

President's Advisory and Planning Council
Governance Committee
Year-End Reports
2018-19

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MEMORANDUM: Year-End Report to Executive Staff

To: Gregory T. DeCinque, Interim President
Corey McCray, Vice President for Workforce Solutions & Interim Executive Vice President for Academic and Student Affairs
Curt Aasen, Vice President for Information Systems & Director of Institutional Effectiveness
Marian Anderfuren, Vice President for Institutional Advancement
Matthew J. Baumgarten, Executive Director of Real Estate Development and Chief Operating Officer for Facilities and Public Safety
Emanuel Chestnut, Interim Provost of the Norfolk Campus
James Edwards, Interim Provost of the Chesapeake Campus
Beth Lunde, Associate Vice President for Human Resources
Phyllis Milloy, Vice President for Finance
Michael Summers, Provost of the Virginia Beach Campus
Michelle Woodhouse, Provost of the Portsmouth Campus

From: Thomas M. Geary, PAPC Committee Chair

Date: May 15, 2019

Subject: PAPC Governance Committee Year-End Report 2018-19

CHARGES

PAPC Charge One

Identify and report on strengths and weaknesses of the college's previous Strategic Plan (2013-18).

PAPC Charge Two

Develop critical benchmarks of quality for the college's next Strategic Plan to ensure measurability and alignment with the VCCS Strategic Plan, the Chancellor's Goals, and the VCCS Performance Funding Metrics.

PAPC Charge Three

Research and report best practices for strategic planning efforts.

PAPC Charge Four

Review for currency the governance committees' by-laws, memberships, and meeting minutes and ensure they are up-to-date and accurate.

GOALS / PLANNED ACTIONS / APPROVED MOTIONS

PAPC Charge One

The PAPC verbally reported on the strengths and weaknesses in the college's previous Strategic Plan at meetings in the spring 2019 semester. All chairs of governance committees and

constituent groups were asked to read the Strategic Plan as well as ask their committee or group members to do the same. A subcommittee was formed to share findings from a review of the plan. The former strategic plan was determined to be not in alignment with current VCCS strategic initiatives and lacking in measurable goals. Narrative sections were considered a strength, but there was a lack of follow through with meeting Strategic Plan goals; for example, faculty professional development was emphasized as a goal but then mostly cut by the college.

PAPC Charge Two

The PAPC verbally reported on critical benchmarks of quality for the college's next Strategic Plan. A subcommittee was formed to review the Strategic Plan for measurability of critical benchmarks. The subcommittee determined that the previous Strategic Plan had many appropriate, measurable action verbs aligned with Bloom's taxonomy but many that were not measurable (e.g. work, extend, leverage). Each objective had strategies but not benchmarks or responsible agents to ensure each objective has follow up and completion. Sections that are evaluative and reflective will ensure annual monitoring by stakeholders. Benchmarks should also be closely aligned with VCCS Performance Funding Metrics.

PAPC Charge Three

The PAPC formed a subcommittee in the fall 2018 semester to research and report on best practices for strategic planning efforts. Extensive research was conducted to find in-depth scholarly articles, books, and accounts of strategic planning at various institutions as well as findings and best practices. The subcommittee reported on Jan. 18 its findings to the PAPC and our liaison Kim Bovee, including 10+ pages of annotated notes on resources found in the initial phase. Work on this charge was deemed completed though the subcommittee did not reconvene for additional wrap-up. The subcommittee's annotations can be viewed online at <https://docs.google.com/document/d/178IAe4HlrJ8xFs7L4S4MIIcUlCsxkaoXLCayog7mC1c/edit>

PAPC Charge Four

Governance committees and constituent groups repeatedly were asked to examine by-laws and meeting minutes posted to web sites for accuracy. The PAPC Chair has confirmed that almost all committees are up to date in posting minutes online; those that have not posted all recent minutes have been contacted to ensure that they send approved minutes, by-laws updates, and membership lists to webcomm@tcc.edu. The committee has discussed the importance of having a compiled meeting schedule for all committees and constituency groups posted on the TCC Governance web site for ease of access. A motion regarding this addition to the web site was passed on May 10.

ELECTIONS

The PAPC held its officer elections on Friday, May 10:

- Richie Windley will be incoming Chair
- Tom Geary will be incoming Secretary

Classroom Teaching and Learning with Technology Committee 2018-19 Mid-Year Report

There is no report from the CTLTC as it has been officially merged with Online Learning Committee to form the Distance Learning and Technology Committee (DLTC). The CTLTC's lone charge appears under the Online Learning Committee section below.

Curriculum Committee | End of Year Report 2018/2019

Meetings:

The Curriculum Committee met in January, February and April with a quorum present for all meetings. The Committee will hold its last meeting for 2018/2019 on June 20th.

Officers:

Elections for officers was held in May, 2019 with the following outcome:

Chair, Linda S. Williams
 Vice-Chair, Diane Graham
 Recorder, Vacant.

