

President’s Advisory and Planning Council
Governance Committee
Year-End Reports
2017-2018

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MEMORANDUM: Year-End Report to Executive Staff Member

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

From: Joseph Fairchild, PAPC Committee Chair

Date: May 15, 2018

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

Charges:

PAPC Charge One:

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

PAPC Charge Two:

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

PAPC Charge Three:

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

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

Goals/Planned Actions/Approved Motions:

PAPC Charge One:

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

PAPC Charge Two:

Charge two was later modified to a comprise a review of the Mission Statement for accuracy and currency and to determine the appropriate review process for the TCC Vision Statement that was adopted in 2015-2016. The PAPC proposed a change in the Mission Statement and a process for review of the Vision Statement. All Governance Committees and Constituent Groups reviewed the proposals with their constituencies. As a result, the PAPC voted to recommend a change of the College Mission Statement by removing the words "adults of all ages" and replacing with the words "students of diverse". The PAPC felt that the proposed language revision would be more inclusive for Tidewater Community College's younger students. The PAPC also recommended that the process for review of the Vision Statement be the same as the process for review of the Mission Statement with review of the Vision Statement beginning fall 2018. The PAPC Bylaws were amended to include this review process for both the Mission and Vision Statements. Work on this charge is complete.

PAPC Charge Three:

Committee reports to the PAPC demonstrated that Governance Committees and Constituent Groups have examined their Bylaws and meeting minutes for accuracy. This review resulted in proposed and approved amendments to the Bylaws of the following: President's Advisory and Planning Council (PAPC), Global and Intercultural Learning Committee (GILC), Classroom Teaching and Learning with Technology Committee (CTLTC), Workforce Solutions Committee (WSC), Online Learning Committee (OLC), Faculty Professional Development Committee (FPDC) and Curriculum Committee (CC). While work on this charge is complete, this review should be an ongoing process.

Other Business:

Thomas Geary was elected Chair of the PAPC for 2018-2019

Matthew Watts was elected Secretary of the PAPC for 2018-2019

The PAPC developed a process whereby at the final PAPC meeting in May of each year, all Governance Committees and Constituent Groups would propose their meeting days and times for the upcoming academic year and said Committees/Groups would conform their calendars so that there was no overlap in meeting days/times for the Committees/Groups.

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

MEMBERSHIP

CTLTC Membership for 2017-2018

- Ané Pearman (Virginia Beach: Chair Elect)
- Staci Forgey (Portsmouth: Recorder)
- Matthew Blanchard (Learning Technologies)
- Bethany Wright (Libraries)
- Beth Callahan (Educational Accessibility)
- Elizabeth Jacobowski (Counselor)
- John Morea (Learning Technologies: Ex - Oficio)

Vacancies for 2018-2019

- 1 Norfolk representative
- 1 Chesapeake representatives
- 1 Portsmouth representative
- 1 Virginia Beach representative
- 1 Adjunct Faculty (2 faculty have volunteered for this position for 2018 already – included in March meeting agenda and minutes)
- 1 Student
- 1 Faculty Development

CHARGES

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

1. Review and recommend any revisions to policies, procedures, plans, and/or other relevant documents that are germane to the purpose of the Classroom Teaching and Learning Technology Committee; assist in drafting new policy and procedures, if needed.
2. Produce a report that provides the pros and cons of using an LMS lecture capture solution such as Blackboard Collaborate Ultra rather than Panopto for lecture capture.
3. In coordination with the Learning Technologies Department review and recommend components to redesign the classroom MPS (Media Presentation System) in order to reduce costs and maintain quality of service.
4. Increase faculty awareness of campus Distance Learning Classrooms.
5. Collaborate with Learning Technologies Department to conduct a college-wide MPS study that quantifies equipment usage.
6. Added by Committee - Produce a shared governance resource that promotes access to information, collaboration, and communication amongst stakeholders.
7. Determine the committee's role in advancing Guided Pathways.
8. Added by Committee - Recommend charges for 18-19 academic year

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

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

STATUS: Charge Completed

In 2012, CTLTC with the Department of Learning Technologies produced the now adopted college-wide TCC Classroom Technology Standard that serves as the Faculty supported baseline of educational presentation technologies in all classrooms.

TCC Classroom Technology Standard is reviewed by the CTLTC bi-annually, or upon request, with revisions discussed and voted on as needed. The bi-annual review of the Standards document was completed during the previous academic year. The current Committee reached out to Faculty in order to identify locations where the classroom presentation technology did not meet the current standard. All Norfolk, Chesapeake, and Portsmouth campus classrooms are in compliance with the TCC Classroom Technology Standard. However, during this outreach, CTLTC received numerous requests to upgrade technology in analog classrooms at the Virginia Beach Campus. Learning Technologies informed CTLTC that the Advanced Technologies Center at the Virginia Beach campus would be renovated according to the Standards during 2018-2019 using campus ETF.

Appendix A includes a listing of classrooms that do not comply with the TCC Classroom Technology Standard.

The CTLTC requests that administration produce and present a timeline to bring all classrooms into compliance with the TCC Classroom Technology Standard at an upcoming 2018-19 committee meeting.

Addition Charge Support:

- The CTLTC reviewed and provided feedback to support a more efficient and effective re-designed TCC Syllabus Builder.
- The Committee also provided feedback toward the ongoing PAPC Communication Proposal.
- The Committee worked with Learning Technologies who installed Apple TV in four Virginia Beach analog classrooms.
- The Committee worked with Learning Technologies who installed a ceiling camera to support music instruction.

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

STATUS: Charge Completed

Dr. DeMarte directed the CTLTC to produce a solution that would support internal and external communication among college-wide governance committees. Learning Technologies in collaboration with the CTLTC produced the TCC Shared Governance Portal. The Portal supports synchronous and asynchronous committee work via an organization in the Blackboard Learning Management System. Following a demonstration, CTLTC recommended all governance committees use the TCC Shared Governance Portal to enhance collaboration and information dissemination.

