TIDEWATER COMMUNITY COLLEGE BOARD

MEETING NO. 303

MAY 15, 2018

Meeting number three hundred and three of the Tidewater Community College Board was held on Tuesday, May 15, 2018, in the Green District Administration Building in Norfolk.

Members Present: Edna V. Baehre-Kolovani   Jerome A. Bynum
Lynn B. Clements   Paulette D. Franklin-Jenkins
Cynthia S. Free   Connie A. Meyer
Delceno C. Miles   John M. Murray
John D. Padgett   Linda D. Ridenour
Terri N. Thompson

Members Absent: William W. Crow and James N. Lucado

Others Present: Curtis K. Aasen, Director of Institutional Effectiveness & Interim Vice President for Information Systems
Marian Anderfuren, Vice President for Institutional Advancement
Matthew J. Baumgarten, Executive Director for Real Estate Development/COO of Facilities
Jeffrey S. Boyd, Provost of Norfolk Campus
Dr. Jane Bray, Dean Darden College of Education, ODU
Elizabeth Briggs, Faculty
Maureen Cahill, Faculty Senate Chair Virginia Beach
Vy Calhoun, Faculty
KR Campbell, Jr., Vice President Operations, Virginia Natural Gas
Emanuel Chestnut, Dean
Bill Clement, Dean
Daniel T. DeMarte, Vice President for Academic Affairs & CAO
Stacey Deputy, Faculty Senate Chair Chesapeake
Tammi Dice, ODU
Paul English, Faculty
Michael "Todd" Estes, Interim Associate Vice President for Business & Corporate Solutions & Director of the Apprenticeship Institute
George Faatz, Director of Growth & Strategic Planning, Virginia Natural Gas
Joseph Fairchild, Chair of President's Advisory & Planning Council
Judy Gill, Chair of College Faculty Senate
Richard Gill, Faculty
Kelly Gillerlain, Dean
Olga Gonzalez, Database Administrator

Stephanie Gorham, Development Officer
Matthew Gorris, Faculty
Donna Henderson, Development and Campaign Manager
Jennifer Hopkins, Faculty
Latesha D. Johnson, Executive Assistant to the President
Steven Jones, Faculty
Dr. Petros Katsioloudis, Associate Professor & Chair STEM Education, ODU
Sean LaCroix, Faculty
Donald Liburd, Faculty
Sarah Elizabeth (Beth) Lunde, Associate Vice President for Human
    Resources
Timothy Mallory, Director of Public Safety
Bruce Meyer, TCC Alumni
Corey L. McCray, Vice President for Workforce Solutions
Phyllis F. Milloy, Vice President for Finance
Gary Noah, Faculty
Amy Poulter, The Virginian-Pilot
Nancy Prather-Johnson, Faculty Senate Chair Portsmouth
Lisa B. Rhine, Provost of Chesapeake Campus
Alexandra Rice, Development Officer
Sylvia Ross, Faculty
Cameron Russell, Faculty
Kellie Sorey, Associate Vice President for Academics
Sarah Stevenson, Faculty
Thomas Stout, Dean
Michael D. Summers, Provost of Virginia Beach Campus
Michael Tarpey, Faculty
Gregg Tennefoss, Faculty
CDR Greg Tozzi, Commanding Officer, USCGC HARRIET LANE

1. **Welcome and Call to Order**
   Ms. Thompson, chair, determined the presence of a quorum, called the meeting to order at 4:30 p.m., and welcomed guests.

   Amended Agenda
   On behalf of the College Board, Chairwoman Thompson congratulated Dr. Kolovani on her retirement and provided a statement to recognize her leadership and accomplishments at Tidewater Community College. She wished her the best and thanked Dr. Kolovani for her contributions to TCC. Ms. Thompson stated that the work at TCC must continue, and she encouraged everyone to focus on the mission of the college and the students. Additionally, Ms. Thompson noted that she communicated with Chancellor DuBois and he emphasized that Guided Pathways, and the academic restructure associated with it, would continue starting July 1, 2018. Therefore, she asked the faculty to be a part of the solution so that it can succeed.

Chairwoman Thompson recognized guests and asked all to introduce themselves. She amended the agenda to provide six faculty members 5 minutes each to address the board. Ms. Briggs read a prepared statement with concerns regarding the academic restructure detailed in the document attached. Mr. English stated the following: 1) in the meetings he was in 2012/13 during the Appreciative Inquiry Strategic Plan Process there was no mention of the academic re-organization, 2) Guided Pathways is a state-mandated program and TCC is fully complying. However, it is his opinion that it is separate from the present academic re-organization, 3) Implementing Pathways involves many changes for faculty, including individual advising and using a new software program, and 4) he suggested to implement Pathways and Academic Re-organization sequentially, not simultaneously. Ms. Deputy addressed concerns regarding communication and initiative fatigue detailed in the document attached. Mr. Gill read the statement detailed in document attached. In conclusion, Mr. Tarpey had concerns about communication at the college. Ms. Thompson thanked everyone who addressed the board and requested copies of their statements. She stated that the goal of the board is to listen and determine what actions are appropriate as a College Board. She acknowledged the concerns from faculty at the March 13 board meeting and stated that she would report out at the end of the meeting. Chairwoman Thompson closed public comments, welcomed guests the option to stay at the meeting or depart, and then proceeded with the agenda.

2. Presentation of Resolution to Susan M. James

Chairwoman Thompson presented Ms. James with a resolution for her years of service and dedication to the College Board.

3. Program Highlight

Mr. Clement and Mr. Fairchild, Guided Pathways Deans, were invited to present the program highlight on Wave 1 of Guided Pathways.