New Members 2019/2020:

The following individuals will join the Committee serving 2-year terms beginning in September, 2019:

Cecilia Petretto, English (N)
 Wayne Grimsley, Humanities/Fine Arts (P)
 David Howell, Industrial Technologies (RAC)
 Diana Branton, Mathematics (V)
 Debra Dart, Public Services (N)
 Scott Carlson, Business (C)

Action Items:

JANUARY: For more details about the action items considered by the Committee at: <https://intranet.tcc.edu/sites/InsideTCC/AcademicStudentAffairs/Pages/AcademicResources.aspx>.

1. ACC240 – Fraud Examination: New Course Outline
2. ACC240 – Fraud Examination: Faculty Requisite Proposal
3. A.A.S. Management – Maritime Logistics, Proposal for Revision
4. A.S. Business Administration, Proposal for Revision
5. INT133 – English to ASL Interpretation I, Faculty Requisite Proposal
6. INT134 – English to ASL Interpretation I, Faculty Requisite Proposal
7. CIV240 – Fluid Mechanics and Hydraulics, Faculty Requisite Proposal
8. CIV2XX – Introduction to Geographical Information Systems for Surveyors, New Course Proposal
9. MTH288 – Discrete Mathematics, Course Outline
10. ITN 1XX – Internet of Things and Big Data Analytics, New Course Proposal
11. ITN 2XX – Infrastructure Security (CCNA Security), New Course Proposal

12. CSC201 - Computer Science 1, Course Revision
13. A.S. Computer Science, Proposal for Spin Off AS Degree
14. A.S. Science Specialization – Computer Science, Proposal for AAS Specialization Revision

FEBRUARY: For more details about the action items considered by the Committee at: <https://intranet.tcc.edu/sites/InsideTCC/AcademicStudentAffairs/Pages/AcademicResources.aspx>).

1. AA, Liberal Arts (Modification)
 - Replaces 2nd math requirement with an approved elective, allowing for a number of classes to fulfill the 3-credit hour requirement.
 - Replaces HLT/PED Elective with SDV 198, which will be used as a capstone course.
2. AS, Social Sciences (Modification)
 - Replaces 2nd math requirement with an approved elective, allowing for a number of classes to fulfill the 3-credit hour requirement.
3. AAS, Electronics Technology (Modification)

Allows students the option to take ENG 131 instead of ENG 112. Removes HLT/PED Elective.

Recommends students take MTH 161 & MTH 162 instead of MTH 167. Moves ETR 261, ETR 250 and MTH 263 from required courses to electives. Removes and adds courses from the list of Approved Program Electives.

4. Certificate, Electronics Engineering Technology (Modification)
 - Recommends students take MTH 161 & MTH 162 instead of MTH 167. • Adds courses from the list of Approved Program Electives.
5. Course Proposals New to TCC
 - Applied Calculus II: MTH 262
6. Course Requisites
 - Seeks removal of “Divisional Approval” prerequisite from MEC 140, which will be proposed to Deans’ Course Review Committee at its next meeting.

7. CST 126: Interpersonal Communication. This course currently serves as an approved

transfer elective. Effective Catalog year 2019-2020, it will also be considered as a Humanities Elective for those curricula allowing for or requiring two or more Humanities electives. This addition will be reflected in the next Catalog and in SIS.

APRIL: For more details about the action items considered by the Committee at: <https://intranet.tcc.edu/sites/InsideTCC/AcademicStudentAffairs/Pages/AcademicResources.aspx>).

1. New Course Proposal: BIO145 Human A&P for Health Science
2. A Career Studies Certificate in Magnetic Resonance Imaging was recommended for approval. This program, if approved, will provide the certified radiographer, radiation oncology or nuclear medicine technologist with sufficient coursework and clinical experience to prepare for the advanced American Registry of Radiologic Technologists (ARRT) certification exam. It will also allow these professionals to practice as MRI technologists in a hospital or outpatient setting. On May 7, this proposal will go before our College Board. If approved, students can be admitted as early as Fall 2019.
3. New Course Proposal: RAD248: Case Studies in Magnetic Resonance Imaging: Ellyn Hodges
4. Modification Proposal: A.A.S. Management: Small Business Management & Entrepreneurship (BUS116 Entrepreneurship moved from elective to required course)
5. Modification Proposal: A.S. Business Administration (Removal of 1 credit Health/PE)
6. Revision of Course Learning Outcomes – BUS265: Ethical Issues in Management –
7. A Proposal for New AAS Specialization: AAS Management: Digital Marketing and a New Course Proposal: MKT281: Principles of Internet Marketing were presented but were not recommended for approval. The proposal is undergoing revision and will be presented at a future meeting, possibly June.

MEMORANDUM

To: Corey L. McCray, Executive Vice President for Academic and Student Affairs
From: Thomas M. Geary, Faculty Professional Development Committee chair
Date: May 15, 2019
Subject: Governance Committee Year-End Report 2018-19

I am writing this year-end report on behalf of the Faculty Professional Development Committee (FPDC) to comprehensively review our charges and our actions to complete our annual goals. This report builds upon the previous mid-year report from January 2019 and includes additional information from our meetings in the spring 2019 semester.

We are excited to have completed all of our charges for the 2018-19 academic year. Below is a list of our assigned charges followed by our actions taken to satisfy each respective charge.