The TCC Governance Portal includes the following features for each Committee:

- Blog to host committee-meeting summaries from stakeholders.
- Discussion Board forum for each committee charge to inform and allow input from stakeholders
- Shared Calendar with scheduled committee meetings
- Meeting agendas
- Web conferencing option for Committee meetings
- Web conferencing instructions
- A dedicated web conference URL for each committee
- Contact information for each Committee
- Drop Box and email service
- Annual Committee guidelines and deadlines

https://learn.vccs.edu/webapps/blackboard/execute/announcement?method=search&context=course&course_id=1075759_1&handle=cp_announcements&mode=cpview

Following TCC Shared Governance Portal development, President Kolovani directed the PAPC to produce a college-wide communication plan. Although many Committees utilize the Portal, it is not a required component of the PAPC proposal.

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

STATUS: Charge Completed

CTLTC conducted a study of the existing media capturing resources available college-wide in order to ascertain if a duplication of services existed. The VCCS eLearning and Educational Technology Committee, defines the ability to capture the instructor and computer desktop content simultaneously as a core component of any viable lecture capture solution. TCC currently uses Panopto for lecture capturing and Blackboard Collaborate Ultra for web conferencing in the LMS. Blackboard's Collaborate Ultra cannot meet this requirement; however, Panopto does. The Committee learned that there are additional limitations that are prohibitive to adapting Collaborate Ultra to serve as the college's lecture capture solution.

Appendix B is summary of the Committee's findings.

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

STATUS: Charge Completed

CTLTC were impressed during a demonstration of the iZiggy document camera from iPevo. The iZiggy is an HD and digital USB document camera. This document camera costs a fraction of the antiquated document cameras widely in use across the college and provides better resolution with more features. The document camera connects to the computer in a classroom allowing instructors to record, zoom, inverse, and focus from the lectern computer.

CTLTC recommended that the iPevo document camera be included in all future iterations of the TCC Classroom Technology Standard and deployment of the devices commence with the upcoming ATC digital classroom renovation.

Other instructional technology components were reviewed; however, CTLTC recommends that no additional changes be made to the TCC Classroom Technology Standard until the final results of the Classroom Technology Survey are evaluated.

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

STATUS: Charge Completed

The November CTLTC meeting was conducted in the Martin 2610 Distance Learning Classroom with additional participants at the VB campus. During the meeting, CTLTC learned that these classrooms include high quality web conferencing and lecture capture capabilities. Enabling faculty to teach two campuses simultaneously in order to support sections with low enrollment and support student access.

CTLTC Chair, Andrea Pearman, presented the committee's findings to the PAPC and requested that its members provide their constituents with information regarding the availability of the classrooms. CTLTC submitted a report on 12/6/17 to the chair of the PAPC with instruction usage manuals for Norfolk & Portsmouth campuses and fielded questions.

Promotional Distance Learning Classroom Video: <https://tinyurl.com/ycye32da>

Appendix C includes a copy of the information presented to the PAPC and questions with responses.

6. CHARGE: Collaborate with Department of Learning Technologies to conduct a college-wide survey that quantifies the usage of classroom presentation equipment.

STATUS: Charge Completed

Using data to inform technology purchases is vital. To that end, CTLTC was charged with conducting a college-wide survey of educational technology being used during traditional teaching and learning. The survey was developed by Learning Technologies and then vetted by the CTLTC prior to being submitted for PAPC review. Following acceptance, Faculty were advised of the upcoming survey. To ensure a high response rate, CTLTC recommended that Learning Technologies staff personally obtain survey responses from each course section taught face-to-face during the Spring 2018 term. The survey was completed in March and results were presented to the CTLTC. 599 course sections provided survey responses.

Survey questions:

1. What course is it that you are currently teaching?
2. Do you use the instructional technology in this classroom (MPS) to display content for your students while teaching this course?
3. How often do you use the instructional technology?
4. Which MPS components do you use while teaching?
5. Is the ability to control the MPS from a universal touch panel an essential feature?
6. Any additional comments or needs?

Executive Summary:

Tidewater Community College Faculty overwhelmingly utilize technology in the classroom. Ninety-six percent of the survey responses indicates that educational presentation technologies are used while teaching the course surveyed. Those who use the technologies available do so frequently. Seventy-seven percent of responses indicated using the available educational technology during every class session, while an additional twenty percent used the equipment less frequently. The lectern's computer is the most frequently displayed source while teaching (93%), followed by the classroom's document camera (50%), personal device including AppleTV (19%). Eighty-two percent of the responses indicated that the universal

control feature that standardizes the operation of educational technology was an essential feature. An additional 160 qualitative comments were submitted.

Of the 599 course section responses:

- 576 indicated using their classroom’s instructional technology while teaching the course.
- 461 indicated that the classroom’s instructional technology is used during every class session.
- 118 indicated that the classroom’s instructional technology is used sporadically throughout the course.
- 558 indicated using the lectern’s computer while teaching.
- 304 indicated using the lectern’s document camera while teaching.
- 135 indicated using the lectern to play a DVD in the computer or an external device while teaching.
- 67 indicated using the lectern to display personal devices such as tablets, laptops, or smart phones while teaching.
- 47 indicated using the lectern’s AppleTV while teaching.
- 494 indicated that the universal touch-panel control in the TCC Classroom Technology Standard is an essential feature needed to display instructional content while teaching.
- 91 indicated that the universal touch-panel control was not an essential feature needed to display instructional content while teaching.
- 160 provided optional qualitative comments.

Appendix D includes the top sheet summaries of the survey responses.

7. CHARGE: Determine the committee's role in advancing Guided Pathways.

STATUS: Active

CTLTC has discussed its role in advancing Guided Pathways; a determined that different pathways will possibly need different classroom/teaching technologies based upon course content and possible indicated by the Classroom Technology Survey. Additionally, CTLTC suggests that the Governance Portal is a means to enhance and increase communication by all involved with Guided Pathways from Pathway’s Deans, to Program Leads, to Discipline Leads, to college administrators.

At the recommendation of the CTLTC, a Guided Pathways web conferencing feature was created along with instruction manual and was distributed to all pathway deans. The links were added to the GP calendar to ease use and promote attendance in GP meetings as well as division meetings.

Each of the nine Guided Pathways now has a dedicated web conference hyperlink to promote stakeholder participation. These web conference instances are active indefinitely allowing participants to conduct a meeting, or work in a group. Anyone joining a meeting can perform all presenter functions.

