
President's Advisory and Planning Council Governance Committee Mid-Year Reports 2017-2018

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MEMORANDUM: Mid-Year Report to Executive Staff Member

To: Edna Baehre-Kolovani, President
Daniel DeMarte, Vice President for Academic and Student Affairs & CAO
Curt Aasen, Director of Institutional Effectiveness & Vice President for Information Systems
Marian Anderfuren, Vice President for Institutional Advancement
Matthew J. Baumgarten is Executive Director of the TCC Real Estate Foundation and Chief Operating Officer for Facilities and Public Safety
Jeffery S. Boyd is Provost of the Norfolk Campus
Sarah E. "Beth" Lunde, Associate Vice President for Human Resources
Corey L. McCray is Vice President for Workforce Solutions
Phyllis Milloy, Vice President for Finance
Lisa B. Rhine, Provost of the Chesapeake Campus
Michael Summers, Provost of the Virginia Beach Campus
Michelle Woodhouse, Provost of the Campus

From: Joseph Fairchild, PAPC Committee Chair

Date: February 15, 2018

Subject: PAPC Governance Committee Mid-Year Report 2017-2018

Charges:

PAPC Charge One:

Develop an effective communication strategy for TCC to keep all constituency groups informed of college matters. Please include open-ended Q&A constituency meetings, in addition to the President's Town Hall meetings. Recommendations due by January 1, 2018.

PAPC Charge Two:

Review the college's mission statement and develop a vision statement; suggest revisions to the mission if necessary and document the entire process in the PAPC's minutes. Ensure the mission addresses teaching and learning, clearly defines the college's function, and conveys the essence of institutional identity. Ensure the new vision statement reflects the mission.

PAPC Charge Three:

Review for currency the governance committees' bylaws and meeting minutes and ensure they are up-to-date and accurate.

Work on these charges, including participants and processes, must be thoroughly documented in the Council's minutes. In addition, please provide my office and the office of Institutional Effectiveness with a progress report by March 1, 2018, and a final report by May 15, 2018.

Goals/Planned Actions/Approved Motions:

PAPC Charge One:

The PAPC created, approved and presented a *Communication Recommendation* in November 2017. Thereafter, the PAPC was tasked to reconsider the *Communication Recommendation* due to Faculty Senate concerns regarding its recommended required participation in the Communication Plan's reporting requirements. In December 2017 and January 2018, the PAPC discussed those matters and on a vote of the Committee, modified the recommendation after consideration of the questions raised. This updated and approved version of the Communication Recommendation is attached hereto and made a part hereof by reference. Work on this charge is complete.

PAPC Charge Two:

Charge two was later modified to a comprise a review of the Mission Statement for accuracy and currency and to determine the appropriate review process for the TCC Vision Statement that was adopted in 2015-2016. The PAPC has proposed a change in the Mission Statement and a process for review of the Vision Statement. These recommendations are in the process of review by the Governance Committees and Constituent Groups. Work on this charge is ongoing.

PAPC Charge Three:

Governance Committees and Constituent Groups have examined their Bylaws and meeting minutes for accuracy. Several groups currently have pending reviews before their Committee/Group. Work on this charge is ongoing.

CTLTC MID-YEAR REPORT 2017-2018
Classroom Teaching and Learning Technology Committee

MEMBERSHIP

CTLTC Membership for 2017-2018

John Morea (Learning Technologies: Ex - Oficio)
Ané Pearman (Virginia Beach: Chair Elect)
Matthew Blanchard (Learning Technologies)
Bethany Wright (Libraries)
Beth Callahan (Educational Accessibility)
Staci Forgey (Portsmouth)
Rashad Ridley (OIS)
Joe Reisch (Portsmouth)
Beth Callahan (Disabilities Services)

Vacant: 2 Norfolk representatives
 2 Chesapeake representatives
 2 Adjunct Faculty
 1 Student
 1 Faculty Development

Observer: Marcee Anderson (Virginia Beach)

CHARGES

CTLTC Charges for 2017-2018 Classroom Teaching and Learning Technology Committee

1. Review and recommend any revisions to policies, procedures, plans, and/or other relevant documents that are germane to the purpose of the Classroom Teaching and Learning Technology Committee; assist in drafting new policy and procedures, if needed.
2. Produce a report that provides the pros and cons of using an LMS lecture capture solution such as Blackboard Collaborate Ultra rather than Panopto for lecture capture.
3. In coordination with the Learning Technologies Department review and recommend components to redesign the classroom MPS (Media Presentation System) in order to reduce costs and maintain quality of service.
4. Increase faculty awareness of campus Distance Learning Classrooms.
5. Collaborate with Learning Technologies Department to conduct a college-wide MPS study that quantifies equipment usage.
6. Produce a shared governance resource that promotes access to information, collaboration, and communication amongst stakeholders.
7. Determine the committee's role in advancing Guided Pathways.

Classroom Teaching and Learning Technology Committee Progress on Charges for 2017-2018

- 1. Review and recommend any revisions to policies, procedures, plans, and/or other relevant documents that are germane to the purpose of the Classroom Teaching and Learning Technology Committee; assist in drafting new policy and procedures, if needed.**

This Charge stems from the role that the CTLTC took in generating and adopting the Classroom Technology Standards that the college has used as its guiding metric whenever the classroom presentation technology is updated. Each year the committee looks at the existing standards document and discusses changes within that document that must be made, as well as any specific college policies that need to be adopted or modified during that Academic Year. A revision of the Standards document was proposed during the previous Academic Year, so the incoming committee took the opportunity during the first committee meeting in September of 2017, to discuss the current standards document and the need to further educate faculty about the existence of said document. The committee also began reaching out to faculty to attempt identifying any areas where the classroom presentation technology did not meet the current standard; from that investigation classrooms have already come to the committee's attention and those issues are being addressed by the Department of Learning Technologies.

Conversation at the committee level has centered around ensuring that Faculty are aware that the standards document is just a starting point for the classroom technology, and that faculty input is what drives any innovation. Information from Charges 3, 4 and 6 will shape the final report on this charge.

Additionally,

The CTLTC reviewed and provided feedback to support a more efficient and effective re-designed TCC Syllabus Builder.

