

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

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MEMORANDUM: Mid-Year 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: February 8, 2019

Subject: PAPC Governance Committee Mid-Year 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 decided to delay intensive work on charge 1 until charge 3 was completed as the research on strategic planning would inform the identification of strengths and weaknesses in the college's previous Strategic Plan. Informal discussions have been held regarding the previous Strategic Plan at PAPC meetings, and all chairs of governance committees and constituent groups have been asked to read the Strategic Plan as well as ask their committee or group members to do the same. Work on this charge is ongoing.

PAPC Charge Two

The PAPC decided to delay intensive work on charge 2 until charge 3 was completed as the research on strategic planning would inform the critical benchmarks of quality for the next Strategic Plan. Now that charge 3 is near completion and common benchmarks for success have been identified in research findings, charge 2 will become a focal point for the PAPC in the spring semester. Work on this charge is ongoing.

PAPC Charge Three

The PAPC formed a subcommittee 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 is ongoing, and the subcommittee plans to complete additional annotated notes to report before the end of the academic year. The subcommittee's annotations can be viewed online at

<https://docs.google.com/document/d/178IAe4HlrJ8xFs7L4S4MlICulCsxkaoXLCAYog7mC1c/edit>

PAPC Charge Four

Governance committees and constituent groups have been asked to examine by-laws and meeting minutes posted to web sites for accuracy. The PAPC Chair has confirmed that most committees are up to date in posting minutes online; others have been contacted regarding necessary updates. Several committees are currently reviewing memberships and by-laws. Work on this charge is ongoing.

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

There is no report from the CTLTC as its meetings have been combined with those of the Online Learning Committee.

Curriculum Committee | Mid-Year Report 2018/2019

Meetings:

The Curriculum Committee met in September, October and November with a quorum present at all meetings.

Officers:

Prior to the beginning of the year officers were elected for 2018/2019:

Linda S. Williams, Chair
Sandra Burton, Vice-Chair
Alex Harrington, Recorder

Since that time both Sandra Burton and Alex Harrington have separated from TCC, leaving their positions vacant. It is anticipated that these vacancies will be filled at the February, 2019 meeting.

Membership:

The Committee currently has two vacancies, one in English and the other in Humanities/Fine Arts. The Committee is actively seeking individuals to fill these two vacancies.

Charges:

The Committee accepted the charges as presented; however, is still seeking clarification on Charge #2: *Inform the college's academic plan through reviewing current program data against labor market needs, job and gainful employment potential, to include transfer potential and competition analyses.* This charge and the program data is on the Agenda to be discussed at the February, 2019 meeting.

Action Items:

October, 2018

- 1) A request to add BUS 100 as a prerequisite for BUS 280 was approved. This prerequisite will be enforced in summer 2018.
- 2) The CSCs in Virtualization and Cloud Computing were proposed for discontinuance due to low enrollment. As is required, there is a teach out plan (see SharePoint site).
- 3) Similar to the CSCs, the corresponding specializations of the AAS in Information Systems Technology were also proposed for discontinuance due to low enrollment. As is required, there is a teach out plan (see SharePoint site).

November, 2018

- 1) ! As a result of the structured programs/guided pathways work accomplished by our Business and Social Sciences & Education faculty, the following curricula have been modified (effective summer 2019):

Curriculum Committee | Mid-Year Report 2018/2019

- a) ! AS, Social Sciences (fewer “Approved Electives” requirements and more social science coursework, with students directed to a General Education Certificate at the end of semester 3)
 - b) AAS, Accounting (removal of “Business Elective” as an option in semester 4, with ACC 290, 297 or 299 required)
 - c) AAS, Management (removal of “BUS prefix courses only” as an option in semester 4, with BUS 290, 297 or 299 required)
 - d) ! AAS, Management with Small Business Management specialization (removal of ACC 220 as an option to ACC 211 in semester 1; removal of “Approved BUS/FIN/MKT course” as an option in semester 4, with BUS 290, 297 or 299 required)
 - e) ! AAS in Administrative Support Technology (removal of “Approved Elective” as an option in semester 4, with AST 290, 297 or 299 required; removal of AST 201 course requirement)
 - f) ! AAS in Administrative Support Technology with Medical Administrative Assistant specialization (removal of “Approved Elective” as an option in semester 4, with AST 290, 297 or 299 required; removal of AST 201 course requirement; removal and replacement of ACC 220 with ACC 211)
- 2) ! ITN 261, 262 and 263 are approved as prerequisites for ITN 171, effective summer 2019.
 - 3) ! The HRI 245 course outline was presented and approved. This required course in our new CSC in Restaurant Management will require placement into MTH 130 or higher as its prerequisite, effective spring 2019.
 - 4) ! A number of co-requisites and prerequisites were submitted for PTH courses. These have been approved with immediate implementation.
 - 5) MTH 264 and PHY 241 are approved as prerequisites for EGR 245, EGR 110 is approved as a prerequisite for EGR 125, and EGR 120 is an additional and approved prerequisite for EGR 110. These are effective summer 2019.

