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# 2011-12 Basketball Schedule

<table>
<thead>
<tr>
<th>MONTH</th>
<th>DAY</th>
<th>EVENT/OPPONENT</th>
<th>WOMEN/MEN</th>
<th>LOCATION</th>
<th>TIME (P.M.)</th>
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<tbody>
<tr>
<td>OCTOBER</td>
<td>22</td>
<td>Spirit Express (exhibition)</td>
<td>Men</td>
<td>Home</td>
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<tr>
<td></td>
<td>29</td>
<td>Southwest Alumni (exhibition)</td>
<td>Women/Men</td>
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<tr>
<td>NOVEMBER</td>
<td>1</td>
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<td>Women/Men</td>
<td>Home</td>
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<tr>
<td></td>
<td>4-5</td>
<td>Dyersburg State Tournament</td>
<td>Women/Men</td>
<td>Away</td>
<td>TBA</td>
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<tr>
<td></td>
<td>11</td>
<td>*Cleveland State</td>
<td>Women/Men</td>
<td>Home</td>
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<td>Away</td>
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<tr>
<td></td>
<td>18</td>
<td>*Roane State</td>
<td>Women/Men</td>
<td>Away</td>
<td>6/8 EST</td>
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<tr>
<td></td>
<td>19</td>
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<td>Women/Men</td>
<td>Away</td>
<td>2/4 EST</td>
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<tr>
<td></td>
<td>22</td>
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<td>Women/Men</td>
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<td>5:30/7:30</td>
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<tr>
<td>DECEMBER</td>
<td>3</td>
<td>New Creations Prep</td>
<td>Men</td>
<td>Home</td>
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<td>7</td>
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<td>Away</td>
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<tr>
<td></td>
<td>9</td>
<td>*Jackson State</td>
<td>Women/Men</td>
<td>Home</td>
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<tr>
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<td>Women/Men</td>
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<tr>
<td></td>
<td>28-29</td>
<td>Lady Saluki Classic</td>
<td>Women</td>
<td>Home</td>
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<tr>
<td>JANUARY</td>
<td>6</td>
<td>Mid-South</td>
<td>Women/Men</td>
<td>Away</td>
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<td>Arkansas Baptist</td>
<td>Women/Men</td>
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<td></td>
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<td>New Horizon Prep</td>
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<td>24</td>
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<td>Men</td>
<td>Home</td>
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<tr>
<td></td>
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<td>Women/Men</td>
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<td>Women/Men</td>
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<td>MARCH</td>
<td>6-10</td>
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<td>Women/Men</td>
<td>Jackson, TN</td>
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<td>NJCAA National Tournament</td>
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<td>TBA</td>
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<tr>
<td></td>
<td>20-24</td>
<td>NJCAA National Tournament</td>
<td>Men</td>
<td>Hutchinson, KS</td>
<td>TBA</td>
</tr>
</tbody>
</table>

*TCCAA/Region VII Games

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The President’s Message

Southwest is facing a litany of challenges—rising costs, tuition increases that impact access to college for many of our students, low completion rates and loss of a large number of employees based on budget cuts. These challenges call for institutional reform and a significant transformation regarding how we conduct business. While some colleges may feel that change is not needed, we are convinced that change is not only needed but essential for our success and viability. To sustain needed change, transformational leadership is needed at all levels: President and Senior Staff, Deans, Chairs, Directors, and Managers.

Transformational leadership will occur when we engage in a manner that leaders and followers raise one another to higher levels of motivation and effectiveness. College leaders must inject increased passion and energy into all aspects of their work. There must be genuine and visible concern for individuals we are appointed to serve. The new version of the College will focus more intently on retention, academic progress, and graduation rates among our students. We will retain loyal and dedicated employees who are committed to the success of the College. Our employees will be expected to do more with less. Additionally, they will possess versatile job skills based on cross training. The following new initiatives will be pursued:

- Weekend degree programs that will permit students to earn degrees by attending weekend classes only.
- Early morning classes will be offered for adult students who may wish to pursue a course prior to reporting to their jobs.
- Noon classes will be offered for adult students who may wish to pursue a class during their lunch hour.
- Flexible classes will be offered beginning in October each year for students who applied after the fall registration deadline.
- Cohort classes are currently offered and will continue to be offered at various times of the year for selected programs whereby a group of students will work with a select team of professors as they progress through their academic class work.

We are also focusing major attention to all processes related to registration, admissions, and financial aid in an effort to improve our efficiency and effectiveness and create more positive outcomes for our students. A two-day workshop has been held that focused on refining all processes related to these areas. We subsequently formed a team who is analyzing our processes and interviewing personnel involved in admissions, records, and financial aid offices. All findings and recommendations will be generated, analyzed, and approved prior to implementation. We are also working with external consultants to assist us with financial aid processes. Mandatory customer service workshops have and will continue to be offered for selected college personnel.

Southwest Engineering Major is Awarded the Coca-Cola Leaders of Promise Scholarship

One of the 2011 Coca-Cola Leaders of Promise Scholars, Erin Mullinax, is attending Southwest Tennessee Community College seeking an Associate of Science in Engineering. She is a member of Phi Theta Kappa Upsilon Delta and the 2011-2012 President of the Honors Academy. Following her graduation in May 2012, she will be pursuing a bachelor’s degree in electrical engineering. She is currently reviewing admissions offers to several schools with strong engineering programs. After reviewing the scholarships available to Phi Theta Kappa members, she chose to apply for the Leaders of Promise scholarship because it is one of the first scholarships provided to students to be used while they are enrolled in community college. The scholarship is designed to help defray the financial costs of attending school while encouraging student participation in Phi Theta Kappa programs and cultivating leadership ability.

The requirements for earning this scholarship are as follows:

- Be a member of Phi Theta Kappa in good standing and currently enrolled at a community college
- Have a cumulative 3.5 GPA at the time of application
- Must not have a previous degree from a two-year or four-year institution
- Have completed between 36 semester hours of college coursework by January 2011
- Student record must be free of any suspension, probation or other disciplinary action

The application process required Mullinax to compose three essays describing her leadership abilities and addressing the current Phi Theta Kappa Honors Study Topic - The Democratization of Information: Power, Peril and Promise. She also submitted a letter of recommendation from Douglas Branch, director of the Honors Academy at Southwest. To receive the second installment of her scholarship, she will have to continue to uphold the hallmarks of Phi Theta Kappa (Scholarship, Leadership, Service and Fellowship).

“This scholarship means a lot to me. I am honored to have been chosen as one of the recipients and encourage other students to apply for the 2012 Coca-Cola Leaders of Promise Scholarship,” said Mullinax.

Southwest Associate Professor Publishes a New Book

Ken Dunn, associate professor of Graphic Arts Technology for Southwest Tennessee Community College, has published his second book, Exploring the Third Dimension—Introduction to 3D Modeling Using Strata Design 3. The book is an introductory textbook for the popular 3D modeling program.

Although for decades 3D modeling software has been used extensively for movie production, cartoon animation and other purposes, in recent years, it has begun to appear in the production of historical and scientific documentaries. Today, film makers use the software to increase realism while avoiding the costs associated with the construction of extensive sets and models. Exploring the Third Dimension provides a simple and easy way to understand the introduction to these techniques for anyone interested in video production, instructional software and any other informational or educational purpose.

Professor Dunn is the program coordinator for the Graphic Arts Technology program at Southwest. He is also the author of Publishing on the Internet, a textbook used in website instruction.
Southwest Tennessee Community College Foundation Board Members recently announced they would be concentrating their efforts this year on raising funds for a greater array of student scholarships. Focusing specifically on retention and graduation efforts, three new scholarships were created: the full-time college ready scholarship, the part-time completer scholarship and the disadvantaged/at-risk student scholarship.

The Board will also raise funds for the book scholarship. The Board recently raised $20,000 for books responding to a $10,000 matching pledge. “This group of Board Members is especially dedicated to the needs of our students. Books are one of the biggest needs our students face. Southwest is fortunate to have such community-minded citizens on its side,” says Vice President for Institutional Advancement Karen Nippert.

To show support for faculty and innovative instruction, the Board also approved the innovation fund. Not designed to replace budget shortfalls, the fund is designed to encourage creativity and innovation among faculty and staff. Based upon funding, ten $5,000 projects will be funded.

Members of the Singleton Chapter of the Marine Corps make a commitment to the Walter K. Singleton Endowed Scholarship.

The Walter K. Singleton Endowed Scholarship was created to honor not only a Marine who gave his life in service to his country, but his fellow Marines who serve today.

Born on December 7, 1944 in Memphis, TN, Walter K. Singleton graduated from Bartlett High School in 1963 and joined the United States Marine Corps. Sergeant Singleton was awarded the Medal of Honor and Purple Heart for his heroism while serving during the Vietnam War and died in an act of bravery in Vietnam on March 24, 1967.

He is honored today in countless ways including the Sgt. Walter K. Singleton Parkway which extends from Memphis to Millington, TN, the Singleton Community Center in Bartlett, TN, and now at Southwest through the Walter K. Singleton Endowed Scholarship.

The Walter K. Singleton Endowed Scholarship will give Marines and their families the financial opportunity to pursue higher education and career opportunities at Southwest.

To make your gift on-line go to http://www.southwest.tn.edu/foundation/scholarshipFund.htm. Just use the pull-down bar to find the scholarship.

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One of the largest donations in the history of the Bert Bornblum Library includes almost 1,000 books in the John 8. Mckinney Presidential collection.

The collection includes volumes concerning presidents from George Washington to George W. Bush and was donated by John Farris in honor of John B. Mckinney.

Farris’ namesake was also his father’s law partner and helped found Farris and Mckinney in 1950 after his return to Memphis from World War II. However, Mckinney’s return was short-lived as he was recalled in the Army when the Korean War began. Mckinney continued his service with the military, serving in the Vietnam War, until he retired as a colonel in the Signal Corps. He then joined ITT where he played a significant role in developing and implementing worldwide communications in various countries. He retired as president of the company.

An avid reader, he spent numerous years collecting books on the presidents and was fascinated by the differences made by each. He was particularly fascinated by Franklin Roosevelt, because of the tremendous difference he made in the lives of the people of his generation. Recently, Mckinney gave the books to Farris due to his interest in politics. Farris felt like the collection should be shared.

“This is a fantastic collection, and I wanted others to be able to get the benefit of these phenomenal books,” says Farris.

The books can be found in the Bert Bornblum library in the upper level near the Archives.

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Blast from the Past: An Update on Southwest Tennessee Community College Alumni

Debra Dale Dawson, graduated in 1999 in business, employed at the Memphis Public Library • Tiffany Previtt, graduated in 2010 in education, employed with the City of Memphis • Dr. Steve Austin, graduated in 1976 in natural sciences, employed with Families, Inc.

Go on-line to http://www.southwest.tn.edu/alumni/form.htm and complete the form. We want to hear from you!

---

Additionally, the new College will be streamlined with fewer layers of executive directors and directors. Mandatory leadership training will be offered for all leadership personnel. A Code of Ethics has been developed in which all leadership personnel are expected to adhere.

We are currently partnering with the Technology Center at Memphis to determine ways in which the two institutions might develop stronger articulation programs as well as shared programs. Southwest is also partnering with our local school districts to determine specific intervention that may be identified to better assist students in their preparation to enter College.

Our faculty are developing increasingly more strategies to facilitate activity based classes with a greater focus on critical thinking skill development, problem solving skill development, and team work. A mentoring program has been initiated where faculty and staff volunteer to serve as mentors to our students.

Southwest recently received two large Title III grants from the U.S. Department of Education. To enhance access and completion rates for minority students, the first, a five-year $1.5 M grant, will be used to implement a pilot project to increase the persistence and graduation rates of African-American students through the redesign of Southwest’s Developmental Studies Program. State-of-the-art learning labs will be constructed to use in delivering instruction tailored to each student’s particular needs, thereby accelerating each student’s completion of only the competencies needed for enrollment in college-level classes. The open exit nature of the new program will allow early completers to immediately begin working in college-level courses rather than waiting for the next semester. In addition, this grant will allow the College to address the needs of students with lower ACTs who may no longer be eligible for Pell Grants. Extensive and intensive remediation will be provided to those students to assist them improve their skills prior to entering the Learning Support Program.

The second grant, a four-year $2.12M grant, will be used to implement Project M.O.S.T (Men of Southwest Tennessee). This Project is designed to increase the retention and graduation rate of African-American male students by providing resources that will enable them to achieve their educational and career goals. Included within the Project are a structured, two-week summer program, needs assessments, and financial assistance. A particular component of the program is a strengths-based approach to advising that will build self-efficacy and intrinsic motivation, thereby increasing the African-American male students’ engagement in, and ownership of, their own learning and success.

With the receipt of these two large grants, Southwest is well positioned to meet the challenges of the Complete College Tennessee Act (CCTA). Both grants are designed to increase graduation and persistence rates of Southwest students, a major goal of the CCTA. The College is tremendously pleased to be the recipient of such large, multi-year grants, and significant faculty and staff work is currently underway to implement these awards.

