

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 numbered 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. The Chair and Morea met with Dr. 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.