Guided Pathways is not unique to TCC. It is an academic approach that places similar programs and courses together to establish a clear path to program completion, moving beyond access to enrollment, to access to completion. Students have difficulty navigating the community college landscape. However, Guided Pathways will help students: 1) more efficiently complete their programs, 2) reduce costs by providing a clear path to completion, 3) to select an academic program earlier, 4) to receive stackable programs that provide interim milestones, and 5) focus on programs versus individual courses; thereby, providing opportunities for earning academic credentials. TCC's transition to Guided Pathways began with the Strategic Plan (i.e. One College, One Voice, One Future) in 2013. The strategy was examining and recommending changes to various administrative structures of the college with an eye for currency and preserving forecasted trends in education. Guided Pathways Planning and Implementation, as part of the TCC Strategic Plan, has been an ongoing effort since Fall 2015. It included 18 planning events that were held over 26 dates. Attendance included a broad base of college representation. Through these meetings, nine Career Pathways were identified to support the academic structure of the college. Each Career Pathway will have college-wide leadership vs. multi-campus supervision. All Academic Deans' offices will continue to provide student support regardless of pathway and provide support for faculty. Additional information regarding Guided Pathways is included in the PowerPoint attached.

4. **Adoption of Consent Agenda**

   Ms. Thompson inquired if there were requests to remove any item(s) from the consent agenda to the full agenda. Per that request, agenda items 5b "Proposed 2018-19 Business and Industry Advisory Committees" and 5c "Proposed 2018-19 Local Fund Budgets" were removed from the consent agenda for further discussion on the full agenda later in the meeting. Chairwoman Thompson called for a motion on the amended consent agenda. On a motion by Ms. Free, seconded by Mr. Murray, the board approved the amended consent agenda as presented.

5. **Approval of Action Items on Consent Agenda**

   Referring to Tabs 5a through 5e of the meeting packet, the board approved Meeting Minutes #301 for March 13, 2018 and the Resolutions Honoring Connie A. Meyer and Dwight M. Parker (attached).

6. **Curriculum & Student Development Committee Report – Ms. Connie A. Meyer, Chair**

   a. New AAS Technical Studies: Technical Supervision. At the invitation of Ms. Meyer and referring to Tab 6a of the meeting packet, Dr. DeMarte acknowledged guests from ODU and Virginia Natural Gas who attended the meeting to present on the New AAS Technical Studies: Technical Supervision Degree. However, due to a lack of time, they had to depart. Dr. DeMarte noted that a signing ceremony was scheduled for May 21 to announce the new degree.

   b. 2017-18 Governance Committee Charges—Academic and Student Affairs. Dr. DeMarte shared that collegial governance of TCC is founded on the belief that the internal constituencies of the institution—administration, faculty, classified employees and students—are to be genuinely represented and have a meaningful voice in the decisions affecting the operation, policy development, and strategic planning of the college. He explained the governance structure, constituent groups, and governance committees detailed in the document attached.

7. **Finance & Facilities Committee Report – Mr. James (Jay) Lucado, Chair**

   a. Routine Financial Statements for Month Ending March 31, 2018. In the absence of Mr. Lucado, Ms. Franklin-Jenkins invited Ms. Milloy to report on Tab 7a of the meeting packet. Ms. Milloy noted that the budgets reflect activity for nine months of the fiscal year. The Cities of Chesapeake, Norfolk, Portsmouth, and Virginia Beach made their contributions for FY17-18.

   b. Proposed Norfolk Campus Master Plan. Mr. Baumgarten presented the 2019 Norfolk Campus Master Plan detailed in the document attached. He noted that the plan is a requirement from the state at the 10-year cycle. Furthermore, the purpose in having a Master Plan is to guide the 6-year Capital Improvement Plan. On a motion by Mr. Padgett, seconded by Ms. Miles, the board approved the Norfolk Campus Master Plan as presented.

8. **Advocacy Committee Report – Ms. Linda D. Ridenour, Chair**

   a. <u>Committee Update</u>. Ms. Ridenour emphasized the importance of visits to the General Assembly. She noted that the next General Assembly day is February 2019 and suggested that students, business representatives, and veterans attend with the board members. She also proposed sending an invitation to delegates in the Hampton Roads area to visit and tour TCC campuses. Ms. Anderfuren provided the board with a report and draft letter.

9. **Discussion & Approval of Action Item(s) Removed from the Consent Agenda**

   Referring to Tab 5b of the meeting packet on the "Proposed 2018-19 Business and Industry Advisory Committees," Ms. Ridenour inquired about committee members serving for one year and their reappointment. She asked if the board should review and revise the proposed membership. Chairwoman Thompson advised that the College Board plays a role in appointing Advisory Committees. She referenced Section 4.2, Program Advisory Committees, in the College Board Policies and Procedures Manual. At the invitation of Chairwoman Thompson, Dr. DeMarte noted that the deans and department chair review the committee membership on an annual basis. In the past, this was included in the March agenda as an information item, providing the board an opportunity to make recommendations. However, none was given; therefore, the item was moved to the May agenda. Mr. Padgett suggested that the Executive Committee have a discussion to determine a process with evaluating the committees. Ms. Clements noted that the Curriculum & Student Development Committee discussed this item during their meeting. Hearing no further discussions, Ms. Thompson inquired if the board wanted to approve or defer the item. On a motion by Mr. Padgett, seconded by Mr. Murray, the board deferred the item to the Curriculum & Student Development Committee for further discussion.

   Referring to Tab 5c of the meeting packet on the "Proposed 2018-19 Local Fund Budgets," Chairwoman Thompson asked Ms. Milloy to provide an update on the Childcare Centers at TCC. Ms. Milloy noted that the College Board agreed to a subsidy to help the YWCA be viable as TCC's childcare provider. For the past three years, the YWCA has offered very inexpensive childcare for our low-income students. Last year, the board approved a subsidy up to $150,000. Recently, they indicated that they would like to discontinue the partnership with the college. The current CEO feels that this partnership is not in alignment with the YWCA's mission. She would like to focus her attention in other areas. Therefore, she would like to end the partnership the end of December 2018. At the Finance & Facilities Committee meeting, Ms. Milloy proposed a $100,000 subsidy to continue through December. On a motion by Ms. Franklin-Jenkins, seconded by Ms. Miles, the board approved the 2018-19 Local Fund Budgets.