All of these initiatives will allow Southwest to remain an effective and viable institution in spite of challenges we currently face. Finally, we are striving to create an environment where everyone affiliated with the College contributes to student success. With a talented faculty, a highly committed administration, and a responsible staff, I am confident that Southwest will remain a viable resource to our communities in Memphis, Shelby and Fayette Counties, and the Mid-South region.

Cordially,

Nathan L. Essex
President
Southwest Tennessee Community College
The U.S. Department of Education (DOE) recently awarded Southwest $3,654,777 to implement the Predominately Black Institutions (PBI) Competitive and Formula Grant programs. Southwest received a five-year total award of $1,529,885 for the PBI formula Grant, specifying $305,977 for the first year of funding – the grant period beginning October 1, 2011 through September 30, 2012. The purpose of the PBI formula Grant Program is to strengthen eligible institutions to plan, develop, undertake and implement programs to enhance the institution's capacity to serve more low- and middle-income Black American students; to expand higher education opportunities for eligible students by encouraging college preparation and student persistence in secondary school and postsecondary education; and to strengthen the financial ability of the institution to serve the academic needs of these students.

The college will be eligible to receive $305,977 each subsequent year for an additional four years contingent upon performance outcomes. Southwest will utilize the funds to implement a pilot project to increase the persistence and completion rates of Black American students through the redesign of Southwest’s Developmental Studies Program.

The college also received a four-year total award of $2,124,892 for the PBI Competitive Grant Program, specifying $524,394 for the first year of funding – the grant period beginning October 1, 2011 through September 30, 2012. The purpose of the PBI Competitive Grant Program is to support Predominately Black Institutions to establish or strengthen programs in the following areas: Science, Technology, Engineering, or Mathematics (STEM), health education, internationalization or globalization, teacher preparation and improving educational outcomes of African-American males.

The college will be eligible to receive continuation funding in the amount of $525,441 for Fiscal Year (FY) 2012–2013, $534,245 for FY 2013–2014, and $540,812 for FY 2014–2015 contingent upon performance outcomes. Southwest will utilize the funds to implement Project M.O.S.T (Men of Southwest Tennessee) to increase the retention and graduation rate of African-American male students by providing them with resources that will enable them to achieve their educational and career goals.

Overall, the U.S. DOE awarded $24,601,758 to 62 colleges to enhance their capacity to serve low and middle-income African-American students. Colleges receiving funds under the two programs are institutions with an undergraduate enrollment that is at least 40 percent African-American and at least 50 percent low-income or first-generation college students.
their experience and knowledge of the latest industry best-practices and state-of-the-art processes and procedures.”

The college recently received approximately $400,000 in funding to upgrade the equipment in the Fulton Building on the Macon Cove Campus. The college was also awarded $1,414,520 as the principal training partner of the $2.9 million Energy Training Partnership Grant awarded by the U.S. Department of Labor to the Memphis Bioworks Foundation in July of 2010. The funds are 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.

Years ago technology occupations were dominated by males. Today there are no hard and fast rules on who enters the industry. Spencer says the demographics of the student body in the Technologies Department is roughly the same as the local population in general. There is no stereotypical student in these programs because societal attitudes have changed somewhat in the last few years regarding our view of technology and its place in society. In today’s world, almost everyone is expected to be proficient in the use of modern technology.

However, individuals interested in pursuing technology careers should possess certain aptitudes and characteristics. Spencer indicated that prospective technical career students should have the creativity and critical thinking skills necessary to master the challenging demands of the coursework in these high-tech programs. One of the best ways to prepare for training in most technical areas is to take as many mathematics courses as possible. “These courses not only provide a solid foundation for future technical training, they also help students in the development of their logic, problem solving, and critical thinking skills,” said Spencer.

The technology programs at Southwest are not only beneficial to the students; customized training is also offered for the local industry. Credit programs contain curricula that are beneficial to the students; customized training is also offered for the local industry. Southwest faculty members are certified to teach all or part of Oracle Academy courses. “This will help students build technical and analytical database skills for beginning or advancing careers in the professional world of Information Technology,” said Michael Wright, associate professor of Information Technology for Southwest.

Preparatory courses for two coveted software certifications are offered at Southwest – Oracle and Cisco. Southwest was the first college in Tennessee invited to participate in the Oracle Academy. Oracle is the worldwide’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 hires more than 370,000 customers globally. Six Southwest faculty members are certified to teach all or part of Oracle Academy courses. “This will help students build technical and analytical database skills for beginning or advancing careers in the professional world of Information Technology,” said Michael Wright, associate professor of Information Technology for Southwest.

The Cisco certification provides a competitive advantage for employment in one of the hottest careers today. According to the Cisco Networking Academy: Tennessee Profile, the Cisco Networking Academy provides information technology (IT) and networking skills mapped to high-skill, high-demand, and high growth occupations of the new century in the information technology industry. Southwest built a new Cisco Training Lab at the Maxine A. Smith Center in 2010. “The classroom facilities themselves are state-of-the-art and more closely resemble an actual production networking environment,” said Regional Cisco Networking Academy Program Coordinator Dewey Sykes, associate professor of engineering technologies for Southwest in an earlier article. “Consequently, students become accustomed to an environment they are likely to encounter in the workplace,” Sykes stated.

The future of technology spans into “light” years. There are no signs of it slowing down as mankind continues to seek faster and better ways to grow and to conquer his environment. Techno-progressivism seems to sum it up well. Techno-progressivism is the philosophy of supporting technological progress in the belief that it can be a driving force for beneficial societal change. Throughout history, technological progress has led to a higher standard of living for humanity as a whole.

“Most people would probably agree that staying connected to the world through the Internet is becoming more and more vital to maintaining our current lifestyles. I would have to speculate that we will see wireless networks and communications. This will allow us to maintain our ‘connections’ regardless of where we are in the world.”

The U.S. Department of Labor has awarded a consortium of training providers – Memphis Bioworks Foundation, Southwest Tennessee Community College, Tennessee Technology Center at Memphis, Lab Four Southwest, and Workforce Investment Network (WIN), a four-year, $3.7 million grant to deliver high-growth jobs training and jobs-placement assistance targeting long-term unemployed American workers in fields in which employers are currently using the H-1B nonimmigrant visa program. H-1B visas are granted to nonimmigrant foreign workers in specialty fields, such as advanced manufacturing, energy, health care and information technology.

Under the H-1B Technical Skills Training Grant, the consortium, led by the Memphis Bioworks Foundation, will train workers in Shelby and Fayette counties who have been unemployed for six months or longer. The partners will provide classroom training in seven health care occupational fields: assistant animal lab technician, biotechnology technician, health information technician, implementation support specialist, network and computer system administrator, health information privacy and security specialist, and computer programmer/software developer.

“Techno-progressivism seems to sum it up well. Techno-progressivism is the philosophy of supporting technological progress in the belief that it can be a driving force for beneficial societal change. Throughout history, technological progress has led to a higher standard of living for humanity as a whole.”

The Mississippi Department of Employment Security (MEDS) and the Memphis Area Workforce Investment Board (WIN) will receive $897,231 of the $3.7 million awarded to train Biotechnology Technicians.

Southwest Student says Elvis Achieved the American Dream

It seems the American Dream is still alive and well, according to Christine Petersen, one of the Danish students making the annual visit to Southwest. The Danes are from Svenborg Business College which has sent a convoy to Memphis (Southwest) for the past 16 years. They visited the usual tourist attractions, from October 1 – 8, like Graceland and Beale Street. However, the most impressive site on the tour for Petersen was Sun Studio where the docent [museum’s guide] gave the group a practical business perspective on Elvis. “It was really cool to see his influence on the rest of the music world. You got to see how he worked the system like he wanted to. He showed how you can have the American Dream, if you put your heart to it, and become anything,” said Petersen.

The two most notable insights the students gained from their experiences here in Memphis were an accurate view of medical care and the role of the church. Gitta Borgerman, a chaperon and teacher who helped found the exchange program in 1995, explained, “When we talk about the U.S., people say, ‘If you aren’t insured, you will definitely die because nobody will treat you.’ So they learned that there is some kind of help. And they learned that the church plays a very important role in American society, which it doesn’t in Denmark.” She further explained that Denmark is a welfare state that pays for the people’s health care out of their income. The tradeoff is that medical services and education are free. “If I get sick, I can go to the hospital and everything is paid for… They can see that the church plays a very important role – that the church is a kind of a social welfare system,” said Borgerman.

Another highlight of the visit for Petersen was the American Society in Politics class that the Danish students attended at Southwest. “The teacher, Dr. Steven Haley, was amazing,” she said.
Southwest Premiering Ethical Literacy Initiative

Southwest will be joining the Ethical Literacy Community this fall with the support of the Assisi Foundation. Ethical Literacy equips school-based teams to educate the entire school community about ethics, engaging all constituents in building school culture where “doing the right thing” is top priority. The conceptual framework is aimed at individual skill building, individual ethics, and on best practices across the school culture, toward systemic alignment around ethics. There are three broad phases to an Ethical Literacy initiative at any school. First, the school must establish its readiness to participate in the work. Second, the school must develop capacity to get the work done. Third, the school must carry out the work in a thoughtful, coordinated manner.

Community college students are about to enter the 21st century work and career world; the Institute for Global Ethics (IGE) provides leadership, faculty, and staff with highly effective and unifying professional development opportunities aimed at equipping college students with the soft skills needed for the 21st century work environments. Socratic, activity-based approaches help community colleges strengthen the balance between academics and ethics, focusing on communication and problem solving, thinking skills, and appreciation for the link between academics and ethics, focusing on communication and problem solving, thinking skills, and appreciation for the link between academics and ethics, focusing on communication and problem solving, thinking skills, and appreciation for the link between academics and ethics, focusing on communication and problem solving, thinking skills, and appreciation for the link between academics and ethics, focusing on communication and problem solving, thinking skills, and appreciation for the link between academics and ethics, focusing on communication and problem solving, thinking skills, and appreciation for the link between academics and ethics, focusing on communication and problem solving, thinking skills, and appreciation for the link between academics and ethics, focusing on communication and problem solving, thinking skills, and appreciation for the link between academics and ethics, focusing on communication and problem solving, thinking skills, and appreciation for the link between academics and ethics, focusing on communication and problem solving, thinking skills, and appreciation for the link between academics and ethics, focusing on communication and problem solving, thinking skills, and appreciation for the link between academics and ethics, focusing on communication and problem solving, thinking skills, and appreciation for the link between academics and ethics, focusing on communication and problem solving, thinking skills, and appreciation for the link between academics and ethics, focusing on communication and problem solving, thinking skills, and appreciation for the link between academics and ethics, focusing on communication and problem solving, thinking skills, and appreciation for the link between. The Ethical Literacy® Learning Community is the “practical action” front for the Institute’s work in schools.

The mission of the IGE is to promote ethical behavior in individuals, and cultures of integrity in institutions and nations through research, public discourse, and practical action. The Ethical Literacy Learning Community is the “practical action” front for the institute’s work in schools. For more information visit, http://www.globalethics.org/services-for-community-colleges.php

The Ethical Literacy Team at Southwest convenes for the first time.
Talking to Dr. Waits about the path that led her to a career in forensics starts to sound in part like a slightly implausible movie script. She started out as a music major, then an economics major before deciding on biology. “I was on the University of Memphis campus one day and ran into Dr. Mike Kennedy who had been my advisor for my bachelor’s degree. I stopped and said ‘hi’ to him on my way to visit my mother in the Dean of Arts & Sciences office. Thirty minutes later he walked in and says, ‘You know Julie, I think you need to be a graduate student.’ I looked at him and said, ‘Doesn’t school start tomorrow?’”

The next day, Waits was working in a graduate program studying black bear cranial morphology and summarizing raccoon scent station data. “We all had our little offices and everybody worked on everybody’s project, so I learned how to dart deer out of the back of a moving truck and put on radio collars at Milan Army Ammunition Plant in middle Tennessee. I learned how to trap everything from an itty bitty little mouse all the way up to bats, possums, raccoons … you name it.” After a two-year stint as an autopsy technician for the Shelby County Medical Examiner’s office, Waits went on to do doctoral work in population genetics at the University of Louisiana. Waits is trained in all forms of DNA analysis and gene sequencing.

The initial groundwork on Southwest’s Biotechnology program began as early as 2005. “I was the only person qualified to run the program before Dr. Waits arrived … basically the initial developer left and I had a whole bunch of papers to work with,” said Waddell. “Shortly after taking the position, we found out a Department of Labor [Bioscience Career Ladder] Grant had been approved. We had money to build a lab and make things happen.” Classes started in January of 2006 with five students and letters were sent out to students in various allied health disciplines about the program. “We got some really good students,” said Waddell. “The end product of this is towards developing biodiesel or biofuels. Their internship is more agricultural based. The internships in the Biotech side of things really vary depending on where we can find them a slot.”

“It could be you end up in a pathology lab; it’s still a form of forensics. It’s identification, whether it comes down to tissue identification or whether it’s specific samples,” said Waits of her forensics students. “There are quite a few windows of opportunity and I also try to remind the students that U.S. Fish and Wildlife Service [is seeking technicians]. Think beyond the scope of human beings. There is ‘forensics’ in all related work, and it’s not all going to be with the police department. There are definitely opportunities in other areas that the students might not have thought about.”

