Or you may visit: http://www.southwest.tn.edu/documents/CommunicationsMarketing/SpeakersBureauGuide.pdf.
Early Pre-K Pilot Programs at Southwest Helped Pave the Way for Tennessee’s Voluntary Pre-K Program

Tennessee’s Voluntary Pre-kindergarten program has now been implemented statewide, according to a recent announcement from the state of Tennessee, extending to every school district in all 95 counties of the state. Mary Palmer, director of Child Care Centers for Southwest Tennessee Community College, said the college’s Early Childhood Center on the Union Avenue Campus and the Campus Kids Center on the Macon Cove Campus were among the original Pre-K pilots in Tennessee launched in 1997. The program, explained Palmer, targets three and four year olds. “It really helps because the children are with the teachers for an extended period of time. The three-year-old children have the same curriculum, they are assessed by the same researched-based standards and they get the same type of exposure as the older children,” said Palmer.

Mike McWherter, Tennessee gubernatorial candidate, visited the Union Avenue Campus Early Childhood Center on August 16 where he spoke about the long-term benefits of the Pre-K Program. “When you talk to second and third grade teachers who have had students who have gone through this program, they tell you that there is a world of difference between the children who have been exposed to Pre-K and the ones who have not had this exposure. Common sense just tells you that, long-term, if you can capture a child at this age and foster a love of learning right now, they’re going to be much more productive citizens,” McWherter said.

McWherter was asked to comment on the state legislation passed last January, calling for a comprehensive statewide community college system. “Tennessee needs to do a better job of utilizing community colleges, technology centers, and vocational technical centers. These kinds of resources have been overlooked far too long in our educational system,” stated McWherter. “Regarding the transfer of credits,” he continued, “if a person wants to come here [Southwest] and then go on to a four-year institution; that is great. But, I am delighted with the changes they’ve made about transferring credits, because I guarantee you, getting an English credit in a community college is comparable to getting one in our four-year institutions.”
Groundbreaking Marks the Beginning of Phase One for the Construction of the New Southwest Nursing, Natural Sciences and Biotechnology Building

Key stakeholders endured the sweltering heat to attend the groundbreaking ceremony for the new Southwest Tennessee Community College Nursing, Natural Sciences and Biotechnology Building on August 12. The facility will be constructed on Southwest’s Union Avenue Campus in the downtown medical hub at 675 Union Avenue (formerly the International Auto Sales site).

“It’s been a long time coming. We have needed this for so long,” said Mary Vines, head of the Department of Nursing for Southwest. Vines indicated the new facility will allow Southwest to train up to 400 students a year, a 45 percent increase over the number of students currently served. “It has been a long road,” said Vice President for Institutional Advancement Karen Nippert. “But it was apparent that we needed to educate more nurses for entry into our local workforce. We were limited, not because of qualified students; in fact we have a waiting list of qualified students; we were limited because of our facility.”

Addressing the gathering, Southwest President Nathan Essex reiterated Shelby County has a 29 percent shortage of nurses, according to the Nursing Institute of the Mid South, Inc., (NIMS). He also indicated studies show that the shortage of biotechnicians impedes the county’s ability to become a biotech center. “In response, we developed a biotech program, working with the biotech agencies and hospitals. We have implemented that program in the high schools as well as on our campuses,” said President Essex. “Critical needs are being met. Students’ hopes, dreams and aspirations are being met with the construction of this new facility.”

Major supporters and chief benefactors joined the ceremony, along with Southwest students, alumni, faculty, staff, and Foundation board members, as well as members of the medical, political and business community. Major donors and supporters in attendance included Mary McDaniel, president of the Southwest Foundation Board and a retired FedEx executive; Ed Lyons and Stephanie Butler of FedEx; Dr. Jan Young and Sister Nardine Aquadro of the Assisi Foundation; Gretchen McLennon of the Hyde Foundation; Barbara Jacobs of the Plough Foundation; Dr. Steven J. Bares of the Memphis BioWorks Foundation; U.S. Congressman Steve Cohen, Lauren Jobe, representing U.S. Senator Lamar Alexander; Shelby County Commissioner Mike Witts; State Senator Dolores R. Gresham; Tennessee Board of Regents (TBR) Chancellor Charles W. Manning; Regent, Vice Chair of TBR Bob Thomas; and Regent John M. Farris of TBR, among others.