10. **President's Report**

    a. <u>Results of College Preview Day and Marketing Update</u>. Dr. Baehre-Kolovani invited Mr. Wynn to give the results of College Preview Day and the Marketing Update. The Recruitment Task Force had a college-wide open house, College Preview Day, at the Chesapeake Campus on April 14. This large event represented all of TCC's programs and services. Attendance was 1,296, including 602 prospective students and 694 guests. TCC launched a new ad campaign April 23 that will continue through the start of classes in

August. Additional components are in development, including updated lead generation focused microsite.

b. <u>Update on Major Gifts Campaign</u>. Dr. Kolovani reported that she raised 20% of the fundraising goal. TCC will open a Skill Trade Facility in Portsmouth, June 1, 2018. Potentially, the entire purchased price will be covered through private donations. The land transfer of the Norfolk Greyhound Bus Station is expected to be completed by June 30, 2018. The title transfer of the Glass Wheel Studio will likely occur in July. TCC has received several truck donations and a cash donation for a glider kit, a conversion kit to convert an outdated truck to a fully functional truck. Dr. Kolovani noted that she has many meetings in the next six weeks with prospective donors.

11. Chair's Report & Announcements

a. <u>Report of Board Nominating Committee</u>. At Ms. Thompson's invitation and referring to Tab 11a of the meeting packet, Mr. Bynum gave the report in Mr. Lucado's absence. Mr. Bynum stated that the Committee comprised of himself, Jay Lucado, Cindy Free, and Paulette Franklin-Jenkins. After some discussion, on a motion by Ms. Franklin-Jenkins, seconded by Mr. Bynum, the committee voted unanimously to nominate Paulette Franklin-Jenkins as board vice chair for a two-year term beginning July 1, 2018. And, on a motion by Mr. Bynum, seconded by Ms. Franklin-Jenkins, the committee voted unanimously to nominate John Murray as board chair for a one-year term beginning July 1, 2018. At the conclusion of his report, Chairwoman Thompson inquired if there were any other nominations from the floor. Hearing no further nominations, the floor was opened for discussions. Following the protocol of the *Tidewater Community College Board Policies & Procedures Manual College Board By-Laws*, the board conducted its election in open session. Ms. Meyer stated concerns regarding John Murray's eligibility. She referenced Section 2.1 of the *College Board By-Laws*, which states *the College Board shall elect a Chair and Vice Chair for two-year terms from its membership*. In addition, she referenced Section 2.2 that states *the Ad-hoc Nominating Committee shall be sensitive to locality representation and board rotation*. After much discussion, on a motion by Mr. Bynum, seconded by Ms. Miles, the committee withdraw the vote to nominate Mr. Murray as chair and Ms. Franklin-Jenkins as vice chair. Chairwoman Thompson will get further clarification from VCCS prior to July 1.

b. <u>Executive Committee Report</u>. Referring to Tab 11b of the of the meeting packet, Ms. Thompson noted that the board met with Dr. Kolovani to determine the board's role regarding concerns from the faculty senate. As a result, she emailed a letter, and included the statement from Ms. Gill, to the State Board Chair, Eleanor Saslaw and the VCCS Chancellor.

c. <u>Review Section 2.16 of TCCB Policies and Procedures Manual w/By-Laws</u>. Item deferred to next board meeting.

d. <u>Executive Committee Report</u>. No report.

e. <u>Proposed 2017-18 Board Meeting Schedule</u>. Referring to Tab 11e of the meeting packet, the board reviewed the proposed 2018-19 Board Meeting Schedule. On a motion by Ms. Ridenour, seconded by Ms. Miles, the board approved the meeting schedule attached.

f. <u>Joint Board Recognition Reception—June 28, 4:30 – 5:30 PM, Student Center Norfolk Campus</u>. Ms. Thompson advised that the Recognition Reception will convene on June 28.

g. <u>Other</u>. Chairwoman Thompson acknowledged Dr. Boyd for his tenure and TCC and wished him much success on his new role as President of Rochester Community and Technical College.

12. <u>Adjournment</u>

There being no further business to come before the board, Ms. Thompson adjourned the meeting at 8:00 p.m.

Respectfully submitted,

Edna V. Baehre-Kolovani, Ph.D.
Secretary to the Board

APPROVAL

Terri N. Thompson
Chair

I am here today to speak regarding the academic restructure that is set to take effect in part on July 1st, 47 days from now. I want to make it clear that the concerns with the proposed academic restructure are not concerns with guided pathways. Guided pathways are supported by the majority of faculty, and faculty have been fully engaged in working to create a more structured curriculum for students to help them achieve greater success.

The academic structure is separate from guided pathways and is how students and faculty on our campuses will be supported. In this proposed plan, now scheduled to be implemented in two waves, Deans will be assigned to a pathway instead of a campus or division. To date, no written plan has ever been presented to faculty regarding how this will function, on individual campuses or across the college.

The primary concerns that arise stem from the uncertainty this creates for students, faculty no longer having their supervising Dean on their campus, and the disparity in responsibility across pathways. These concerns have been raised repeatedly over the course of the past year, and have never been addressed.

The first concern is the uncertainty this creates for students. If students need assistance from a Dean, where do they go? Many of the forms that students need signed require a Dean's signature. In terms of making sure that someone is available, how are Dean's going to coordinate their schedules with all of the traveling that is inherent in this proposed structure? How is this going to impact their ability to respond to issues quickly? Many times when students are coming to seek assistance, they have had to take off time from work, are riding the bus, have had to ask someone to watch their children. While no one could ever plan for every moment, this new proposed structure creates situations where it is more likely for a Dean to not be available for a student, and for faculty and staff to be unaware of a Dean's schedule or whereabouts. Consistency in support for the students will inevitably be compromised. This is only scratching the surface of how this proposal will impact students, but there is no written plan to address these concerns, and the first wave of implementation is only 47 days away. We are already struggling with low enrollment and retention, and creating a structure where students are likely to have more difficulty getting help creates barriers for them that we do not want.