“We are always looking for companies that would like to have a student as an intern,” said Waddell. “We have room in the program still for who is interested in joining. We are not maxed out yet; we’re getting close but we’re not maxed out. We’re at about 50 students right now, but technically we are not maxed out. The other two students I have are working at BioDimensions and they’re doing some of their work at Southwest with the HPLC (high-performance liquid chromatography). They’re working on looking at different simple sugars in sweet sorghum and sugar beets,” said Waddell. “The end product of this is towards developing biodiesel or biofuels. Their internship is more agricultural based. The internships in the Biotech side of things really vary depending on where we can find them a slot.”

All students in both biotechnology programs do internships with local companies or agencies. “In their internship, they can do anything,” said Waddell. “I have one student who is working at Transnetex this semester and we’ve had several students go through there and most of them have gotten hired. They’re starting to do human [genotyping] but mostly in the past they’ve done mouse and rat. So basically someone will send them a specimen from a mouse or rat, and they will give you the actual gene sequence of that mouse. If you think that mouse is deficient in a certain gene then they can verify that for you.”

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Anyone interested in joining the programs or hosting an intern should contact Dr. Waddell or Dr. Waits. “We are still recruiting students and recruiting companies,” said Waddell. “We’re trying to get the word out about the program so it can continue to be successful.”

The keynote speaker, U.S. Attorney for the Western District of Tennessee and former Southwest Student Edward L. Stanton, III, outlined as a central focus of his address the responsibilities of the Criminal Task Forces as follows: Fraudulent Identification Strike Team - combats identity theft; Project Safe Childhood - prosecutes child predators; Project Safe Neighborhood - combats gun crime; Safe Streets Task Force - combats the rise in business robberies, carjackings, and bank robberies; and the Memphis Drug Market Intervention - battles open-air drug markets. Stanton pointed out that since the inception of the Safe Streets Task Force in 2006, carjackings in Memphis have declined by 69.54%, business robberies by 67.71% and bank robberies by 60.61%.

Shelby County Mayor Mark Luttrell addressed disaster preparedness referencing the anniversary of 9/11 saying, “We are indeed in better shape than we were 10 years ago, but, are we where we need to be? … What I hope today will come from this is certainly an acknowledgment of where we are and also a recognition of where we have to go.”

This material is based on material supported by the U.S. Department of Homeland Security under Award Number 2009-ST-062-000032.
AT&T Donates $10,000 to Southwest
Supports Students Enrolled in Technical Certificate Programs

AT&T presented a $10,000 contribution to Southwest Tennessee Community College to support students enrolled in the new accelerated pathways technical certificate and degree programs in Tennessee community colleges. The AT&T Completion Scholarship Program will fund scholarships to help community college students statewide begin a path toward completing their college degrees. The contribution was presented on September 27 at Southwest Tennessee Community College.

This donation is part of AT&T’s $130,000 gift to the Tennessee Board of Regents. Each of Tennessee’s 13 community colleges will receive $10,000 to award scholarships to encourage students to participate in programs designed to help students succeed in the classroom and be better prepared to enter the workforce. The programs will target non-traditional and underserved students.

“This generous donation to Southwest will make a large impact for our students,” said Nathan Essex, president of Southwest Tennessee Community College. “We’re very grateful to AT&T for this gift, which will help our students succeed, both in the classroom and in their careers.”

“We are pleased to help these students at Southwest,” said Chuck Thomas III, regional director for AT&T. “It is our goal to ensure that students are fully prepared to enter the workforce and that they can find good jobs right here in Tennessee when they graduate.”

“Having more Tennessee students earn their degree is exactly what we at the complete College Tennessee needs to help our students complete college,” said State Senator Brian Kelsey. “I am pleased to see announcements like the one today at Southwest Tennessee Community College.”

In January 2010, the Tennessee legislature approved an aggressive set of steps to increase the completion rates of students within the institutions of higher education in the state.

The Tennessee Board of Regents’ (TBR) Office of Academic Affairs developed a curriculum for accelerated pathways for college completion. The goal is to increase completion rates at the TBR community colleges. TBR created programs of study that encourage and allow students with work and family obligations to enroll on a full-time basis, devoting 20 to 30 hours a week, including online education. Students now have the option to complete required coursework for an Associate of Arts or Associate of Science degree within three semesters.

Students in these new programs would benefit from scholarships that would enable them to participate fully in the four to five-hour morning, evening or weekend blocks of time required to complete an accelerated certificate or degree program. The proposed AT&T Completion Scholarship Program would allow the institutions to award financial support to students enrolled in these programs and increase completion and entry into the workforce in Tennessee.

Biotechnology Flourishes at Southwest

In just the last six years, Southwest has developed two groundbreaking new science programs that are unparalleled at any community college in the state and possibly the region. The programs have been developed with extensive input from employers in the various industries that now or will employ our graduates including medical firms, major industrial employers, and the Tennessee Bureau of Investigation. The Biotechnology Technician degree and the Biotechnology Forensic Science Technician concentration at Southwest prepare our students to perform a caliber of lab work comparable to, or better than, students receiving four-year degrees in similar programs.

These programs also touch many areas that don’t necessarily involve sterile labs, white coats, and racks of test tubes. A biotechnology degree presents students with a wide variety of career opportunities ranging from laboratory work in medical research, industrial or agricultural research, chemical and biological sales and marketing, manufacturing, and quality control and assurance. The forensics concentration opens up further opportunities not only in federal, state, local or private criminal investigation laboratories, but also fields not normally associated with forensics, such as wildlife forensics and forensic anthropology. The diversity of career paths that these two programs present to Southwest students is owed in large part to the broad and complementary skill sets of the two people who have made the programs what they are: Biotechnology Coordinator Dr. Amy Waddell and Forensics Coordinator Dr. Juliana “Julie” Waits.

Dr. Waddell comes to Southwest by way of Georgetown University and Emory University with a Ph.D. in Biological and Biomedical Science. “I did toxicity and lethality study in rats looking at the combination of cocaine with opioids. We also measured motor activity and tested analgesia, or prevention of pain. In my post doc, I worked with a drug called KRN5500. We were doing metabolism studies of it as an analgesic not as a painkiller,” said Waddell. “That’s the kind of research I’ve done; a lot of cell culture, chromatography and animal studies. I have learned a lot of disparate techniques, starting as an undergrad.”

“Amy teaches some very special techniques in Biotechnology Techniques I and I think those are critically important for the biotech/forensics students to know. They are going to end up with ‘biotechnician’ in their title and they may not all work in forensics,” said Waits. “We want to make sure they get some of those special techniques.”

Dr. Waddell came to know Dr. Waits through a referral by Natural Sciences Department Head Betty Rosenblatt. “Betty called me one day and said ‘I have an adjunct that I think may work for Biotech and I want you to call her and talk to her.’ So I called her at home and I said tell me a little bit about your background and what Biotech classes you could teach? What kind of methods are you familiar with? So we talked for probably 30-45 minutes on the phone and I hung up and called Betty back and said hire her right this second!”

By Teresa Calloway
The Culinary Arts Program at Southwest has developed several partnerships to assist students with pursuing their degree. One of the most popular partnerships is with Disney. Each year Disney representatives come to Southwest to inform Culinary Arts and Hospitality Management students of internship opportunities which they may use for academic credit. Selected students are given the opportunity to work at a Disney style resort for a varied period of time and learn operational needs of a large organization. Other local partnerships include the Memphis Hunt and Polo Club, The Peabody Hotel (Chez Philippe Restaurant), Regional Medical Center (The MED), Methodist Hospitals, Kirby Pines Retirement Community and others. These internships may also lead to employment of the student by being hired by the organization. According to Leake, “these partnerships afford our students the opportunity to gain experience with a well-branded organization, practice hands-on, and work with individuals of different cultures and backgrounds.” Another great partnership is with Delaware North Companies at Memphis International Airport who has been participating in a scholarship program with Southwest. “Our partnership with Southwest has been mutually beneficial,” said Steve Bass, regional director for Delaware North. “Students are excited about having a facility they can call their own. Nathan Blarton, a first-year culinary student, likes the setup. Blarton has been cooking for five years and is at Southwest to learn the methodology behind cooking. Of the new facility he says, “I like all of the new equipment and the walk-in cooler.” Overall he finds the Institute to be “mind boggling.” Blarton chose Southwest because it was affordable and is expecting to graduate in Spring 2013. Lalitha Moore, a food and beverage management student says “I love the new facility; it is open and spacious.” Moore is expecting to graduate in May 2012 and loves the program at Southwest. “I would advise any potential student to follow their passion and consider Southwest before spending extra money elsewhere,” Moore states. She also thinks that Chef Leake is “a most awesome instructor who works with the students and wants them to learn.”

Audra Vaughn, a second-year Culinary Arts student, is expecting to graduate in December 2011. Vaughn began her studies when the program was using the cafeteria kitchen and is excited about the new facility. “In the old space, sharing workspace with others was difficult. Things were cluttered and we had to fight for space, ovens and utensils and we had food burning,” says Vaughn. “Now the facility is spacious, organized and we have more equipment to work with. The individual stations are the ‘best’ and allow students to think, be more creative, and it feels like personal space.”

Students Making a Difference with Service-Learning

Many Southwest faculty members answered the call to promote the 9/11 Day of Service. As a result, students participated in a variety of service-learning activities. Pamela Williams, a student in Assistant Professor Joan McGrory’s Introduction to Business course, helped a young mother and baby who are encountering very difficult times; and she plans to continue assisting them on a long-term basis. Shawanda Barbee, another of Dr. McGrory’s students, spent the day taking care of children, and learned that “there is a blessing in volunteering to help others.” Student Latwan Rayford in Instructor Leslie Mathis’ English Composition class checked on her grandmother and then spent the day with a 102-year-old Navy veteran playing bingo, reading articles, and enjoying lunch. Demetrius Eutsey, also in English Composition, offered to help an elderly neighbor. While Eutsey was there, he learned that his neighbor had lost her husband on the day of the attacks. She was moved that Eutsey had come over to assist her on that emotional day.

Heather Wilson-Putting, a student in Instructor Cheryl Green’s Physical Conditioning class, is providing extra care and comfort on the weekends to residents at a nursing home. She has had an overwhelming response from the residents. She writes, “I love to see the residents smile, and it’s a great feeling when they tell you how nice it is to have someone care.” Another of Green’s students, Lynn Reichard and her family, took photos at a local cemetery to post on www.findagrave.com, a website that helps people trace their ancestors and find family members’ graves. They have received many comments of thanks.

All of the students who participated in the 9/11 Day of Service project have shared that they are making a meaningful difference in others’ lives while learning and feeling rewarded themselves.

Several Southwest faculty members are designing their own service-learning projects this semester. Associate Professor Evelyn Little is creating a project for her Oral Communications and Theater students with the Slave Haven Underground Railroad Museum. Faculty are encouraged to incorporate service-learning into their curricula and to recommend students for the Service-Learning Club that will reconvene in October.

Please contact Joy Heath, AmeriCorps VISTA, jheath@southwest.tn.edu, or any member of the Service-Learning team for more information. Thanks to all members of the Southwest family who are supporting these efforts to help our students, school, and community.
Zachery Dinkins was looking for a third-shift position to help sustain him during his educational pursuit at Southwest Tennessee Community College. A message came to his student e-mail account informing him that the Tennessee Department of Labor and Workforce Development Career Coach would be at Southwest’s Macon Cove Campus on September 14. Dinkins, the third person to sign in at the mobile unit, was one of many jobseekers hoping to find work.

The Tennessee Department of Labor Career Coach is a key initiative supported heavily by Governor Bill Haslam. The Career Coach for West Tennessee covers 21 counties. “We travel to different counties providing services like a Career Center would do. We offer job listings that people can look at. We look up jobs, give referrals, and get people registered in our data base,” said Mobile Interviewer Angela Jackson.

The mobile unit is equipped with a plasma TV screen so that visitors can view job readiness videos. Four interview counselors are on board to help job seekers with resume writing, interview skills, and job search strategies. They also conduct mock interviews.

According to Mobile Interviewer Darla Williams, one of the most difficult populations to place is the older plant worker. “…The older clients that have been long-term employees for 30 years, but now find themselves laid off or their plant closing…Sometimes they don’t have a resume or haven’t been in a situation where they have to be computer literate. So we try to give everyone an opportunity to complete a resume worksheet here,” said Williams.

Though the average job seeker only spends about 10 to 15 minutes aboard the career coach, the time invested yields great returns. Williams said they try to give everyone who boards the coach at least one or two potential job leads. “We don’t like to send anyone out empty handed,” she said.

Southwest students and the local community were served by the mobile unit. “We were extremely pleased to host the Tennessee Department of Labor and Workforce Development Career Coach. Based on the level of student and community interest, we plan to invite them back to Southwest in the near future. In this competitive job market, the more career resources that we can introduce to Southwest students, the better,” said Southwest Director of Career Services Brenda Williams.