[Guided Pathways Webconferencing Instructions](#)

8 CHARGE: Recommend charges for 18-19 academic year

STATUS: Active

The CTLTC solicited Faculty input on classroom learning technology needs. Responses informed the following recommended charges for next academic year:

- A. Consider ways in which the CTLTC can support faculty with student advising

- B. Research ownership of all software licenses to determine which department/division is responsible for the licenses and where said software is located. Determine which person/entity would be responsible for maintaining the master spreadsheet of all MPS software and licenses for updates.
- C. Awaiting additional charges from Dr. DeMarte.

Appendix A: Listing of classrooms not compliant with TCC Classroom Technology Standard

VIRGINIA BEACH CAMPUS

Buildings not complete: Blackwater; Lynnhaven; Pungo; Virginia Beach; Advanced Technology Center; Regional Health Professions Center

Total Rooms: 133. Advanced Technology Center Classrooms (indicated in bold) are scheduled for upgrade .

CE-101	E-106	F-126	G-123	H-224	MW-201	MN-319
CE-103	E-109	F-127	G-124	H-225	MW-214	MN-320
CE-104	E-114	F-128	G-129	H-226	MW-216	
CE-106	E-118	F-129	G-130	H-235	MW-219	
CE-108	E-126	F-130	G-134	H-248	MW-220	
CE-110	E-136	F-136	G-135	H-270	MN-202	
CE-111	E-137	F-140	H-101	H-271	MN-206	
CE-112	E-141	F-142	H-103	H-272	MN-214	
CE-116	E-145	F-144	H-105	H-273	MN-216	
CE-118	E-146	F-145	H-124	H-275	MN-218	
CE-120	E-147	F-147	H-151	MN-104	MN-221	
CE-122	F-103	F-200	H-160	MN-112	MW-300	
CE-124	F-104	F-201	H-164	MN-116	MW-306	
CW-104	F-106	G-103	H-179	MN-118	MW-310	
CW-109	F-107	G-107	H-205	MN-121	MW-314	
CW-110	F-112	G-113	H-207	MN-122	MW-319	
CW-112	F-114	G-114	H-209	MN-126	MN-301	
CW-113	F-116	G-115	H-210	MW-121	MN-308	
CW-114	F-117	G-116	H-212	MW-134	MN-310	
CW-128	F-124	G-121	H-214	MW-136	MN-312	
CW-134	F-124A	G-122	H-220	MW-140	MN-316	
CW-144	F-125	G-123	H-222	MW-200	MN-318	

CHESAPEAKE CAMPUS

Buildings not complete: CT-2 Mobile Unit; CT-3 Mobile Unit; Regional Automotive Center

Total Rooms: 36

CT-2 402	CT-3 506	CT-3 517	RAC 108	RAC 114B
CT-2 404	CT-3 508	CT-3 519	RAC 108B	RAC 115
CT-2 405	CT-3 509	RAC 100B	RAC 110	RAC 117
CT-2 406	CT-3 511	RAC 101B	RAC 110B	RAC 144
CT-2 407	CT-3 512	RAC 102	RAC 112	
CT-2 409	CT-3 513	RAC 104	RAC 112B	
CT-2 411	CT-3 514	RAC 104B	RAC 113	
CT-2 413	CT-3 515	RAC 107	RAC 114	

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

LECTURE CAPTURE COMPARISON

Classroom Teaching and Learning with Technology Lecture Capture Sub-Committee

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

When asked to compare the pros and cons of using an LMS web conferencing video platform like Blackboard Collaborate Ultra for lecture capture the first step in the evaluation is defining lecture capture so that there is clarity on the basis of comparison between the two platforms.

TCC's Classroom Teaching and Learning with Technology committee was not the only group tasked with such a comparison, due to the cost of Panopto's lecture capture solution – multiple VCCS member schools and the VCCS itself began a process of determining the value of exploring the use of the LMS for Lecture Capture. The VCCS E-Learning and Educational Technology committee (eLET) was given a similar charge and proposed to the VCCS a document defining both what lecture capture is and what lecture capture is not.

Lecture capture is	Lecture capture is not
<ul style="list-style-type: none"> • Asynchronous • Recording audio and or video and content in a face-to-face classroom for students to view later • Recording audio, video and content for the purpose of instruction • Editing capability • Easy storage and retrieval • Multiple means of access and display • Ease of use • Minimal training for faculty • Captioning or transcription options • Captures multiple video sources simultaneously • LMS integration for faculty • Indexing of PowerPoint content • A supplement to the classroom experience 	<ul style="list-style-type: none"> • Synchronous (Web conferencing) • Difficult to learn to use • Time consuming for faculty • A substitute for online instruction • exclusively screen capture • a replacement for the face-to-face classroom experience • an additional expense for students

Using this proposed definition, it becomes increasingly difficult to recommend the use of Blackboard Collaborate Ultra for lecture capture. As a webconferencing solution, Blackboard Collaborate is primarily a synchronous platform for allowing a faculty member and their students to meet virtually. While Collaborate Ultra sessions can be recorded, there is not a built-in storage solution within Blackboard to handle the amount of video content that would be generated over a 16 week course. To store files of the size that would be generated the college would need to invest in increased network storage to host the video content. Collaborate videos could be uploaded to YouTube, but would require manual insertion into a Blackboard course at the start of each semester because "course copy" would not carry over the content links from one semester to the next. Panopto provides a significant amount of cloud-based storage as part of its contracted service, and videos can be utilized repeatedly with a single click process across subsequent semesters remaining on the Panopto server until removed by the user.

Blackboard Collaborate Ultra sessions does not allow a faculty member the ability to edit content, which would lead to the instructor recording the entirety of a classroom lecture and posting it to Blackboard in its entirety thus increasing the size of the video file and contribute to the increased storage costs mentioned above. If the instructor opted instead to create targeted video content of a shorter length, they would need to either build time into their lecture to interface with the software to record the portions they wish to use; record the content separately from their office; or export a Collaborate recording into another software solution for the purpose of editing. The college would need to select an editing program to provide to faculty and purchase an Enterprise license for that software so that all lecture capture users would have access. Conversely the ability to perform non-destructive edits to video recordings is baked into the Panopto application.

eLET makes a point of defining that lecture capture should be easy to use with minimal training, use of Collaborate in the place of another lecture capture solution would require training on Collaborate Ultra for the generation of the initial video; training on how to export that video for editing; training on the solution chosen for video editing, training on how to use the video storage solution and integrate an edited video into Blackboard. All of the individual steps needed in this scenario would certainly require more in depth training and impact the solutions “ease of use.” Panopto automates many of the processes described here and the current Panopto training is a broad overview that leads the user through three main areas of use: Setting up their Blackboard course to work with Panopto; Recording Content; Managing/editing the video after it has auto-uploaded and been published in the course.

