

End of Year Reports of Tidewater Community College Governance Committees for Academic Year 2013-2014

Internal Relations Committee

Charges:

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

Action Taken:

- Met with VP Toscano to review results of the Fall 2013 Events and Recognition Survey
- Received 2012-2013 inventory of awards and recognition

Planned Actions/Goals:

- Need to clarify this charge in the context of the same charge being given to VP Toscano's office

- B. Assist and advise the Director of Human Resources in completing development of an online employee orientation program that will provide new employees with an understanding of TCC's history, mission, organization, academic offerings and workforce development services, and location and composition of the campuses and stand-alone centers.

Action Taken:

- Defined content areas for an online orientation program

Planned Actions/Goals:

- Review online shell created by James Boyd
- Import content into online shell and launch

- C. Assist and advise the Director of Human Resources in completing development of a New Employee Sponsor Program that will provide new employees transitional assistance.

Action Taken:

- Defined content areas for a New Employee Sponsor Program
- Developed questions for a survey of supervisors

Planned Actions/Goals:

- Administer survey
- Incorporate survey results into IRC draft program
- Submit draft program to Director of Human Resources for feedback

- D. Working with the Director of Human Resources, develop a policy and procedure that provides guidance for the college's Educational Assistance Program that is consistent with state and VCCS policy.

Action Taken:

- None

Planned Actions/Goals:

- Complete policy revisions and submit to Director of Human Resources

Other:

- The IRC received a proposal from faculty member George Martin (referred by the Norfolk Faculty Senate Chair) that the College require veteran status be added as a preferred qualification for all faculty recruitments. Following discussion, Q & A with George Martin and consulting with Human Resources, IRC declined to escalate the proposal.

The IRC currently is operating without bylaws. Bylaws have been drafted and will be voted on by the IRC at the February meeting. The IRC approved bylaws will be submitted to PAPC for final approval this spring.

Global and Intercultural Learning Committee

Bullet #1 on the Charge: The Global Learning Committee voted to rename itself the Global and Intercultural Learning Committee, which better reflects the mission of TCC. This has been approved by the PAPC.

Bullet #2 of the Charge. The GILC has revised its structure to reflect broad representation of the College. It is a mix of faculty, administrators, librarians, and counselors. We are trying out this structure and will evaluate it a bit later this spring before making it final. At this time, we believe that our current structure will be our final one.

Bullet #3 of the Charge. We have created a subcommittee structure that is working quite well in helping us to achieve our goals. We have four subcommittees – Purpose/Mission/Vision; Competency Certificates for Faculty and Students; Programming; Study Abroad.

Sub Committee Progress

Purpose/Mission/Vision:

A revised purpose/mission/vision is in progress and should be completed by the end of this semester. Once this new statement is adopted by the committee, this subcommittee can be abolished.

Competency Certificates for Faculty and Students:

This subcommittee has made substantial progress on establishing a cultural competency certificate for faculty (a complete report is attached).

We hope to have the certificate ready to present to the college by the annual Spring Faculty Learning Institute. Dr. Natali and I are prepared to present at the Institute. The GILC in collaboration with the Intercultural Learning Office will develop programs to provide faculty and students with cultural knowledge, skills, and attitudes necessary for working with our diverse student body.

Programming: We are developing a year-long calendar of academic programming to meet the needs of faculty and students. This year we held successful events for Hispanic Heritage Month and International Education Week., as well as the MLK Dinner and the Jewish Film Festival. We are also planning events for Black History Month and Women's History Month. Budgets are being prepared for these keynote events by the Intercultural Learning Office. We are working to be able to use faculty and student ID cards to "take attendance" at the events.

The Chair of the Literary Festival is keeping the Committee informed of the events. The Lit Fest people have this festival well in hand, and the Committee is leaving them to their business.

Study Abroad

A GILC subcommittee has developed new procedures for developing and vetting new study abroad programs. The Committee will become "gate keepers" of academic programs, recommending them to the Deans and Vice President for approval when the programs meet the established standards. A pilot program is planned for summer 2015.

Faculty Exchange

The Tradium Exchange is progressing nicely under the leadership of Professor Bill Conner. Our Tradium partners will visit TCC in March, and Professor Conner will visit Tradium later this spring or early summer. We expect our first student group to visit in September. Plans for a TCC cohort to visit Denmark are underway and criteria for students needs will be established.