Theresa Isom, an alumnus of the first Southwest nursing class, now director of the Nursing Program for the Tennessee Technology Center at Memphis, returned for the groundbreaking for the new facility. “I tell everybody that I am an alumnus of Southwest because I am so proud to have been a graduate of the college,” Isom said.

Breaking ground for the new Nursing, Natural Sciences and Biotechnology Building are, from left to right: Bob Thomas, President Nathan L. Essex, Chancellor Charles W. Manning; Mary McDaniel; Barbara Jacobs; Ed Lyons, Jan Young, and John M. Farris.
They went abroad but not just to explore the countryside sightseeing. Shannon Little, interim chair of Social Behavioral Sciences, and her Social Problems class took their Service-Learning project to Macedonia as part of Southwest’s International Studies Program. Dr. Tamara McColgan, director of the International Studies Program, had gone to Macedonia during the summer of 2009 with the Convoy of Hope (an international faith-based community outreach, disaster response and partner resourcing organization) that does a project there every summer with students. Little and McColgan thought that pairing with that group would be a great way to initiate their first Service-Learning trip.

Little says she finds that while students like the Social Problems class, because of its emphasis on what is not working in our society, some can get discouraged. She wanted her class to do more than just learn about societal problems; she wanted them to take an active role in providing a solution. “I’ve incorporated Service-Learning in ‘Social Problems,’ meaning that we will actively engage in working on social problems. We are not just going to study them, we are going to get out in the community and address them,” Little said.

Their first major learning outreach project was the refurbishing of a community center in Negotino, Macedonia. “We cleaned, cleared and painted the building, we cleaned up the grounds – we made it useable for the community. Southwest sponsored the project; it was the first time we sponsored something outside of the country,” Little stated. “We took a large image of a check that Dr. Essex signed and presented it to the mayor of Negotino,” she excitedly continued. “It was hard work but really a fun project.”

The newly renovated community center will be used for English as a Second Language class. Little indicated that English-speaking Macedonian citizens have a much better chance of finding work, as unemployment and poverty rates are very high. Little said the community center may also be used as an elderly care facility where someone comes once a week to provide healthcare for the elderly. The center may also be used for after-school care and political meetings. It will provide multiple uses for the community.

Southwest students stayed at the local hotel during their 10-day Service-Learning project in May working with local workers on the refurbishing. They also took a day to work at a lunch kitchen to serve a group of Roma (gypsy) children. They were told that the Roma children generally don’t go to school past the fifth grade. The lunch kitchen serves the children a nutritious meal after school and encourages the children to stay in school. They played card games with the Roma children and took pictures of them. “They loved having their pictures taken. Everywhere we worked we took people’s pictures and showed them their pictures on the digital cameras. We had people lined up to have their pictures taken and to see them,” said Little.

The most frustrating part of the trip for the students was the language barrier. They wanted to ask the people questions and interact, but most spoke Macedonian. Little said, “The bus drivers acted as translators, and they could always fall back on non-verbal communication; a smile is the same in both languages.”
We first met Graham Elwood two years ago after he graduated from Gateway Christian School and prepared to head to Southwest Tennessee Community College.

Fear is obviously not in Graham Elwood’s impressive vocabulary. He spent his 16th birthday skydiving!

His headlong rush to start life began when he graduated from high school at 13 years of age. And he recently checked off his Associate of Science and General Studies degree at Southwest from his bucket list, graduating cum laude with an Associate of Science degree in General Studies.