The Committee also provided feedback toward the ongoing PAPC Communication Proposal.

The TCC Classroom Technology Standard is updated bi-annually and was reviewed last year.

The CTLTC received numerous requests to enhance technology in analog classrooms at the Virginia Beach Campus. Based on these requests Apple TV was added to four classrooms in the Pungo building, and a camera was added to a music lab, and ATC building is scheduled for a complete classroom technology renovation during the late spring and summer. Additional funding is needed to implement the faculty supported Classroom Technology Standard and thereby complete the digital conversion of Virginia Beach campus classrooms. All Norfolk, Chesapeake, and Portsmouth campus classrooms are in compliance with the TCC Classroom Technology Standard. The Standard lists the minimum resources that teachers and learners must have in any teaching location.

GOAL COMPLETION: final committee report – May 2018

(Assigned to: All committee members)

2. CHARGE COMPLETED: Produce a shared governance resource that promotes access to information, collaboration, and communication amongst stakeholders.

(Assigned to: John Morea, Learning Technologies with recommendations for all committee members)

Purpose of Governance Portal - the implementation of a college-wide TCC Governance Portal utilizing our Blackboard Learning Management System as a way for governance committees to communicate synchronously and asynchronously.

Every faculty member may have access to the Organization site for Governance Committees. Every faculty member would have access to the Organization site for Governance Committees.

Features:

- a. Blogs and Discussion Boards for committee members and at-large faculty to participate in committee discussions.

Blog created to host abbreviated and unapproved summaries of committee meetings to support timely feedback from college stakeholders.

Discussion Boards—there is a forum for each committee charge. Allows for discussion of each charge and for committee to solicit feedback

- b. Agendas for upcoming meetings along with instructions for attending meetings through Blackboard Collaborate Ultra

Each committee has one link that is the link that will be used for the committee all year

- c. Calendar—has scheduled meetings for committees in the calendar view. Can uncheck the calendars included that are not governance

Question: Can it work with Outlook? Would be nice if it would. Exploring possibility.

- d. Drop Box and Email—available just to that committee.
- e. Each committee has a dedicated URL to host synchronous committee work sessions and meetings.
- f. Committees can be contacted via email inside the portal.
- g. Committee guidelines and deadlines are posted to support effective operations/

John Morea & Learning Technologies department completed the Governance Portal in early September. They shared it with the CTLTC and it was unanimously approved. It was introduced to the PAPC at their September meeting. Although it was not selected as the PAPC's choice for their Annual Charge One: Communication Plan, several governance committees are using the site - particularly the net-meeting feature for committee members to attend meetings while at other physical locations as well as the Discussion Board feature. Although the solution provides the capability for all college faculty to engage with a committee, this feature is currently disabled."

3. ONGOING: Produce a report that provides the pros and cons of using an LMS lecture capture solution such as Blackboard Collaborate Ultra rather than Panopto for lecture capture.

(Assigned to: Matt Blanchard and Staci Forgey).

Matthew Blanchard was tasked with researching this prior to the first meeting of the committee in September of 2017. As the cost of Panopto is significant and Blackboard Collaborate Ultra is already a part of the Blackboard LMS contract, it seemed that Panopto represented a potential duplication of resources where costs could be saved. Staci Forgey and Matt began planning a limited pilot to see how fully featured Blackboard Collaborate would be when creating classroom recordings and briefed the committee on how they would proceed, but quickly discovered that there was a significant limitation to Collaborate in that it is unable to capture footage of both the instructor and the PC desktop at the same time. It was at this point that Matt and Staci looked for any official language related to the needs of Lecture Capture. At the January meeting Matt gave an update that he was reviewing language generated by the VCCS' eLearning and Educational Technology Committee had recommended language that defines what Lecture Capture both is and isn't. Matt recommended adopting The ELET language which, if adopted, would require that Lecture Capture feature the ability to capture the instructor and any PC desktop content at the same simultaneously. Given this new defining language and the pending LMS transition, the committee is generating its report based on the technological strengths and weaknesses of both Collaborate and Panopto.

GOAL COMPLETION: final sub-committee report - February 2018

4. ONGOING: In coordination with the Learning Technologies Department review and recommend components to redesign the classroom MPS (Media Presentation System) in order to reduce costs and maintain quality of service.

(Assigned to: Rashad Ridley and John Morea).

It was determined that Charges 4 and 6 are linked. The survey produced by Charge 6 will offer input for Charge 4, as well.

Matthew Blanchard presented the iZiggy document camera from iPevo. The iZiggy is an HD and digital USB document camera. This document camera costs a fraction of the document cameras widely in use across the college and provides better resolution with more features. The document camera connects to the computer in a classroom allowing instructors to record, zoom, inverse, and focus from a PC.

The committee members were impressed with the camera's functionality and clarity.

These cameras will be installed in the ATC classrooms as part of a Digital Classroom upgrade/renovation planned during the spring and summer.

Beth Callahan asked for a portion of the older document cameras to be transferred to the library to support accessibility needs.

Additionally, the cameras were installed in E-133 on the VB campus at the request of Joe Kasper, music professor, so that students could see the piano keys for better course content comprehension.

GOAL COMPLETION: final sub-committee report - April 2018

5. CHARGE COMPLETED: Increase faculty awareness of campus Distance Learning Classrooms.

(Assigned to: Matt Blanchard and Ané Pearman)

These are classrooms with high quality lecture capture capabilities.

The idea is that you could teach two sections at two campuses simultaneously (which would be useful when two sections have low enrollment—could combine across campuses)

The November CTLTC was conducted in a distance learning classroom, Martin 2610, and at the VB campus. The Portsmouth campus was to use the room (A 210) in November for a meeting. Meetings, in these rooms, is a manner in which to advertise/share what the room can do, and helps to make faculty and staff aware that they exist and are available.

Ané presented to the PAPC regarding the existence of the rooms and asked committee members to share with their constituents information regarding the availability of the classrooms to potentially increase class enrollments and/or assist with helping students by using the rooms to increase enrollment in courses that had small enrollment but were necessary for student graduation. Ané submitted an informal report on 12/6/17 to the chair of the PAPC with instruction usage manuals for Norfolk & Portsmouth campuses (only manuals available at present) and answers to questions posed by PAPC members.