Goals for next year

The GILC has chosen the theme, “Changing in America” as its annual programming theme in 2014. We hope to be able to connect keynote global and intercultural events to this theme, as well as to learning outcomes. Hooking events to learning outcomes will help to engage faculty.

We also hope to engage more faculty in leading programs next year. We have a lot of talent here at TCC and we should make use of it.

At this time, we believe that we will be ready to launch the Cultural Competency Certificate for faculty next year. This cohort of faculty will plan the first cohort of student participants. This work is being done in coordination with Dr. Natali’s office.

Instruction Committee

September, 2013

- **Dr. Demarte proposed the following charges:**
 - Create and develop a General Education subcommittee to review general education courses and to develop processes for review, membership and bylaws
 - Formalize the assessment coaches into a standing Assessment subcommittee and to develop processes to review/recommend updates to the General Education Plan based on findings, share results of the findings, and encourage implementation of recommendations.
 - Formalize the role of the Librarian on the Instruction Committee
 - Recommend an Advanced Standing Policy and Procedures for approval
- **New members**
 - Mike Blankenship, Cheryl Lomax, and Calvin Schiedt
 - Need 4 more members to fill positions
 - PAPC was asked to call for more volunteers
- **General Education subcommittee** created approved.
 - Membership will include: 2 IC members, 2 Curriculum members, 2 Counselors, 1 Academic Dean, and faculty volunteers
 - Subcommittee will develop processes and bylaws
 - Do we need a librarian?
- **Assessment Coaches are a standing subcommittee** of IC was approved.

October, 2013

- October, 8, 2013, **elections were held** for new Instruction Committee officers. Cameron Russell was elected chair, and Bethany Wright was elected as recorder for 2013-2014.

- Proposed wording **changes to IC Bylaws** were sent out by Steve Litherland. They would emphasize the focus on information literacy. A motion was made and seconded and the proposed wording changes were approved.
- **Procedures for awarding advanced standing** to students have been submitted for approval and will become the responsibility of the Advanced standing committee. This item is now closed.
- A **call for new members** to serve on the Instruction committee produced 9 volunteers.
- It was proposed that Jennifer Ferguson be added to the IC as an ad hoc member to **represent the assessment coaches**. The motion was passed.
- It was proposed that an **IC member attend the assessment coaches meetings**. The motion passed. The next Assessment Coaches meeting is in November. Emily Wilson of the IC will be attending these meetings.

November, 2013

- A plan to **review and edit the General Assessment plan** was discussed. The deadline would be the Learning Institute in May 2014.
- **Discussion of membership of task for to implement Advanced Standing Policy.** Curriculum and Instruction committees have been asked by VP DeMarte to recommend faculty representation for this task force. Dr. DeMarte would like 4-8 faculty on this task force from different campuses and disciplines. If you know of any faculty that are interested, please bring recommendations.
- **Discussion about the Learning Institute**
 - What would the committee like to contribute towards increasing the instructional design/effectiveness/delivery/expertise/ of our faculty at that Institute in May 2014?
- **Charge for the Instruction Committee:**
 - Dr. DeMarte wants us to “frame the standard” for collecting and documenting the discussions/recommendations of the general education assessment results from the discipline meetings.
 - A. Use general education assessment results to determine how discipline or classes in a discipline can:
 - 1. Promote student learning
 - 2. Discuss the types of assignments that could effectively demonstrate general education competencies
 - B. The discussions and recommendations from the discipline meetings will be shared with Instruction Committee via Cameron Russell, Chair.
 - C. Document the discussions and recommendations to send to IC