Formerly sharing space in the college cafeteria’s kitchen used by the cafeteria vendor to feed students, faculty and staff, the Culinary Arts Program at Southwest now has its own state-of-the-art facility with the capacity for classroom, cooking, storage and demonstration services. The new Culinary Institute is housed in the Fulton Building on the Macon Cove Campus in an area formerly used for chemistry classes. The Institute’s approximate 4,000 square-feet, including the exterior space, is devoted to classroom, lab and kitchen facilities. It’s about the size of a very comfortable home. In fact, the Institute has a cozy feeling except that you never leave the kitchen and dining area, which is where most families spend a majority of their time, and is always the gathering spot at most parties.

On one side you have the demonstration kitchen, a space designed with stone flooring and walls painted in a hue of mint green creating an atmosphere of freshness. The kitchen contains a large Hibachi-style grill for cooking; if you have ever dined at a Japanese restaurant like Benihana, the cook was using the same type of grill. The Institute’s grill provides a large flat surface and temperature controls that allow the chef to move the pots, pans or food to another area while still maintaining a rhythmic flow. The demo kitchen also includes a double-sided refrigerator, oven, sink, and plenty of counter space and cabinets for storage.

Behind the demonstration kitchen is the skill kitchen area containing four separate cooking stations where students have the ability to create their own signature dishes and hone their individual skills. Each area contains its own stove, oven, counter space, refrigerator, sink and storage for pots and pans. Off the skill kitchen area, the Institute contains a massive pantry that is used for storage of seasonings, dry goods and equipment. This pantry also houses an ice machine used to create two 300-plus pound blocks of clear ice used for creating decorative carvings. The ice machine also brings a cost benefit to the College by limiting the amount of ice purchased from vendors; instead those costs can be used to benefit students. The Institute also houses an outdoor freezer for frozen storage and a dock for deliveries.

In another area, the Institute contains a full production line kitchen. In this area the students have the opportunity to learn how restaurant and hotel kitchens actually operate. The demo kitchen contains a large Hibachi-style grill for cooking; if you have ever dined at a Japanese restaurant like Benihana, the cook was using the same type of grill. The Institute’s grill provides a large flat surface and temperature controls that allow the chef to move the pots, pans or food to another area while still maintaining a rhythmic flow. The demo kitchen also includes a double-sided refrigerator, oven, sink, and plenty of counter space and cabinets for storage.

The Tennessee Department of Labor Career Coach brings potential job prospects to jobseekers at Southwest

The Culinary Arts Program is currently accredited by SAEC (Southern Association of Colleges and Schools), but one of the goals of the College and the Institute is to become accredited by the American Culinary Federation, Inc. (ACF). The ACF is a professional organization for chefs and cooks, and is the culinary leader in offering educational resources, training, apprenticeship and program accreditation designed to enhance professional growth for all current and future chefs. Accreditation by American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) assures that a program is meeting at least a minimum of standards and competencies set forth by faculty, curriculum and student services. Graduates of ACFEFE accredited postsecondary degree or certificate/diploma programs are eligible to receive either a Certified Culinary® (CCh) or Certified Pastry Culinary® (CPC®) certification depending on the concentration of their program.

Another goal of the Institute is to become recognized as an official certification test site for culinary students and chefs. With thousands of chefs competing in the job market, it is essential to prove culinary competency. Certification through the American Culinary Federation demonstrates skill, knowledge and professionalism to the food service industry, and is not only a benchmark for personal and professional achievement, but it has also become recognized as a standard of excellence in the industry. To a future employer, certification means that your skills and culinary expertise have reached a set benchmark; you are well versed in culinary nutrition, food safety and sanitation; you understand the responsibilities of culinary supervisory management; and you recognize the importance of high standards for food preparation.
Southwest Debuts New Culinary Institute

By Robert Jackson

Southwest Culinary Institute

You have a passion for cooking; from the creation of simple meals, elegant dinner affairs, or dreams of owning your own restaurant. There are multiple cooking shows that you could explore via television or the Web to learn a new recipe from the latest chefs who have gained celebrity status. You know your way around the kitchen and are seeking real knowledge and credentials to take you to the next level. To be the owner of a restaurant, you need not only cooking skills but also business knowledge to manage your operation and be successful. Whether your passion for cooking leads you to owning your own restaurant or just being knowledgeable enough to create a great meal for the family; the place to learn those skills is at the new Southwest Tennessee Community College Culinary Institute.

Visit our Web site to see complete details of our exciting non-credit continuing education offerings.

http://www.southwest.tn.edu/ce

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The Academic Support Center Hosts Tutor Orientation 2011

The Academic Support Center (ASC) held its Tutor Orientation 2011 at the Bert Bornblum Library, Macon Cove Campus, on August 22-24. The assistance provided by the ASC is just one of the many ways Southwest supports the academic and career goals of its students. The center offers services through the use of technology, tutoring, open academic computer labs, educational/instructional resources (multimedia, textbooks, etc.), and study areas.

Sessions presented during the orientation included: Academic Support Centers in Higher Education – Bertha Looney, presenter; Introduction to Tutoring – Online Module; Brain Dominance Learning – Jason Bolden, presenter; Tutor Handbook Policies & Procedures – Center coordinators Dorothy Blue Franklin and Glenda McCuddy, presenters; Definition of a Tutor – Online Module; Structuring the Learning Experience – Clark McKinney, presenter; Tutoring in Developmental Math – Lisa Loden, presenter; Tutoring in Developmental Writing – Marjorie Dernaika and Rose McNeil, presenters; Tutoring in Developmental Reading – Dr. Raydine Yarbrough and Rosie McCray, presenters; and Beginning and Ending a Tutoring Session – Center coordinators and tutors Bobby Gore (Macon Cove Campus), Bryant Lockhart (Whitehaven Center), Frank Kizer (Gill Center), and Loretta McClinton (Union Avenue Campus).

“We provide assistance in math, chemistry, biology, English, Spanish – mostly all subjects for all students,” said Dorothy Blue Franklin, ASC coordinator for the Union Avenue Campus and Maxine A. Smith and Gill centers. “All the students need to do is walk in and sign in on our Tutortrac program. This program houses all of the data on the students we serve,” Franklin stated.

Though there were several presenters over the three-day orientation, they all seemed to agree that instructors and tutors need to be on one accord regarding the type of assistance students can and should expect to receive at the ASC. “We want to share syllabi with tutors so that they will know the curriculum content and the expectations and goals we have for the students as it relates to knowledge and skills. We also want to share some things we don’t want them to do, like giving students the answers to activities we have assigned for a grade,” said Dr. Raydine Yarbrough, assistant professor of Transitional Studies.

Both the professional and scholarship tutoring staff at the ASC commit their time and expertise to helping students overcome the challenges of successfully achieving their academic pursuits. Many of the professional tutors have earned either a bachelor’s degree or a master’s degree. Some have teaching experience and others work full-time in business and industry. Glenda McCuddy, ASC coordinator for the Macon Cove Campus, Whitehaven Center and Fayette Site says she looks for two main attributes when hiring tutors. “The things that I look for the most are patience and the love for sharing knowledge,” said McCuddy.

“Implementing tutor orientation and training throughout the school year is paramount in leveraging the connection between academic requirements and tutoring strategies as well as in increasing the competence of our tutors. They are strategically placed to positively affect the persistence of our students in completing their courses and ultimately earning a degree or certificate,” stated Dr. Cynthia Calhoun, executive director of Student Retention and Graduation.

The ASC has been certified through the College Reading and Learning Association (CRLA) for more than 18 years.
The Tennessee Board of Regents (TBR) Chancellor John Morgan and Southwest Tennessee Community College President Nathan L. Essex issued the following statement on August 22, 2011: “Today marks a milestone for collaboration in higher education across Tennessee. We are proud to announce that Southwest Tennessee Community College students or any community college students who want to complete a bachelor’s degree now have a guarantee that their credits will transfer to any public university in Tennessee if they choose any one of 50 different majors offering transfer pathways.”

The TBR, in cooperation with the UT system, is announcing the creation of 50 universal transfer pathways ensuring students’ ability to make timely and cost-effective transitions from community colleges in Tennessee to our universities. This is among the single-most important achievements in recent years to increase the number of Tennesseans with four-year degrees, and this is a major component of the Complete College Act. A list of all 50 transfer pathway majors is available at: http://www.tntransferpathway.org.

TBR and Southwest are grateful to the 420 faculty members from our TBR universities and community colleges for their collaboration over the past 12 months to create the transfer pathways. Their work made this achievement possible. Of the 420 faculty members, those representing Southwest were: James Foley, Garry Spencer, Dr. Robert Walker, Judy Hatmaker, Nathan Washington, MaLinda Wade, Shannon Little, Cindy Fowinkle, Dr. Tuwanda Simmons, and Michael Scott.

Students entering a community college in Tennessee who select one of 50 majors with accompanying transfer pathways, complete required courses and earn an associate’s degree can transition seamlessly as a junior at a Tennessee public university. Some specific academic programs, such as Nursing where class sizes are limited, may have competitive admissions based on enrollment, but students will be advised about any requirements when they first enroll in the program. Of the 50 transferable majors, the following are offered at Southwest: Accounting, Business Administration, Economics, Political Science, Social Work, and Sociology.

All earned credit hours will apply toward a bachelor’s degree in the same discipline. The pathways also guarantee admission to all public universities in the state, except for UT Knoxville, where competitive admission standards will still apply. These pathways will provide “academic roadmaps” for students and are expected to increase the number of transfer students here at campuses across our system, while ensuring students do not waste time or money in the process.

The Child Development Associate (CDA) credential was bestowed on 24 Tennessee Early Childhood Training Alliance (TECTA) participants, while five received recognition for the Tennessee Early Childhood Program Administrator Credential (TEPAC) during a celebration at Southwest’s Macon Cove Campus on June 18. Interim Dean of Career Services Brenda A.B. Smith welcomed family and friends who came in support of the recipients.

TECTA offers professional development for early childhood providers through the acquisition of several accreditations and credentials. “The CDA is a national credential that recognizes early childhood providers for quality early childhood work in the classroom as well as academic course work,” explained Elizabeth Wilson, director for the TECTA program at Southwest. TEPAC is awarded to early childhood administrators who have demonstrated the specific competencies for effective leadership and management through academics, experiences, and portfolio assessment.

The speaker for the occasion was Edwinta Netters, executive director for Mt. Vernon Baptist Church Childcare Center, and also a 2010 Southwest TEPAC conference. Netters’ theme was Plan to Pass It On. “The reason that you’re passing it on is because of the grave importance it plays in our society and community at large,” said Netters. She continued, “If I said anything to the group today that was of higher significance, it was ‘that they matter.’ What they’ve learned will actually change society for the good in the long run and increase the higher level of education for each individual child.”

TECTA offers professional development and support to teachers working with children ages birth to 12 years. Any provider who works with children in licensed and regulated programs in Tennessee is eligible for the majority of the TECTA services.
Southwest Graduates Paramedics

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The ceremony began with Associate Professor Glenn Faught’s introduction of the administration and faculty, recognition of the military veterans and current soldiers, and recognition of alumni from former Shelby State Community College and State Technical Institute at Memphis, and Southwest. The event’s speaker was Dr. Loren Crown, an emergency room physician who has been with the program for over 30 years and serves as the program’s medical director. Crown is responsible for monitoring the students’ progress throughout the program and determining their competency level before allowing them to take their licensure exam. Crown spoke of his experiences in the field of paramedics, the good and the bad, and encouraged the graduates to continue in the service of helping those in need, especially in times of distress.

After Crown’s words of encouragement, the graduates from each class received their certificates. Instructors Merry Mattix and Leslee McKnight presented the students with their certificates. Some of the students were recognized for their outstanding academic and work ability. Each graduate walked the receiving line and was congratulated by administrative staff including President Nathan Essex; Provost and Executive Vice President Joanne Bassett; Dr. Anne Mitchell-Hinton, department head for Allied Health; and Brenda Smith, dean of Career Studies. Associate Professor Gerald Foon also delivered words of encouragement to the group. Ironically, program instructor Laurie Faught was not able to attend the ceremony as she dealt with her child’s medical emergency. With students standing and raising their right hands, the Paramedic oath was administered by Glenn Faught.

Faught gave the closing remarks and congratulated each student. He told the audience members that at the beginning of the course this year, he had the incoming students watch the film The Wizard of Oz. What possible relationship could that film have with their course of study. During their oral interviews, the students were asked which character they represented. Faught explained that each of the characters Dorothy encountered was in need of something; a brain, a heart and courage. All Dorothy needed was to go home, but during the course of events she put her own problems aside to care for each of those in need. Faught encouraged each student to be a caring individual, just like Dorothy and never stop learning.

Southwest Nursing Program Creates International Partnership

Southwest Tennessee Community College and the Department of Nursing at University College Lillebaelt (UCL) in Denmark have formalized a Memorandum of Understanding (MOU), an agreement that encourages and develops co-operation and exchange in all faculty areas of mutual academic interest. The MOU will also include exchange of staff and students for educational activities, exchange of materials and publications of common interest, and the organization of joint activities such as courses, conferences, seminars and lectures.