The most significant issue with Blackboard Collaborate Ultra comes from the lecture capture definition item that states lecture capture “captures multiple video sources simultaneously.” The idea behind this is that in lecture capture you want the instructor to be able to capture both themselves and/or a view of their students asking questions at the same time they are capturing their PC desktop content. Blackboard Collaborate does not allow for the capture of multiple simultaneous sources, using the “Share Desktop” or “Share Application” options ceases capturing any camera image and captures only the shared desktop or application. Unlike the storage issue, or the lack of an editor, this issue cannot be overcome as it is part of Collaborate Ultra’s design.

Finally there is the matter of accessibility in addressing the closed captioning of video content in either platform. Panopto offers closed captioning services where a video needing captioning services can be fully transcribed and re-uploaded for students to see within 48 hours; there is an additional means of manually captioning Panopto content that is labor intensive but without any cost to the college. Any recordings made within Blackboard Collaborate would need to be submitted to an outside entity for captioning service as there is no process already in place for captioning Collaborate content.

Using the eLET Lecture Capture definition as our starting point and looking at these main areas of Content Creation/Storage; Content Modification/Editing; Required Training/Ease of Use; Versatility of Content it becomes clear that Collaborate Ultra is not designed to do the job of Lecture Capture and would require additional cost to enable it to perform similar functions but with limitations that cannot be overcome. The vast majority (greater than 60%) of Lecture Capture content created at Tidewater Community College utilizes Panopto’s ability to capture multiple simultaneous video sources, and losing that ability would curtail the kinds of content currently being generated by college faculty.

Appendix C: Collaborate with Learning Technologies Department to conduct a college-wide MPS study that quantifies equipment usage.

Preliminary report was presented at March CTLTC meeting. Survey results were encouraging and surprising to all members of the committee.

Nearly 85-90% of all faculty surveyed utilize the MPS stations and relevant software.

We received recommendations for software as well as hardware.

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

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

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

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

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

Do you know any of these answers?

RESPONSES:

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

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

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

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

ADDITIONAL INFORMATION from CTLTC CHAIR:

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

From November CTLTC Minutes:

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

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

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

Link to Promo video in Share Point for these rooms:

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

Campus contacts to reserve a Distance Learning Classroom:

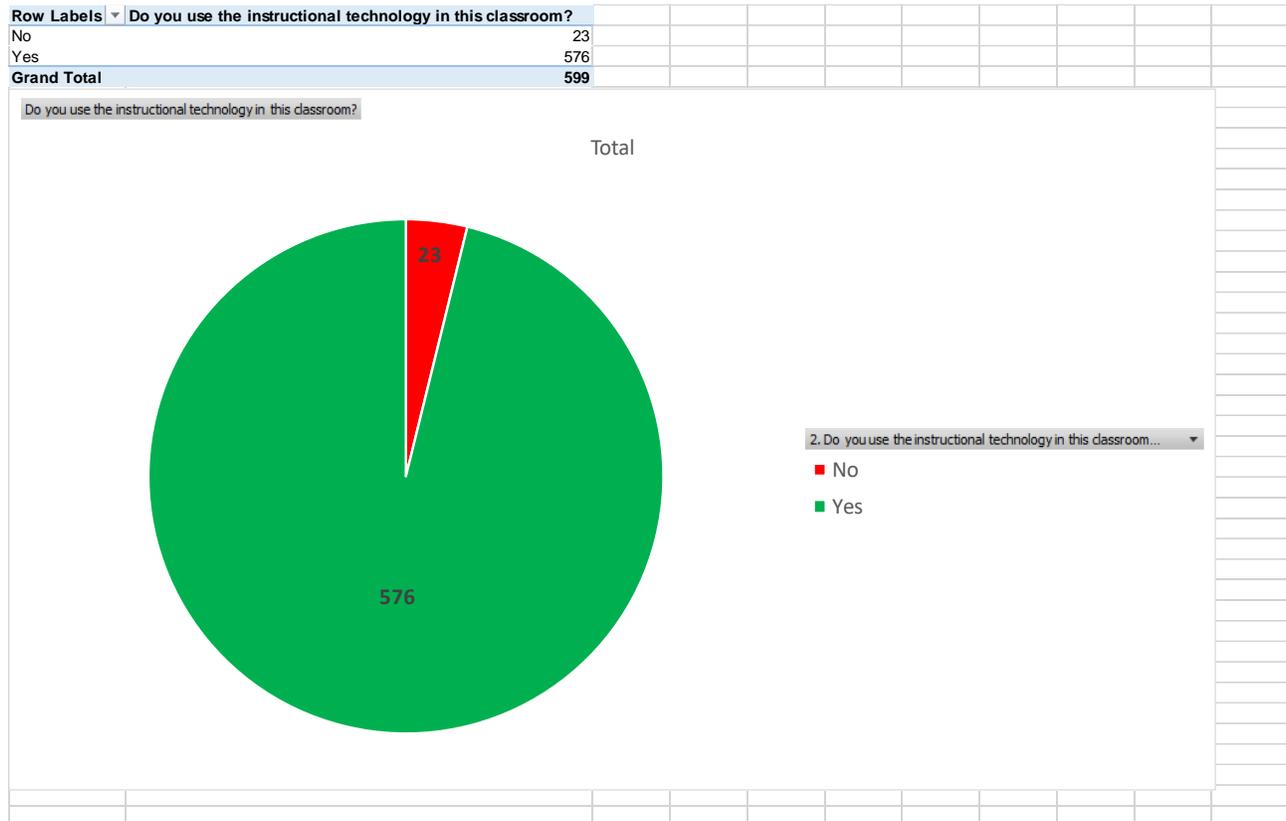
Beach: Mike Summers (contact- Effi Vakalou)