December, 2013

- **Membership**
 - New members of the committee: Cynthia Tucker (nursing) and Calvin Scheidt(career and technical dean)
 - There are still vacancies in the areas of Industrial Technology and Communication
 - There were three volunteers for the representative from Business Management: Tyrone Woodberry, Nancy Praether, and Lydia Leporte; and three volunteers for the representative for Social Sciences: Dennis Buchholz, Barbara Blake Gonzalez and Jennifer Valentine
- **Editing of General Education Assessment**
 - Discussion and editing of Section I and Section II A. of the general education assessment plan.
 - Language was changed to clear up confusion. Assessors are the people who evaluate the assignments, coaches are the ones who talk to the faculty about assessment and faculty refers to the faculty who submit the assignments. In addition the selection process for classes was further specified.
- **Discussion of the assessment results at the Discipline Meetings on January 9th**
- **Handouts on the General Education Assessment and the charge for the Instruction Committee concerning the Discipline meetings were distributed.**
 - What do we want from discipline meetings? How to improve student learning, How to improve the process, Discuss appropriate assignments, report the results. The committee will use the discussions and recommendations from the discipline meetings for guidance.
 - We need to compare previous and current assessments to see how results are trending.
 - The committee should frame the standard for developing procedures. We need to decide where the information will be housed. Blackboard and i-NCURR were suggested.
 - There was some concern that if conversations are in the discipline meetings they will only deal with assessment as disciplines and that we should have competency meetings. It was agreed that we should start with discipline meetings for now and allow faculty to comment on any area.

January, 2014

- **Membership**
- The disciplines that had more than one volunteer have elected their representatives to the Instruction Committee. Barbara Blake Gonzalez will represent Social Sciences and Lydia Leporte will represent Business.
- **Academic Calendar**

- The academic calendars for 2014 have no exam week. This could have a negative effect on students who would have multiple classes on a single day and classes that have cumulative writing exams. There were concerns about this and other aspects of the academic calendar. Cameron distributed a list of reasons for having exam week (Appendix A). There was also some concern about how the extra teaching days may impact adjuncts.
- **Learning Institute**
 - The Committee is still investigating possible sessions. Terry Jones would be willing to offer a session. Cameron will ask the deans if they would be interested in sponsoring a session.

Classroom Teaching & Learning with Technology Committee

[Company Name] Membership for 2013-2014

Libby Watts (Norfolk) – *Chair Elect*
 Abraham Arispe (Chesapeake) - *Former Chair*
 Jennifer D. Hopkins (Chesapeake)
 Darryl Parker (Chesapeake)
 Cameron Russell (Norfolk)
 Amy Bohler (Portsmouth)
 Michael Williams (Portsmouth)
 Cecilia Petretta (Virginia Beach)
 Thomas Geary (Virginia Beach)
 Beth Callahan (Disabilities Services) – *Recorder*
 Corey Schmidt (LTA)
 Heather Blicher(LRC)
 Leroy Kierstead (015)
 Iris Wang (eLearning)
 John Morea - *Ex Officio*

[Company Name] Charges for 2013-2014 *[Subtitle]*

- Redefine the mission, role, responsibilities and website of the TLTC
- Rename the committee
- Update classroom technology standard and submit for policy approval
- Research and report on the College's readiness to support digital presentation technologies in the classroom
- Plan the Annual Technology Showcase as part of the college's Learning Institute in May (innovative technology applications in teaching and learning)
- Write a policy which enables faculty to obtain tablet devices which will be used to enhance teaching and learning.

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[Company Name] Report for 2013-2014 *[Subtitle]*

Charges for 2013-2014

- Redefine the mission, role, responsibilities and website of the TLTC
 - The mission, role, responsibilities and website were redefined and approved by the PAPC on 11/1/13 and is located in the appendix
- Rename the committee
 - The committed changed their name to Classroom Technology Learning and Technology Committee (CTLTC) and the new name was approved by PAPC on 11/1/13.
- Update classroom technology standard and submit for policy approval
 - Updated and recommended to be a policy. The committee will vote on its approval in February 2014.
- Research and report on the College's readiness to support digital presentation technologies in the classroom
 - Report has been prepared and approved by the CTLTC in December 2013. See appendix.
- Plan the Annual Technology Showcase as part of the college's Learning Institute in May (innovative technology applications in teaching and learning)
 - Dates are May 8 or 9 of 2014 during the Learning Institute at the Joint-use Library in Virginia Beach

- Plans are to showcase faculty Panopto videos and have a contest for the best video
- Write a policy which enables faculty to obtain tablet devices which will be used to enhance teaching and learning.
 - Policy written and approved at a meeting in December