The collaboration will allow two Danish nursing students an offering of one three-week program and two five-week programs to be held at Southwest. The three-week program will include both classroom and clinical coursework. The students will have study visits at the Med to explore nursing at the Trauma Center and ICU settings, and will also visit other area facilities that can provide a unique learning experience for the future nurses. In the five-week programs, the students will have an opportunity to participate in two course offerings; Mental Health Nursing (NURS 2313) and Nursing of Children (NURS 2313). Mental Health Nursing will have study visits at relevant institutions like Youth Villages, or inpatient facilities such as Memphis Mental Health Institute and Veteran’s Hospital at Memphis. The Nursing of Children participants will have the opportunity to visit St. Jude Children’s Research Hospital and Methodist Le Bonheur Children’s Hospital for their study visits. The courses will begin in the fall of each year starting at the end of August and running through the beginning of October. The courses will be also offered in the spring beginning in January and ending the first week of March.

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"This is a unique opportunity for our Southwest nursing students to experience a more global nursing education. It is also an honor for our college and the Nursing Department to be associated with the University College Lillebaelt. We look forward to a long and successful collaboration," says Nursing Department Chair Mary Vines.
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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 advanced careers in the professional world of Information Technology. After completing the course, students may receive discount vouchers and have the opportunity to sit for an Oracle professional certification exam if they wish.

As the college’s participation in the Academy matures, additional classes will be offered including 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,” said Michael Wright, associate professor of Computer Information Technology for Southwest.

For questions about the Oracle Academy program, call Michael Wright at (901) 333-4482 or the Southwest Department of Technologies at (901) 333-4150.

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These standalone kiosks allow students (logging in using their Southwest username and password) to have quick access to schedules, e-mail, class registration, access to FAFSA information, and any other services the my southwest web portal offers. Students are also able to print a document from their flash drive for their class. In addition, the kiosks have multi-language support for our international students.

According to Brian Stuckey of Client Services, “This provides a great opportunity for students who may not have time to make it to a computer lab to get a quick printout, if needed. We have big plans for the future which include the expansion of services offered by the kiosks and additional locations for all campuses. This rich new resource enhances the student experience and provides yet another tool to help promote Southwest as your best choice!”

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Nursing School’s Design Strives for Urban Feel in Memphis Medical District

New $18.2M building will front Union and Myrtle

Reprinted from the Memphis Commercial Appeal • August 5, 2011 • By Tom Bailey Jr.

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Just beyond the suburban-style Office Depot, which is fronted by a big parking lot, will be $72 million worth of new three- and four-story buildings built to or near the sidewalk in the big-city way.

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Emergency Management Summit Hosted by Southwest

Southwest was the host site for an Emergency Management Summit sponsored by the Homeland Security Grant Program (HSGP) on July 29. The summit was an initial training forum for administrators, staff and student participants in the area of emergency preparedness and response. Cheryl Yabro from the Memphis and Shelby County Emergency Management Agency, Chief Kenneth Reeves from the Memphis Fire Department, and Shelby Slater from the University of Memphis gave presentations on Emergency Preparedness and Response. Additionally, the conference reviewed current Emergency Response Plans for Southwest.

The HSGP was presented to leaders of several departments in the college. Many attendees were just promoted to their positions for the 2011-2012 school year, so the summit allowed for an introduction of the grant to new administrators. The request for recommendations from faculty and staff regarding students for the HSGP was renewed for the upcoming school year. A review of the proposed symposium approach to affecting curriculum, via the introduction of homeland security topics to courses, was presented. This presentation was significant as it furthers the curriculum formation goals that are included in the grant.

The Homeland Security Grant students prepared for the event and interacted with school officials as full participants. The benefit to the students was that they had the opportunity to become informed about emergency preparedness and the various duties/responsibilities associated with specific jobs (i.e. careers related to emergency response). The event will be the beginning of periodic and progressive emergency management training for Southwest that HSGP students can participate in as part of the grant’s activities. This event allowed Homeland Security Grant Program participants to grow in knowledge of homeland security practices.

CONTEMPORARY DIGITAL TECHNOLOGY

Executive Director of Retention and Graduation for Southwest Cynthia Calhoun and Associate Professor for the Department of Leadership and Director of Dual Enrollment Programs for U of M William Akey recently met with David Conner, a University of Memphis (U of M) intern. The group met at Southwest’s Bert Bornhill Library for the final review of Conner’s internship at the college. Southwest partners with the U of M to provide intern opportunities for students pursuing the Community College Certificate. Conner is the third intern from the U of M Department of Leadership that Dr. Calhoun has mentored this year.

“What we are doing here today, said Dr. Akey, “is talking about our internship program for master’s and doctoral students in our Department of Leadership. We have a certificate program in Community College Administration and Teaching. Many of our students look to Southwest for an intern opportunity, either as part of the master’s or doctoral program, or as part of the Community College Certificate which requires an internship at a community college.”

Dr. Akey explained that students in the U of M Department of Leadership program have a variety of interests and they try to place students in an environment that supports those interests. “Dr. Calhoun has been wonderful to work with our students and she tries to facilitate that. We have some students that would like to teach at a community college, so we look for an appropriate place for them. Others are interested in specific administrative work, perhaps top administration; just to better understand the issues that administrators have to deal with,” said Dr. Akey.

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Conner, a retired navy commander who teaches Jr. ROTC at Southside High School in Jackson, Tennessee, often encounters seniors whose goals are to attend college. When he runs across them a year or two later he says, “they’ve dropped out of college saying, “college is not for me.” He said working with Dr. Calhoun in the Office of Retention and Graduation gave him a perspective on the challenges facing first-year college students. “I got a better appreciation of the community college mindset – what’s going on and the type of students they are getting. I can take that back to the classroom where I teach ninth through 12th graders. I can give them a better perspective on college life,” said Conner.

He plans to teach ROTC for two more years. Then he plans to pursue opportunities at a community college as either an administrator or initially as an adjunct instructor.

Jason Bolden, an Ed.D. - Leadership and Community College Certificate candidate, was also one of the interns mentored by Dr. Calhoun, as well as other Southwest administrators including President Nathan Essex. “Excellent leadership through difficult times,” is what Bolden said about the college president. “He demonstrated steadfast leadership while maintaining ownership and diligence towards the school’s vision. He makes sure the students always come first and have the best opportunities.” Bolden spent time with all of Southwest’s vice presidents, executive staff, and the Academic Resource Center staff. He said one theme resonated throughout the college – doing more with less and making sure each student has a chance to graduate.

Balden plans to transition to higher education, preferably to a community college.
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**Nursing School’s Design Strives for Urban Feel in Memphis Medical District**

*New $18.2M building will front Union and Myrtle*

Pictured is a rendering of the planned Southwest Tennessee Community College Nursing, Natural Sciences and Biotechnology building released this week by the architecture firm Fleming Associates.

In a few years when you’re driving on Union toward the river, a cluster of new buildings on the Medical District’s west end will form an urban gateway to Downtown.

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Just beyond the suburban-style Office Depot, which is fronted by a big parking lot, will be $72 million worth of new three- and four-story buildings built to or near the sidewalk in the big-city way.

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Construction is scheduled to start in March and be completed by spring 2014, said Ron Parr, the school’s vice president for financial and administrative services.

Work should start even sooner nearby on the University of Tennessee Health Science Center’s $45 million cardiovascular research building at the northwest corner of Union and Manassas.

While the four-story building will face Manassas, its south side will be near the Union sidewalk.

Directly west of the planned research building sits the American Cancer Society’s newly opened Harrah’s Hope Lodge for cancer patients.

The three stories of that $8.5 million building also come close to the sidewalk where, next door, tourists take pictures of Sun Studio.

The new buildings on the block, coupled with the community college’s existing to-the-sidewalk structure east of Myrtle, will form an urban chute as travelers pass from Midtown to Downtown.
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"This is a unique opportunity for our Southwest nursing students to experience a more global nursing education. It is also an honor for our college and the Nursing Department to be associated with the University College Lillebaelt. We look forward to a long and successful collaboration," says Nursing Department Chair Mary Vines.
The Tennessee Board of Regents (TBR) Chancellor John Morgan and Southwest Tennessee Community College President Nathan L. Essex issued the following statement on August 22, 2011: “Today marks a milestone for collaboration in higher education across Tennessee. We are proud to announce that Southwest Tennessee Community College students or any community college students who want to complete a bachelor’s degree now have a guarantee that their credits will transfer to any public university in Tennessee if they choose any one of 50 different majors offering transfer pathways.”

The TBR, in cooperation with the UT system, is announcing the creation of 50 universal transfer pathways ensuring students’ ability to make timely and cost-effective transitions from community colleges in Tennessee to our universities. This is among the single-most important achievements in recent years to increase the number of Tennesseans with four-year degrees, and this is a major component of the Complete College Act. A list of all 50 transfer pathway majors is available at: http://www.tntransferpathway.org.

TBR and Southwest are grateful to the 420 faculty members from our TBR universities and community colleges for their collaboration over the past 12 months to create the transfer pathways. Their work made this achievement possible. Of the 420 faculty members, those representing Southwest were; James Foley, Garry Spencer, Dr. Robert Walker, Judy Hatmaker, Nathan Washington, Malinda Wade, Shannon Little, Cindy Fowinkle, Dr. Tuwanda Simmons, and Michael Scott.

Students entering a community college in Tennessee who select one of 50 majors with accompanying transfer pathways, complete required courses and earn an associate’s degree can transition seamlessly as a junior at a Tennessee public university. Some specific academic programs, such as Nursing where class sizes are limited, may have competitive admissions based on enrollment, but students will be advised about any requirements when they first enroll in the program. Of the 50 transferable majors, the following are offered at Southwest; Accounting, Business Administration, Economics, Political Science, Social Work, and Sociology.

All earned credit hours will apply toward a bachelor’s degree in the same discipline. The pathways also guarantee admission to all public universities in the state, except for UT Knoxville, where competitive admission standards will still apply.

These pathways will provide “academic roadmaps” for students and are expected to increase the number of transfer students here at campuses across our system, while ensuring students do not waste time or money in the process.
The Academic Support Center Hosts Tutor Orientation 2011

The Academic Support Center (ASC) held its Tutor Orientation 2011 at the Bert Bornblum Library, Macon Cove Campus, on August 22-24. The assistance provided by the ASC is just one of the many ways Southwest supports the academic and career goals of its students. The center offers services through the use of technology, tutoring, open academic computer labs, educational/instructional resources (multimedia, textbooks, etc.), and study areas.

Sessions presented during the orientation included: Academic Support Centers in Higher Education – Bertha Looney, presenter; Introduction to Tutoring – Online Module; Brain Dominance Learning – Jason Bolden, presenter; Tutor Handbook Policies & Procedures – Center coordinators Dorothy Blue Franklin and Glenda McCuddy, presenters; Definition of a Tutor – Online Module; Structuring the Learning Experience – Clark McKinney, presenter; Tutoring in Developmental Math – Lisa Loden, presenter; Tutoring in Developmental Writing – Marjorie Dernaika and Rose McNeil, presenters; Tutoring in Developmental Reading – Dr. Raydine Yarbrough and Rosie McGray, presenters; and Beginning and Ending a Tutoring Session – Center coordinators and tutors Bobby Gore (Macon Cove Campus), Bryant Lockhart (Whitehaven Center), Frank Kizer (Gill Center), and Loretta McClinton (Union Avenue Campus).

“We provide assistance in math, chemistry, biology, English, Spanish – mostly all subjects for all students,” said Dorothy Blue Franklin, ASC coordinator for the Union Avenue Campus and Maxine A. Smith and Gill centers. “All the students need to do is walk in and sign in on our Tutortrac program. This program houses all of the data on the students we serve,” Franklin stated.

Though there were several presenters over the three-day orientation, they all seemed to agree that instructors and tutors need to be on one accord regarding the type of assistance students can and should expect to receive at the ASC. “We want to share syllabi with tutors so that they will know the curriculum content and the expectations and goals we have for the students as it relates to knowledge and skills. We also want to share some things we don’t want them to do, like giving students the answers to activities we have assigned for a grade,” said Dr. Raydine Yarbrough, assistant professor of Transitional Studies.

Both the professional and scholarship tutoring staff at the ASC commit their time and expertise to helping students overcome the challenges of successfully achieving their academic pursuits. Many of the professional tutors have earned either a bachelor’s degree or a master’s degree. Some have teaching experience and others work full-time in business and industry. Glenda McCuddy, ASC coordinator for the Macon Cove Campus, Whitehaven Center and Fayette Site says she looks for two main attributes when hiring tutors. “The things that I look for the most are patience and the love for sharing knowledge,” said McCuddy.

“Implementing tutor orientation and training throughout the school year is paramount in leveraging the connection between academic requirements and tutoring strategies as well as in increasing the competence of our tutors. They are strategically placed to positively affect the persistence of our students in completing their courses and ultimately earning a degree or certificate,” stated Dr. Cynthia Callhoun, executive director of Student Retention and Graduation.