It has been an honor to serve as the chair of this committee for the past two academic years, and I hope that next year's charges will build upon the great work of this committee as the college demonstrates its commitment to faculty professional development.

Elections

The committee held its elections on May 7 and elected the following faculty to hold officer positions in 2019-2020.

- David Wright (incoming chair)
- Jeanne Hopkins (recorder)
- Tom Geary (PAPC representative)

Membership

- Jeanne Hopkins (P) (Public and Professional Services Pathway)
- Sandra Weber (B) (Maritime and Skilled Trades Pathway)
- David Wright (B) (Incoming Chair, incoming representative Engineering, Science, and Mathematics Pathway)
- Libby Watts (N) (outgoing representative Engineering, Science, and Mathematics Pathway)
- Rhonda Goudy (C) (Social Sciences and Education Pathway)
- Tom Geary (B) (Outgoing Chair, PAPC Appointee)
- Dianne Stanbach (B) (outgoing representative Arts & Humanities Pathway)
- Vy Calhoun (C) (Adjunct Faculty)
- Cheryl Nabati (B) (Librarian)

- Tiffany Putman (B) (Counseling)
- Jenefer Snyder (P) (Academic Dean)
- John Morea (D) (Academic Liaison)

Charges

1. Plan and execute faculty-led professional development events, including a 2018 Faculty Development Day (or alternate event(s)) and the 2019 Learning Institute.
2. Review the proceedings and design of the New Faculty Academy and Adjunct Faculty Academy to assess and ensure their sustainability.
3. Research and provide professional development resources and/or events in anticipation of the college's transition from Blackboard to Canvas as a learning management system.
4. Research best practices for course evaluations to determine their value and content, best method of delivery, and acceptable rate of response; recommend changes based on research.
5. Determine the role of Batten Centers in relation to faculty professional development needs and propose a solution to address faculty needs.

Our Actions

1. The committee successfully held Faculty Development Day and the Learning Institute.
 - a. Faculty Development Day was held on Friday, April 19 in Virginia Beach. This was held much later than anticipated due to the loss of our administrative professional development team in 2018, but we were proud of holding such a successful event. Jaedda Hall of the Women's Center and STEM Promise Program was instrumental in organizing this event, which had approximately 30 attendees – from Tidewater, Thomas Nelson Community College, and Germanna Community College – on a rainy day. Our video live stream, managed by John Morea, had as many as 12 attendees remotely and a consistent minimum of 7 at all times. Our keynote speaker, Dr. Janice Underwood of Old Dominion University, was engaging on her topic of diversity and inclusion in STEM.
 - b. Our 2019 Learning Institute was held on May 14 and deemed a success by the 200+ attendees who learned about faculty advising. Though Karen Campbell and her planning team deserve the credit for the Learning Institute, the Faculty Professional Development Committee was glad to help out by attending mock sessions and sharing ideas for the event.
2. The sustainability of the New Faculty Academy and Adjunct Faculty Academy has remained high priority for the committee as each academy has been asked to report to the FPDC and receive ideas going forward at each meeting.
 - a. At the most recent May 7 meeting of the committee, a proposal was shared to merge the New Faculty Academy and Adjunct Faculty Academy into one, new Faculty Academy. New Faculty would be automatically enrolled in the Faculty Academy but it would be open as well to adjunct and full time faculty. This would have four 8-week sessions on Instructional Design, Instructional Delivery,

Instructional Effectiveness, and Scholarly and Creative Engagement, Institutional Responsibilities, and Service, respectively. The fourth session (Scholarly and Creative Engagement, Institutional Responsibilities, and Service) would be project-based. This final module would lead to a presentation so that faculty are sharing their results. The academy would be delivered in hybrid form; there is a lot of value to the face to face component.

- b. The chair of the Adjunct Faculty Academy has proposed a Faculty Evaluation Resource Center to aid faculty who are working on their e-portfolios for annual evaluations. This would be held in Canvas with faculty who are up for evaluation automatically enrolled.
3. The Faculty Professional Development Committee remained active throughout the year in providing feedback to John Morea's Canvas implementation team as the college is finalizing its transition in learning management system from Blackboard to Canvas. Morea's presence on the committee as new faculty liaison eased the communication from committee members who are experiencing Canvas training and use. Each meeting had an agenda item in which Morea included thorough updates regarding Canvas training availability and updates from Distance Learning with committee members offering feedback. Faculty have received regular e-mails from distancelearning@tcc.edu regarding implementation of Canvas and strategies for ensuring success in the new learning management system. Several committee members piloted Canvas throughout the spring semester and offered insight into successes and limitations.
4. The FPDC discussed course evaluations in both the fall 2018 and spring 2019 semesters, providing experiences using the online evaluations and questioning strategies for improving the questions and dissemination of evaluations. However, it did not complete an official report.
 - a. One major issue addressed by the committee and brought to us by Morea was that Class Climate has not done as advertised with Canvas integration. Every time a change occurs on a server, Class Climate blocks it and requests a new license key. It takes almost a day for it to be put back on the server. A new solution that is cloud-based could require students to take a survey before entering a course (within 72 hours of a class ending or at any point) and it could add extra credit for those who complete surveys. This would leverage Canvas for administering surveys; it meets all the standards at a VCCS level. The new tool could have faculty add questions based on pathway or course.
 - b. The committee will continue to explore ways to increase the response rate; it plans to retain this charge for the 2019-2020 academic year.
5. The committee explored ways to make the Batten Centers a central location for professional development at the college and decided at its May 7 meeting that it could be used for a few purposes in 2019-2020.
 - a. The Batten Center could be used for synchronous distance learning; students could take courses remotely as a pilot through the Batten Centers. The purpose

of the Batten Center is to explore new innovations, and this would be an interesting way to explore new types of teaching.