December, 2018**1) ! Computer Science (Modifications and Spinoff)**

- a) ! Students interested in Computer Science are currently placed in the AS: Science degree as they prepare for entry to this math-intensive program. In order to eliminate hidden pre-requisites, the Computer Science specialization of the AS: Science degree was modified to include Pre-calculus I and II. Effective summer 2019, students will now be placed directly in the AS: Science: Computer Science program (pending below outcome).
- b) ! A spinoff proposal to create a standalone AS: Computer Science degree was presented. The Curriculum Committee has approved the proposal and it will now go before our College Board in March, before approval is sought from VCCS and SCHEV staff. Approval is anticipated and the program will be reflected in our 2019-2020 as a “pending approval” program. Upon official approval, the specialization detailed above will be eliminated.

Curriculum Committee | Mid-Year Report 2018/2019

- 2) ! Information Systems Technology (Discontinuances)
 - a) ! The CSCs and IT AAS degree specializations in Virtualization and Cloud Computing were approved for discontinuance by our College Board at the January 15 meeting.
- 3) AAS, Management: Maritime Logistics Specialization (Modification)
 - a) BUS 297 (Cooperative Education) has been removed from semester 3, and BUS 290 or 299 have been added as options to BUS 297 in semester 4.
- 4) AS, Business Administration (Modification)
 - a) The Business elective in semester 1 has been replaced with BUS 100.
 - b) The reference to ITE 115 has been removed from program description.
 - c) Removal of the following courses as approved electives (see Footnote 2): ENG131, ITP00, ITP132 and BUS100.
- 5) ! Course Proposals New to the VCCS: A number of courses were proposed by our faculty that will go before the VCCS Deans' Course Review Committee (DCRC) for addition to the VCCS Master Course File (MCF). All of these courses, listed below, have been offered at TCC as general usage courses. We hope to make them permanent offerings.
 - a) Internet of Things and Big Data Analytics, offered currently as ITN 295
 - b) Infrastructure Security (CCNA Security), offered currently as ITN 293
 - c) Introduction to Geographical Information Systems for Surveyors, our current CIV 295
- 6) Courses New to TCC: The courses below, already part of the VCCS MCF, will be offered by TCC.
 - a) Fraud Examination, ACC 240 (Prerequisite: ACC 212)
 - b) Statistical Reasoning, MTH 155 (Prerequisite MTH 3 or MTE 1-3, and MTH 5 or MTE 4-5)
 - c) Discrete Mathematics, MTH 288 (Prerequisite: MTH 263 or equivalent with a grade of C or better)
- 7) Course Requisites: The following courses have requisite changes or additions:
 - a) ASL-to-English Interpretation I, INT 133 (Prerequisite: INT 107 and ASL 202)
 - b) English-to-ASL Interpretation I, INT 134 (Prerequisite: INT 107 and ASL 202)
 - c) Fluid Mechanics, CIV 240 (Prerequisite: MEC 131; Co-requisite: CIV 239)
 - d) D.C. and A.C. Fundamentals I, ETR 113, (Prerequisite: ETR 104 and MTH 161 or MTH 167)
 - e) D.C. and A.C. Fundamentals II, ETR 114 (Prerequisite: ETR 113 and MTH 162 or MTH 167)

f) ! In addition, removal of the prerequisite to Computer Science I (CSC 201) will be proposed to Deans' Course Review Committee at its next meeting to avoid hidden prerequisite issues.

MEMORANDUM

To: Corey McCray, Executive Vice President for Academic and Student Affairs
 From: Thomas M. Geary as Faculty Professional Development Committee chair
 Date: January 28, 2019
 Subject: Governance Committee Mid-Year Report 2018-19

This memorandum on behalf of the Faculty Professional Development Committee (FPDC) Mid-Year Report is designed as an overview of the committee's progress on 2018-19 charges, actions taken to meet those charges, and remaining goals for the academic year.