Now, he’ll use his 170 IQ to tackle college life full on by enrolling at the University of Memphis, majoring in Theater with a minor in music.

Graham admits, “I really love music and I love acting and I wanted to put them together, somehow.”

He’s already a member of three different bands and doesn’t foresee any awkward notes in his latest adventure.

It seems college life hits all the right chords for this younger-than-most college student.

“You know, I actually feel more comfortable in college than I did in high school, Graham explains. “I actually graduated right before my 14th birthday and I really didn’t have much association with my classmates at Gateway simply because I was in and out. I was just there to work,” Graham continues. “But, now that I’m in college, I pretty much fit in. I have the same interests as everyone else and most people don’t realize, by my looks, that I’m any younger. So, I don’t have problems at all getting involved here,” adds Graham.

He also claims college coursework gives his boy genius brain a bit more of a challenge but, since he’s starting at the U of M as a junior, he still expects to finish all his undergrad work in just two more years, most likely followed by a Master’s in Fine Arts.

And then, at last he says, “It’ll be a nice breather. That’ll be a milestone…a place where I can sit back and relax for a little bit.”

But even that breather probably won’t last for long. Graham has already sung and danced at Carnegie Hall and won an international acting award.

Extra Credit: Graham Elwood
Reprinted from WMCTV.com • July 9, 2010 • by Kym Clark

SOUTHWEST TENNESSEE COMMUNITY COLLEGE
A $2.9 million Energy Training Partnership awarded by the U.S. Department of Labor to the Memphis Bioworks Foundation will fund a Green training program in a two-state area. Southwest Tennessee Community College Grants Executive Director Kristie Goldsmith announced that the college has been selected as the principal training partner and awarded $1,414,520 of the grant. The funds will be used to enhance Green strategies in the classroom and purchase state-of-the-art energy-related equipment to assist eligible participants interested in green jobs training.

Southwest will be the principal training partner in a consortium that includes Dyersburg State Community College, Jackson State Community College, the University of Memphis BEST Program and Mid-South Community College. Others involved in the Department of Labor grant program are Seedco – Structured Employment Economic Development Corporation; Tennessee Local Workforce Investment Areas #11, 12, and 13; the Eastern Arkansas Workforce Investment Area; the National Electrical Contractors Association; and multiple employers.

Under the American Recovery and Retraining Act (ARRA), the Green Jobs Training program is set to leverage training for dislocated and unemployed workers in West Tennessee and East Arkansas to prepare them for new jobs with a future in growing industries. Initially targeted are current workers, who need upgraded training; and unemployed – especially dislocated – workers in a service area comprising 21 counties in West Tennessee and five in Eastern Arkansas to prepare them for new jobs with a future in growing industries. Initially targeted are current workers, who need upgraded training; and unemployed – especially dislocated – workers in a service area comprising 21 counties in West Tennessee and five in Eastern Arkansas to prepare them for new jobs with a future in growing industries.

Southwest is currently modifying courses in some electrical-electronics, industrial, computer, quality assurance and other technology curriculum, to include the most current alternative energy topics, according to Associate Professor of Engineering Technology Lisa Jones, who is co-coordinator with Assistant Professor of Engineering Technology Cindy Fowinkle in spearheading the grant project. Both one-year certificates and two-year Associate of Applied Science degrees are being enhanced for this program. Southwest is investing additional funds in equipment for the classes, including solar and wind trainers, programmable logic controllers and alternative energy education kits. Executive Director of Special Academic Programs Angela Ventura-Wooten is responsible for successful completion of the academic programmatic daily outcomes and the Grants Office is responsible for overall compliance with the funder.

Some Green industry sectors that students will be preparing for include companies engaged in energy-efficiency building, construction and retrofit, renewable electric power and manufacturers producing sustainable products (using environmentally sustainable processes and materials). All training provider partners are similarly engaged in transforming their courses to include Green technology.