Course to have been offered on the Portsmouth campus for Spring 18, using Distance Learning Classroom, did not make enrollment. Suggestion made to consider CHD/Early Childhood Development courses in future.

Copy of Informal Report:

QUESTIONS from PAPC to CTLTC regarding Distance Learning Classrooms from Meeting on 12/8/18:

Question sent to John Morea, Ex-Officio for CTLTC-

There was a question regarding use of proctors/official policy (where it's documented).... regarding proctoring of the distance learning classrooms.

I see in the guide on page 35 - there's a proctor guide.

1. Who are proctors?
2. How are they compensated?
3. Why are they required?
4. Where are proctor guides located?

Do you know any of these answers?

RESPONSES:

Hi Ané. The term proctor may be interchangeable with another support title, but the position provides essential real-time support during synchronous DL courses in the remote location without the course instructor. Page four of the attached VCCS document addresses the remote location's need for technical support. However, each TCC program would need to decide upon its proctor needs, and what skill set is needed to ensure that a DL course is supported effectively in both locations. A program could assign a work study or hire someone from the field, and the duties could vary significantly based on the course or program. Proctors could be used to ensure equipment is operable prior to each class, provide technical support, serve as a test proctor, etc.

Compensation is typically part of an MOU between two parties. For example, TCC conducts Vet Tech synchronous DL courses with BRCC. The course instructors are at BRCC and it is BRCC that pays for a part-time proctor to support TCC students here. I don't think College or VCCS policy is needed for our new

classrooms since TCC is both delivering and receiving. The situation for using the rooms should drive the solutions implemented.

Rather than letting administrative responsibilities such as funding and support lead the discussion, focus first on how TCC courses could utilize the technology in these classrooms to record high quality on-demand lecture or reach learners at multiple locations to support enrollment, and student success at TCC.

Teaching and learning needs that are supported by the technologies in these classrooms would provide the framework to engage a Dean in additional support discussions.

ADDITIONAL INFORMATION from CTLTC CHAIR:

I will attach Distance Learning Usage Guides for two campuses. When other campuses move to utilize the rooms, the guides will be created for those campuses by John Morea.

From November CTLTC Minutes:

GOAL -- Increase faculty awareness of Campus Distance Learning Classrooms.

The November CTLTC was conducted in a distance learning classroom, Martin 2610, and at the VB campus.

The Portsmouth campus is trying the room (A 210) next week. Meetings in these rooms is a way to advertise what they can do, and makes faculty and staff aware.

Link to Promo video in Share Point for these rooms:

[https://intranet.tcc.edu/sites/InsideTCC/AcademicStudentAffairs/Library/Forms/Video/videoplayerpage.aspx?ID=324&FolderCTID=0x0120D520A80800EBDBBA1657373C479D2DBA97C4BCCC59&List=78bd97a9-c640-4bc2-990d-](https://intranet.tcc.edu/sites/InsideTCC/AcademicStudentAffairs/Library/Forms/Video/videoplayerpage.aspx?ID=324&FolderCTID=0x0120D520A80800EBDBBA1657373C479D2DBA97C4BCCC59&List=78bd97a9-c640-4bc2-990d-fb75bc272118&RootFolder=%2Fsites%2FInsideTCC%2FAcademicStudentAffairs%2FLibrary%2FTCC%20Distance%20Learning%20Classrooms%2FAdditional%20Content&RecSrc=%2Fsites%2FInsideTCC%2FAcademicStudentAffairs%2FLibrary%2FTCC%20Distance%20Learning%20Classrooms)

[fb75bc272118&RootFolder=%2Fsites%2FInsideTCC%2FAcademicStudentAffairs%2FLibrary%2FTCC%20Distance%20Learning%20Classrooms%2FAdditional%20Content&RecSrc=%2Fsites%2FInsideTCC%2FAcademicStudentAffairs%2FLibrary%2FTCC%20Distance%20Learning%20Classrooms](https://intranet.tcc.edu/sites/InsideTCC/AcademicStudentAffairs/Library/Forms/Video/videoplayerpage.aspx?ID=324&FolderCTID=0x0120D520A80800EBDBBA1657373C479D2DBA97C4BCCC59&List=78bd97a9-c640-4bc2-990d-fb75bc272118&RootFolder=%2Fsites%2FInsideTCC%2FAcademicStudentAffairs%2FLibrary%2FTCC%20Distance%20Learning%20Classrooms%2FAdditional%20Content&RecSrc=%2Fsites%2FInsideTCC%2FAcademicStudentAffairs%2FLibrary%2FTCC%20Distance%20Learning%20Classrooms)

Campus contacts to reserve a Distance Learning Classroom:

Beach: Mike Summers (contact- Effi Vakalou)

Chesapeake: Tom Stout

Norfolk: Kerry Ragno

Portsmouth: Jenefer Snyder

6. ONGOING: Collaborate with Learning Technologies Department to conduct a college-wide MPS study that quantifies equipment usage. (Assigned to: All committee members will work on this charge). April goal for completion of report.

Survey questions:

- o Course and section teaching
- o If you use MPS to display content
- o How often you use the MPS
- o Which components are used
- o Control station

o Additional comments and needs

Survey was created, reviewed by PAPC, accepted and email was sent on 11/14/17 to advise all faculty on all campuses of upcoming on campus visits with survey. Submitted to TCC print shop middle of October to disseminate end of November and throughout December. Print shop delays in completing surveys has caused the on-campus visits with survey to be delayed to Jan/Feb 18. Survey will begin on 22 January with 16 week and possibly 2nd 8 week courses' classrooms being included.

During months of discussion of the survey, it was brought to Ané's attention by VB faculty the need for Apple TV installation in several classrooms and this was installed in requested rooms after suitable switches were obtained for optimal functionality.

GOAL COMPLETION: Survey – Week 3 Spring 18 semester with final sub-committee report - April 2018

7. ONGOING: Determine the committee's role in advancing Guided Pathways. (Assigned to: All committee members will work on this charge.)