Below, a list of the 2018-19 charges will be followed by the committee's actions and remaining goals. Each numbered section is aligned with the appropriate charge.

Membership

- Jeanne Hopkins (P) (Public and Professional Services Pathway)
- Sandra Weber (B) (Maritime and Skilled Trades Pathway)
- David Wright (B) (PAPC Appointee)
- Libby Watts (N) (Engineering, Science, and Mathematics Pathway)
- Rhonda Goudy (C) (Social Sciences and Education Pathway)
- Tom Geary (B) (Chair, PAPC Appointee)
- Dianne Stanbach (B) (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. ! Planning for a Faculty Development Day – or an alternate series of events that satisfy the same need(s) – has occurred at every committee meeting so far this academic year; however, no Faculty Development Day event has occurred yet. Despite strong ideas for such an event, the logistics behind executing a college-wide professional development session without the help of an administrative professional development team have prevented it from occurring. Planning is currently underway for the 2019 Learning Institute with an implementation team headed by Karen Campbell meeting regularly to discuss the logistics and content.
 - a. ! Jaedda Hall, who works for the Women’s Center and oversees the STEM Promise program, is planning a professional development workshop for faculty members in those fields. The event would have a keynote speaker in Dr. Underood of Old Dominion University addressing diversity and inclusion. Deans Ekker and Clement suggested that the workshop be included in the Learning Institute or on a separate Professional Development Day. The STEM event could be a central event to develop a mini Faculty Development Day.
 - b. ! The Learning Institute is tentatively heavily focused on advising. They’re likely going to want the event to be fully focused on advising for both days (if it is a two-day event).
 - c. ! Dr. Corey McCray is interested in offering professional development opportunities to bring faculty out to the community and meet at universities. Pathway-based community partnerships could be an option. The committee has addressed this possibility.
 - d. ! Curt Aasen and Kim Bovee of the Office of Institutional Effectiveness gave a Funding Model Presentation on Nov. 6 to the FPDC. This presentation helped the committee have a perspective on how professional development at the college can help guide future strategic planning efforts.
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. ! The FDPC, which was without a faculty liaison due to the loss of the faculty professional development team, named its new faculty liaison as John Morea. His leadership has helped immensely in addressing the future of the NFA and AFA as he oversees both chairs.
 - b. ! The New Faculty Academy has provided monthly reports with ample information regarding the progress of new faculty as well as plans for future implementation. The small cohort of new faculty has a good structure for year 1 faculty, but the year 2 faculty (four faculty members - two in Nursing and two in IT) are in need

of a better activity than teaching squares due to the availability and size of the group. Year 2 could become a benchmarking project that would help inform something beneficial to the college but also something they're interested in. Over 30 faculty met with NFA chair Monica McFerrin in the fall semester for advice on faculty evaluations and portfolios; this was a responsibility added to her objectives as chair of the NFA.

- c. ! The Adjunct Faculty Academy has remained in touch with the FPDC but has not provided regular reports due to the chair being on medical leave.
3. ! The Faculty Professional Development Committee has remained active in providing feedback to John Morea's Canvas implementation team as the college is transitioning its learning management system from Blackboard to Canvas. Morea's presence on the committee as new faculty liaison has eased the communication from committee members who are experiencing Canvas training and use, and research continues regarding which professional development services would be beneficial to the college.
- a. ! As of January 2019, 326 are confirmed as teaching in Canvas. Over 400 faculty decided to continue using Blackboard. That's only about 10% of courses currently in Canvas. Thus, the professional development resources will be quite important throughout the spring semester as faculty transition in summer and fall 2019 courses.
 - b. ! 123 attendees were registered for the Canvas training at TCC on Oct. 26 and 105 completed it. Attendance at this session satisfied a requirement from the college for online teaching.
 - c. ! As of the end of January 2019, 112 faculty have taken on-demand training. There have been 8 trainings as of December 2018 and many more planned.
 - d. ! Every Tuesday during activity hour, there has been (and will continue to be) a webinar as an open forum for anyone to attend and ask questions regarding Canvas. These can vary from beginner to intermediate level.
 - e. ! 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.
4. ! The FPDC has 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.
- a. ! Matt Blanchard has attended a FPDC meeting to discuss how course evaluations are entirely online. The questions can be updated to reflect the kinds of quantitative and qualitative data we want. Evaluations could be personalized by pathway.
 - b. ! Eventually, course evaluations will live in Canvas with the LTI software. Right now, it's still being done outside of Canvas. The system will let students know that they're available. The committee believes this will help with visibility of the evaluations. Evaluations are mobile friendly in Canvas. Class Climate could work in class so that faculty could use the first 10 minutes to conduct evaluations.