- b. Tom Geary and John Morea met with Dr. Corey McCray to discuss the Batten Fellow revival. They discussed how the Fellow should be chosen based on teaching innovations. The Fellow selection committee has to be clear in what deliverables it is seeking and how it aligns with initiatives, not just generic in conversation. The Fellow should be aligned in some regard with student performance. The cohort for faculty professional development, an idea proposed at the committee's April 2 meeting, was discussed as a connection to the Batten Fellow. One Fellow will be selected in the fall semester to begin in spring 2020.

TCC General Education Committee end of year report

May 7, 2019

Submitted by David Kiracofe, Chair of GEC

The general education committee met monthly with representation of the current eight competencies plus transfer counseling, deans, adjunct, and liaisons to the curriculum and Instruction committees.

The charges for GEC in 2018-2019 include:

- Review and recommend any revisions to policies, procedures, plans, or other relevant documents that are germane to the purpose of the General Education Committee; assist in drafting new policy and procedures, if needed. **We drafted new language for TCC policies on general education to align with the new VCCS General Education Policy with its new list of six competencies to be supported (Communications, Civic Engagement, Professional Readiness, Scientific Literacy, Quantitative Literacy, and Critical Thinking)**
- Develop a (vision) statement concerning general education as applied to the Guided Pathways. **We drafted this, and also included the language of the VCCS.**
- Undertake a process of review of General Education Transfer Elective Courses. **We completed vetting Social Science courses against our criteria this spring and made recommendations to the Vice President for Academic Affairs.**
- Review content in Pathways within Implementation Phase I for alignment with general education competencies. **The dean of the Phase 1 Business Pathway has reached out to the GEC to discuss how we might work together to improve success rates**

In addition to the completion of our charges, GEC this year undertook a review of a proposed course in Communications (CST 126). While the GEC recommended inclusion of this course as a general education transfer elective course, it ultimately did not align with SACSCOC guidelines on general education.

GEC also drafted a revision of its bylaws to reflect the new competencies that are represented in the committee. These revisions have been forward to the PAPC for action.

Submitted by David Kiracofe to the PAPC, May 2019

**Global and Intercultural Learning Committee – report on response to charges
May, 2019**

(Jessica Lynam, Chair)

Charge:	Progress as of January, 2019:
<p>Partner with the Intercultural Learning Center on the development and delivery of intercultural programs, aligned with the learning outcomes of courses and programs of study, including the signature Potlatch and TCC GPS programs</p>	<p>We held a successful Potlatch event on Mar. 22. A room has been requested for the TCC GPS event to coincide with International Education Week in November, 2019. We have identified colleagues and speakers from a range of disciplines whom we will invite to speak. Our August and September meetings in fall 2019 will focus on firming up the TCC GPS lineup; the focus will be on Hampton Roads as a lynchpin in global business.</p>
<p>Engage a working group of faculty to continue collaboration with Intercultural Learning and the Grants and Sponsored Programs office to prepare and submit a Fulbright Group Projects Abroad application.</p>	<p>This year’s Fulbright grant deadline is March 25th. A subcommittee of faculty, in partnership with Betsy Foushee and LaVerne Ellerbe in Grants and Sponsored Programs are collaboratively drafting TCC’s grant proposal to go to Ecuador in summer of 2020 to collect, draft, and workshop open educational resources.</p>
<p>Partner with the Intercultural Learning Center to create an intercultural certificate for students based on recurring global and intercultural events at TCC and throughout the Tidewater community.</p>	<p>A list of recurring local intercultural events has been compiled; subcommittee has convened to discuss a “weighting” system for student participation in one-time events such as speakers, festivals, etc. as well as academic courses with an intercultural perspective. Subcommittee has compared models from sister institutions and identified the parameters for this certificate; we recommend adding this to our charges for next year in order to roll out the certificate in Fall 2020.</p>

Instruction Committee Year-End Report 2018- 2019

Membership:

Angela Bell (Health Professions)
Michael Blankenship (English)
Elizabeth Briggs (Communications)
Lisa Carter (Information Systems)
David Delong (Mathematics)
Jennifer Ferguson (Director of General Education Assessment and Transfer Partnerships)
Glenn Fox (Social Sciences)
Mark Frederick (Communications)
Brittany Horn (Libraries, Recorder)
Harlan Krepcik (Industrial Technologies)
Steve Litherland (AVP Libraries, Past Chair, Ex-Officio)
Corrine Lilyard-Mitchell (Fine Arts/Arts and Design)
Jessica Morales (Natural Sciences, Chair Elect)
Victoria Proffitt (Mathematics)
Richard McCammon (Humanities)
Angela Slaughter (Business Management)