The CTLTC has discussed its role in advancing Guided Pathways; we surmise that different pathways will possibly need different classroom/teaching technologies based upon course content. Additionally, we believe that the Governance Portal would be a means to enhance and increase communication by all involved with Guided Pathways from Pathway's Deans, to Program Leads, to Discipline Leads, to college administrators.

It has been recommended that the CTLTC contact Pathway Deans and/or Campus Deans (not Program Leads as that is a limited time program running Spring 17- Spring 18) and request their input toward how the CTLTC may support them and the Pathways.

PATHWAY & CAMPUS DEANS (August 2017)

Pathway Deans

Arts & Humanities: Kerry Ragno

Business: Johnna Harrell

Computer Science & IT: Bill Clement

Engineering, Science, & Mathematics: Diane Ryan

Health Professions: Tom Calogrides

Maritime & Logistics: Thomas Stout

Mechanical & Industrial Technology: Beno Rubin

Public & Professional Services: Joe Fairchild

Social Sciences & Education: Jenefer Snyder

Campus Deans

Peter Agbakpe, Interim-Portsmouth Campus

Marcee Andersen, Virginia Beach Campus

Phyllis Eaton, Portsmouth Campus

David Ekker, Virginia Beach Campus

Greg Frank, Virginia Beach Campus

Kelly Gillerlain, Interim-Chesapeake Campus

Corrine Lilyard-Mitchell, Interim-Portsmouth Campus

GOAL COMPLETION: final report April 2018

Curriculum Committee Mid-Year Report 2017 – 2018

The Curriculum Committee held meetings in September, October, and November with a quorum at each of these meetings. Charges were accepted. In April 2017, before the first meeting, Mary Gable was elected Chair; Jennifer Dixon-McKnight, vice-chair; and Alex Harrington, recorder. The committee has completed the following:

- Accepted charges:
 1. **Recommend curriculum development training for faculty (full-time and adjunct) and new members to the Curriculum Committee:** Annual training for new Curriculum Committee members already exists at the beginning of each academic year. The committee voted to recommend a yearly session of training either on Professional Development Day and/or at the Learning Institute for faculty members who have plans to present proposals during the following academic year.
 2. **Determine the committee's role in advancing Guided Pathways:** The Curriculum Committee will support the development and implementation of Guided Pathways.
- Training for new members along with a presentation on General Education Core Competencies
- Discussion of ByLaws, changes made and approved
- Recommended revision to AAS in Accounting and Certificate in Accounting Specialist
- Recommended revision to AAS in Diagnostic Medical Sonography
- Recommended revision to AAS in Horticulture
- Recommended revision to AAS in Health Information Management
- Recommended revision to AAS in Information System Technology (Specialization: Cyber Security); CSC in Cyber Security; (Specialization: Network Infrastructure Specialist); CSC in Network Infrastructure Specialist; (Specialization: Programming and Mobile Applications Development); and, CSC in Programming and Mobile Applications Development
- Recommended new CSC in Photographic Media Arts which will stack into the AAA in Studio Arts (Photographic Media Arts specialization)
- Recommended new AAS in Hospitality Management (Specialization: Event Planning) and new CSC in Event Planning
- Recommended five New Courses and Official Course Outlines
- Briefed on proposed changes to Nursing curriculum
- Approved use of the TCC Shared Governance Portal for committee communication
- Briefed on changes made to trucking curriculum so that students are eligible for financial aid

MEMORANDUM

To: Joseph Fairchild, President's Advisory and Planning Council chair
 From: Thomas M. Geary, Faculty Professional Development Committee chair
 Date: January 29, 2018
 Subject: Governance Committee Mid-Year Report 2017-18

I am writing this requested Mid-Year Report on behalf of the Faculty Professional Development Committee to provide a summary of our charges, our actions, and our remaining goals.

I hope that this memorandum provides clarity as to our successes and upcoming challenges as a governance committee thus far in the academic year 2017-18. Below you will find a list of our approved charges followed by actions and remaining goals organized to align with each charge.

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.
2. The FPDC has completed two of its three assigned professional development events: 2017 Faculty Development Day and the 2018 January college briefing.
 - 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 is already underway. The committee has been determining options, costs, and availability of speakers, planning changes to the schedule based on 2017 FDD feedback, and working on a new call for papers.
3. The committee 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.
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 have been participating in a Teaching Squares cohort and working closely with mentors to establish long-term goals while second-year faculty have been taking TOP-Elite and OER Pathways training. Faculty in their third year of the academy will develop projects.
 - ii. McFerrin has been developing a Facilitator's Handbook to provide consistent information to deans and future facilitators.
 - b. The Adjunct Faculty Academy has been developed by Jeanne Hopkins.
 - i. A 10-week online course has been fleshed out 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, is live as of Jan. 1.
5. Professional development sessions, including many Batten Center training and workshops as well as college-wide and regional events, have been offered throughout the 2017-18 academic year thus far. A few of those events are as follows:
 - a. An Assignment Design Charrette event for the Tidewater Regional Center for Teaching Excellence will be held on Mar. 2.
 - b. A Project-Based Learning event for the Tidewater Regional Center for Teaching Excellence will be held in Norfolk on Mar. 23.
 - c. A half-day distance education workshop created in collaboration with the Online Learning Committee is in the works.
6. The committee has extensively discussed and embraced its role in promoting faculty professional development events that support Guided Pathways at the college. One

such instance has been the Guided Pathways Briefing and Work Session held on Jan. 19.

7. Other actions completed by the FPDC thus far 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.

Our Remaining Goals

1. The FPDC still needs to finish conducting a review of current by-laws.
2. The committee and Faculty Professional Development team still need to work on plans for the 2018 Learning Institute and finish Faculty Development Day 2018 planning.
3. Further research into how digital badging has been used at community colleges of our size is being conducted, and faculty on the committee have discussed a possible collaborative VCCS Paul Lee professional development grant application to complete a digital badging system for the college.
4. Though the New Faculty Academy redesign and Adjunct Faculty Academy development are near or at completion, continual assessment and reflection will be needed to ensure long-term successes.
5. Workshops that help prepare for dean's class observation evaluations will continue to be promoted.
6. The FPDC will continue to be forward-looking in brainstorming ways to support Guided Pathways at the college.
7. The committee will brainstorm ways to connect Faculty Rewards criteria to a proposal for the use of digital badging at the college.