Additional Items

- The committee would like to recommend The Association for Educational Communications and Technology (AECT) for members to join as a nationwide professional development organization.
- Recommendations are being reviewed for accessibility and technology. They will be voted on at the meeting in February 2014.
- Changes in the committees by-laws will be up for a vote at the meeting in February

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Appendix

1. *Mission p.6*
2. *Digital Preparedness Statement p.7-8*
3. *Proposed TCC Tablet Fund Policy p.9-11*

Purpose and Mission of the CTLTC

Purpose:

The Tidewater Community College Classroom Teaching, Learning, and Technology Committee (CTLTC) brings together faculty, staff and students in order to make informed decisions, sustain collaborative change and develop better strategies for using technology to improve teaching and learning in the face-to-face environment. The CTLTC serves in an advisory capacity to the Vice President for Academic Affairs/Chief Academic Officers on a regular basis, e.g., on faculty development initiatives, internal grants programs and budgets that affect resources and/or support services available to improve teaching and learning with technology.

Mission:

The CTLTC is a governing body which brings together the voices of faculty, staff and students from each TCC campus. The forum advises the Vice President for Academic Affairs/Chief Academic Officers and sustains the collaborative change needed to improve teaching and learning opportunities through the use of technology in the classroom.

Digital Preparedness Statement

Discussing the state of Digital Preparedness in upgrading technology on the TCC campuses there are two aspects that need to be taken into consideration. The first portion is the lectern technology and the second portion is the display source ie- projectors and monitors.

In order for the lectern technology to be fully digital, we would need replace the video switching component. Within the last year, the manufacture (Extron) that we currently deploy in video switching has released an upgraded component that is capable of sending a digital signal. This new product results in needing to only replace one major piece of equipment in the lectern. Effectively we only need to replace the analog video switcher to a digital switcher and upgrade the cabling to have a fully functioning digital lectern. To upgrade the cabling we have started using video adapters that are capable of sending digital signal via category cable. This allows a much greater distance between the lectern and display source as well as allowing us more flexibility in future upgrading. We are essentially moving away from traditional cables (VGA, DVI, and HDMI) and replacing them with data cable with corresponding adapters to provide the desired signals. The exact upgrade will involve a transmitter component that receives the source feed from the video switch, it sends the signal through the category cable to a receiver component that converts the signal back into a usable video signal, and then inputted into the display source.

The second portion of the digital upgrade involves the display source. Currently in a majority of the classrooms in TCC campuses have a Christie projector. The upgrade that we recommend would be to move away from projectors and begin installing flat screen monitors into classrooms. There are two major reasons for moving away from projectors: performance and maintenance.

Performance is an issue because a projector does not have the same brightness 6 months after being initially installed and continues to decline as time goes by. This is due in part to life expectancy of the lamp and dust buildup within the projector. There are also classroom variables that need to be taken into account when discussing displays. A projector in a room with considerable sun exposure is not as bright as a room with minimal exposure, whereas a monitor's brightness is not affected by ambient light in a room, and can be compensated by tilting the monitor to offset glare within the environment.

Maintenance is a big reason for the replacement of projectors to monitors. Currently Learning Technology must dedicate a large portion of its annual budget on replacement lamps for the projectors. The 2012-13 academic year we are budgeting \$60,000 in replacement lamps alone. This is an issue that must be addressed every year because the life expectancy of a projector lamp is an average of 1500 hours. Besides replacing lamps there is general maintenance that involves cleaning multiple filters on each projector. Each campus schedules a couple weeks each year in cleaning projectors and realigning images.

A monitor installation is basically maintenance free upon completion of installation. There are no lamps that need to be replaced, no filters that require cleaning, and no need to realign the image. The decline of overall brightness can be measured in single digit percentages over the years.

TIDEWATER COMMUNITY COLLEGE

Tablet Fund Policy

Draft last updated on Nov. 7, 2013.

A. Introduction and Purpose

With the increase in popularity of tablet devices like the iPad and Windows Surface and the simultaneous push for responsible integration and productive usage of technology in the classroom, there is a need for a policy to facilitate the purchase of tablets. TCC is committed to the development of a policy that keeps pace with new technologies available to promote technology-assisted learning and how they are securely used at the College.