Vacancies:

Academic Dean (Transfer Programs)
Academic Dean (Career and Technical Programs)

Proposed Charges 2018- 2019

1. Review and recommend any revisions to policies, procedures, plans, or other relevant documents that are germane to the purpose of the Instruction Committee, e.g., course outlines and course syllabus templates, the General Education Assessment Plan, Policy 2105 Academic Standards.
2. Develop and maintain content pertaining to instructional effectiveness for inclusion in the Instructional Resource Repository.
3. Facilitate and finalize rubric revisions that align with the college's new General Education Assessment Plan and associated learning outcomes.
4. From the perspective of the Instruction Committee's purpose and role in shared governance, make recommendations for changes to the committee's 2019-20 bylaws (including name, purpose, mission, and membership) to align with the college's efforts around Guided Pathways. Include the purpose behind any recommended changes, and seek the input of college stakeholders and constituents when necessary or appropriate. Any changes must adhere to the processes set forth by the General Guidelines for Shared Governance System created by the PAPC and documented on the TCC website.
5. From the perspective of Instruction Committee's purpose and function at TCC:
 - a. Review and document the previous strategic plan for strengths and weaknesses;

- b. Make recommendations for developing the next strategic plan including (but not limited to) best practices for college-wide engagement to adequately represent the unique perspectives and role of the committee.
- c. Make recommendations for ensuring that the Performance Funding Metrics and Student Progression Markers are incorporated into the strategic plan.

Instruction Committee's Progress

- General Education Plan/Rubric Development and Finalization
 - IC has reviewed the SCHEV revised policy on General Education and Assessment. The VCCS will support Civic Engagement, Critical Thinking, Written Communication, Quantitative Literacy, Professional Readiness and Scientific Literacy.
 - IC has solicited input from faculty on the General Education Policy Draft. Comments were collected and included in the report to the Associate Vice President for Academic Affairs.
 - IC reviewed the revised Scientific Literacy rubric for alignment with the General Education Policy Draft definition. IC voted that the revised TCC Scientific Reasoning rubric meets the spirit of and is in alignment with the VCCS General Education Policy definition of scientific literacy.
 - IC reviewed and found the Critical Thinking rubric meets the spirit of and is in alignment with the VCCS General Education Policy definition of critical thinking.
 - IC has been working extensively on development of a Civic Engagement (CE) Rubric.
 - The Massachusetts Civic Learning and Engagement Assessment Framework was used to begin the conversation for how TCC would fulfill SCHEV requirements.
 - Faculty input was solicited for the CE rubric.
 - IC members evaluated other CE rubrics and objectives and discussed modifications to make each objective measurable.
 - IC worked to develop objectives worded to maximize application at TCC for practicality and assessability.
 - IC drafted definitions of terms, e.g. civic values that will be necessary for effective assessment.
 - IC finalized CE rubric for use 2019-2020.
 - IC has begun working on Professional Development Competency and discussing definitions and development of rubric.
 - Faculty input was solicited for the PD competency.
 - IC supported college implementation of new and revised GE competencies.
 - Rubrics were provided Pathway Deans with an open invitation to attend a meeting discussing the objectives, assessments, or provide clarification.
 - IC held information session designed to provide faculty with guidance in changes to GE competencies and determining which competency or competency are supported by courses.
- Strategic Plan
 - IC attended presentation on VCCS PFM plan including a discussion on the impact of the plan on TCC funds, and the 10 metrics used to distribute General Funds.

- IC attended a presentation on the College's planning transition and future strategic planning efforts.
- IC discussed and evaluated former TCC Strategic Plan and developed recommendations on how to proceed with creation of new strategic plan.
- IC reviewed previous strategic plan for strengths and weaknesses;
 - Observations and recommendations were forwarded to PAPC and include:
 - Ensuring PFM tied to new TCC Strategic Plan.
 - Aligning VCCS objectives as listed in 2021 or current VCCS plan with TCC goals.
 - Incorporating measurable objectives, etc.
 - Incorporating Student Progression Markers into the strategic plan.
- Instructional Resources:
 - Faculty input was sought regarding the provision of the library instruction for SDV 100 classes. The online format will enable the libraries, given current staffing levels, to provide quality library and information literacy instruction for research-based courses, improve support for online courses, and increase librarian availability for reference service.
 - IC recommends transitioning the library support for SDV to an online format in Canvas to maximize access for students.
 - IC attended presentation on VIVA Open and Affordable Course Content Grant Program. VIVA, the academic library consortium of Virginia, has an Open and Affordable Course Content Committee that is offering a new Course Redesign Grant Program, as well as an ongoing opportunity for faculty to earn a stipend for reviewing Open Educational Resources (OER) content for the Open Textbook Network (OTN). IC forwarded information to faculty to support instructional efforts.

MEMORANDUM: End of Year Report to Executive Staff Member

To: Beth Lunde, Associate Vice President for Human Resources

From: Richie Windley, Internal Relations Committee Chair

Date: May 15, 2019

Subject: Governance Committee End of Year Report 2018-2019

Charge:

Analyze the Great Colleges to Work For survey results and make recommendations on ways to improve morale and improve survey results in the future. Recommend strategies to change employee perception and make our institution a better place to work, which in turn will create a better environment for our students.