TCC General Education Committee mid-year report

January 16, 2018

Submitted by David Kiracofe, Chair of GEC

The general education committee began meeting monthly as a governance committee in September 2017 with full representation of the eight competencies, plus transfer counseling, deans, adjuncts, and liaisons to the Curriculum and Instruction committees.

The charges of the GEC include:

1. Review and recommend any revisions to policies, procedures, plans, or other relevant documents that are germane to the purpose of the General Education Task Force; assist in drafting new policy and procedures, if needed. **We have been working to clarify the language used in the Proposal form, especially in clarifying the specific documentation applications need for approval.**
2. Implement general education course selection procedures. **We reviewed two faculty proposals last semester: BIO 106 which was approved with some revisions, and HUM 220 which was not approved, but may be re-submitted with revisions at a later point.**
3. As part of advancing Guided Pathways, redefine general education through determining competencies and align them with the general education requirements required by VCCS. **The GEC agreed that this redefinition requires collaboration with the faculty, but more importantly, the GEC feels that we need to see the Pathways established before we consider what General Education means within that structure.**
4. Develop and implement criteria and a review process to narrow the list of general education choices (e.g., 5 to 7 courses in Humanities, Social Sciences, etc.) to recommended courses as part of Guided Pathways, without unnecessarily removing the general education course selection. **GEC is committed to supplying the Pathways faculty with the information (related to enrollment, transferability, etc.) that will assist in their work of determining what classes ought to be included in their narrowed lists. At this point we have compiled information about the HUM course offerings and will be working on the rest.**

Mid-Year Report 2017-2018
Global and Intercultural Learning Committee
Tidewater Community College

Submitted to Dr. Daniel DeMarte, VP-AA&CAO

Submitted by William D. Conner, Chair

These bullets address all of the bulleted charges of the committee for 2017-2018.

- In collaboration with the Intercultural Learning Center, develop an institutional self-assessment process designed to assess the current state of diversity and inclusion efforts at the college. Jennifer Valentine and Alicia Philips, members of GILC, are heading up a subcommittee to address this. There is also a sub-committee of the Diversity and Inclusion Task Force, working with GILC's subcommittee and the Office of Intercultural learning. A formal charge to this separate working group is coming from the President soon.
- Advise the Intercultural Learning Center on the development of signature intercultural programs, designed to build and sustain a more inclusive environment at the college. (Examples include an international film festival, food festival, and academic themed day trips.) A subcommittee is being formed to address this charge in the Spring of 2018. This was an initiative that GILC members proposed to Dr. DeMarte.
- 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. A subcommittee led by Jessica Lynam is working on this with the Office of Intercultural Learning. There had been an interest in applying to go to Cuba, but in light of the diplomatic uncertainty there, the group is now planning to submit an application to visit Equador.
- Determine the committee's role in advancing Guided Pathways. This is on-going work, which must align with the college's progression toward implementing Guided Pathways. The rescheduled Guided Pathways Faculty Professional Development should be a vehicle to assist with this process.
- Determine the committee's role in advancing SEM and Guided Pathways. Jeanne Natali, Paul Lasakow, and Bill Conner are working as a subcommittee to determine the committee's role in advancing SEM and Guided Pathways.
- Review and recommend any revisions to bylaws and any necessary revisions to policies, procedures, plans, or other relevant documents that are germane to the purpose of the Global and Intercultural Learning Committee. Assist drafting new policy and procedures, if needed. A thorough updating of the relevant documents is scheduled to occur in the spring.
- Work with the Intercultural Learning Center to develop the Potlatch professional development initiative. GILC member, Jim Roberts reports that on Friday, November 17th, over a dozen TCC faculty dedicated to global & intercultural learning voluntarily assembled to share learning materials, tools, and techniques in an academic version of the native American Potlatch ceremony. In the tradition of the Potlatch, each participant comes to the ritual with gifts for others, and a contest of giving results in every participant coming home richer.

Gifts were of three types: digital discoveries, digital productions, software tools & tips, and pedagogical approaches. As participating faculty gathered for lunch, we reviewed the video submissions that were identified as being valuable in our attempt to introduce students to global & intercultural ideas.

MEMORANDUM: Annual Report to Executive Staff Member

To: Daniel DeMarte, Vice President for Academic Affairs & CAO
 From: Josh Howell, Instruction Committee Chair
 Date: January 22, 2018
 Subject: **Governance Committee Annual Report**
Select Report: Annual Mid- Year Report
Academic Year: 2017-2018

Charges:

Instruction Committee Charges 2017-2018

(Josh Howell, Chair; Steve Litherland, Academic Team Representative)

1. Review and recommend any revisions to policies, procedures, plans, or other relevant document that are germane to the purpose of the Instruction Committee, e.g., course outline and course syllabus templates, the General Education Assessment Plan, Policy 2015 Academic Standards.
2. Collaborate with New Faculty Academies (full time and adjunct) to provide professional development content specific to general education assessment and instructional resources.
3. Facilitate rubric revisions for scientific reasoning and written communication general education assessment competencies.
4. Document a process and timeline for official course outline review and make recommendations for its inclusion in appropriate policy, procedure, or other relevant document.
5. Determine the committee's role in advancing Guided Pathways.

Actions: Actions taken to address charges are summarized below.

- The Instruction Committee Bylaws were updated in the Fall 2017 semester, with updates provided to the PAPC for review.
- Adjunct awareness is being addressed through the following:
 - Active efforts to recruit an adjunct faculty member for representation on the IC
 - General education assessment is proposed as content material for the Adjunct Faculty Academy
 - All full time faculty, adjunct faculty, and librarians are included in GEARS emails distributed by the IC
- IC has reorganized the Quantitative Reasoning general education competency rubric to include a glossary of terms on the cover page so that it is consistent with the presentation of other rubrics.
- IC has scheduled a working session for faculty to participate in Written Communication rubric revisions in the Spring 2018. All faculty have been invited to register for this event.
- IC updated the Syllabus Template to contain current procedures for TCC Alerts.