Chesapeake: Tom Stout

Norfolk: Kerry Ragno

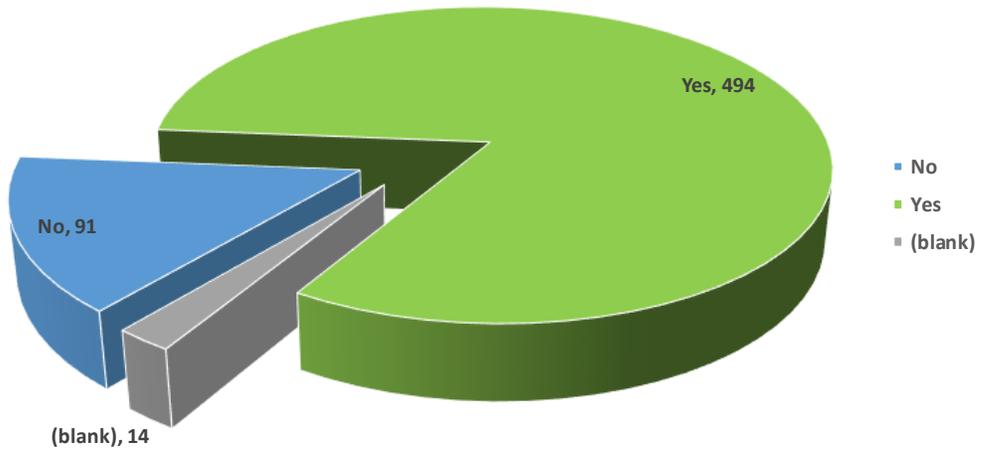
Portsmouth: Jenefer Snyder

Appendix D: Collaborate with Department of Learning Technologies to conduct a college-wide survey that quantifies the usage of classroom presentation equipment.



Row Labels	Learning Technologies MPS Usage Survey								
No	91								
Yes	494								
(blank)	14								
Grand Total	599								

5. Is the ability to control the MPS from a universal touch panel an essential feature?



To: **Joseph J. Fairchild, J.D.** Academic Dean, Division of Social Sciences and Public Services
 From: Mary Gable, Curriculum Committee Chair

Date: May 14, 2018

Subject: Year End Report, 2017 – 2018

Charges:

1. Review and recommend any revisions to policies, procedures, plans, or other relevant documents that are germane to the purpose of the Curriculum Committee; assist in drafting new policy and procedures, if needed.
2. Recommend curriculum development training for faculty (full-time and adjunct) and new members to the Curriculum Committee.
3. Determine the committee's role in advancing Guided Pathways.

Officers:

Chair – Mary Gable

Vice Chair – Jennifer Dixon-McKnight

Recorder – Alexandra Harrington

Actions/Approved Motions

Charges were accepted.

1. **Review and recommend any revisions to policies, procedures, plans, or other relevant documents that are germane to the purpose of the Curriculum Committee; assist in drafting new policy and procedures, if needed:** The committee completed the following:
 - Recommended four Requisite Proposals
 - Recommended ten New Courses and Official Course Outlines
 - Recommended three Course Revisions
 - Recommended the following Curriculum Revisions:
 - AAS in Accounting
 - CSC in Accounting Specialist
 - AAS in Health Information Management
 - AAS in Information Systems Technology (specializations Cyber Security, Network Administration, Network Infrastructure Specialist, and Programming and Mobile Applications Development)
 - CSC in Cyber Security, Network Administration, Network Infrastructure Specialist, and Programming and Mobile Applications Development
 - AAS in Horticulture
 - AAS in Early Childhood Development
 - CSC in Early Childhood Instruction
 - Recommended New Curriculum of CSC in Photographic Media Arts.
 - Recommended New Degree Program of AAS in Hospitality Management specialization (Event Planning)
 - Recommend New Curriculum of CSC in Hospitality Management - Event Planning

- Recommend New Degree Program of AAS in Technical Studies
2. **Recommend curriculum development training for faculty (full-time and adjunct) and new members to the Curriculum Committee:** Annual training for new Curriculum Committee members was conducted at the beginning of the Fall semester.
 3. **Determine the committee's role in advancing Guided Pathways:** The Curriculum Committee will support the development and implementation of Guided Pathways by overseeing any curricular policies, procedures, development or revisions that will be necessary as a result of the Guided Pathways Initiative.

Additional actions taken by the Curriculum Committee this academic year

- Training for new members
- Discussion of and use of the new Shared Governance Portal
- Discussion of Bylaws: changes made and approved by Curriculum Committee and PASC
- All vacancies for the 2018 – 2019 academic year were filled except for two (English and Developmental English)
- Officers were elected at the April meeting:
 1. Chair: Judy Taylor
 2. Vice Chair: Sandra Burton
 3. Recorder: Alex Harrington

MEMORANDUM

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

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

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

Charges

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

Our Actions

1. There has been ample analysis and reflection of faculty professional development at the college.
 - a. The Faculty Professional Development team alongside members of the Faculty Professional Development Committee reviewed its unit goals for 2017-18 and conducted a SWOT (strengths, weaknesses, opportunities, threats) analysis of faculty professional development at TCC at a Dec. 12 retreat.
 - b. The committee has also participated in the mid-year report, consistently brainstormed ideas for Batten Center presentations and workshops, approved charges, and filled vacant committee positions.
 - c. In the wake of administrative and staff layoffs effectively ending the faculty professional development team at the college in its current form, the committee on May 1 in Norfolk assessed its practices and developed a list of positions and inquiries regarding the future of faculty professional development at the college.
 - d. The committee approved new by-laws on Apr.3 in Chesapeake that reflect pathways instead of peer groups.
2. The FPDC has completed two of its three assigned professional development events: 2017 Faculty Development Day and the 2018 January college briefing. The third event (the 2018 Learning Institute) is fully scheduled and prepared for this upcoming week.