Note: This will be multi-year effort and we will use the results from future Great College to Work For surveys to measure our success.

Goals/Planned Actions/Approved Motions:

1. The President's Cabinet has implemented our recommendation to revive the College Picnic. In addition, we have a committee member serving on the Picnic Planning committee.
2. Delivered Thank You templates to HR to disseminate to Supervisors to use to show their appreciation for their staff.
3. The President's Cabinet has approved our recommendation to have Service Awards presented more timely. HR will now deliver the Service Awards to each President's Cabinet member on a monthly basis for distribution. Recognition for significant years of service will also occur at Convocation.
4. Submitted the approved IRC recommendations to the President's Cabinet from our current charge:
 - a. Revised college wide town-hall open forums. Our recommendation is that representatives from each of the college's associations/committees meet with various cabinet members, instead of having a "college all" open forum. The representatives would bring the questions/concerns from their group that relate to the cabinet member facilitating the meeting; for example, when the VP of Finance hosts the open forum, all of the discussion would relate to finance issues. The benefit of this reformatting would be to allow for true "open dialogue", and representation of concerns from specific groups are included. Each committee member or Chair would then be responsible for disseminating the information to his or her respective group.
 - b. Establishment of a college-wide discussion board. Our recommendation is for a creation of a discussion board to provide all of TCC's employees the opportunity to post issues/concerns/requests for assistance and/or information. The discussion board would be an open "web-based forum" that would be accessible to Staff and Faculty only. The discussion

board would allow for running dialogue, regardless of the topic, and would provide valuable information and feedback to TCC's governmental leaders and supervisors. After the approval from the President's Cabinet, The committee will create procedures on the operation of the discussion board. The IRC would serve as the pilot group to host a discussion board. The suggested name for the discussion board would be [Open Forum@TCC.Com](mailto:Open_Forum@TCC.Com). The discussion board would have a link on the TCC Webpage>Faculty/Staff Quick Links.

- c. Live stream Cabinet Meetings. The purpose of live streaming is to provide transparency to the college community. The recommendation is that the cabinet hosts meetings similar to city councils or school boards, with a portion of the meeting closed to the public. The suggestion is that decisions that affect the college as a whole be a transparent discussion. An additional suggestion if possible, a way to provide for live questions while streaming the meeting. This would allow viewers to seek clarification, to ask questions, and to provide input to open session of the cabinet meetings.

Other:

- The IRC by laws were reviewed for any needed updates.
- Diversity and Inclusion Council will be assisting the IRC with our charge.
- Richie Windley was reelected the IRC Chair and Davine Faulks-Brayboy as the Secretary for 2019-2020 session.
- The IRC will review the TCC's Communication Plan during the next session to assist in our charge.

Memorandum: End of Year Report to the Executive Staff

To: Corey McCray, Executive Vice President for Academic and Student Affairs
From: Matthew Watts, Online Learning Committee Chair 2017-2019
Date: April 30, 2019
Subject: Governance Committee End of Year Report 2018-2019

Final Charges for 2018-2019

1. Produce a list of recommendations that will inform the college-wide implementation of Canvas by participating in VCCS Canvas training, teaching a Spring 2019 course with Canvas, and collecting feedback from the participants of the Fall 2018 Canvas pilot.
2. Improving the design and delivery of online courses by updating TCC's Quality Online Standards and provide recommendations for a review process for online courses.
3. Review the online programs and make recommendations for shorter durations when appropriate.
4. Research individual, department-wide, and MPS software licenses purchased by TCC to determine what has been purchased, where the software is installed and to recommend a cataloging process that will reduce the number of unnecessary duplicate licenses being purchased when a computer is updated or replaced.

Status of charge 1: The Online Learning Committee (OLC) has demonstrated support for TCC's transition to Canvas with the following:

- 80% of OLC teaching faculty used Canvas for at least one class in the spring 2019 semester.
- 100% of OLC teaching faculty have completed the training required for online instructors
- The OLC recognized the need for software such as Turn-it-in and Zoom, essential for maintaining quality distance learning, and passed motions to recommend these be acquired.
- The OLC also worked with Distance Learning to approve the current blueprint and decide which LTI tools are essential.
- Surveys data from students in the fall 2018 pilot and faculty in the spring 2019 pilot were analyzed and are linked in Appendix A.

The committee has sufficiently met this charge for the time allotted. The OLC should continue to support the transition to Canvas in the next academic year.

Status of charge 2: A subcommittee, led by William "Bill" Conner, was created to handle this charge. The subcommittee worked with Amanda Goldstein of Distance Learning to create the Proposed TCC Standards for Online and Hybrid Courses. The document was approved by the committee and is linked in Appendix B. The committee has partially met this charge and recommends the review process for online courses be a charge for next year.

Status of charge 3: A subcommittee, led by Forrest Crock, was created to handle this charge.

A review of available research was presented to and approved of by the committee and is linked in Appendix C. The committee also approved of the following background and recommendation, thus meeting this charge.