- IC is working on reviewing the Syllabus Template to remove any grammatical errors, or to make updates to the Syllabus Template to reflect changes to the college.
- IC committee members who have not participated in Assessor Training were offered and encouraged training in the Fall 2017 term.
- The Resource Repository has been updated with resources related to Guided Pathways.
- The IC is working on instructional training videos and PDF's for faculty academies related to GEARS, competencies, and the Resource Repository.
- IC is working on creating a Course Outline Timeline review, that should be available by the close of Spring 2018.
- IC has created an ad-hoc committee for the Civic Engagement rubric due in November 2018.
- IC has adapted the Civic Engagement Learning Framework rubric from the Massachusetts model, and has created a pilot including faculty and staff from all four campuses across multiple disciplines. This pilot will lead to revisions for our Civic Engagement rubric in November.
- IC is working on creating Civic Engagement resources and action plans for Faculty Professional Development day.
- IC has notified both Dr. DeMarte and PAPC about the need to revise Policy 2105 for faculty failing to submit competency assessments and plans to draft revisions in the Spring 2018 semester.

Additional actions taken by the IC this academic year are summarized below:

- [Instruction Committee Webpage](#): Updates regarding membership, minutes, and bylaws have been made and are current as of 01/22/18.
- Assessor Training on critical thinking competency was held in Fall 2017 with 26 new faculty attending.

Planned Actions/Goals:

- Fill current open positions

1	Industrial Technologies	AIR, ARC , AUT, ARO, BLD, CAD, CIV, DSL, EGR, ELE, ENE, ENV, ESR, ETR, IND, INS, MAC, MAR, MEC, SAF, TRK, WEL
1	Social Sciences	ECO, GEO, HIS, PLS, PSY, SOC, SSC
1	English	ENG/Developmental
1	Mathematics	MTH/Developmental

To: Beth Lunde, Association Vice President of Human Resources

From: James Hines, Internal Relations Committee Chair

Date: January 25, 2018

Subject: Governance Committee Mid-Year Report 2017-2018

Charges:

- A. Assist and advise the AVP of Human Resources in completing development of Policy and Procedures for a formal Employee Recognition Program that is consistent with state and VCCS policy.

Note: This effort should be coordinated with the Faculty Senate which will be working to implement a new VCCS professional development and evaluation plan for faculty that will include a recognition and reward component. It should also be coordinated with the Planning Committee for the Administrative and Professional Faculty Development, Evaluation, and Recognition Plan.

Action Taken:

The Internal Relations Committee and the Diversity and Inclusion task force took the following actions

- The Awards and Recognition research subcommittee turned their findings over to the college wide survey team.
- The Survey subcommittee developed a college wide survey on Awards and Recognition.
- Catherine “Karen” Grunow, Anthony Macera of institutional Effectiveness sent the survey to the entire college.
- Catherine “Karen” Grunow developed a statistical analysis of the survey results. The survey results were instrumental in developing a draft of the plan.
- The committee decided that the Kudos program from years before should be brought back. The Kudos program allows employees to recognize fellow employees good work.
- The plan writing team is in the process of finalizing the plan.
- We are currently on track to meet our time line. Ms. Faulks-Brayboy from HR is reviewing each step in our progress to ensure we are in compliance with proper policies.
- Snow days have forced the final product time line back.

- B. Assist and advise the AVP of Human Resources in completing development of policy and revising procedures for service recognition program (service awards) that is consistent with state and VCCS policy.

Action Taken:

- The research covered service recognition as well as Employee Recognition. Ideas were considered from VCCS, Public colleges large and small, community colleges, other state agencies and public companies. The best service recognition ideas that are consistent with state and VCCS policy will be part of the survey.
- The service recognition program is on track and will be complete in March.

Other:

- A SharePoint site for IRC/DI was developed to provide a common place for information and ideas.
- Please see the diagram below to see the member participants in the plan.
- The IRC Bylaws are under review.
- Global and Intercultural Learning Committee and the Diversity and Inclusion Task Force are working with each other as well as the IRC.
- Please see the diagram below to understand the components of the TCC plan.



Memorandum: Mid-Year Report to Executive Staff Member

To: Daniel DeMarte, Executive Vice President for Academic and Student Affairs
From: Matthew Watts, Online Learning Committee Chair
Date: November 21, 2017
Subject: Governance Committee Mid-Year Report 2017-2018

Final Charges for 2017-2018

1. Review and recommend any revisions to policies, procedures, plans, and/or other relevant documents that are germane to the purpose of the Online Learning Committee; assist in drafting new policy and procedures, if needed.
 - a. Review the results of the online course review and recommend a plan of action based on the results. Review and recommend the TCC Standards for Quality Online Teaching.
 - b. Review and recommend any revisions to the TCC Blackboard Template.
 - c. Work with Learning Technologies to develop a comprehensive online student identity verification initiative which may include proctoring. In collaboration with the Instruction Committee, recommend revisions to the TCC official course syllabi to include proctoring and student identity verification procedures for online courses.
 - d. Review and recommend any revisions to the online student orientation in Blackboard.
2. Increase faculty awareness and access of any changes with the above policies, procedures, and plans.
3. Determine the committee's role in advancing Guided Pathways.

Status of charge 1a: Currently Faculty Professional Development is still collecting the data from Deans for the online course review. Once all the data is collected, FPD estimates about a month will be needed to complete the initial analysis of the data. Then OLC will have access to the analysis. The subcommittee dealing with this charge, led by Cameron Russell and Bill Connor then estimate three to four months will be needed to review the results and provide recommendations. This charge will be carried over to the 2018-2019 academic year since the analyzed data was not received in time. The review of the TCC standards for Quality Online Teaching has begun but also relies on the results of the online course review to proceed.

Status of charge 1b: The Online Learning Committee reviewed and recommended the 2018 Blackboard template. The new template includes a few improvements that delete redundancy and make it easier for faculty to update course shells accurately. The OLC also reviewed and recommended implementation of the Blackboard 2016 theme beginning with in Spring 2018.

The theme allows better access of the Blackboard site with mobile and tablet devices. This charge has been met for the year.