With more than 12,000 dislocated workers seeking re-training/re-employment through the career centers located in the four Local Workforce Investment Areas in the SETC target area, the career center personnel expect to easily recruit the 1,000 participants targeted for the program. At Southwest, the college’s Career Center (student job placement office) will also participate.

The grant program, which started in January 2010, will be completed in January 2012. “At that time,” said Jones, “we will be positioned to continue the ‘Green’ training in our programs and recruit students interested in the alternative energy industries. We’ll have the basic complement – and more – of the equipment needed for teaching this updated curriculum. This grant program is adding excellent future opportunity for our students, and for the college.”
Southwest held a ceremony on June 28 to memorialize the work and lives of William W. (Bill) and Jimmie W. Farris. The Farris Room – located in the building that bears the name of honoree Bill Farris, which holds memorabilia and details the legacy of Mr. and Mrs. Farris, was dedicated with family, lifelong friends, associates, and supporters in attendance.

"We are paying tribute today to two outstanding public servants who demonstrated through their enormous contributions what civil responsibility really means. Both of these individuals gave of their time, their talents, and their resources to greatly improve conditions for middle-class, working-class citizens, elderly citizens, women and minorities by ensuring that fairness and justice prevail in their lives," remarked Southwest President Nathan L. Essex. "Both were very strong proponents of higher education throughout the state and the region and provided enormous support for Southwest."

Chairman of the Tennessee Democratic Party (1976-1996), Bill Farris was active in the Democratic Party throughout his career. He was instrumental in attracting the mid-term National Democratic Party Convention to Memphis in 1978. Jimmie Farris carried on his work after his death. She was a longtime political activist, serving on the Shelby County and Tennessee Democratic Executive Committees for decades.

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Dr. Charles M. Temple, President Emeritus of Southwest and former president of State Technical Institute at Memphis, spoke of the contributions Bill Farris made in fostering education and educational opportunities for the people of Tennessee and particularly citizens of the Mid-South. Summarizing the impact Farris had on him personally, Temple remarked, “I consider him my mentor, my friend; he taught me what education is about.”

Members of the Farris family spanning several generations were there to honor the couple. Son and Regent John Farris, of the Tennessee Board of Regents, gave an emotional response. “My parents were really blessed with having a lot of really good friends; a lot of people who helped them succeed in life. It is just tremendous to be here and see this. It is really a very fitting tribute to them,” said John Farris. Daughter Karen (Farris) Nippert, vice president for Institutional Advancement at Southwest, expressed family sentiments, “It is an emotional time and it is hard to express how we feel, but we are so glad all of our family could come and see so many of our parents’ friends.”

Dr. Charles W. Manning, Chancellor of the Tennessee Board of Regents, State Senator Dolores Gresham, Senator Beverly Marrero, Rep. Jeanne D. Richardson, former Tax Assessor Rita Clark, Southwest Foundation Board President Mary McDaniel, Interim Shelby County Mayor Joe Ford, Federal Judge Ronald Gilman and a representative from U.S. Senator Lamar Alexander’s Office were among the many guests in attendance.
An articulation agreement, a contract that’s been in the making for years, was signed on June 14 by Provost/Executive Vice President Joanne Bassett of Southwest Tennessee Community College, the largest two-year college in the state of Tennessee, and Vice Provost of Academic Affairs Sally McMillan of the University of Tennessee at Knoxville, the largest undergraduate and graduate university in Tennessee. “We are hoping that this will be a vital pipeline for students from Memphis and West Tennessee to pursue their baccalaureate and continue their higher education at Knoxville. We believe we have a unique and outstanding research university capacity that we want to be fully available and acceptable to our students from Southwest,” said Rita S. Geier, associate to the chancellor of UT Knoxville.

The articulation agreement streamlines the transfer process for Southwest students wanting to attend UT Knoxville. Initially, articulation agreements were signed for sociology, psychology, history and business and will be enforced starting the fall 2010 semester. Additional majors are being considered and should be added later.