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

- ii. McFerrin developed a Facilitator's Handbook to provide consistent information to deans and future facilitators.
 - iii. New Faculty Academy recommendations were discussed and passed by the FDPC. These recommendations include limits to governance participation and teaching overloads for year one faculty, standing Friday afternoon meetings, and a year three project related to one of four FDEP domains with an appropriate timeline for completion.
 - b. The Adjunct Faculty Academy has been developed by Jeanne Hopkins.
 - i. A 10-week online course was developed with lessons, readings, and assignments on orientation and course design, teaching philosophies, instructional delivery, instructional effectiveness, instructional expertise, and other best practices.
 - ii. The academy, which was vetted by 13 faculty members, went live as of Jan. 1 and was completed with all active participants achieving the required 80% to pass.
 - iii. Hopkins received feedback from participants via a summative evaluation regarding how to improve the 10-week online course. She also received ample feedback from the committee regarding the content and assessment in the course.
5. Professional development sessions, including Batten Center training and workshops as well as college-wide and regional events, were offered throughout the 2017-18 academic year.
 - A Project-Based Learning event for the Tidewater Regional Center for Teaching Excellence was held in Norfolk on Mar. 23.
 - An Assignment Design Charrette event for the Tidewater Regional Center for Teaching Excellence was organized.
 - A number of Batten Center sessions and workshops were held throughout the year to assist faculty with technology in the classroom, faculty summative evaluations, and various other topics.
6. The committee extensively discussed and embraced its role in promoting faculty professional development events that support Guided Pathways at the college.
 - One such instance was the Guided Pathways Briefing and Work Session held on Jan. 19.
 - The revision to by-laws to reflect pathways instead of peer groups helps the committee better fit the new Guided Pathways academic restructure.
7. Other actions completed by the FPDC in 2017-18 include a review of major updates to the TCC Syllabus Builder with John Morea, unanimous approval to participate in the Governance Committee Blackboard Portal, a discussion of connections between FPD opportunities and Faculty Rewards criteria, and OER opportunities for developing courses.

TCC General Education Committee end-of-year report

May 11, 2018

Submitted by David Kiracofe, Chair of GEC

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

We are presently without representation for Cultural and Social Understanding due to the termination of the faculty member designated for that competency.

The charges of the GEC include:

1. Review and recommend any revisions to policies, procedures, plans, or other relevant documents that are germane to the purpose of the General Education Task Force; assist in drafting new policy and procedures, if needed. **We have been working to clarify the language used in the Proposal form, especially in clarifying the specific documentation applications need for approval. As chair, assisting faculty in the completion of these proposals, this has been the largest area of my participation: in assuring the appropriateness of documentation of the competencies and how they are supported.**
2. Implement general education course selection procedures. **We reviewed three faculty proposals this year: in Fall 2017 we took up BIO 106 which was approved with some revisions, and HUM 220 which was not approved, but may be re-submitted with revisions at a later point. In the spring we vetted PHI 227 which also failed to gain approval because of questions regarding transferability. As chair I drafted a lengthy document to assist the proposing faculty in what specific revisions were needed.**
3. As part of advancing Guided Pathways, redefine general education through determining competencies and align them with the general education requirements required by VCCS. **The GEC agreed that this redefinition requires collaboration with the faculty, but more importantly, the GEC feels that we need to see the Pathways established before we consider what General Education means within that structure. A major reorientation of the SCHEV list of core competencies is forthcoming: The VCCS is identifying four competencies (civic engagement, communication, critical thinking, and quantitative literacy) and TCC will include an additional two which have not yet been finalized. A meeting organized by SCHEV for June this summer will provide further information on the expectations anent these changes.**
4. Develop and implement criteria and a review process to narrow the list of general education choices (e.g., 5 to 7 courses in Humanities, Social Sciences, etc.) to recommended courses as part of Guided Pathways, without unnecessarily removing the general education course selection. **As it is really the purview of the discipline faculty and Pathway colleagues to make their own selections based on their own curricular needs and the best interest of student learning, GEC is preparing a statement of the place of general education in the community college educational experience.**

Final Report 2017-2018
 Global and Intercultural Learning Committee
 Tidewater Community College
 Submitted to Dr. Daniel DeMarte, VP-AA&CAO
 Submitted by William D. Conner, Chair

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

- In collaboration with the Intercultural Learning Center, develop an institutional self-assessment process designed to assess the current state of diversity and inclusion efforts at the college. Jennifer Valentine and Alicia Philips, members of GILC, headed up a subcommittee to address this. A sub-committee of the Diversity and Inclusion Task Force, worked with GILC's subcommittee and the Office of Intercultural Learning. The college's self-assessment process has been designed.
- Advise the Intercultural Learning Center on the development of signature intercultural programs, designed to build and sustain a more inclusive environment at the college. (Examples include an international film festival, food festival, and academic themed day trips.) A subcommittee headed by Michele Marits submitted a report to GILC, which will be forwarded to the Intercultural Learning Center.
- Engage a working group of faculty to continue collaboration with Intercultural Learning and the Grants and Sponsored Programs office to prepare and submit a Fulbright Group Projects Abroad application. A subcommittee led by Jessica Lynam has worked on this with the Office of Intercultural Learning. This subcommittee has worked with the Intercultural Learning Center and the Grants Office and will prepare an application to do a faculty exchange in Ecuador as soon as the grant application process opens.
- Determine the committee's role in advancing SEM and Guided Pathways. Jeanne Natali, Paul Lasakow, and Bill Conner have worked as a subcommittee to determine the committee's role in advancing SEM and Guided Pathways. The GILC has proposed amendments to its bylaws to recruit membership by pathway, rather than by campus.
- Review and recommend any revisions to bylaws and any necessary revisions to policies, procedures, plans, or other relevant documents that are germane to the purpose of the Global and Intercultural Learning Committee. Assist drafting new policy and procedures, if needed. A subcommittee reviewed the bylaws and recommended changes to the GILC. The GILC proposed an amendment to the Bylaws and submitted this to PAPC.
- Work with the Intercultural Learning Center to develop the Potlatch professional development initiative. GILC member, Jim Roberts reported that on Friday, November 17th, over a dozen TCC faculty dedicated to global & intercultural learning voluntarily assembled to share learning materials, tools, and techniques in an academic version of the native American Potlatch ceremony. In the tradition of the Potlatch, each participant comes to the ritual with gifts for others, and a contest of giving results in every participant coming home richer.