Status of charge 1c: A subcommittee, led by Forrest Crock, has researched and discussed the issues of student identity verification. A document has been produced and is currently being vetted by the subcommittee. The draft should be available for the entire OLC to provide feedback in early spring 2018. The OLC is on course to have approved the document before the end of the spring semester 2018, thus completing the charge this academic year.

Status of charge 1d: A subcommittee, led by Siabhon Harris, has reviewed the current iteration of the Online Student Orientation in Blackboard. Feedback has been compiled and a draft of recommendations will be made available to the entire committee in spring. The OLC is on course to have approved the recommendations before the end of the spring semester, thus completing the charge this academic year.

Status of charge 2: The OLC has been an active committee on the newly created TCC Shared Governance Portal in Blackboard. This allows interested members of all governance committees to access and comment on minutes and discussions within the committee. The OLC has been using the Collaborate Ultra inherent in this site to open up meetings to virtual attendees. With each of the tasks mentioned above, faculty members on the committee are tasked with getting feedback from their respective campuses and informing them of these issues when possible. In addition, the Online Learning Committee's page on the TCC website was updated for the past 2 years and maintained throughout the semester.

Status of charge 3: The committee feels that its role in advancing the Guided Pathways initiative is included the aforementioned charges.

Respectfully,
Matthew Watts

Student Success Committee 2017-2018 Mid-Year Report

To date the Student Success Committee was charged by Dr. Damrose-Mahlmann with the following charges to for the 2017-2018 academic year:

1. In collaboration with the Intercultural Learning Center, develop an institutional self-assessment process designed to assess the current state of diversity and inclusion efforts at the college.
2. Propose strategies for educating students about policies and procedural changes related to Guided Pathways, including VIP-PASS, P.A.C.E.
3. Determine the committee's role in advancing P.A.C.E. and Guided Pathways.
4. Propose changes to first-time student orientations, including accessible options for online and distance students, to align with Guided Pathways.
5. Review and recommend any revisions to policies, procedures, plans, or other relevant documents germane to the purpose of the Student Success Committee; assist drafting new policy and procedures, if needed.

The Committee has worked utilizing the new Shared Governance Portal through BlackBoard to communicate and to store documents. We've met the first Wednesday of each month starting in October, and have rotated to have a meeting on each of the campuses.

The Committee has had two guests attend two of the meetings including Dr. Jeanne Natali and Dr. Karen Campbell in order to further discuss the various charges.

The Committee has submitted for approval a response to Charge 2 and 3 to Dr. Damrose-Mahlmann as of 2/8/2018. The Committee is focusing in the Spring 2018 semester on the 4th charge and has a pretty good idea on how it will be addressed. As well as updating all documentation, policies and procedures pertaining to the Committee.

MEMORANDUM: Mid-Year Report to Executive Staff Member

To: Dr. Corey McCray, Vice President for Workforce Solutions
From: Batanya Gipson, Workforce Solutions Committee Chair
Date: January 16, 2018
Subject: Governance Committee Mid-Year Report 2017-2018

Charge:

For the 2017-2018 academic year, the Workforce Solutions Committee is charged to address the following:

1. Develop a base of knowledge for Workforce Solutions student intake and a knowledge management plan and procedure for student advising of Workforce Solutions offerings and initiatives.
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.

Goals/Planned Actions/Approved Motions:

The Workforce Solutions Committee (WSC) held meetings monthly from September through December 2017. WSC is addressing its charges with the following:

1. Charge 1 - A spreadsheet is being developed in SharePoint that provides basic information about active Workforce Solutions certificate programs for use by TCC advisors and call center staff. WSC will use Fast Forward (WCG) and Complete 2021 credentials as the initial programs to populate the document. The document shows how the workforce credential relates to an academic Career Pathway and will include any existing transfer options to TCC credit programs. The document will be populated with the following information:

- Workforce Program Name
- Related Career Pathway
- Financial Assistance Options
- Program Length
- Frequency Offered
- Transfer Credit Options to TCC

The AVP for Student Success has reviewed the draft spreadsheet and recommended it to be made available on SharePoint for Student Services Deans' review, input, and implementation recommendations.

2. Charge 2 - Workforce Solutions is working with the TCC Registrar to identify all workforce certificate programs with existing equivalencies. WSC will submit certificate programs without existing credit evaluations to the appropriate Dean or program head for review. Initial programs recommended for review include Welding, CNA, Medical Billing and Coding, and Culinary Arts.

Other:

WSC is reviewing its bylaws to ensure its wording is aligned with current TCC nomenclature and accurately reflects the college's reorganization of academic programs. Updates will be submitted to the PAPC for review and approval.

Constituent Groups

As constituent groups, the College Faculty Senate, the Administrative Association, the Classified Association and the SGA Federation Council do not receive charges. Please see minutes posted on the TCC website for information regarding the Constituent Groups.

College Faculty Senate, Judy Gill, Chair

Administrative Association, Sarah Lupton, Chair

Classified Association, Toni Dixon, Chair

SGA Federation Council, Adam Hess, Chair

This year the Administrative Association provided a mid-year report.

2017 - 2018 Administrative Association Mid – Year Report

The Administrative Association’s 2017-2018 Mid-Year Report to the President’s Advisory and Planning Council provides a summary of accomplishments and goals. All relevant information is for reporting purposes and allows for planning and execution of projects.

Accomplishments

Implemented plan to conduct General Body meetings on all campuses to ensure accessibility, suitability and opportunity for all interested members to attend meetings	Recorded sessions to allow for absent members to access information and remain current with various activities
Facilitated two off-campus social networking events during after-hours to promote relationship building among professionals in a casual and relaxed setting	Allocated professional development funds: -Fall 2017: \$5,000.00 (13 recipients) -Spring 2018: \$3,100.00 (7 recipients) -2017-2018 Admin. Award: \$500 (pending) Total expenditures: \$8,100.00 Total Remaining: \$6,900.00
Proposed updates to the Constitution to reflect changes in the Association, and changes within the College.	Restructured General Body meetings to include one-hour Brown Bag sessions

Goals

Increase general body membership engagement by 10% Engagement is defined by numbers at meetings, brown bag sessions, community service projects, professional development day and subcommittee volunteering.	To continue to structure General Body meetings to include one-hour Brown Bag sessions
To offer off-campus monthly networking events to build internal relationships	Create and finalize sub-committee and EB position guides for future position holders.
To offer professional development funds to qualifying applicants within the outlined institution’s budgeting parameters and standards	Coordinate professional development day for members

Executive committee meetings occur monthly on the first Wednesday, with the upcoming meeting scheduled for Wednesday, February 7, 2018 at 9am. These standing meetings have created a routine of communication and interaction, as well as a formed a healthy comradery among the committee members to develop realistic goals and a practical course of action to rebuild and maintain the Administrative Association.