B. Scope and Language

a. Scope

This policy applies to Tidewater Community College and covers the reimbursement process for tablet devices purchased at the approval of the College for educational uses by full-time teaching faculty.

b. Language

The use of the term “tablet” in the policy refers to mobile computing devices purchased through TCC funds that include a touch screen and not a built in cellular phone. “Tablet” does not apply to smart phones, cellular phones, desktop PCs, laptops, notebooks, or netbooks. Examples of “tablets” include but are not limited to iPads, Nexus Tablet, Microsoft Surface, and Kindle Fire.

C. Eligibility

- a.** Full-time faculty members who remain in good standing (i.e. receive a “Meets Expectations” in their most recent TCC Professional Development and Evaluation Plan) are eligible to request funds toward the purchase of a tablet device.
- b.** The Tablet Fund will provide up to \$300 to each full-time faculty member to assist in the purchase of a tablet device such as an Apple iPad, Dell Venue 8 Pro, Amazon Kindle Fire, Microsoft Surface, or a Google Nexus. Any remaining balance of purchase cost for a tablet device which exceeds the allotted \$300 will be paid for by the faculty member.
- c.** TCC will consider funding for purchasing of tablet devices if business, academic, or professional development necessitates and/or it enhances the performance of an academic department. Requests for purchasing tablet devices with the fund

require approval from the faculty member's academic Dean. Tablet devices are not substitutes for personal computers or laptops.

- d. Funding for tablet devices is a privilege and is dependent upon college funds being available at the time of the request.

D. Devices

- a. TCC permits access to the College network, e-mail server, and Blackboard if using the following operating systems:
 - i. Blackberry OS version 4.5 or higher
 - ii. Apple iOS version 4.2 or higher
 - iii. Android 3.1 or higher
 - iv. Windows 7

These operating systems meet minimum standards and help avoid problems with e-mail and calendar systems as well as potential security flaws.

- b. The College does not support one proprietary tablet device over any other.
- c. Supported uses of tablet devices include data collection, personal note-taking, pedagogical engagement and promotion of learning, and classroom teaching tool.

E. Effective Date

This document will become effective on xxxxxxxx.

F. Support

- a. This is your personal device; therefore, it is the faculty member's responsibility to pay for maintenance, repair or other support of the tablet. TCC will not provide these services.
- b. The Tablet Fund may not be used to pay for data plans, accessories, or applications (apps) associated with tablet devices. Individual owners will be expected to fund these additional items through their own personal accounts (i.e. via iTunes or a Google account); additional purchases made by the owner will remain in sole control of the individual and not the College.
- c. Owners will be expected to regularly update tablet devices to ensure compliance with college security procedures.

Prior to the purchase of a tablet device, owners can consult Department of Learning Technologies or Office of Information Systems to obtain advice on which device would most appropriately suit the faculty member's needs.

- d. The College will maintain a database for the inventory of all tablets funded for faculty. Each tablet will be entered into the inventory with the information of the device type, its purchase date, and the purchaser. Information obtained will be used to ensure compliance with this policy.

G. Security and Maintenance

- a. Physical Security

Tablet device owners should exercise precaution in handling, storing, and securing tablets to avoid loss or damage. Do not leave tablets unattended. Keep tablets charged and in operational condition and use appropriately. Users must

report lost or stolen devices immediately. Employees agree to be responsible for damaged or lost devices as these are personal and not institutional devices. For any reason if a device gets damaged or lost, the owner of the device will not be eligible for another device during the three years.

b. Data Security

There is always a risk for sensitive data to be stolen from mobile devices, so it is imperative that faculty take precaution to prevent such loss. An appropriate level of security should be applied to all tablets (i.e. use of passwords and an application that can swipe sensitive data). Users must adhere to all relevant TCC policies, rules, laws, and compliance issues related to use of technology through the College and be aware of updates to such policies.

c. Other Policies

Please see the TCC Acceptable Use Policy, Information Security policy, etc.

H. Additional Guidelines

- a.** Faculty are eligible for funds every 3 years, ensuring that tablet device owners have up-to-date features that secure productivity and security. Devices should be used for their full useful life, which is approximately 3 years for a tablet or mobile device.
- b.** Mobile tablets must not be used to store or access highly confidential information, which should remain on TCC servers only.