The ASC has been certified through the College Reading and Learning Association (CRLA) for more than 18 years.
Southwest Debuts New Culinary Institute

By Robert Jackson

You have a passion for cooking; from the creation of simple meals, elegant dinner affairs, or dreams of owning your own restaurant. There are multiple cooking shows that you could explore via television or the Web to learn a new recipe from the latest chefs who have gained celebrity status. You know your way around the kitchen and are seeking real knowledge and credentials to take you to the next level. To be the owner of a restaurant, you need not only cooking skills but also business knowledge to manage your operation and be successful. Whether your passion for cooking leads you to owning your own restaurant or just being knowledgeable enough to create a great meal for the family, the place to learn those skills is at the new Southwest Tennessee Community College Culinary Institute.

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The Tennessee Department of Labor Career Coach Brings Potential Job Prospects to Jobseekers at Southwest

Zachery Dinkins was looking for a third-shift position to help sustain him during his educational pursuit at Southwest Tennessee Community College. A message came to his student e-mail account informing him that the Tennessee Department of Labor and Workforce Development Career Coach would be at Southwest’s Macon Cove Campus on September 14. Dinkins, the third person to sign in at the mobile center, was one of many jobseekers hoping to find work.

The Tennessee Department of Labor Career Coach is a key initiative supported heavily by Governor Bill Haslam. The Career Coach for West Tennessee covers 21 counties. “We look up jobs, give referrals, and get people registered at. We look for the best possible solution for people. The older clients that have been long-term employees don’t like to send anyone out empty handed,” she said.

According to Mobile Interviewer Darla Williams, one of the most difficult populations to place is the older plant worker. “…The older clients that have been long-term employees for 30 years, but now find themselves laid off or their plant closing…Sometimes they don’t have a resume or haven’t been in a situation where they have to be computer literate. So we try to give everyone an opportunity to complete a resume worksheet here,” said Williams.

Though the average job seeker only spends about 10 to 15 minutes aboard the career coach, the time invested yields great returns. Williams said they try to give everyone who boards the coach at least one or two potential job leads. “We don’t like to send anyone out empty handed,” she said.

Southwest students and the local community were served by the mobile unit. “We were extremely pleased to host the Tennessee Department of Labor and Workforce Development Career Coach. Based on the level of student and community interest, we plan to invite them back to Southwest in the near future. In this competitive job market, the more career resources that we can introduce to Southwest students, the better,” said Southwest Director of Career Services Brenda Williams.

Formerly sharing space in the college cafeteria’s kitchen used by the cafeteria vendor to feed students, faculty and staff, the Culinary Arts Program at Southwest now has its own state-of-the-art facility with the capacity for classroom, cooking, storage and demonstration services. The new Culinary Institute is housed in the Fulton Building on the Macon Cove Campus in an area formerly used for chemistry classes. The Institute’s approximate 4,000 square-feet, including the exterior space, is devoted to classroom, lab and kitchen facilities. It’s about the size of a very comfortable home. In fact, the Institute has a cozy feeling except that you never leave the kitchen and dining area, which is where most families spend a majority of their time, and is always the gathering spot at most parties.

On one side you have the demonstration kitchen, a space designed with stone flooring and walls painted in a hue of mint green creating an atmosphere of freshness. The kitchen contains a large Hibachi-style grill for cooking; if you have ever dined at a Japanese restaurant like Benihana, the look was using the same type of grill. The Institute’s grill provides a large flat surface and temperature controls that allow the chef to move the pots, pans or food to another area while still maintaining a rhythmic flow. The demo kitchen also includes a double-sided refrigerator, oven, sink, and plenty of counter space and cabinets for storage.

Behind the demonstration kitchen is the skill kitchen area containing four separate cooking stations where students have the ability to create their own signature dishes and hone their individual skills. Each area contains its own stove, oven, counter space, refrigerator, sink and storage for pots and pans. Off the skill kitchen area, the Institute contains a massive pantry that is used for storage of seasonings, dry goods and equipment. This pantry also houses an ice machine used to create two 300-plus pound blocks of clear ice used for creating decorative carvings. The ice machine also brings a cost benefit to the College by limiting the amount of ice purchased from vendors; instead those costs can be used to benefit students. The Institute also houses an outdoor freezer for frozen storage and a dock for deliveries.

Another goal of the Institute is to become recognized as an official certification test site for culinary students and chefs. Accreditation by American Culinary Federation Education Foundation Accrediting Commission (ACFEFAC) assures that a program is meeting at least a minimum of standards and competencies set for faculty, curriculum and student services. Graduates of ACFEF accredited postsecondary degree or certificate/diploma programs are eligible to receive either a Certified Culinarian® (CC®) or Certified Pastry Culinarian® (CPC®) certification depending on the concentration of their program.

Another goal of the Institute is to become recognized as an official certification test site for culinary students and chefs. With thousands of chefs competing in the job market, it is essential to prove culinary competency. Certification through the American Culinary Federation demonstrates skill, knowledge and professionalism to the food service industry, and is not only a benchmark for personal and professional achievement, but it has also become recognized as a standard of excellence in the industry. To a future employer, certification means that your skills and culinary expertise have reached a set benchmark; you are well versed in culinary nutrition, food safety and sanitation; you understand the responsibilities of culinary supervisory management; and you recognize the importance of high standards for food preparation.
The Culinary Arts Program at Southwest has developed several partnerships to assist students with pursuing their degree. One of the most popular partnerships is with Disney. Each year Disney representatives come to Southwest to inform Culinary Arts and Hospitality Management students of internship opportunities which they may use for academic credit. Selected students are given the opportunity to work at a Disney style resort for a varied period of time and learn operational needs of a large organization. Other local partnerships include the Memphis Hunt and Polo Club, The Peabody Hotel (Chez Philippe Restaurant), Regional Medical Center (The MED), Methodist Hospitals, Kirby Pines Retirement Community and others. These internships may also lead to employment of the student by being hired by the organization. According to Leake, “These partnerships afford our students the opportunity to gain experience with a well-branded organization, practice hands-on, and work with individuals of different cultures and backgrounds.” Another great partnership is with Delaware North Companies at Memphis International Airport who has been participating in a scholarship program with Southwest. “Our partnership with Southwest has been mutually beneficial,” said Steve Bass, regional director for Delaware North. “Students are allowed to gain hands-on experience while pursuing their academic goals and the company has an opportunity to allowed to gain hands-on experience while pursuing their academic goals and the company has an opportunity to

Many Southwest faculty members answered the call to promote the 9/11 Day of Service. As a result, students participated in a variety of service-learning activities. Pamela Williams, a student in Assistant Professor Joan McGrory’s Introduction to Business course, helped a young mother and baby who are encountering very difficult times; and she plans to continue assisting them on a long-term basis. Shavunda Barbee, another of Dr. McGrory’s students, spent the day taking care of children, and learned that “there is a blessing in volunteering to help others.”

Students Making a Difference with Service-Learning

Students are excited about having a facility they can call their own. Nathan Blurton, a first-year culinary student, likes the setup. Blurton has been cooking for five years and is at Southwest to learn the methodology behind cooking. Of the new facility he says, “I like all of the new equipment and the walk-in cooler.” Overall he finds the Institute to be “mind boggling.” Blurton chose Southwest because it was affordable and is expecting to graduate in Spring 2013. Lalitha Moore, a food and beverage management student says “I love the new facility; it is open and spacious.” Moore is expecting to graduate in May 2012 and loves the program at Southwest. “I would advise any potential student to follow their passion and consider Southwest before spending extra money elsewhere,” Moore states. She also thinks that Chef Leake is “a most awesome instructor who works with the students and wants them to learn.”

Audra Vaughn, a second-year Culinary Arts student, is expecting to graduate in December 2011. Vaughn began her studies when the program was using the cafeteria kitchen and is excited about the new facility. “In the old space, sharing workspace with others was difficult. Things were cluttered and we had to fight for space, ovens and utensils and we had food burning,” says Vaughn. “Now the facility is spacious, organized and we have more equipment to work with. The individual stations are the ‘best’ and allow students to think, be more creative, and it feels like personal space.”

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AT&T Donates $10,000 to Southwest Supports Students Enrolled in Technical Certificate Programs

AT&T presented a $10,000 contribution to Southwest Tennessee Community College to support students enrolled in the new accelerated pathways technical certificate and degree programs in Tennessee community colleges. The AT&T Completion Scholarship Program will fund scholarships to help community college students statewide begin a path toward completing their college degrees. The contribution was presented on September 27 at Southwest Tennessee Community College.

This donation is part of AT&T’s $130,000 gift to the Tennessee Board of Regents. Each of Tennessee’s 13 community colleges will receive $10,000 to award scholarships to encourage students to participate in programs designed to help students succeed in the classroom and be better prepared to enter the workforce. The programs will target non-traditional and underserved students.

“Thanks to the leadership of Senator Kelsey and Representative DeBerry, we are able to see announcements like the one today at Southwest Tennessee Community College,” said John Moore, CEO & president of the Greater Memphis Chamber.

“Having more Tennessee students earn their degree is exactly why we passed the Complete College Tennessee Act last year,” said State Senator Brian Kelsey. “I am pleased to see students at Southwest Tennessee Community College have an opportunity to earn scholarships to complete their degree.”

“It is good news for Memphis and all of Tennessee to see companies working together with our higher education institutions to help our students complete college,” said State Representative Lois DeBerry. “More with students completing college, it will lead to more job creation and growth for Memphis.”

“College completion is one of the cornerstones in economic development, growth, and job creation,” said Roby Williams, president and CEO of the Black Business Association of Memphis. “Thanks to the hard work and efforts of Representative DeBerry and Senator Kelsey in improving our state’s education system, we are able to see more students graduate from Southwest Tennessee Community College.”

Biotechnology Flourishes at Southwest

In just the last six years, Southwest has developed two groundbreaking new science programs that are unparalleled at any community college in the state and possibly the region. The programs have been developed with extensive input from employers in the various industries that now or will employ our graduates including medical firms, major industrial employers, and the Tennessee Bureau of Investigation.

Dr. Amy Waddell, center, discusses the pipette fluid level with Lynn Rouse, left, and Wendy Balderrama, right. By Teresa Calloway

The Biotechnology Technician degree and the Biotechnology Forensic Science Technician concentration at Southwest prepare our students to perform a caliber of lab work comparable to, or better than, students receiving four-year degrees in similar programs.

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“Their hard work in passing the Complete College Tennessee Act has led to scholarships like the ones we’re seeing today.”

In January 2010, the Tennessee legislature approved an aggressive set of steps to increase the completion rates of students within the institutions of higher education in the state.

The Tennessee Board of Regents’ (TBR) Office of Academic Affairs developed a curriculum for accelerated pathways for college completion. The goal is to increase completion rates at the TBR community colleges. TBR created programs of study that encourage and allow students with work and family obligations to enroll on a full-time basis, devoting 20 to 30 hours a week, including online education. Students now have the option to complete required coursework for an Associate of Arts or Associate of Science degree within three semesters.

Students in these new programs would benefit from scholarships that would enable them to participate fully in the four to five-hour morning, evening or weekend blocks of time required to complete an accelerated certificate or degree program. The proposed AT&T Completion Scholarship program would allow the institutions to award financial support to students enrolled in these programs and increase completion and entry into the workforce in Tennessee.

“The generous donation to Southwest will make a large impact for our students,” said Nathan Essex, president of Southwest Tennessee Community College. “We’re very grateful on AT&T for this gift, which will help our students succeed, both in the classroom and in their careers.”

“We are pleased to help these students at Southwest,” said Chuck Thomas III, regional director for AT&T. “It is our goal to ensure that students are fully prepared to enter the workforce and that they can find good jobs right here in Tennessee when they graduate.”

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These programs also touch many areas that don’t necessarily involve sterile labs, white coats, and racks of test tubes. A biotechnology degree presents students with a wide variety of career opportunities ranging from laboratory work in medical research, industrial or agricultural research, chemical and biological sales and marketing, manufacturing, and quality control and assurance. The forensics concentration opens up further opportunities not only in federal, state, local or private criminal investigation laboratories, but also fields not normally associated with forensics, such as wildlife forensics and forensic anthropology. The diversity of career paths that these two programs present to Southwest students is owed in large part to the broad and complementary skill sets of the two people who have made the programs what they are: Biotechnology Coordinator Dr. Amy Waddell and Forensics Coordinator Dr. Juliamm “Julie” Waits.

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Dr. Waddell comes to Southwest by way of Georgetown University and Emory University with a Ph.D. in Biological and Biomedical Science. “I did toxicity and lethality study in rats looking at the combination of cocaine with opioids. We also measured motor activity and tested analgesia, or prevention of pain. In my post doc, I worked with a drug called KRN5500. We were doing metabolism studies of it as an anesthetic agent,” said Waddell. “That’s the kind of research I’ve done; a lot of cell culture, chromatography and animal studies. I have learned a lot of disparate techniques, starting as an undergrad.”