In an effort to maintain compliance with SACSCOC accreditation standards and college policy, the Administrative Association routinely assesses vacant seats (i.e. Faculty Grievance Board, PAPC representatives and other governance positions) as deemed necessary according to the PAPC and Administrative Association; attend scheduled PAPC meetings for pertinent information and regularly update the website listing officers and to communicate current events.

Professional development financial awards have contributed to college tuition, training, conferences and employee recognition initiatives. Thus far, 20 members received allocated funds toward graduate courses and partial funding toward training and conferences.

In an attempt to engage more administrators, increase awareness and participation in the Administrative Association, the following courses of action were taken: (1) general body meetings were conducted on two different campuses, with two pending meetings for the remaining campuses; (2) implementation of google hang-out to allow for members to participate in the general body meetings and engage in discussion in real-time with members at the host campus. (3) brown bag sessions are added to the end of each meeting, to provide members with professional development in areas that will best support their leadership positions. The presenters for this year have been, Davine Faulks-Brayboy from Human Resources leading a workshop on effective supervision, Dr. Corey McCray lead a workshop on Workforce Solutions and collaborative opportunities.

The 2017 -2018 academic year will conclude the term for the current Administrative Association Executive Committee. Discussions and initial planning will begin to identify and confirm rational and seamless steps for a successful transition of governance to new committee. Changeover will occur during the summer months in preparation for new officers to take office and begin their two-year term. All voting procedures will be in accordance with the recently amended and revised Administrative Association Constitution. Members of the executive committee have begun to organize responsibilities and processes conducted in a labeled folder on the shared google drive for the Administrative Association. This is to ensure information is appropriately passed to the next elected officer or representative.

In closing, ongoing efforts and initiatives are continuously discussed to outline a clear purpose and to ensure all practices and activities align with our goal(s). As a constituency group, we receive guidance from goals and objectives from our members. Our current concern is to address ways to provide tools and resources for our members to understand the changes occurring at the College, as well as to identify methods to succeed within those changes. To achieve the magnitude in which we aspire, it will involve innovative ideas, guidance from seasoned professionals and commitment from those desiring professional growth and wish to experience positive change with the constituent group.

PAPC Charge One:

Develop an effective communication strategy for TCC to keep all constituency groups informed of college matters. Please include open-ended Q&A constituency meetings, in addition to the President's Town Hall meetings. Recommendations due by January 1, 2018.

PAPC Recommendation:

Create a ***TCC Communication Policy*** that incorporates a ***TCC Communicating Plan*** that includes the following components:

Governance/Constituent Group Summaries

- All Governance Committees and the President's Cabinet shall submit summaries of each meeting to the Office of Institutional Effectiveness as a central repository by the 25th of each month. Constituency Groups are strongly encouraged to submit summaries of each meeting to the Office of Institutional Effectiveness as a central repository by the 25th of each month. The Office of Institutional Effectiveness will compile those Governance Committee / Constituent Group Summaries monthly and send them via email to TCC All in the first week of each month.
- The Governance Committee/Constituent Group summary email will include links to each Governance Committee and Constituent Group after their respective summary so that the recipient may click the link and submit questions, comments or suggestions to a drop box for the Governance Committee/Constituent Group.
- Each regularly scheduled meeting of the Governance Committees and Constituent Groups will include the consideration, review and response to the drop box items as an Agenda item. (The drop box items would not be individually listed on the Agenda but as a regular Agenda item to review the posted questions, comments or suggestions contained in the drop box).
- Discussion, response and/or action taken on those questions, comments or suggestions will be included in the next Governance Committee/Constituent Group summary.
- SharePoint should be the vehicle for implementation of this process. It is recommended that TCC use of SharePoint be expanded to include the additional capabilities present in SharePoint necessary to facilitate the success of the Communication Plan. To the extent necessary, consultation with SharePoint experts both faculty and staff inside TCC as well as experts outside of TCC as may be necessary.
- Web services should be involved in designing and managing the SharePoint Site and/or implementation of the program's expansion of capabilities

Updated Governance Chair and Constituency Group Chairs Responsibilities

- Governance and Constituency Group Chair/Secretary responsibilities should be updated per appropriate bylaws to reflect their respective responsibilities to (a) keep constituents advised as to what is occurring in their respective Committee or Group (b)

submit meeting summaries to the central repository, and (3) to include as an Agenda item the review, consideration and response to drop box submissions.

Regularly Scheduled Town Hall Meetings

- Town Hall Meetings will be offered quarterly in person by the President and/or members of the President's Cabinet.
- For those who cannot attend in person, the meeting shall be streamed live and recorded. Recordings will be made available to the TCC community
- Questions will be submitted in advance and responded to by the appropriate Cabinet member or Administrator.
- Questions from the floor may be accepted at the discretion of the Administrator.

Organizational Email Addresses

- Organizational email address to be created. I.e., Governance Committees, Constituent Groups, Academic Affairs, Student Affairs, Financial Affairs, and others as necessary. (Thus, email recipients would be better advised as to the purpose of the email.)
- This email address will be listed in the drop box for the sending and receiving of email messages.

Cabinet Email Priority

- Cabinet level emails should remain at the top of the Outlook email list until read.

Review of Policy 1102 "Large-Scale Notifications and Distribution of Information Policy"

- Confusion exists as to usage of the various email notification lists as referenced in Policy 1102. It is recommended that a review of the circumstances under which a member of the TCC community may/should seek to use TCC ALL or other distribution lists and the circumstances in which such usage would be appropriate.