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

MEMORANDUM: Annual Report to Executive Staff Member

To: Daniel DeMarte, Executive Vice President for Academic and Student Affairs & CAO

From: Steve Litherland, Instruction Committee Substitute Chair

Date: May 4, 2018

Subject: Instruction Committee Annual Report

Academic Year: 2017-2018

Charges:

Instruction Committee Charges 2017-2018

1. Review and recommend any revisions to policies, procedures, plans, or other relevant document that are germane to the purpose of the Instruction Committee, e.g., course outline and course syllabus templates, the General Education Assessment Plan, Policy 2105 Academic Standards.
2. Collaborate with New Faculty Academies (full time and adjunct) to provide professional development content specific to general education assessment and instructional resources.
3. Facilitate rubric revisions for scientific reasoning and written communication general education assessment competencies.
4. Document a process and timeline for official course outline review and make recommendations for its inclusion in appropriate policy, procedure, or other relevant document.
5. Determine the committee's role in advancing Guided Pathways.

Actions: Actions taken to address charges are summarized below.

- The Instruction Committee Bylaws were updated in the Fall 2017 semester, with updates provided to the PAPC for review and approval.
- Adjunct awareness is being addressed through the following:
 - Active efforts to recruit an adjunct faculty member for representation on the IC
 - General education assessment is proposed as content material for the Adjunct Faculty Academy
 - All full time faculty, adjunct faculty, and librarians are included in GEARS emails distributed by the IC
- IC has reorganized the Quantitative Reasoning general education competency rubric to include a glossary of terms on the cover page so that it is consistent with the presentation of other rubrics.
- IC updated the Syllabus Template to contain current procedures for TCC Alerts.
- IC updated the Syllabus Template to include a statement directing students to services provided by the Office of Educational Accessibility.
- IC is working on reviewing the Syllabus Template to remove any grammatical errors, or to make updates to the Syllabus Template to reflect changes to the college.
- Three new IC members participated in Assessor Training during the Fall 2017 term.
- The Instructional Resource Repository has been updated with resources related to Guided Pathways.

- The IC developed content and plans for instructional training videos for faculty academies related to GEARS, competencies, and the Resource Repository. Academic Affairs determined that the content is not needed at this time, so IC suspended work on this item.
- IC is working on creating a Course Outline Timeline review, that should be available by the close of Spring 2018.
- IC held a retreat on March 23 to review assignments for Scientific Reasoning and Written Communication competencies. Several model assignments in each competency were identified for inclusion on GEARS.
- IC emailed all teaching faculty and librarians asking they identify specific courses supporting civic engagement, and specific examples of how those course support civic engagement. This information will be used to determine the next steps in fall of 2018 including faculty developing a civic engagement rubric and identifying civic engagement as a general education competency on course outlines.
- IC drafted revised language pertaining to course syllabi for inclusion in the Faculty Handbook.
- IC drafted a timeline and process for course outline review.
- IC proposed revised language for Policy 2105 to address faculty failing to submit competency assessments.

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

- [Instruction Committee Webpage](#): Updates regarding membership, minutes, and bylaws have been made and are current as of 5/4/18.
- Assessor Training on critical thinking competency was held in Fall 2017 with 26 new faculty attending.

Planned Actions/Goals:

Fill current open positions

1	Public Services	ADJ, ASL/INT, CHD, EDU, FNS, FST, HMS, PED, PBS
1	Health Professions	DIT, DMS, EMS, HIM, HLT, MDL, NUR, OCT, PTH, RAD, RTH
1-2	English	ENG/Developmental
1	CTE Dean	
1	Transfer Dean	

MEMORANDUM: End of Year Report to Executive Staff Member

To: Beth Lunde, Associate Vice President for Human Resources
From: James Hines, Internal Relations Committee Chair
Date: May 15, 2018,

Subject: Governance Committee End of Year Report 2017-2018

Charge: IRC 2017-2018 Charge.

1. Assist and advise the AVP for Human Resources in completing development of policy and procedures for a formal Employee Recognition Program for all categories of employees that is consistent with state and VCCS policy.

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

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

Goals/Planned Actions/Approved Motions:

1. Assist and advise the AVP of Human Resources in completing development of policy and procedures for a formal Employee Recognition Program that is consistent with state and VCCS policy.
 - a. The year was consumed by getting the draft of the awards and recognition program coordinated through the constituency groups. The coordination is now complete and Mary Beth Apperson as the results on her desk.
 - b. Amended the bylaws to include the communications additions suggested by the PAPC. The bylaws were approved by the IRC were tabled by the PAPC because the IRC did not have a representative at the meeting.
 - c. Richey Windley was elected chairperson of the IRC DI and Kyndra Brown was reelected Secretary.
 - d. We continue to establish criteria for and develop the employee's kudo program. The program will be built into the final plan.

Other:

- The IRC discussed and reviewed new Diversity and Inclusion Statements for TCC.
- Richie Windley was elected the IRC Chair for 2018-2019
- Mr. Windley, the IRC Chair will meet with AVP Lunde to discuss possible committee charges for the following year.

End of Year Report to Executive Staff Member

To: Daniel DeMarte, Executive Vice President for Academic and Student Affairs
Joseph Fairchild, PAPC Chair
From: Matthew Watts, Online Learning Committee Chair
Date: April 25, 2018
Subject: Governance Committee End of Year Report 2017-2018

Final Charges for 2017-2018

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

Status of charge 1a: Faculty Professional Development was unable to collect sufficient data from Deans for the online course review. Work related to the online course review process was suspended until further notice since the new system-wide LMS contract, and an online strategic plan discussed at the VCCS system office level, will inform this charge when it is revisited.

Status of charge 1b: The Online Learning Committee reviewed and recommended the 2018 Blackboard template. The new template includes a few improvements that delete redundancy and make it easier for faculty to update course shells accurately. The OLC also reviewed and recommended implementation of the Blackboard 2016 theme beginning with in Spring 2018. The theme allows better access of the Blackboard site with mobile and tablet devices. This charge has been met for the year.

Status of charge 1c: A subcommittee, led by Forrest Crock, has researched and discussed the issues of student identity verification. Draft recommendations were produced and then vetted by the subcommittee, the entire OLC, Dr. DeMarte, and all faculty before being finalized. [The finalized recommendations are attached](#), thus completing the charge this academic year.

Status of charge 1d: A subcommittee, led by Siabhon Harris, has reviewed the current iteration of the Online Student Orientation in Blackboard. Draft recommendations were produced and then vetted by the subcommittee, the entire OLC, Dr. DeMarte, and all faculty before being finalized. [The finalized recommendations are attached](#), thus completing the charge this academic year.