The second concern is that many faculty will no longer have their supervising Dean on their campus. This means that it will also take more time for faculty issues and concerns to be addressed, which also affects our students. It also means that most Deans will now have to spend a great amount of time traveling between all four campuses in order to be able to meet with faculty and students, and address all of the curriculum concerns. To have Deans bouncing around between campuses does not seem like an efficient use of their time or TCC's resources. It also means that the ability for Dean's to form strong working relationships with faculty, and to interact with the students on campus is limited. We are one college, but we are four unique campuses that each have their own personality. The student population of each campus also has distinct characteristics. With this new proposed structure, Dean's will be less effective, and the efficiency of operations on campuses will be impacted as well. Dean's with the largest

pathways will be most impacted, which will also have a greater impact on the students in those programs, which are our most popular programs.

This leads into the final concern, the disparity in responsibility across the pathways. From one of the last emails that was sent in regards to the new structure, a chart was given that identified how many full-time and adjunct faculty each Pathway Dean would be responsible for. On the handout provided, it shows the significant difference in the number of faculty reporting to each Dean.

The disparity in responsibility is not just in regards to the number of faculty that each Dean would be responsible for, but also in regards to the number of programs and curriculum issues that the Deans would need to be able to focus on.

For example, most of the public and professional services have an advisory board that is made up of people who are in the industry that meet multiple times a year. In these meetings, the discussion centers on curriculum concerns, and current concerns or trends that exist in the industry. Currently, the Deans of the divisions attend those advisory meetings with the program head. This change would mean that all of these programs report to one Dean, and it would not be possible for one person to attend all of these advisory meetings. In picking and choosing which advisory meetings to attend, how will that impact the relationships that the college has developed with these boards? What message will inconsistency of attendance and participation send about our care and concern for these programs?

Also, the Engineering, Science and Math pathway has a significant number of programs, while also being the pathway with the largest number of faculty. It is also a pathway where faculty are pretty evenly spread out across the four campuses. This would mean that the Dean for that pathway would be spending a significant amount of time in travel between the campuses and be pulled in different directions. It is easy to see how the responsibilities for that pathway would be much greater than the Maritime and Skilled Trades pathway, which has only five full time faculty and is concentrated on one campus. Are these disparities in responsibilities going to be addressed? How can the claim be made that this structure is going to help things run more efficiently, when our largest pathways, with the most faculty and most students, will also be the most strained under this structure? Currently there are three Dean's not assigned to a pathway remaining on one campus, with undefined responsibilities. There are also department chairs, but when you have almost 100 department chairs across four campuses, how does that help efficiency?

As I said before, faculty have not received a written plan to explain how this is going to work. It is my request that while the work and implementation of guided pathways proceeds, the changes to the academic structure be put on hold until a full written plan can be developed with input from all constituent parties. In these times of low enrollment and limited resources, ignoring these concerns seems reckless. It is imperative that any plan implemented be fully developed, and show clearly how students will be supported on our campuses in a way that helps them have their needs met, not put more obstacles in their way. Thank you for your willingness to listen to my concerns, and I appreciate your time.

Ratio of Full time Faculty and Adjunct Faculty by Pathway

Pathway	Full-Time Faculty	Adjunct Faculty
Arts and Humanities	75	192
Business	29	73
Engineering, Science and Math	105	176
Manufacturing and Transportation	18	21
Computer Science and IT	13	52
Public and Professional Services	19	104
Health Professions	38	102
Maritime and Skilled Trades	5	16
Social Sciences and Education	32	104

Good Afternoon. I am Stacey Deputy, the newly elected Faculty Senate Chair for 2018/19 and a Biology faculty member on the Chesapeake campus. I am joined today by my colleagues, Judy Gill-past senate chair, Maureen Cahill-Virginia Beach senate chair, and Nancy Prather-Johnson-Portsmouth senate chair. As you know the faculty senate attended the TCC Board meeting March 13th to request guidance on several concerns, including authentic two way communication. In an effort to increase communication between all facets of the college, the faculty senate approved an April motion to add a standing agenda item called "Items for the TCC Board." I am here today as Faculty Senate Chair to share the two topics identified under this agenda item at our May meeting: communication and initiative fatigue.

TCC is made stronger by collegial communication amongst all constituent groups. Each constituent group has unique skills and perspectives that contributes to the success of our students and to the college. We were optimistic about the Communication plan announced by the President in March. This communication plan included President's Town Hall meetings on each campus. In advance of those town halls, the President held campus listening sessions with 6-9 faculty members meant to represent faculty concerns on each campus. The President's Cabinet reviewed those concerns and determined which to address at the President's Town Hall meetings. The listening sessions occurred on each campus in late March and early April. The President's Town Hall meetings followed in mid to late April. Town halls traditionally are open question and answer sessions between constituents and leaders; as a result, faculty, staff, and students arrived expecting to ask and have questions answered. However, the President's Town Halls consisted of presentations made by members of the President's Cabinet followed by an "Open Session on Shared Governance." During this open session faculty and staff were instructed to ask questions and raise concerns only on the issues of shared governance; however, on most campuses, faculty and staff raised concerns on a variety of topics. Instead of answering, the questions and concerns were recorded on paper with the promise of addressing them in the future. To date, no information has been provided as to how or when these concerns will be addressed, or by whom. In the absence of a well communicated plan for follow up, faculty and staff continue to have concerns.

The presentations provided by members of the President's cabinet at the Town Halls were on the topics of budget, guided pathways, marketing, and the strategic plan. While development of the strategic plan should have begun last fall, the presentation provided a process for its creation. It included the formation of a committee of representatives from the various constituent groups, who will gather input from those groups, and then develop the plan. There was also a detailed timeline for completion by January 2019 and for annual assessment once the plan is in use. It is our hope that this collegial process occurs.