Dr. Bassett said of the agreement, “This is a new opportunity for our students to continue their higher education. These students are guaranteed admission to UT Knoxville when they complete their Southwest degrees and some scholarship opportunities are available. UT Knoxville is a very prestigious school.”

Regarding the specific measures that were taken to ensure that the transfer process to UT Knoxville is easier and more appealing for Southwest students, Dr. McMillan commented, “The thing that will be easier is that we have agreed on the front end about what courses they need to take as part of their associate degree, so that by the time they get to the University of Tennessee, they won’t have to take any general education courses. They will be ready to start as juniors in their majors and be able to finish. That’s really the heart of the articulation agreement. That’s the big thing that we’ve been working through,” said McMillan.
• ACADEMIC AND EXAM PREPARATION
• BUILDING, MANUFACTURING, TECHNOLOGIES
• BUSINESS AND COMMERCE

• COMPUTER TRAINING
  - Certification Exam Preparation
  - Database
  - Graphics, Printing, & Publishing
  - Office Administrative Tools
  - Web Development

• GREEN/RENEWABLE ENERGY ONLINE TRAINING
• HEALTH AND MEDICAL INDUSTRY
• LANGUAGE AND CULTURE

• OCCUPATIONAL SAFETY/ENVIRONMENTAL HEALTH
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Kudos

Shannon Little Appointed by Governor to Volunteer Tennessee Board

Shannon Little, interim chair of Social and Behavioral Sciences, has received a three-year appointment by Governor Phil Bredesen to serve on the board for Volunteer Tennessee. Little is one of three members representing West Tennessee and the greater Memphis metropolitan area on the statewide 25-member board. "This is an appointed and non-partisan position," said Little, "and I will continue to serve under the next governor. The mission for Volunteer Tennessee is to encourage volunteerism and community service in the state of Tennessee."

Southwest’s 2010 Nursing Graduates Score 100 Percent Pass Rate on the National Council Licensure Exam

This represents the second consecutive time that Southwest Tennessee Community College nursing students have achieved a 100 percent pass rate. Seventy-two 2010 Southwest nursing graduates took the National Council Licensure Examination for Registered Nurses (NCLEX-RN), and all 72 passed the exam on the first attempt, for a 100 percent pass rate. Mary Vines, department chair of Nursing at Southwest Tennessee Community College, expressed pride in the graduates and in what they have accomplished. "These graduates and others that have gone before them are excellent representatives of Southwest and the nursing program." She explained that passing the licensing exam is required before a nursing graduate can practice as a registered nurse.

In Memphis, Little currently serves on the operations committee for Common Ground and represents Southwest on the steering committee for the Sickle Cell Walk. Little also teaches sociology and is actively involved in service-learning.

Volunteer Tennessee oversees the National Service programs for AmeriCorps, Learn and Serve, Senior Corps in the state of Tennessee, and the Governor’s Volunteer Star Awards. It also provides service-learning training for students in grades K-12, higher education, and Aspire Training.
The Southwest Business, Administration, Hospitality Management, Office Administration and Paralegal Studies departments’ 10-year accreditation has been reaffirmed by the Association of Collegiate Business Schools and Programs (ACBSP), announced Associate Professor and Department Chair of Office Administration Vicki Robertson and Chair of Business, Accountancy and Paralegal Studies Brenda A. B. Smith. “Moreover, they voted to grant us full reaffirmation of accreditation, with ‘no conditions, notes, or opportunities for improvement’ attached. That pretty much tells us to keep on doing what we have been doing in these departments,” they added.

ACBSP is a specialized accrediting body that reviews the quality and integrity of business degree programs. Accreditation by ACBSP is based on an independent evaluation of an institution’s business programs by a group of professionals, including faculty and academic administrators in the field of business. Accreditation by ACBSP attests to a business unit’s high level of achievement in delivering quality education.