Status of charge 2: The OLC was an active committee on the TCC Shared Governance Portal in Blackboard. The OLC has been using the Collaborate Ultra inherent in this site to open up meetings to virtual attendees. With each of the tasks mentioned above, faculty members on the committee are tasked with getting feedback from their respective campuses and informing them of these issues when possible. An email was sent to all faculty requesting feedback on the draft recommendations. In addition, the Online Learning Committee's page on the TCC website was updated for the past 2 years and maintained throughout the semester. Updates to the bylaws will be finalized in May 2018 to include support for the President's communication plan.

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

Respectfully,

Matthew Watts

Student Success Committee 2017-2018

End of Year Report

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

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

The Committee submitted a response to charges 2 and 3 to Dr. Damrose-Mahlmann in February of 2018. This has been included in the Appendix A of this report.

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

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

The Committee worked very diligently on resolving the fourth charge, student orientations. There were many ideas shared and hope that the Student Success Committee in the next academic year can pick up where we left off.

Appendix A

Charges 2 and 3:

Student Success Committee Response to Charges 2 and 3 for the 2017-2018 Academic Year

- c. Propose strategies for educating students about policies and procedural changes related to Guided Pathways, including VIP-PASS, P.A.C.E.
- d. Determine the committee's role in advancing P.A.C.E. and Guided Pathways.

Student Success Committee Recommendation for Charge 3

The Student Success Committee's role in advancing P.A.C.E. and Guided Pathways will be through the development of a communication mechanism for informing students of new requirements and changes to the policies pertaining to their program requirements.

Student Success Committee Recommendation for Charge 2

The Student Success Committee recommends the following strategies for educating students about policies and procedural changes related to Guided Pathways, including VIP-PASS and P.A.C.E.:

4. The creation of a marketing piece through the lens of a student perspective.
 - a. Create and distribute to new students a Student Success Packet (through mail and available during orientation).
 - i. In conjunction with the new marketing materials from Visual Communications
 - ii. Add into the marketing materials pertinent information regarding P.A.C.E.
 - b. Create a check-list that all new and returning students would receive as a means to check off where they are along the pathway.
 - i. Students would receive this check-list anytime they meet with a counselor, career advisor, or financial aid counselor.
 - ii. Every time they have a touchstone moment with a staff member, the student should receive this check-list so they are aware of their progress within P.A.C.E.
 - c. Create a self-assessment for students to see where they are in the P.A.C.E. program and to determine what the next steps are.
 - i. This would be available upon check-in at the counseling and career services on each campus.
 - ii. This would also be available each semester on the "To-Do" list in the SIS portal.
5. Set a communications plan for each term in conjunction with the schedule for P.A.C.E.
 - a. Automatic triggers would be set-up in the system which would send important information to students via email and through the "To-Do" list housed in SIS.
 - b. Any changes to the requirements would be sent out mid-way through the semester to any/all student impacted by the change.
6. Create a web site for that would be a "one-stop shop" for students regarding the necessary information regarding P.A.C.E.
 7. Include link to check-list and self-assessment
 8. Contact information for advising, counseling, etc.
 1. Create a means of using social media, specifically text messaging, to keep students informed about items that need addressed, deadlines, etc.

Respectfully Submitted by: Emily Hartman, Chair Student Success Committee

2/8/2018

MEMORANDUM: Annual Report to Executive Staff Member

To: Dr. Corey McCray, Vice President for Workforce Solutions
From: Batanya Gipson, Workforce Solutions Committee Chair
Date: May 1, 2018
Subject: Governance Committee Annual Report
Academic Year: 2017-2018

Charge:

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

1. Develop a base of knowledge for Workforce Solutions student intake and a knowledge management plan and procedure for student advising of Workforce Solutions offerings and initiatives.
2. Work with the Workforce Solutions team to develop procedures to cross-walk noncredit courses and training into advance standing (credit for non-credit training) opportunities for Workforce Solutions students and ensure adherence to SACSCOC Principles of Accreditation; in particular Comprehensive Standard 3.4.8 – Noncredit to Credit.

Goals/Planned Actions/Approved Motions:

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

1. Charge 1 - A spreadsheet was developed in SharePoint that provides basic information about active Workforce Solutions certificate programs for use by TCC advisors and call center staff. WSC is using Fast Forward (WCG) and Complete 2021 credentials as the initial programs to populate the document and will add credentials as they are developed. The document shows how the workforce credential relates to an academic Career Pathway and includes any existing transfer options to TCC credit programs. The document is populated with the following information:
 - Workforce Program Name
 - Related Career Pathway
 - Financial Assistance Options
 - Program Length
 - Frequency Offered
 - Transfer Credit Options to TCC

The AVP for Student Success has reviewed the spreadsheet and it has been made available on SharePoint for Student Services Deans' review, input, and implementation.

2. Charge 2 - Workforce Solutions worked with the TCC Registrar to identify all workforce certificate programs with existing equivalencies. WSC will submit certificate programs without existing credit evaluations to the appropriate Dean or program head for review. Initial programs recommended for review include Welding, CNA, Medical Billing and Coding, and Culinary Arts. The committee agreed that existing procedures for determining course equivalencies and establish crosswalks are effective in achieving this goal.

3. WSC has reviewed its bylaws to ensure the wording is aligned with current TCC nomenclature and accurately reflects the college's reorganization of academic programs.

The Committee has:

- a. re-organized its membership to include a faculty member from each of the career pathways
- b. clarified voting procedures
- c. updated language to allow the chair better flexibility in scheduling meetings to maximize the

Updates were submitted to the PAPC for review and approved on May 11, 2018.

Constituent Groups

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

College Faculty Senate, Judy Gill, Chair

Administrative Association, Sarah Lupton, Chair

Classified Association, Toni Dixon, Chair

SGA Federation Council, Adam Hess, Chair

PAPC Charge One:

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

PAPC Recommendation:

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

Governance/Constituent Group Summaries

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

Updated Governance Chair and Constituency Group Chairs Responsibilities

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

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

Regularly Scheduled Town Hall Meetings

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

Organizational Email Addresses

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

Cabinet Email Priority

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

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

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