The presentation on guided pathways described the upcoming academic reorganization of Deans. Most of the information presented was not new. The presentation described the constituency of the nine pathways and listed the campus for each, information that has been available since Fall 2017. The presentation also described the implementation schedule, announced in February, which will occur in two waves. Limited information was provided on the implementation plan. An implementation team was described, yet there remains a major gap in how the college will support faculty and students. Department Chairs are expected to be the first point of contact for faculty and students; however, Wave 1 will go live on July 1, and faculty are concerned that the necessary details will not be complete in time.

Communication problems at the college are not limited to pathways. Many examples exist; the most recent is the interim replacement of Norfolk's Provost. Faculty and staff learned that an interim Provost appointment had been made by reading the program at graduation this past Saturday, which listed Dean Emanuel Chestnut as interim Provost of the Norfolk campus. Formal notification of the appointment to all faculty and staff would have been appropriate.

One final note on communication. The President has reached out to the chairs of the faculty senate and offered to meet with us. This meeting is scheduled to occur on May 18th. We see this as a good opportunity to begin improving communication and are happy to participate.

The second item for the TCC Board is initiative fatigue. The college is undertaking many new initiatives at one time. Some of these initiatives were mandated by the VCCS, others were not. TCC is currently implementing:

-Guided Pathways for curriculum
-Academic Reorganization of Deans
-Structured Programs Review
-Navigate
-Ad Astra
-Faculty Advising
-P.A.C.E.
-Redesign of Mathematics Courses
-Adoption of a new Learning Management System July 2019

The faculty are concerned because many of these initiatives are large and incredibly complex. While undertaking so many at one time, the fear is that our resources will be spread too thin and that no one initiative will receive the proper time, planning, and attention needed to ensure its success. The redesign of Mathematics courses is a good example. While occurring at all 23 VCCS colleges, it has not been well advertised to students at TCC. Enrollment in Mathematics courses for the fall is down approximately 40%. Faculty suspect that this is due in large part to the fact that students aren't aware of the new course names and numbers. Faculty are concerned that this kind of unintended consequence could occur with the other large initiatives as well.

Faculty are often told that all the initiatives are interrelated and dependent on each other: essentially that all the initiatives must move forward together. The initiatives are all intended to improve student success, a goal which absolutely has faculty support. We are concerned that with the large number of initiatives being undertaken at once it will be difficult to determine the success or failure of any one initiative. If an improvement to student success is achieved, how will we know if it is due to Navigate or Faculty advising? If one initiative is detrimental to student success, its effect could be masked by the success of another initiative. How will we know which initiatives work well and which need to be adjusted? As a Biology faculty member, I will admit I am personally biased to the scientific method where one variable is tested at a time. However, I can report that this concern has been voiced by many faculty from various disciplines at the college.

In closing, the faculty senate is dedicated to Tidewater Community College and the success of our students. We work with students every day to help them in classes and achieve their life goals. We have a stake in their progress and completion, and we have a stake in the success of the college. TCC will

be more successful with open communication between all constituent groups. Therefore, we look forward to having a collegial relationship with current and future leadership.

Address to the Board of Tidewater Community College
April 15, 2018
Richard W. Gill

Greetings Chairman, members of the board and guests. My name is Richard Gill and I teach mathematics at the Norfolk Campus. I want to speak briefly on two points: shared governance and the reputation of the faculty at TCC. I was the Chair of the TCC College Senate during Dr. DiCroce's first year as TCC President. During her second year, she appointed me chair of the committee that created the current governance system. I am not foolish enough to think that a governance system will never change with the times but I am alarmed when changes are made with an eye toward taking shared governance out of the decision-making process. I understand that the faculty operate from a very weak position within the governance structure. By this I mean that all decisions that are made, all initiatives that are created, all votes that are cast, all are subject to veto by the president or by the academic vice president. I have participated in committees too numerous to mention where our hard work goes down the veto drain. We understand that all of our decisions are just recommendations. We hear it all of the time.

The faculty make up the heart and soul of any institution of higher learning. The institutional wisdom of a college resides in the faculty. The faculty are connected to the decision-making process via the governance structure, which lives and dies via good faith. When the administration no longer has faith in the governance structure, by definition, it no longer has faith in the faculty.

TCC expects its professors to contribute to the college outside of the classroom and quite frequently we fulfill this commitment via the governance structure. I have had the fantastic luxury of being surrounded by talented people at work—people who like to collaborate, who like to share, who appreciate a challenge. It did not take me long to realize that my best bet here at TCC was to stand on the shoulders of giants. And so I have. When the administration of a college casts a vote of no confidence in the governance structure it cuts itself off from a built-in system of checks and balances but also from a built-in system of wisdom and creativity. Such an administration decides not to use the remarkable in-house system of consulting talent but instead to remove it from the equation. Such a strategy can speed things up but in the end, it means that we are going nowhere fast.

My second topic concerns the accusation that the faculty at TCC are a bunch of trouble-makers. This is the greatest irony and in fact, I would argue the opposite against the backdrop of the only two events that anyone could possibly use to label us as trouble-makers. The first event happened three years ago when the TCC faculty mobilized against some of the core features of the new faculty evaluation system that was being imposed on the faculty by the VCCS. The most egregious feature was the default assumption that each faculty member does not meet expectations. Faculty members who had been working for years, sometimes decades to fine tune their lectures and projects and assessments were all of a sudden deemed to be incompetent. I was one of a group of faculty who met three Saturday afternoons in a row to create our rebuttal. Our objections and our protests were so on point that we convinced the CFAC to reform the evaluation system and that these reforms were put into effect state-wide. I am extraordinarily proud of the work that we accomplished on this front.

The second event happening as we speak. As far as I know, these last two meetings are the first time that a group of faculty have ever appeared before the TCC Board of Visitors. What kind of faculty would we be if we were not alarmed by the current state of affairs? What kind of faculty would we be if we

were not pursuing every avenue available to us in order to right the ship? If the current state of affairs does not set off alarms, then something is wrong with the alarm system.