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Talking to Dr. Waits about the path that led her to a career in forensics starts to sound in part like a slightly implausible movie script. She started out as a music major, then an economics major before deciding on biology. “I was on the University of Memphis campus one day and ran into Dr. Mike Kennedy who had been my advisor for my bachelor’s degree. I stopped and said ‘hi’ to him on my way to visit my mother in the Dean of Arts & Sciences office. Thirty minutes later he walked in and says, ‘You know Julie, I think you need to be a graduate student.’ I looked at him and said, ‘Doesn’t school start tomorrow?’”

The next day, Waits was working in a graduate program studying black bear cranial morphology and summarizing raccoon scent station data. “We all had our little offices and everybody worked on everybody’s project, so I learned how to dart deer out of the back of a moving truck and put on radio collars at Milan Army Ammunition Plant in middle Tennessee. I learned how to trap everything from an itty bitty little mouse all the way up to bats, possums, raccoons . . . you name it.” After a two-year stint as an apprenticeship technician for the Shelby County Medical Examiner’s office, Waits went on to do doctoral work in population genetics at the University of Louisiana. Waits is trained in all forms of DNA analysis and gene sequencing.

The initial groundwork on Southwest’s Biotechnology program began as early as 2005. “I was the only person qualified to run the program before Dr. Waits arrived . . . basically the initial developer left and I had a whole bunch of papers to work with,” said Waddell. “Shortly after taking the position, we found out a Department of Labor [Bioscience Career Ladder] Grant had been approved. We had money to build a lab and make things happen.” Classes started in January of 2006 with five students and letters were sent out to students in various allied health disciplines about the program. “We got some really good students,” said Waddell. “We got some qualified to run the program before Dr. Waits arrived . . . basically the initial developer left and I had a whole bunch of papers to work with.”

“The other two students I have are working at BioDimensions and they’re doing some of their work at Southwest with the HPLC (high-performance liquid chromatography). They’re working on looking at different simple sugars in sweet sorghum and sugar beets,” said Waddell. “The end product of this is towards developing biodiesel or biofuels. Their internship is more agricultural based. The internships in the Biotech side of things really vary depending on where we can find them a slot.”

“It could be you end up in a pathology lab; it’s still a form of forensics. It’s identification, whether it comes down to tissue identification or whether it’s specific samples,” said Waits of her forensics students. “There are quite a few windows of opportunity and I also try to remind the students that U.S. Fish and Wildlife Service [is seeking technicians]. Think beyond the scope of human beings. There is ‘forensics’ in all aspects of government or state-related work or city or county-related work, and it’s not all going to be with the police department. There are definitely opportunities in other areas that the students might not have thought about.”

“All students in both biotechnology programs do internships with local companies or agencies. ‘In their internship, they can do anything,’” said Waddell. “I have one student who is working at Transnetex this semester and we’ve had several students go through there and most of them have gotten hired. They’re starting to do human [genotyping but mostly in the past they’ve done mouse and rat. So basically someone will send them a specimen from a mouse or rat, and they will give you the actual gene sequence of that mouse. If you think that mouse is deficient in a certain gene then they can verify that for you.”

Dr. Julie Waits, left, assists April Harvey in measuring a bullet trajectory impact angle.

The keynote speaker, U.S. Attorney for the Western District of Tennessee and former Southwest Student Edward L. Stanton, III, outlined as a central focus of his address the responsibilities of the Criminal Task Forces as follows: Fraudulent Identification Strike Team - combats identity theft; Project Safe Childhood - prosecutes child predators; Project Safe Neighborhood - combats gun crime; Safe Streets Task Force - combats the rise in business robberies, carjackings, and bank robberies; and the Memphis Drug Market Intervention - battles open-air drug markets. Stanton pointed out that since the inception of the Safe Streets Task Force in 2006, carjackings in Memphis have declined by 69.54%, business robberies by 67.71% and bank robberies by 60.61%.

Shelby County Mayor Mark Luttrell addressed disaster preparedness referencing the anniversary of 9/11 saying, “We are indeed in better shape than we were 10 years ago, but, are we where we need to be? . . . What I hope today will come from this is certainly an acknowledgment of where we are and also a recognition of where we have to go.”

This material is based on material supported by the U.S. Department of Homeland Security under Award Number 2009-ST-062-000032.
Southwest Premiers Ethical Literacy Initiative

Southwest will be joining the Ethical Literacy Community this fall with the support of the Assisi Foundation. Ethical Literacy equips school-based teams to educate the entire school community about ethics, engaging all constituents in building school culture where “doing the right thing” is top priority. The conceptual framework is aimed at individual skill building, individual ethics and on best practices across the school culture, toward systemic alignment around ethics. There are three broad phases to an Ethical Literacy initiative at any school. First, the school must establish its readiness to participate in the work. Second, the school must develop capacity to get the work done. Third, the school must carry out the work in a thoughtful, coordinated manner.

Community college students are about to enter the 21st century work and career world; the Institute for Global Ethics (IGE) provides leadership, faculty, and staff with highly effective and unifying professional development opportunities aimed at equipping college students with the soft skills needed for 21st century work environments. Socratic, activity-based approaches help community colleges strengthen the balance between academics and ethics, focusing on communication skills, problem solving, thinking skills, and appreciation for shared ethical expectations at school and at work. Through creative and customized activity, IGE helps put in place the shared ethical expectations at school and at work. Through skills, problem solving, thinking skills, and appreciation for shared ethical expectations at school and at work. Through creative and customized activity, IGE helps put in place the shared ethical expectations at school and at work.

The mission of the IGE is to promote ethical behavior in individuals, and cultures of integrity in institutions and nations through research, public discourse, and practical action. The Ethical Literacy® Learning Community is the “practical action” front for the institute’s work in schools. For more information visit, http://www.globalethics.org/services-for-community-colleges.php.

Dean of Career Studies Brenda A.B. Smith is the chair of this new endeavor. A team of 14 individuals, representing various divisions within the college, will convene over a period of three years. The team began training on October 17 and 18, facilitated by Paula Mirk, IGE director of Education. According to Mirk, “The focus of the process is not aimed at fixing students but changing the overall culture of the organization. Students basically know right from wrong, but oftentimes there is a grey area; one of the goals is to aid in the navigation of the grey area.” The team will be the catalyst that creates this cultural change. Mirk also stated that members should not be considered as the “ethical police;” the role is not to point out individual behavior.

Currently, Southwest is the only college in Tennessee participating in the Ethical Literacy Learning Community Initiative.

Technologies Cluster Offers Training for High-Demand Occupations in Tennessee

In today’s extraordinarily competitive job market, companies place high premiums on the qualities and skills Southwest’s Technologies Department graduates bring to the workforce.

Employers are looking for graduates who are competent, well trained, and exhibit good work habits such as honesty, punctuality, responsibility, efficiency, and ethical behavior. Southwest has developed a new Technologies Cluster that primarily focuses on ensuring that technology graduates are thoroughly trained in their respective disciplines by implementing periodic program and course assessments, accreditation efforts, frequent faculty evaluations, faculty development, and a host of other embedded policies and procedures. “These students are employable in a technical field as soon as they graduate,” said Southwest Technologies Department Chair Garry Spencer.

The Technologies Cluster is comprised of • Architectural Engineering Technology • Automotive Service Technology • Computer Engineering Technology • Electrical Engineering Technology • Electronic Technology • Information Technology (IT) • Mechanical Engineering Technology and • Office Technology. Graduates of these technology-based programs are highly sought after and have been employed by such companies as Smith & Nephew, Jimmy Gray Chevrolet, AutoZone, FedEx, Cadillac of Memphis, MLGW, Sharp Manufacturing, Brother International, Tennessee Valley Authority (TVA), Engineered Medical Systems, DuPont, Affiliated Computer Services and Medtronic among others.

The programs encompassing Southwest’s Technologies Cluster can largely be categorized on Tennessee Governor Bill Haslam’s Jobs4TN six industry target cluster list. The Tennessee Economic and Community Development Office issued this statement regarding Jobs4TN in April 2011:

Prioritizing target clusters and existing industries: Tennessee will focus its recruitment efforts on six target clusters in which the state has a clear competitive advantage: automotive; chemicals and plastics; transportation, logistics and distribution services; business services; healthcare; advanced manufacturing and energy technologies.

The Cooperative Education (Co-op) and Internship programs are very strong and effective components of Southwest’s Technologies Cluster. “They allow students to gain ‘real world’ work experience with area employers, while earning academic credit at Southwest,” Spencer explained. Participation also allows Southwest students to discover if they have selected the right major before they graduate, network with professionals in their field, build their resume and often qualify for higher paying jobs upon graduation because of their experience.

An example of such is when an IT major was hired as a technical support specialist intern after reviewing the Career Services job listings online at www.southwest.tn.edu/career-services/. Career Services Director Brenda Williams said, “She [the student] approached Career Services about earning academic credit for her major-related work experience through the Co-op program. In her position working for a local healthcare quality improvement and information technology consultancy provider, she is able to apply the technical skills learned at Southwest to her job. When she graduates, she will be well positioned to compete in the competitive job market with both education and work experience related to her major.”

Southwest strives to remain competitive and current in this ever changing, progressive field. “Our Industry Advisory Boards,” said Spencer, “provide us with invaluable feedback on the efficacy of our technical programs by sharing with us
their experience and knowledge of the latest industry best-practices and state-of-the-art processes and procedures."

The college recently received approximately $400,000 in funding to upgrade the equipment in the Fulton Building on the Macon Cove Campus. The college was also awarded $1,414,520 as the principal training partner of the $2.9 million Energy Training Partnership Grant awarded by the U.S. Department of Labor to the Memphis Bioworks Foundation in July of 2010. The funds are 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.

Years ago technology occupations were dominated by males. Today there are no hard and fast rules on who enters the industry. Spencer says the demographics of the student body in the Technologies Department is roughly the same as the local population in general. There is no stereotypical student in these programs because societal attitudes have changed somewhat in the last few years regarding our view of technology and its place in society. In today’s world, almost everyone is expected to be proficient in the use of modern technology.

However, individuals interested in pursuing technology careers should possess certain aptitudes and characteristics. Spencer indicated that prospective technical career students should possess certain aptitudes necessary to master the challenging demands of the coursework in these high-tech programs. One of the best ways to prepare for training in most technical areas is to take as many mathematics courses as possible. “These courses not only provide a solid foundation for future technical training, they also help students in the development of their logic, problem solving, and critical thinking skills,” said Spencer.

The technology programs at Southwest are not only beneficial to the students; customized training is also offered for the local industry. Credit programs contain curricula that are state-of-the-art and more closely resemble an environment. Techno-progressivism seems to sum it up for humanity as a whole. Techno-progressivism has led to a higher standard of living and that growing businesses have access to the skilled American workforce succeed in new and emerging fields, and that growing businesses have access to the skilled American workforce.

The future of technology spans into “light” years. There are no signs of it slowing down as mankind continues to seek faster and better ways to grow and to conquer his environment. Techno-progressivism seems to sum it up well. Techno-progressivism is the philosophy of supporting technological progress in the belief that it can be a driving force for beneficial societal change. Throughout history, technological progress has led to a higher standard of living for humanity as a whole.

Afternoon highlight of the visit for Petersen was the Graceland and Beale Street. However, the most impressive item she attended at Southwest. “The teacher, Dr. Steven Haley, gave the group a practical business perspective on Elvis. “It was really cool to see his influence on the rest of the music world. You got to see how he worked the system like he wanted to. He showed how you can have the American Dream, if you put your heart to it, and become anything,” said Petersen.

The two most notable insights the students gained from their experiences here in Memphis were an accurate view of medical care and the role of the church. Gitta Borgermann, a chaperon and teacher who helped founded the exchange program in 1995, explained, “When we talk about the U.S., people say, ‘If you aren’t insured, you will definitely die because nobody will treat you.’ So they learned that there is some kind of help. And they learned that the church plays a very important role in American society, which it doesn’t in Denmark.” She further explained that Denmark is a welfare state and the government pays a certain percent of their income. The tradeoff is that medical services and education are free. “If I get sick, I can go to the hospital and everything is paid for… They can see that the church plays a very important role – that the church is a kind of a social welfare system,” said Borgermann.

Another highlight of the visit for Petersen was the American Society in Politics class that the Danish students attended at Southwest. “The teacher, Dr. Steven Haley, was amazing,” she said.
SOUTHWEST RECEIVES MULTI-MILLION DOLLAR GRANTS FROM THE U. S. DEPT. OF EDUCATION

The U.S. Department of Education (DOE) recently awarded Southwest $3,654,777 to implement the Predominately Black Institutions (PBI) Competitive and Formula Grant programs. Southwest received a five-year total award of $1,529,885 for the PBI formula Grant, specifying $305,977 for the first year of funding — the grant period beginning October 1, 2011 through September 30, 2012. The purpose of the PBI formula Grant Program is to strengthen eligible institutions to plan, develop, undertake and implement programs to enhance the institution’s capacity to serve more low- and middle-income Black American students; to expand higher education opportunities for eligible students by encouraging college preparation and student persistence in secondary school and postsecondary education; and to strengthen the financial ability of the institution to serve the academic needs of these students.