- c. ! The return numbers for the fall 2018 semester weren't ideal but they weren't much different from last year's in-person numbers. Online response rate was about 16%. The in-person response rate was about 34%. Many students did not complete the forms. The committee will continue to explore ways to increase the response rate.
5. ! The committee has explored ways to continue to make the Batten Centers a central location for professional development at the college, though ideas have not turned into actions yet.
 - a. ! The Batten Centers have been discussed as ideal for advising, as an OER room, as a Canvas training room.
 - b. ! Batten Centers could be used perhaps as dissertation/scholarly writing groups. Faculty work sessions or share sessions are recommended as another idea. Lunch and work sessions could help fill the space.
 - c. ! The Batten Center fellow, an idea that has existed for several years, could be revived as a part-time employee or someone who could monitor the Batten Centers and provide assistance on demand.

Our Remaining Goals

1. ! The committee will continue being vocal and engaged on the Learning Institute planning team, ensuring it is a successful endeavor in May 2019. The FPDC will also look to lock in a March or April Faculty Development Day at the college; it will be scaled back compared to previous years but still offer professional development on diversity and inclusion.
2. ! The chairs of the New Faculty Academy and Adjunct Faculty Academy will continue to be asked to provide updates and seek input from the committee to ensure their long-term sustainability and effectiveness.
3. ! John Morea's team will continue to provide updates regarding the professional development events and resources that have been developed and are in development regarding the Canvas learning management system. Additional research to determine which resources would be most beneficial to first-time users of Canvas will be conducted by the FPDC members.
4. ! The chair of the FPDC will reach out to other committees as well as the Faculty Senate to find out more information regarding research on course evaluations. This information will help inform future decisions regarding updates and recommended changes to the content and delivery of course evaluations.
5. ! The role of the Batten Centers will be determined by the committee as it finalizes plans for sustainability and viability of the spaces for professional development at the college.

TCC General Education Committee mid-year report
January 16, 2019
Submitted by David Kiracofe, Chair of GEC

The general education committee met monthly with representation of seven out of the eight competencies (minus Quantitative Reasoning representative), 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 have begun the process of adapting 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 have begun the process of vetting Social Science courses against our criteria. So far, we have successfully completed vetting of ECON 120, ECON 201 and ECON 202. We still need to complete a series of psychology, political science and history courses. We are not reviewing (at this time) sociology classes as these currently support only competencies which the VCCS is discontinuing. GEC has reached out to encourage sociology faculty to address this.
- 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
- We have now secured a representative for Quantitative Reasoning

Submitted by David Kiracofe to the PAPC

**Global and Intercultural Learning Committee – report on response to charges
January, 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>The Multipurpose Room of the Norfolk Student Center’s 5th floor has been reserved for Potlatch on Friday, March 22, 2019. A call for faculty participants has been drafted and will circulate in early February. March and April meetings will focus on planning the TCC GPS event to coincide with International Education Week in November, 2019. Depending on available ILC funding, this may range from a single event including a keynote speaker to small events on each campus throughout the week.</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. Sub-committee is seeking support on using social media to “gamify” the process of obtaining an intercultural certificate.</p>

Instruction Committee Mid-Year Report 2018- 2019

Membership: !

Angela Bell (Health Professions) !

Michael Blankenship (English) !

Elizabeth Briggs (Communications) !

Lisa Carter (Information Systems) !

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 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 has begun drafting definitions of terms, e.g. civic values that will be necessary for effective assessment.
- 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 has begun discussions on former TCC Strategic Plan and how to proceed with developing recommendations for moving forward.
- 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.