Dr. Kolovani, I want to wish you a vibrant and happy retirement. Dr. Boyd, I wish you lick and success in your new job in the frozen tundra. Members of the Board I want to thank you for making us feel welcome. I know that everyone in this room wants the same thing. In order to accomplish this goal we have to listen to each other and work with each other. I look forward to the way forward. Thank you very much.

Tidewater Community College

Guided Pathways

Tom Calogrides, William Clement
Joe Fairchild, Johnna Harrell

Guided Pathways

Nationwide Initiative / VCCS Initiative / TCC Initiative

- Guided Pathways is an academic approach that places similar programs and courses together to establish a clear path to program completion, **moving beyond access to enrollment to access to completion.**

NVCC going live July 1 with Pathways and a new Academic Structure including Meta Deans and Associate Deans.

Guided Pathways (cont'd)

Guided Pathways will help students:

- More efficiently complete their programs
- Reduce costs by providing a clear path to completion
- Encourages students to select an academic program earlier
- Stackable programs provide interim milestones
- Guided Pathways focus on programs versus individual courses thereby providing opportunities for earning academic credentials

Cafeteria Model of Education

- Paths to student goals unclear
- Focus is on courses rather than programs
- Intake sorts, diverts students
- Students' progress not monitored
- Learning outcomes not defined and assessed across programs

Content Above from Dr. Rob Johnstone, TCC Professional Development Day, Reimaging our Model to Improve Student Completion, January 2017

Guided Pathways Model of Education

- Clear roadmaps to student goals
- Intake redesigned as an on-ramp
- Students' progress closely tracked
- Learning outcomes/assessments aligned across programs

Content Above from Dr. Rob Johnstone, TCC Professional Development Day, Reimaging our Model to Improve Student Completion, January 2017

TCC Transition to Guided Pathways

TCC Strategic Plan, 2013-2018 : One College, One Voice, One Future

Goal Three Internal Resource Development:

- Invest in the college's human capital and assess the college's infrastructure for efficiency and effectiveness.

- Strategy 1. Examine and recommend changes to the various administrative structures of the college with an eye for currency and keeping with forecasted trends in education.

TCC Transition to Guided Pathways

- Guided Pathways Planning and Implementation as part of the TCC Strategic Plan has been an ongoing effort since fall 2015.

- Since October 22, 2015, Guided Pathways planning and implementation included 18 planning events that were held over 26 dates. Attendance included a broad base of college representation.

- Through these meetings, 9 Career Pathways were identified to support the academic structure of the college.
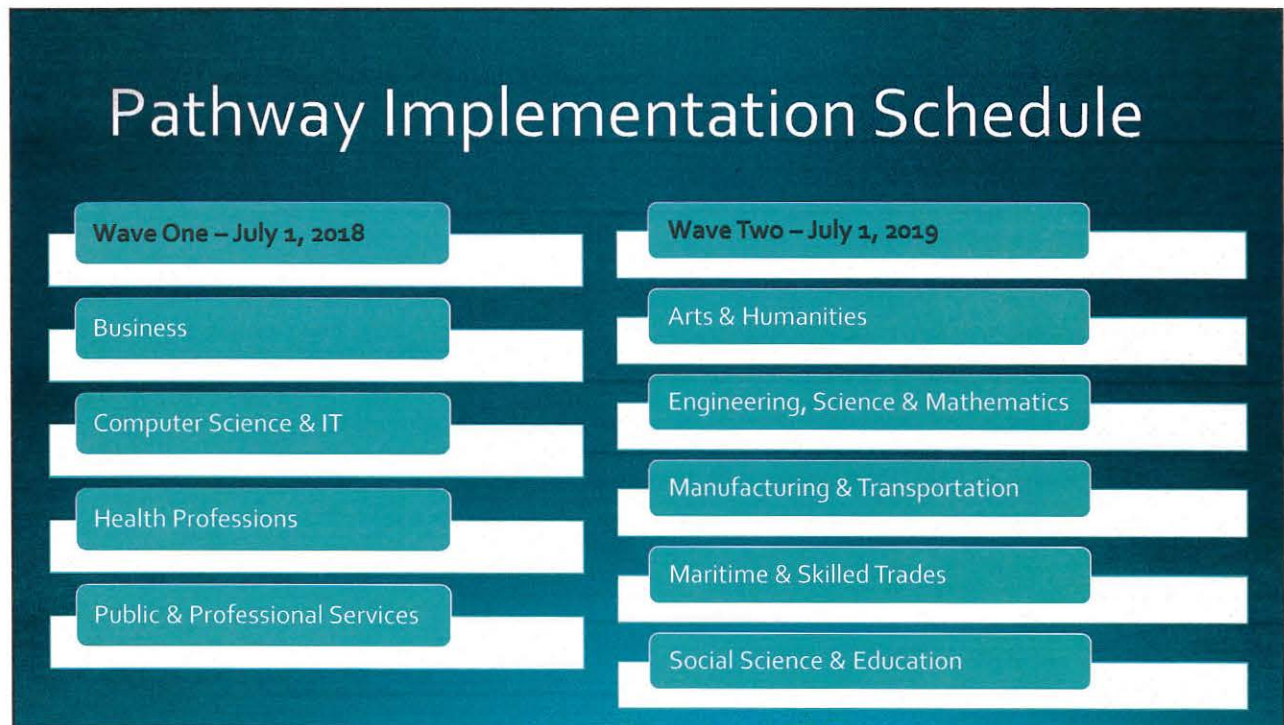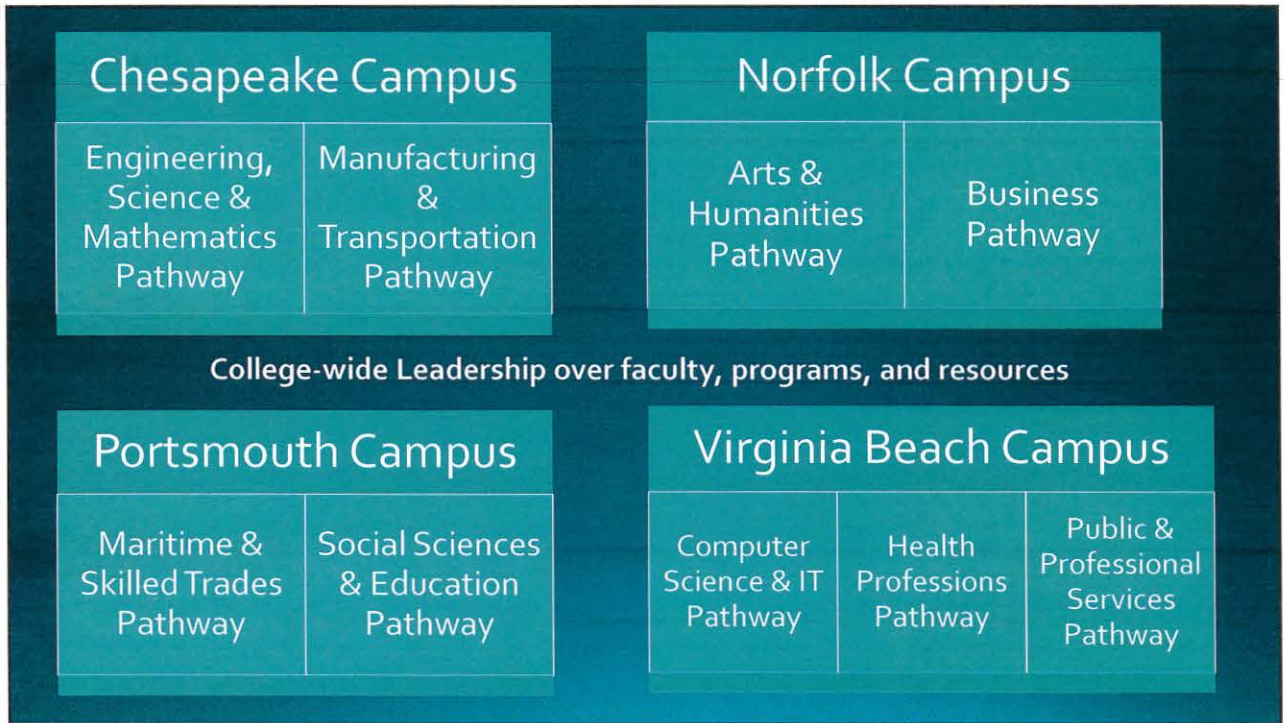

