MEMORANDUM

To: Joseph Fairchild, President's Advisory and Planning Council chair
From: Thomas M. Geary, Faculty Professional Development Committee chair
Date: May 8, 2018
Subject: Governance Committee Year-End Report 2017-18

I am writing this requested Year-End Report on behalf of the Faculty Professional Development Committee to provide a comprehensive summary of our charges, our actions, and our completed goals. This report builds upon our Mid-Year Report from January 2018 with additions from our spring meetings.

We are proud to announce that we have satisfied all charges as a governance committee for the 2017-18 academic year. Below you will find a list of our approved charges followed by our actions taken to satisfy those charges.

Charges
1. Review the Faculty Professional Development (FPD) program, practices and procedures and participate in MY and EOY FPD Unit reports, recommendations, and revisions.
2. Plan the following professional development events: 2017 Faculty Development Day, 2018 January college briefing, and the 2018 Learning Institute.
3. Research the use of certifications and badging for TCC faculty professional development participation or completion.
4. The Faculty Professional Development Subcommittee will participate in the redesign of the New Faculty Academy and build of the Adjunct Faculty Academy.
5. Develop professional development sessions to prepare for and support Dean's Class Observation Evaluations.
6. Determine the committee's role in advancing Guided Pathways.

Our Actions
1. There has been ample analysis and reflection of faculty professional development at the college.
   a. The Faculty Professional Development team alongside members of the Faculty Professional Development Committee reviewed its unit goals for 2017-18 and conducted a SWOT (strengths, weaknesses, opportunities, threats) analysis of faculty professional development at TCC at a Dec. 12 retreat.
   b. The committee has also participated in the mid-year report, consistently brainstormed ideas for Batten Center presentations and workshops, approved charges, and filled vacant committee positions.
   c. In the wake of administrative and staff layoffs effectively ending the faculty professional development team at the college in its current form, the committee on May 1 in Norfolk assessed its practices and developed a list of positions and inquiries regarding the future of faculty professional development at the college.

d. The committee approved new by-laws on Apr. 3 in Chesapeake that reflect pathways instead of peer groups.
2. The FPDC has completed two of its three assigned professional development events: 2017 Faculty Development Day and the 2018 January college briefing. The third event (the 2018 Learning Institute) is fully scheduled and prepared for this upcoming week.
    a. After the August 2017 Faculty Development Day, the committee reviewed surveys and assessed strengths and weaknesses. Among the most interesting feedback is a low score (3.1 out of 5) for the morning plenary session and high faculty response to a needs assessment to learn about Syllabus Builder, Creating Videos, and OER Support (31.5%, 31.5%, and 26%, respectively).
    b. The Guided Pathways Briefing and Work Session originally scheduled for Jan. 4 was held on Jan. 19 with much success in making progress toward completing pathway default course templates.
    c. The committee has discussed VCCS New Horizons 2018 plans, including available funding for presenters, how to bring back sessions to TCC, and if it is possible to live stream TCC presenters.
    d. Planning for Faculty Development Day 2018 occurred but stalled due to layoffs impacting the professional development team. The committee determined options, costs, and availability of speakers, including its top two options (Sarah Rose Cavanaugh and the No Greater Odds film team), planned changes to the schedule based on 2017 FDD feedback, and developed a new call for proposals. That call for proposals – discussed in length at the Mar. 13 and Apr. 3 meetings – was never sent out to faculty, nor was a speaker confirmed (despite acquiring prices and availability) due to the layoffs.
    e. The committee developed a Learning Institute planning subcommittee on Feb. 13 in Portsmouth. That subcommittee met several times in person and virtually to develop faculty advising modules for the Learning Institute, held on May 9-10 in Portsmouth.
3. The committee researched digital badging and certifications for faculty professional development and began a report on its feasibility that was ultimately aborted due to the layoffs to the faculty professional development team.
    a. The FPDC had Dr. Anne Weiss of NASA present virtually at our Dec. 12 on digital badging. Her ideas have provided a basis for further discussions about opportunities for digital badging at TCC.
    b. Committee members attended sessions on digital badging at VCCS New Horizons conference in April in Roanoke.
    c. Committee members researched other instances of digital badging at similar institutions, including but not limited to the Colorado Community College System.
    d. A report regarding how digital badging could be implemented at the college was drafted as a collaborative Google Doc file; among the areas of concern that were addressed in part were the content of various badges and level of rigor required to ensure completion of a badge. The report, based on ample research, was not completed as there would be no faculty professional development team to maintain records of completed events or assess the participation.

4. There has been a lot of success in the redesign and development of the New Faculty and Adjunct Faculty Academies, respectively.
   a. The New Faculty Academy redesign has been spearheaded by Monica McFerrin.
      i. New faculty participated in a Teaching Squares cohort and worked closely with mentors to establish long-term goals while second-year faculty took TOP-Elite and OER Pathways training. Faculty in their third year of the academy will develop projects in future iterations of the New Faculty Academy.
      ii. McFerrin developed a Facilitator's Handbook to provide consistent information to deans and future facilitators.
      iii. New Faculty Academy recommendations were discussed and passed by the FDPC. These recommendations include limits to governance participation and teaching overloads for year one faculty, standing Friday afternoon meetings, and a year three project related to one of four FDEP domains with an appropriate timeline for completion.
   b. The Adjunct Faculty Academy has been developed by Jeanne Hopkins.
      i. A 10-week online course was developed with lessons, readings, and assignments on orientation and course design, teaching philosophies, instructional delivery, instructional effectiveness, instructional expertise, and other best practices.
      ii. The academy, which was vetted by 13 faculty members, went live as of Jan. 1 and was completed with all active participants achieving the required 80% to pass.
      iii. Hopkins received feedback from participants via a summative evaluation regarding how to improve the 10-week online course. She also received ample feedback from the committee regarding the content and assessment in the course.
5. Professional development sessions, including Batten Center training and workshops as well as college-wide and regional events, were offered throughout the 2017-18 academic year.
   a. A Project-Based Learning event for the Tidewater Regional Center for Teaching Excellence was held in Norfolk on Mar. 23.
   b. An Assignment Design Charrette event for the Tidewater Regional Center for Teaching Excellence was organized.
   c. A number of Batten Center sessions and workshops were held throughout the year to assist faculty with technology in the classroom, faculty summative evaluations, and various other topics.
6. The committee extensively discussed and embraced its role in promoting faculty professional development events that support Guided Pathways at the college.
   a. One such instance was the Guided Pathways Briefing and Work Session held on Jan. 19.
   b. The revision to by-laws to reflect pathways instead of peer groups helps the committee better fit the new Guided Pathways academic restructure.

7. Other actions completed by the FPDC in 2017-18 include a review of major updates to the TCC Syllabus Builder with John Morea, unanimous approval to participate in the Governance Committee Blackboard Portal, a discussion of connections between FPD opportunities and Faculty Rewards criteria, and OER opportunities for developing courses.