I. Purchase Request Process

- a.** A purchase request form must be submitted and approved prior to purchasing a device.
- b.** Faculty will provide written documentation justifying how the device will be used responsibly and productively for TCC purposes.
- c.** Academic Dean's approval is required to validate a Tablet Fund purchase request.
- d.** Approval of the purchase request is the start of the three-year fund availability limitation. Purchasing a personal tablet device within thirty days is assumed from the time a request is approved. Multiple requests submitted within the three year period will not be accepted.
- e.** Approval to proceed with purchasing the device is contingent upon form submission, Dean's approval and any other pre approvals required by TCC. You will be notified following a Dean's response with the remaining steps which must be completed to submit for reimbursement.
- f.** Faculty agree to comply with all policies related to utilizing computing equipment on the TCC network and accessing any College data.
- g.** The request form can be submitted at: xxxxxxxxxxxxxxxx.

J. Credits

Tablet policies at Amherst College, Winthrop University, Worcester State University, Harvard University, Pacific University, and Keene State College were used as models in the creation of this document.

Curriculum Committee

Student Success Committee

Workforce Development Committee

Online Learning Committee

College Faculty Senate

College Faculty Senate Mid-Term Report-2013/2014 Academic Year

Faculty is working with administration in piloting Class Climate, a new tool to improve response rates of student evaluation of faculty which is a required element of the new VCCS Faculty Development and Evaluation Plan. MTE classes are the target for the pilot.

Endorsed the early registration proposal brought forth by the Student Success Committee.

The senate has continued to discuss the combined Convocation/Awards day as it was presented last year. Comments included were 1) that it was nice to have an audience for those getting the awards, but that 2) a more formal recognition, such as stating the individuals names for those with significant years of service would be more meaningful. In addition the senate passed a

motion requesting 3) a more defined state of the college address at convocation. And for those who cannot attend an 4) electronic method of viewing the event be available. There were also some omissions that just need to be corrected.

Senate approved its Ad-Hoc committees' recommendations on the TCC Full Time Faculty Evaluation and Development Plan, and the Plan was then put to the faculty for a vote and was approved by a 96.5 % margin over the VCCS model plan with 202 votes, a true majority of the full time teaching faculty. The senate chair accompanied Dr. Jones on the majority of the APPDEP sessions; meetings scheduled to help faculty understand what is required annually under the FDEP. The VCCS rejected the TCC plan and returned it with suggested revisions. The revisions were made with input from the Ad-hoc committee and the TCC Plan was sent out again to the Full Time Teaching Faculty for a new vote. The vote was passed with an 87% majority of the 163 full time faculty members who voted. The Chancellor approved the revised TCC plan on 12/16/13. The faculty had to choose between the TCC plan and the VCCS model plan. The VCCS suggested revisions make our plan very similar to the model plan, and by the vote, it would seem that it is well supported. With that in mind; The Virginia Beach Campus Faculty Senate moves that a small subcommittee of faculty members be formed to draft a letter to the Chancellor expressing the faculty's discontent with the manner in which the VCCS policy regarding the Faculty Evaluation Plan was implemented. Once completed, this letter shall be presented to the College Faculty Senate for approval and signatures. **Motion passed.** We are working on this now.

Provided considerable input to administration on the Academic Calendar and changes related to final exam week. Faculty were represented on the reformed Calendar committee, but the focus of the committee was the logistics of getting the required elements into the calendar, and the committee only met once. Many faculty have expressed concerns, but at this time we require more information before a consensus can be reached. Judy Williams has offered a workable solution for 50 minute 3 day a week classes.

The senate spent a good deal of time discussing the changes in Pre and Co Requisites, which were implemented without the knowledge of many faculty members and affected issues such as student advising. After the fact we found that a Pre/Co-requisite policy had been approved by the Curriculum committee. The senate does approve of the new policy, but would like to have had better communication regarding its implementation.

Provided input into and some of the subject matter experts for the January 9, 2014, Faculty Professional Development Day, which was deemed to be a success. Over 280 attended. The logistics followed this senate motion: In order to improve efficiency and increase faculty participation, the faculty senate recommends planning the Faculty Professional Development day and discipline meetings on a single campus or virtually.

The senate Awards committee has collected nominations for the annual awards, including an outstanding adjunct faculty award which was added last year. The senate approved allowing nominations from Deans as well as from peers for the first time this year.