The college will be eligible to receive $305,977 each subsequent year for an additional four years contingent upon performance outcomes. Southwest will utilize the funds to implement a pilot project to increase the persistence and completion rates of Black American students through the redesign of Southwest’s Developmental Studies Program.

The college also received a four-year total award of $2,124,892 for the PBI Competitive Grant Program, specifying $524,324 for the first year of funding — the grant period beginning October 1, 2011 through September 30, 2012. The purpose of the PBI Competitive Grant Program is to support Predominately Black Institutions to establish or strengthen programs in the following areas: Science, Technology, Engineering, or Mathematics (STEM), health education, internationalization or globalization, teacher preparation and improving educational outcomes of African-American males.

The college will be eligible to receive continuation funding in the amount of $525,441 for Fiscal Year (FY) 2012–2013, $534,245 for FY 2013–2014, and $540,812 for FY 2014–2015 contingent upon performance outcomes. Southwest will utilize the funds to implement Project M.O.S.T (Men of Southwest Tennessee) to increase the retention and graduation rate of African-American male students by providing them with resources that will enable them to achieve their educational and career goals.

Overall, the U.S. DOE awarded $24,601,758 to 62 colleges to enhance their capacity to serve low and middle-income African-American students. Colleges receiving funds under the two programs are institutions with an undergraduate enrollment that is at least 40 percent African-American and at least 50 percent low-income or first-generation college students.
Southwest Tennessee Community College Foundation

An announces New Funds to Aid Students and Faculty

Southwest Tennessee Community College Foundation Board Members recently announced they would be concentrating their efforts this year on raising funds for a greater array of student scholarships. Focusing specifically on retention and graduation efforts, these new scholarships were created: the full-time college ready scholarship, the part-time completer scholarship and the disadvantaged/at-risk student scholarship.

The Board will also raise funds for the book scholarship. The Board recently raised $20,000 for books responding to a $10,000 matching pledge. “This group of Board Members is especially dedicated to the needs of our students. Books are one of the biggest needs our students face. Southwest is fortunate to have such community-minded citizens on its side,” says Vice President for Institutional Advancement Karen Nippert.

To show support for faculty and innovative instruction, the Board also approved the innovation fund. Not designed to replace budget shortfalls, the fund is designed to encourage creativity and innovation among faculty and staff. Based upon funding, ten $5,000 projects will be funded.

Members of the Singleton Chapter of the Marine Corps make a commitment to the Walter K. Singleton Endowed Scholarship

The Walter K. Singleton Endowed Scholarship was created to honor not only a Marine who gave his life in service to his country, but his fellow Marines who serve today.

Born on December 7, 1944 in Memphis, TN, Walter K. Singleton graduated from Bartlett High School in 1963 and joined the United States Marine Corps. Sergeant Singleton was awarded the Medal of Honor and Purple Heart for his heroism while serving during the Vietnam War and died in an act of bravery in Vietnam on March 24, 1967.

He is honored today in countless ways including the Sgt. Walter K. Singleton Parkway which extends from Memphis to Millington, TN, the Singleton Community Center in Bartlett, TN, and now at Southwest through the Walter K. Singleton Endowed Scholarship.

The Walter K. Singleton Endowed Scholarship will give Marines and their families the financial opportunity to pursue higher education and career opportunities at Southwest.

To make your gift on-line go to http://www.southwest.tn.edu/foundation/scholarshipFund.htm. Just use the pull-down bar to find the scholarship.

One of the largest donations in the history of the Bert Bornblum Library includes almost 1,000 books in the John B. Mckinney Presidential collection.

The collection includes volumes concerning presidents from George Washington to George W. Bush and was donated by John Farris in honor of John B. Mckinney.

Farris’ namesake was also his father’s law partner and helped found Farris and Mckinney in 1950 after his return to Memphis from World War II. However, Mckinney’s return was short-lived as he was recalled in the Army when the Korean War began. Mckinney continued his service with the military, serving in the Vietnam War, until he retired as a colonel in the Signal Corps. He then joined ITT where he played a significant role in developing and implementing worldwide communications in various countries. He retired as president of the company.

An avid reader, he spent numerous years collecting books on the presidents and was fascinated by the differences made by each. He was particularly fascinated by Franklin Roosevelt, because of the tremendous difference he made in the lives of the people of his generation. Recently, Mckinney gave the books to Farris due to his interest in politics. Farris felt like the collection should be shared.

“This is a fantastic collection, and I wanted others to be able to get the benefit of these phenomenal books,” says Farris.

The books can be found in the Bert Bornblum library in the upper level near the Archives.

BLAST FROM THE PAST: AN UPDATE ON SOUTHWEST TENNESSEE COMMUNITY COLLEGE ALUMNI

Debra Dale Dawson, graduated in 1999 in business, employed with Families, Inc.

Dr. Steve Austin, graduated in 1976 in natural sciences, employed with the City of Memphis.

Ann Nippert, graduated in 1990 in nuclear medicine technology, worked for the Mayo Clinic.

In 2010 in education, employed with the City of Memphis.

Go on-line to http://www.southwest.tn.edu/alumni/form.htm and complete the form. We want to hear from you!

Additionally, the new College will be streamlined with fewer layers of executive directors and directors. Mandatory leadership training will be offered for all leadership personnel. A Code of Ethics has been developed in which all leadership personnel are expected to adhere.

We are currently partnering with the Technology Center at Memphis to determine ways in which the two institutions might develop stronger articulation programs as well as shared programs. Southwest is also partnering with our local school districts to determine specific intervention that may be identified to better assist students in their preparation to enter College.

Our faculty are developing increasingly more strategies to facilitate activity based classes with a greater focus on critical thinking skill development, problem solving skill development, and team work. A mentoring program has been initiated where faculty and staff volunteer to serve as mentors to our students.

Southwest recently received two large Title III grants from the U.S. Department of Education. To enhance access and completion rates of minority students, the first, a five-year $1.5 M grant, will be used to implement a pilot project to increase the persistence and graduation rates of African-American students through the redesign of Southwest’s Developmental Studies Program. State-of-the-art learning labs will be constructed to use in delivering instruction tailored to each student’s particular needs, thereby accelerating each student’s completion of only the competencies needed for enrollment in college-level classes. The open exit nature of the new program will allow early completers to immediately begin working in college-level courses rather than waiting for the next semester. In addition, this grant will allow the College to address the needs of students with lower ACTs who may no longer be eligible for Pell Grants. Extensive and intensive remediation will be provided to those students to assist them improve their skills prior to entering the Learning Support Program.

The second grant, a four-year $2.12M grant, will be used to implement Project M.O.S.T (Men of Southwest Tennessee). This Project is designed to increase the retention and graduation rate of African-American male students by providing resources that will enable them to achieve their educational and career goals. Included within the Project are a structured, two-week summer program, needs assessments, and financial assistance. A particular component of the program is a strengths-based approach to advising that will build self-efficacy and intrinsic motivation, thereby increasing the African-American male students’ engagement in, and ownership of, their own learning and success.

With the receipt of these two large grants, Southwest is well positioned to meet the challenges of the Complete College Tennessee Act (CCTA). Both grants are designed to increase graduation and persistence rates of Southwest students, a major goal of the CCTA. The College is tremendously pleased to be the recipient of such large, multi-year grants, and significant faculty and staff work is currently underway to implement these awards.

All of these initiatives will allow Southwest to remain an effective and viable institution in spite of challenges we currently face. Finally, we are striving to create an environment where everyone affiliated with the College contributes to student success. With a talented faculty, a highly committed administration, and a responsible staff, I am confident that Southwest will remain a viable resource to our communities in Memphis, Shelby and Fayette Counties, and the Mid-South region.

Cordially,

Nathan L. Essex
President
Southwest Tennessee Community College

1st Sgt Jim Brown, USMC Ret., a member of the Singleton Detachment of the Marine Corps League, makes a donation to the Singleton Scholarship. Pictured on the far left is Rose Landey, executive director of Institutional Development, and shown on the far right is Karen Nippert, vice president for Institutional Advancement.
Southwest is facing a litany of challenges—rising costs, tuition increases that impact access to college for many of our students, low completion rates and loss of a large number of employees based on budget cuts. These challenges call for institutional reform and a significant transformation regarding how we conduct business. While some colleges may feel that change is not needed, we are convinced that change is not only needed but essential for our success and viability. To sustain needed change, transformational leadership is needed at all levels: President and Senior Staff, Deans, Chairs, Directors, and Managers.

Transformational leadership will occur when we engage in a manner that leaders and followers raise one another to higher levels of motivation and effectiveness. College leaders must inject increased passion and energy into all aspects of their work. There must be genuine and visible concern for individuals we are appointed to serve. The new version of the College will focus more intensely on retention, academic progress, and graduation rates among our students. We will retain loyal and dedicated employees who are committed to the success of the College. Our employees will be expected to do more with less. Additionally, they will possess versatile job skills based on cross training. The following new initiatives will be pursued:

- Weekend degree programs that will permit students to earn degrees by attending weekend classes only.
- Early morning classes will be offered for adult students who may wish to pursue a course prior to reporting to their jobs.
- Noon classes will be offered for adult students who may wish to pursue a class during their lunch hour.
- Flexible classes will be offered beginning in October each year for students who applied after the fall registration deadline.
- Cohort classes are currently offered and will continue to be offered at various times of the year for selected programs whereby a group of students will work with a select team of professors as they progress through their academic class work.

We are also focusing major attention to all processes related to registration, admissions, and financial aid in an effort to improve our efficiency and effectiveness and create more positive outcomes for our students. A two-day workshop has been held that focused on refining all processes related to these areas. We subsequently formed a team who is analyzing our processes and interviewing personnel involved in admissions, records, and financial aid offices. All findings and recommendations will be generated, analyzed, and approved prior to implementation. We are also working with external consultants to assist us with financial aid processes. Mandatory customer service workshops have and will continue to be offered for selected college personnel.

One of the 2011 Coca-Cola Leaders of Promise Scholars, Erin Mullinax, is attending Southwest Tennessee Community College seeking an Associate of Science in Engineering. She is a member of Phi Theta Kappa Upsilon Delta and the 2011-2012 President of the Honors Academy. Following her graduation in May 2012, she will be pursuing a bachelor’s degree in electrical engineering. She is currently reviewing admissions offers to several schools with strong engineering programs. After reviewing the scholarships available to Phi Theta Kappa members, she chose to apply for the Leaders of Promise scholarship because it is one of the first scholarships provided to students to be used while they are enrolled in community college. The scholarship is designed to help defray the financial costs of attending school while encouraging student participation in Phi Theta Kappa programs and cultivating leadership ability.

The requirements for earning this scholarship are as follows:

- Be a member of Phi Theta Kappa in good standing and currently enrolled at a community college
- Have a cumulative 3.5 GPA at the time of application
- Must not have a previous degree from a two-year or four-year institution
- Have completed between 36 semester hours of college coursework by January 2011
- Student record must be free of any suspension, probation or other disciplinary action

The application process required Mullinax to compose three essays describing her leadership abilities and addressing the current Phi Theta Kappa Honors Study Topic - The Democratization of Information: Power, Peril and Promise.

Southwest Engineering Major is Awarded the Coca-Cola Leaders of Promise Scholarship

Erin Mullinax

Ken Dunn

Southwest Associate Professor Publishes a New Book

Southwest Engineering Major is Awarded the Coca-Cola Leaders of Promise Scholarship

Ken Dunn, associate professor of Graphic Arts Technology for Southwest Tennessee Community College, has published his second book, Exploring the Third Dimension—Introduction to 3D Modeling Using Strata Design 3. The book is an introductory textbook for the popular 3D modeling program.

Although for decades 3D modeling software has been used extensively for movie production, cartoon animation and other purposes, in recent years, it has begun to appear in the production of historical and scientific documentaries. Today, film makers use the software to increase realism while avoiding the costs associated with the construction of extensive sets and models.

Exploring the Third Dimension provides a simple and easy way to understand the introduction to these techniques for anyone interested in video production, instructional software and any other informational or educational purpose.

Professor Dunn is the program coordinator for the Graphic Arts Technology program at Southwest. He is also the author of Publishing on the Internet, a textbook used in website instruction.

Kudos

Erin Mullinax

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## 2011-12 BASKETBALL SCHEDULE

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<tr>
<th>MONTH</th>
<th>DAY</th>
<th>EVENT/Opponent</th>
<th>WOMEN/MEN</th>
<th>LOCATION</th>
<th>TIME (P.M.)</th>
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<td>NJCAA National Tournament</td>
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<td>Hutchinson, KS</td>
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*TCCAA/Region VII Games

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No worries in repaying huge tuition debt
Numerous degree, certificate and continuing education programs offered
Split (hybrid) courses—work 50 percent in class/50 percent online
Transferable classes to a four-year university
Ample scholarship opportunities
90 percent of (2010-2011) Southwest graduates are working
Some internships with local companies offered
Dual enrollment for high school students—a chance to get a head start on college while earning high school credits necessary for graduation
On-campus child care is available
First-rate college libraries

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