Remaining Actions

- General Education Plan/Rubric Finalization
 - IC will finalize the CE rubric.
 - The General Education Policy draft will be submitted for VCCS approval in January 2019. The GE plan is due to SCHEV in March 2019.
- Guided Pathways
 - Rubrics will be provided to Pathway Deans with an open invitation to attend a meeting discussing the objectives, assessments, or provide clarification.
 - Faculty will be asked to evaluate if their course can assess CE with feedback requested by May 2019.
 - IC will review current IC by-laws and policies to ensure alignment with the college's efforts around Guided Pathways.
- Strategic Plan
 - Review and document the previous strategic plan for strengths and weaknesses; including assessability and alignment with the VCCS Strategic Plan.
 - Make recommendations for developing the next strategic plan including developing objectives that are measurable and in alignment with the current VCCS 2021.
 - Make recommendations for ensuring that the Performance Funding Metrics and Student Progression Markers are incorporated into the strategic plan.

MEMORANDUM: Mid-Year Report to Executive Staff Member

To: Beth Lunde, Associate Vice President for Human Resources

From: Richie Windley, Internal Relations Committee Chair

Date: January 29, 2019

Subject: Governance Committee Mid-Year Report 2018-2019

Charge: IRC 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. ! In the process of developing recommendations and implementations for our 2018-2019 charge.
2. ! 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.
3. ! Delivered *Thank You* templates to HR to disseminate to Supervisors to use to show their appreciation for their staff.
4. ! 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.
5. ! In the process of developing ways to implement the approved IRC recommendations by the President's Cabinet from our previous charge. %

Other:

The IRC will ask for Diversity and Inclusion Committee for assistance in our charge.

Memorandum: Mid-Year Report of the Online Learning Committee to Executive Staff Member

To: Corey McCray, Executive Vice President for Academic and Student Affairs
From: Matthew Watts, Online Learning Committee Chair
Date: January 28, 2019
Subject: Governance Committee Mid-Year Report 2017-2018

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: Faculty serving on the Online Learning Committee (OLC) have demonstrated strong participation in the Canvas training opportunities, with 12 out of 16 having participated in one of the 3 training modalities. A survey of teaching OLC members indicates that 80% are using Canvas for at least one class in the Spring 2019 semester. The OLC meetings in the fall included a Q&A roundtable with a couple of faculty participating in the fall Canvas pilot, producing valuable qualitative feedback and discussion. Surveys were disseminated to faculty and students participating in the fall Canvas pilot with data to be analyzed in the Spring of 2019. The OLC also worked with Distance Learning to approve a blueprint for Spring shells and decide which LTI tools are essential.

Status of charge 2: A subcommittee, led by William Conner, was created to handle this charge. The subcommittee members have had preliminary discussions and conducted some research into the matter. Additional meetings are scheduled for the Spring to ensure significant process is made on this charge.

Status of charge 3: A subcommittee, led by Forrest Crock, was created to handle this charge. The subcommittee members have had preliminary discussions and conducted some research into the matter. Additional meetings are scheduled for the Spring to ensure significant process is made on this charge.

Status of charge 4: While this charge falls under the purview of the Classroom Teaching and Learning with Technology Committee (CTLTC), the OLC is currently 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. A model for a spreadsheet based repository for license information has been drafted. Some progress has also been made towards recommendations for the protocol followed in future software purchases. We expect the work from this subcommittee to go to full committee discussion early in Spring and be completed shortly thereafter.

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 committee also held a special additional meeting to entertain the presentation on Performance Based Funding by Curt Aasen and Kim Bovee. Finally, the chair would like to recognize the hard work of the Department of Distance Learning, specifically John Morea.

Respectfully,
Matthew Watts

**Student Success Committee
Mid-Year Report
2018-2019**

To date the Student Success Committee was charged by Dr. Karen Campbell and Dr. Corey McCray with the following charges to for the 2018-2019 academic year:

- From the perspective of the Student Success 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.
- Review and recommend any revisions to policies, procedures, plans, or other relevant documents germane to the purpose of the Student Success Committee; assist in drafting new policy and procedures.
- Collaborate with the FPD Committee to determine expectations for faculty participation in advisor training and create a communication plan to ensure faculty are aware of these expectations.
- Review all current student affairs policies and recommend any revisions to, procedures, plans, or other relevant documents germane to the purpose of the Student Success Committee; assist in drafting new policy and procedures.
- Create and present a process allowing for student feedback specific to the implementation of the advising model.
- Develop and present a college-wide model for engaging students in career services and employer hiring and networking events.

Committee Members: James Edwards (chair), Bridgett Passauer, Carolyn Williams, Cheryl Lomax, Katrina Dash, Mark W Flanders, Michael Williams, Tracee M. Gobel, and Sharon Braziel.