Each department completed a self-study for reaffirmation of accreditation, required by ACBSP every 10 years. Benchmarks documented in preparation for the ACBSP site visit included leadership; strategic planning; student, stakeholder and market focus; measurement, analysis, and knowledge management assessment; faculty and staff focus; and process management.

Among many important strengths and outstanding practices cited by the site visit committee were: equipment current, with hardware replacement schedule; software updated as needed; very collaborative administration-faculty working relationship; the Business Department’s recent move into a new state-of-the-art building; well qualified full-time and adjunct instructors; and the college’s move toward completing the assessment process for identifying Student Learning Outcomes (SLO).

“Key Players” in the reaccreditation process were: Dean Gary Michael Stephens of Business Career Studies and Technologies; and Vicki Robertson and Brenda A. B. Smith, champion and co-champions respectively.

Among faculty from each department participating in preparing the self-study were: Associate Professor of Business Ashley Geisewite; Assistant Professor of Business Cynthia Abadie; Center of Emphasis-Director, Director, Assessment Office, Dr. Gwen Aldridge; Executive Director, Office of Planning and Analysis, Dr. J. Nevin Robbins; and Director of Creative and Printing Services Thomas E. Mitchell.
Barbara P. Roseborough, interim associate vice president of Academic Affairs for Southwest Tennessee Community College, has graduated from the Academy for Leadership and Development. The Academy for Leadership and Development is a program developed by the Chair Academy, a division of the Maricopa Community College District in Mesa, Arizona, for the purpose of advancing organizational leadership and providing succession planning for leaders in post-secondary institutions.

She completed the year-long Academy program which includes an initial week of on-site training; a practicum experience involving implementation of an individualized professional development plan focusing on the application of skills learned during training; a mentor and coaching program, and a final week of on-site training consisting of additional leadership issues. Some of the topics covered included: Complex Role of the Organizational Leader, Work Behavioral Styles, Building Effective Work Teams, Managing Conflict Productively, Facilitating, Integrating, & Celebrating Strengths, Dimensions of Leadership, Leading and Managing Change, Leader as Manager, Valuing Diversity & Cultural Competence, Hiring and Orienting for Excellence, and Coaching, Developing, & Talent Management.

With more than 20 years of educational service at Southwest, her professional career includes the following: associate professor of English, department chair for the Fine Arts, Languages and Literature Department, and dean of Liberal Studies and Education. Roseborough’s memberships with discipline-based organizations include: the National Council of Teachers of English, the Tennessee Council of Teachers of English, Women in Higher Education in Tennessee, and the Advisory Board for Tennessee Campus Compact.

Roseborough has worked with the American Diploma Project (ADP) — a network of 35 states dedicated to enhancing high school graduates’ readiness for college or careers. She also provides leadership for the Honors Academy and Service Learning at Southwest. She is a member of Mississippi Boulevard Christian Church where she serves on the diaconate and on the Christian Education Committee.

Dr. Gwendolyn Aldridge Receives a “Making a Difference” Award

Over the past two years, Dr. Gwendolyn Poik Aldridge, director of assessment for Southwest, has been instrumental in helping to create standards, systems and processes to make Southwest’s quality of instruction the best it can be, according to Dr. Nevin Robbins, executive director of the Office of Planning and Analysis for Southwest. Dr. Aldridge’s work has been so critical to Southwest’s preparedness for accreditation that the “Making a Difference” Award was established to symbolize gratitude for her efforts. “What she has done is give us the ability to establish our standards, to monitor our quality and, really, to maximize the students’ learning,” Robbins said.
Southwest’s Communications and Marketing Department
Wins Numerous Awards in International and National Creative Competition

The MarCom Awards is an international creative competition that recognizes outstanding achievement by marketing and communication professionals. It is administered and judged annually by the Association of Marketing and Communication Professionals headquartered in Arlington, Texas. Entries come from corporate marketing and communication departments, advertising agencies, public relations firms, design shops, production companies and freelancers. The competition has grown to perhaps the largest of its kind in the world. There were nearly 5,000 entries from throughout the United States and several foreign countries in the 2010 MarCom Awards competition. The prestigious Platinum Award is presented to those entries judged to be among the most outstanding entries in the competition. The Gold Award represents exceeding the high standards of the industry norm. Honorable Mention Awards were granted to those entries that met the quality expectations of the judges. The listing of awards earned by Southwest Tennessee Community College is below.