Career Pathways Structured Programs

- All programs and disciplines aligned within a career pathway

- Programs aligned to facilitate clear choices, appropriate electives and a clear destination to completion

- Degrees and certificates aligned to provide interim milestones

- Each Career Pathway to have college-wide leadership
  - College-wide leadership vs. multi-campus supervision

Chesapeake campus | Norfolk campus | Portsmouth campus | Virginia Beach campus

Engineering Science & Mathematics — Dean Ryan	Manufacturing & Transportation — Dean Rubin	Arts & Humanities — Dean Ragno	Business — Dean Harrell	Maritime & Skilled Trades — Dean Stout	Social Sciences & Education — Dean Snyder	Computer Science & IT — Dean Clement	Health Professions — Dean Calogrides	Public and Professional Services — Dean Fairchild
ARC	AUB	ART	ACC	AIR	EDU	CSC	DIT	ADJ
BIO		ASL					DMS	
BLD		CHI			GEO		EMS	CHD
CAD	AUT	CRF	ACQ	ENE		GIS	HCT	
CHM		CST			HIS			FNS
CIV		ENF	AST				HIM	
EGR	DSL	ENG		MAC	HMS	ITD	HLT	FST
ENV		ESL	BUS					
ETR		FRE			PLS		MDL	HRI
GOL	ELE	GER		MAR		ITE		
IND		HUM	ECO		PSY		NUR	HRT
MEC		INT					OCT	
MTE	INS	MUS		SAF	SOC	ITN	PTH	IDS
MTH		PHI	FIN					
NAS		PHT					RAD	LGL
PHY	TRK	REL		WEL	SSC	ITP	RTH	
VET		RUS	MKT					PED
		SPA						

Guided Pathway Implementation Plan

Pathway Deans identified Summer 2017

Kerry Ragno   Johnna Harrell   Bill Clement   Diane Ryan   Tom Calogrides

Thomas Stout   Beno Rubin   Joe Fairchild   Jenefer Snyder

Chesapeake Campus

Engineering, Science & Mathematics Pathway	Manufacturing & Transportation Pathway

Norfolk Campus

Arts & Humanities Pathway	Business Pathway

College-wide Leadership over faculty, programs, and resources

Portsmouth Campus

Maritime & Skilled Trades Pathway	Social Sciences & Education Pathway

Virginia Beach Campus

Computer Science & IT Pathway	Health Professions Pathway	Public & Professional Services Pathway

Pathway Implementation Schedule

Wave One – July 1, 2018

- Business
- Computer Science & IT
- Health Professions
- Public & Professional Services

Wave Two – July 1, 2019

- Arts & Humanities
- Engineering, Science & Mathematics
- Manufacturing & Transportation
- Maritime & Skilled Trades
- Social Science & Education

Guided Pathway Implementation Plan

- 2017-2018 academic year included nearly weekly Pathway Planning and Implementation meetings with Provosts, Academic Deans, Faculty representatives and others.
- Workgroups

Workgroups:	Implementation Team	Pathway Deans' Council
• Reassigned time • Staffing • Budget	• Human Resources • Office of Information Systems • Finance	

Pathway Implementation Team

Human Resources
- Teaching Faculty
- Security Tree

OIS
- Pathway Codes/New Academic Org Structure
- Course Catalog
- Instructor/Advisor Record
- Program/Class Schedule

Finance
- AIS Access
- Budgets
- eVA Workflow
- Fixed Assets

Academic
- Pathway Organization Chart
- Pathway Textbook List

Pathway Playbook
- Documenting implementation steps and details

Student Support

- All Academic Deans' offices will continue to provide student support regardless of pathway