For Fall 2018, the committee two time:

November 2, 2018:

During the November meeting the committee overviewed the charges for the 2018-2019 academic year and also listened to a presentation from Mr. Curt Aasen and Ms. Kim Bovee regarding Performance Funding metrics.

December 7, 2018:

During the December meeting, the committee conducted the following business:

- Reviewed 2018-2019 Student Success Governance Committee Charges (no edits or changes)
- Reviewed Student Success Governance Committee By-Laws (no edits or changes)
- Advising Model Conceptual Framework
- Began reviewing Student Affairs Policies 2200
 - <https://www.tcc.edu/about-tcc/statements-policies/college-policies>

Remaining Actions for Spring 2019

- Conclude reviewing current student affairs policies and recommend revisions to, procedures, plans, or other relevant documents germane to the purpose of the Student Success Committee.
- Create and present a process allowing for student feedback specific to the implementation of the advising model.
- Develop and present a college-wide model for engaging students in career services and employer hiring and networking events.

MEMORANDUM: Mid-Year Report to Executive Staff Member

To: Dr. Corey McCray, Vice President for Workforce Solutions
From: Gabriella Toletti, Workforce Solutions Committee Chair
Date: February 6, 2019
Subject: Governance Committee Mid-Year Report 2018-2019

Charge:

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.

Goals/Planned Actions/Approved Motions:

The Workforce Solutions Committee (WSC) held meetings in from October 2018 through January 2019. Due to issues establishing quorum, much of the work on the charges is ongoing. WSC is addressing its charges with the following:

1. ! Charge 1 – The Committee engaged in discussion 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.
2. ! Charge 2 – The 2017-2018 WSC Committee determined that existing procedures for determining course equivalencies and establish crosswalks are effective in achieving this goal. Using these procedures, the Committee will continue to work with the TCC registrar to identify and submit certificate programs without existing credit evaluations to the appropriate Dean or program head for review.

Other:

The Committee elected Gabriella Toletti as WSC PAPC Chair on October 16, 2018.

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, Chair

Administrative Association: (unconfirmed)

Classified Association: Toni Dixon, Chair

SGA Federation Council: (vacant)

Attachments

The P APC 2017-18 "TCC Communication Policy" completed under chair Joseph Fairchild and further annotated by then-President Kolovani is attached below as it remains a topic of discussion in 2018-19.

Charges:

P APC 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.

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:

P APC Charge One:

The P APC created, approved and presented a *Communication Recommendation* in November 2017. Thereafter, the P APC 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 P APC 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 was previously provided as part of the Governance Committees Mid-Year Report.

P APC 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 in the month in which they meet. 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 in the month in which they meet. 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. !
I have approved the following process which will be initiated effective immediately:

1. ! One private **President's Listening Sessions** for Teaching Faculty (6-9) per campus in spring and fall with President and respective provost. These One-hour private President's Listening Sessions are in preparation for the large Town Hall meetings.

Provost will invite teaching faculty of his/her choice, plus the respective campus faculty senate ! chair. Provost will facilitate the questions and also ask for solutions to each concern President is ! in attendance and listens. !

Invitees are asked to bring topics that they would like to see addressed at the Town Hall ! Meeting. Invitees are encouraged to bring suggested topics from their colleagues. ! All questions/concerns/solutions will be discussed at the next President's Cabinet. Agreed upon ! topics will be added to the agenda, including who will address them at the Town Hall meeting. !

Twice-yearly **Constituency Listening Sessions** at each respective campus. !

Constituents grouped as follows: Teaching Faculty; Administrative and Professional Faculty; !
Classified Staff. !

Provost will invite participants, plus the respective constituency representative. Provost will !
facilitate these sessions, ask questions and also ask for solutions to each concern. President is in !
attendance and listens. !

Invitees are asked to bring topics that they would like to discuss. !

At the next President's Cabinet meeting all topics will be discussed and Cabinet will decide how !
to address them. !

Thus, we will have four listening sessions per year with teaching faculty – two with a small !
group of faculty, two with a larger group. !

Twice-yearly listening sessions with classified staff, administrative and professional faculty. !
Additionally, the Office of Institutional Advancement is developing the format for a regular !
internal communications vehicle to share college news, public announcements, awards by !
faculty and staff, etc. !

The plan also includes the solicitation of announcements and news from faculty and staff. !

- 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.