<table>
<thead>
<tr>
<th>TITLE OF ENTRY</th>
<th>CATEGORY</th>
<th>AWARD</th>
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<tbody>
<tr>
<td>Southwest Now Magazine – Summer 2010</td>
<td>Magazine/Educational Institution</td>
<td>Platinum</td>
</tr>
<tr>
<td>Recruitment/Registration Ad – Cable TV</td>
<td>Television/Single Spot</td>
<td>Platinum</td>
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<tr>
<td>2010-2011 Student Handbook</td>
<td>Brochure/Handbook</td>
<td>Platinum</td>
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<tr>
<td>Fast Facts</td>
<td>Brochure/Pamphlet</td>
<td>Gold</td>
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<td>Southwest Now TV – Easy Enrollment</td>
<td>Video/Film/TV Program (Cable)</td>
<td>Gold</td>
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<tr>
<td>Salute to Women’s Foundation of Greater Memphis</td>
<td>Ads/Other</td>
<td>Gold</td>
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<tr>
<td>Your Best Choice – Registration/Recruitment Ad</td>
<td>Ads/Newspaper</td>
<td>Gold</td>
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<tr>
<td>10th Anniversary Logo</td>
<td>Design/Logo</td>
<td>Honorable Mention</td>
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<td>Your Best Choice – Billboard</td>
<td>Ads/Billboard</td>
<td>Honorable Mention</td>
</tr>
<tr>
<td>Your Best Choice – Bus King</td>
<td>Ads/Bench/Mass Transit</td>
<td>Honorable Mention</td>
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Athletic Director and Men’s Head Basketball Coach Vertie Sails Jr. has been inducted into the African-American Hall of Fame in an inaugural ceremony at LeMoyne-Owen College. The African-American Hall of Fame honors those men and women who exemplify a tradition of character, integrity, ambition, discipline and pride.

Melvin Jones, organizer of the African-American Hall of Fame, said the inductees will represent Memphis’ “best and brightest.” He described Coach Sails as “one of the winningest junior college or community college coaches in the country.”

In 1974, Sails left Melrose and joined the coaching staff of the University of Memphis, becoming the first full-time African-American assistant coach at a major southern university. In 1979 he accepted the position of head coach of the Southwest (formerly Shelby State Community College) Men’s Basketball Team where, to this day, he still continues to make history. With several winning seasons and several tournament appearances to his credit, Coach Sails has won Coach of the Year 12 times and helped to bring the National Tournament Title home to Southwest 10 times.

In 1989, Sails was honored by President George Bush as one of the “Thousand Points of Light.” His advice to others is, “work hard, learn all you can and continue to get better every day.”

To mark the occasion, each inductee received an Umoja Circle award. Umoja is a Swahili word meaning unity.
<table>
<thead>
<tr>
<th>MONTH</th>
<th>DAY</th>
<th>EVENT/OPPONENT</th>
<th>LOCATION</th>
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<tr>
<td>OCTOBER</td>
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<td>30</td>
<td>Spirit Express</td>
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<td>NOVEMBER</td>
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<td>New Horizon Prep</td>
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<td>Kennedy-King Tournament</td>
<td>Chicago, IL</td>
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<td>Kennedy-King College</td>
<td>Chicago, IL</td>
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<tr>
<td>MARCH</td>
<td>2-6</td>
<td>TCCAA/Region VII Tournament</td>
<td>Dyersburg, TN</td>
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<td>15-19</td>
<td>NJCAA National Tournament</td>
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*TCCAA/Region VII Games
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