- Mapping underway to evaluate:
  - Forms to be eliminated or created electronically
  - Creation of academic guides for support personnel
  - Processes and best practices for handling various student matters

Faculty Support

- All academic deans' offices will continue to provide support for faculty
- Supplies and routine matters will be resolved at every academic dean's office
- Support personnel continue development of processes to ensure faculty services and support remain available at each campus (i.e):
  - Faculty emergency class cancelations (sickness/leaves)
  - Access to instructional spaces
  - Facilities needs

Resolution

Whereas, Connie A. Meyer was appointed by the Virginia Beach City Council as a member of the Tidewater Community College Board in August 2010 and was subsequently reappointed to the Board in July 2014; and,

Whereas, Connie A. Meyer served ably and diligently as a member of the Advocacy Committee from 2010 to 2016, and as Chair of that same committee from 2011 to 2014; and,

Whereas, Connie A. Meyer served ably and diligently as a member of the Curriculum and Student Development Committee from 2016 to 2018, and as Chair of that same committee from 2017 to 2018; and,

Whereas, Connie A. Meyer demonstrated outstanding devotion to all her duties as College Board member, including regular attendance at College Commencements, Joint Board Dinners, Dedications, Groundbreakings, Chancellor's Retreats, State Board Annual Meetings, Virginia Community College System Legislative Receptions, and Scholarship Programs; and,

Whereas, Connie A. Meyer has helped elevate the profile of Tidewater Community College with her appointment, from July 2017 to January 2021, by the Speaker of the Virginia House of Delegates to the Commonwealth of Virginia Task Force to Commemorate the Centennial Anniversary of Women's Right to Vote:

Now, Therefore, Be It Resolved that the Tidewater Community College Board and College President, on behalf of the faculty, staff, and students, recognize the outstanding contributions, dedication, and exemplary service of Connie A. Meyer to the mission of Tidewater Community College and those it serves; and

Be It Further Resolved that a copy of this resolution be given to Connie A. Meyer with our warmest wishes on this the 28th day of June, 2018, and that the resolution be recorded in the meeting minutes of the Tidewater Community College Board.

/s/
Terri N. Thompson
Chair, College Board

/s/
Edna V. Baehre-Kolovani, Ph.D.
President

Resolution

Whereas, Dwight M. Parker was appointed by the Chesapeake City Council as a member of the Tidewater Community College Board in June 2012 and was subsequently reappointed to the Board in July 2016; and,

Whereas, Dwight M. Parker served ably and diligently as a member of the Advocacy Committee from 2012 to 2016; and,

Whereas, Dwight M. Parker served ably and diligently as both member and chair of the Curriculum and Student Development Committee from 2016 to 2017; and,

Whereas, Dwight M. Parker showed devotion to all his duties as a College Board member, including consistent attendance at College Commencements, Joint-Board Dinners, Dedications, Groundbreakings, State Board Annual Meetings, Virginia Community College System Legislative Receptions, and Scholarship Programs; and,

Whereas, Dwight M. Parker was re-called to serve on the Chesapeake City Council in November of 2017, having served on that same body for fourteen years previously, ending in 2010:

Now, Therefore, Be It Resolved that the Tidewater Community College Board and College President, on behalf of the faculty, staff, and students, recognize the outstanding contributions, dedication, and exemplary service of Dwight M. Parker to the mission of Tidewater Community College and those it serves; and

Be It Further Resolved that a copy of this resolution be given to Dwight M. Parker with our warmest wishes on this the 28th day of June, 2018, and that the resolution be recorded in the meeting minutes of the Tidewater Community College Board.

_____/s/_____	_____/s/_____
Terri N. Thompson	Edna V. Baehre-Kolovani, Ph.D.
Chair, College Board	President

TIDEWATER COMMUNITY COLLEGE
From here, go anywhere.™

2018

GOVERNANCE

THE COLLEGIAL GOVERNANCE OF TCC

The collegial governance of TCC is founded on the belief that the internal constituencies of the institution — administration, faculty, classified employees and students — are to be genuinely represented and have a meaningful voice in the decisions affecting the operation, policy development, and strategic planning of the college.

Governance Structure

The College Board: Acts in an advisory capacity to the State Board

President: Responsible for the efficient management of the college's human, physical, and fiscal resources

Constituent Groups: Represent their peers on college-wide matters

Governance Committees: Serve a specific purpose

Constituent Groups

- Student Government Association Federation Council
- Faculty Senate
- Classified Association
- Administrative Association

Governance Committees

Academic & Student Affairs Committees

- Curriculum Committee
- Instruction Committee
- Online Learning Committee*
- Faculty Promotions Committee*
- General Education Committee*
- Classroom Technology Committee
- Global and Intercultural Learning Committee
- OER Advisory Group*
- Student Success Committee
- Faculty Professional Development Committee*

Additional Committees

- President's Planning and Advisory Council
- Internal Relations Committee
- Workforce Solutions Committee

*New committees since 2009

TIDEWATER COMMUNITY COLLEGE BOARD

2018-19 MEETING SCHEDULE

Thursday	August 9, 2018	Student Center Virginia Beach Campus (Work Session)
Tuesday	September 11, 2018	Green District Administration Building Norfolk
Tuesday	November 13, 2018	Student Center Portsmouth Campus
Tuesday	January 15, 2019	Student Center Chesapeake Campus
Tuesday	March 12, 2019	Regional Health Professions Center Virginia Beach Campus
Tuesday	May 14, 2019	TCC Regional Workforce Solutions Center, Suffolk
Thursday	August 8, 2019	Student Center Norfolk Campus (Work Session)

Notes

1. All regular meetings of the board commence at 4:00 p.m. on the second Tuesday of the month, unless otherwise noted, and typically conclude by 6:00 p.m.

2. The August meeting is framed as the board's annual planning session.

TCCB
5/15/18