Background:

Based upon a survey of national research regarding “compressed, shorter duration online courses”, a pilot of “start of semester” shorter duration online courses (pilot held in CST and ENG courses at the VB campus at the request of the then Vice President of Academic and Student Affairs from spring 2017 to present) and initial TCC student satisfaction surveys, the subcommittee noted that shorter duration online courses are having a positive impact upon student satisfaction.

The research indicates that student retention and satisfaction are higher in shorter duration online courses (8, 10 and 12 week courses). (This is not based primarily upon “late start” shorter duration online courses but those starting at the beginning of the semester, as well as, later offerings.)

Recommendation:

Based upon national research, TCC enrollment, TCC student success, and TCC student feedback, the Online Learning Committee recommends that the quantity of shorter duration courses (less than 16 weeks) being offered by TCC increase significantly in order to accommodate our students' needs and for TCC to remain a viable option in the competitive online learning community.

Furthermore, the Online Learning Committee recommends a comprehensive evaluation of courses in each online program be conducted in collaboration with the Department of Distance Learning and Deans to ascertain obstacles that may hinder this initiative and propose solutions that address outliers.

Status of charge 4: While this charge falls under the purview of the Classroom Teaching and Learning with Technology Committee (CTLTC), the OLC was piloting an informal merge with this committee and thus hosting this charge. A subcommittee, led by Ané Pearman, has worked with OIS and other stakeholders to assess the situation. The committee approved of the following recommendation to fulfill this charge.

Recommendation:

The OLC recommends that whoever purchases and/or installs software on Tidewater Community College computers documents the purchase, license, and installation on a college-wide centralized list. The Committee makes this recommendation so that a software license is available for re-installation due to malfunction or deletion, and so that the license is available for reassignment when appropriate.

Merge with CTLTC: As mentioned above, the OLC piloted a merge with the CTLTC this year. Based on the success of the pilot, the CTLTC voted unanimously to dissolve as a committee and

this was approved of by the PAPC. The OLC then proposed changes to its bylaws, including the new name of Distance Learning and Technology Committee (DLTC). The revised bylaws include an updated purpose statement incorporating the purpose of the CTLTC and the addition of two voting members, one adjunct faculty and one OIS representative, to support the expanded purview of the committee. The bylaws were also approved of by the PAPC and are linked in Appendix D with changes highlighted in red and underlined.

In addition to working on these charges, the committee has maintained currency on the TCC website, posting summaries shortly after meetings and then replacing those with minutes once approved. The chair has attended all PAPC meetings and provided timely updates. Finally, the chair would like to recognize the hard work of the Department of Distance Learning, specifically John Morea, as being instrumental with all the accomplishments of the committee.

Respectfully,
Matthew Watts
Chair 2017-2019

Appendix A

[Analysis of Student Survey Data from fall 2018 Canvas Pilot](#)

[Analysis of Faculty Survey Data from spring 2019 Canvas Pilot](#)

Appendix B

[Proposed TCC Standards for Online and Hybrid Courses](#)

Appendix C

[Research Summary for Short Term Courses](#)

Appendix D

[Distance Learning and Technology Committee Bylaws](#)

**Student Success Governance Committee
End of Year Report 2018-2019**

The Student Success Governance Committee was charged by Dr. Corey McCray with the following:

- Make recommendations for changes to the committee's 2019-20 bylaws (including name, purpose, mission, and membership) to align with the college's efforts around Guided Pathways.
 - *No recommendations were made. Goal Completed*
- Review and recommend revisions to policies, procedures, plans, or other relevant documents germane to the purpose of the Student Success Committee.
 - *Successfully reviewed and made recommendations to edits for Policy 2200 – Student Affairs. Goal Completed*
- Collaborate with the FPD Committee to determine expectations for faculty participation in advisor training and create a communication plan to ensure faculty awareness.
 - *Faculty Advisor Training will begin at the Learning Institute in May 2019 with additional training sessions offered throughout the academic year. Goal ongoing*
- Review all current student affairs policies and recommend any revisions to, procedures, plans, or other relevant documents germane to the purpose of the Committee.
 - *Reviewed current Student Affairs policies and recommended revisions and updates to Policy 2200 – Student Affairs. Goal completed*
- Create and present a process allowing for student feedback specific to the implementation of the advising model.
 - *Advising Model presented to members of Student Government Association. Feedback was received and feedback was shared with Deans of Students and Interim Associate Vice President for Student Affairs. Goal Completed*
- Develop and present a college-wide model for engaging students in career services and employer hiring and networking events.
 - *The committee did not have the opportunity to begin discussions regarding this charge, but does fully support efforts to prepare and support students for the workforce. Goal Not Completed*

Additional Recommendations include the following:

- Guarantee Class Scheduling by offering virtual classes to students
- Create a Retention Task Force to focus efforts on improving student success, declining enrollment, and graduation rates.
- Provide a robust and consistent training to faculty for EAB Navigate and Faculty Advising. Training should be offered in different modalities. Also allow faculty to shadow current counselors and advisors.
- Training should also include customer service training
- ID Office operating hours to include evening hours for working students.

Submitted by: James Edwards, Chairperson

Workforce Solutions Committee Yearly Report 2018-2019
Submitted by Dr. Gabriela Christie Toletti, Chair

Charges:

For the 2018-2019 academic year, the Workforce Solutions Governance Committee was charged to address the following:

1. Work with the Workforce Solutions team to establish a reporting process for workforce students who earn credentials through online workforce courses to include third party online vendors.
2. Work with the Workforce Solutions team to develop procedures to cross-walk noncredit courses and training into advance standing (credit for non-credit training) opportunities for Workforce Solutions students and ensure adherence to SACSCOC Principles of Accreditation; in particular Comprehensive Standard 3.4.8 – Noncredit to Credit.

Activities/Accomplishments:

- A. Committee reviewed the Credit for Prior Learning – Process Map for changes. Changes were suggested and approved by the committee. Calvin Scheidt included the approved changes in the Credit for Prior Learning Map.
- B. Charge 1 – The Committee engaged in discussions to determine the barriers to the reporting process for workforce credentials. The WSC will reach out to third party credential providers to determine how they collect information about TCC students in order to identify possible opportunities for information sharing.
- C. Committee worked on 2019/20 WSC Charge 2 – Worked with the Workforce Solutions team to develop procedures to cross-walk noncredit courses and training into advance standing (credit for non-credit training) opportunities for Workforce Solutions students and to ensure adherence to SACSCOC Principles of Accreditation; in particular Comprehensive Standard 3.4.8 – Noncredit to Credit.
- D. Committee agrees on the importance of establishing a formal requirement to educate the student on the credit translation of their non-credit coursework at the orientation for the course. Perhaps this could be in the standard syllabus. Dean Tom Stout to include this recommendation in his briefing at the Academic Deans and Directors Meeting (ADDM).
- E. Committee Identified classes that are best to crosswalk through the credit review process for prior learning process to extrapolate credits.

- a) Lisa Peterson worked on cross walking Medical Billing and Coding for credit equivalencies.
 - b) Discussion on Fundamental Payroll Certification (FPC) being embedded in the credit courses. ACC 124 and ACC 293 are the two courses identified as having the certification prep embedded.
 - c) Calvin Scheidt worked on cross walking OSHA programs for credit equivalencies. Calvin Scheidt presented two courses that have been cross walked to credit. OSHA 10 Industry crosswalks to SF 130 and OSHA 30 Construction crosswalks to BUILD 215.
 - d) Dean Tom Stout worked on cross walking Maritime for credit equivalencies.
 - e) Discussion regarding if Welding could be analyzed for credit equivalencies
- F. Ongoing discussions regarding who owns the curriculum when doing third party vendor teaching contracts.
- G. Workforce Solutions Committee Chair attended the College Wide Counselor Meeting hosted by Meredith Pollard on March 29 at the Norfolk Student Center and gave report on WSC. Gave insight to counselors on our charges, explained how Workforce is an alternative for students who don't take Credit Courses, instructed the counselors to use our Workforce Solutions Website, and explained how to direct students to expert help at TCC.edu.workforce (or) at: 822-1234. Feedback from counselors was given regarding the Workforce Solutions Website.

Ongoing Goals/Recommendations:

- A. Committee recommends that the Chief Academic Officer reviews the Advanced Standing Policy No. 2109. Last dated April 23, 2015.
- B. Committee will follow up with Dr. McCray regarding G3 Grant. This could be an opportunity to develop the crosswalk from non-credit to credit. The grant must be spent by October of 2019. It is a planning grant to determine how the G3 model could be implemented here at TCC. The areas of interest are Welding, Education (will further define as to what exactly this is referring to. Early Childhood or licensure), and IT. The G3 can be used to help figure out the non-credit/credit cross-walk to further the work we are doing.
- C. Committee recommends establishing the credits earned on the workforce graduation/completion certificate. (Suggestion by Bantanya Gibson)
- D. Committee recommends the need to establish a formal requirement to educate the student on the credit translation of their non-credit coursework at the orientation for the course. Perhaps this could be in the standard syllabus.

Dean Stout to include this recommendation in his briefing at the Academic Deans and Directors Meeting (ADDM). (Recommendation by Dr. McCray)

- E. Committee recommends determining if the requirement for provision of curriculum is in our contracts with 3rd party providers. This includes the individual lesson plans, learning outcomes, text and course materials. This has been done in the past to evaluate if the third party's curriculum will transfer on credit side. (Recommendation by Lisa Peterson)

- F. Committee recommends addressing confusion about the availability of the TCC ID's to Workforce Development Students. OPEN ENROLLMENT AVP can approve the students for Id's according to the Student Identification Policy.

Constituent Groups

As constituent groups, the College Faculty Senate, the Administrative Association, the Classified Association, and the Student Government Association Federation Council do not receive charges.

Please see minutes posted on the TCC Governance web site for information regarding constituent groups.

Contacts:

- College Faculty Senate: Stacey Deputy, outgoing Chair (2018-19), Sarah DiCalogero, incoming Chair (2019-2020)
- Administrative Association: (vacant)
- Classified Association: Nancy Jones, Chair
- SGA Federation Council: (unconfirmed)