

**President's Advisory and Planning Council
Governance Committee Mid-Year Reports
2016-2017**

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MEMORANDUM: Mid-Year Report to Executive Staff Members

To: Edna Baehre-Kolovani, President
Curt Aasen, Director of Institutional Effectiveness and Interim Vice President for Information Systems
Phyllis Milloy, Vice President for Finance
Corey McCray, Vice President for Workforce Solutions
Daniel DeMarte, Vice President for Academic Affairs and CAO
Michael Summers, Interim Vice President of Student Affairs and Provost – Virginia Beach
Lisa Rhine, Provost - Chesapeake
Michelle Woodhouse, Provost – Portsmouth
Jeffery Boyd, Provost - Norfolk

From: Monica McFerrin, PAPC Chair

Date: February 14, 2017

Subject: Governance Committee Mid-Year Report 2016-2017

Charges:

1) Develop and recommend a procedure which, on a periodic basis, provides for the formal solicitation, review, and proposed modifications to the college mission statement in order to support SACSCOC Principles of Accreditation Comprehensive Standard 3.1.1:

“The mission statement is current and comprehensive, accurately guides the institution’s operations, **is periodically reviewed and updated**, is approved by the governing board, and is communicated to the institution’s constituencies (**emphasis added**).”

Any proposed mission modifications must also be in accordance with SACSCOC Principles of Accreditation Core Requirement 2.4:

“The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.”

2) Working with Institutional Effectiveness, the Director of the QEP, Academics, other appropriate college divisions, and initiative leadership ensure the following:

A) Revisions to the QEP (PACE) are communicated to the college's governance structure each semester

B) QEP (PACE), through review of QEP periodic reporting and consultation with initiative leadership, coordination and integration with the Guided Pathways project, Co-

Curricular Initiative, and the upcoming Advising Initiative is communicated to the college community through the governance structure each semester.

Goals/Planned Actions/Approved Motions:

Two subcommittees have been formed, one to address each of the charges. Those subcommittees will meet during the months of February and March and will present their proposals to the PAPC prior to the May meeting.

The PAPC continues to monitor and update the governance websites.

A proposal for a new governance committee, the General Education Committee, has been presented to the PAPC and is currently under consideration. The PAPC will vote on the proposal at the March 3rd meeting and, if approved, it will then be forwarded to the constituent groups for feedback and approval before being presented to the President and Executive Staff.

CTLTC MID-YEAR REPORT 2016-2017

MEMBERSHIP FOR 2016-2017

Michael Williams (Portsmouth) – *Chair Elect*

Staci Forgey (Portsmouth) - *Recorder*

Amanda Burbage

Amanda G Goldstein

Andrea Pearman

Beth A. Callahan

Bethany Wright

Courtney Mozo

Frank Futyma

Joseph Joyner

Leah Hagedorn

Matthew Blanchard

Nick M. Thompson

Peter Borders

Rhonda Goudy

Robert Guess

Tiffany Putman

John Morea - *Ex Officio*

Charges for 2016-2017

- Plan the Annual Technology Showcase and innovative technology applications in teaching and learning.
- Audit and evaluate learning technology applications, e.g., Panapto, Blackboard, Atomic Learning, Lynda.com (number of faculty, staff and students using each application, satisfaction, cost, etc.)
- Propose best use of the results from the faculty OER survey.
- Determine the committee's role in advancing Guided Pathways.
- Recommend areas most in need of training materials to support the use of technology in the classroom.

Report for 2016-2017

Progress on Charges for 2016-2017

- 1. Plan the Annual Technology Showcase and innovative technology applications in teaching and learning.**

It was determined that the Annual Technology Showcase will be in the form of a travelling showcase that visits each campus offered during activity hour in Batten labs. All sessions would also be recorded and available to faculty who cannot attend a particular session.

Topics for the showcase are narrowed down to:

- OER media
- Interactive Technology: Poll Everywhere
- Polling features in Panopto
- Touch screens
- Blackboard topics: Batten lab already offers Blackboard training, so may brand the training as Tech Showcase to highlight
- Plan a fourth session next fall: Accessibility

We are looking to identify faculty presenters on each of the campus to showcase how they utilize the classroom technologies. In addition, we are mapping the showcase elements to ensure that each session is marketed as part of APPDP goals and/or what domain they would fit for the evaluations.

2. Audit and evaluate learning technology applications, e.g., Panopto, Blackboard, Atomic Learning, Lynda.com (number of faculty, staff and students using each application, satisfaction, cost, etc.)

We expanded this charge to include evaluating all enterprise software utilized at the college. A document showing all college wide software and cost was examined. Some of the software cannot be changed (i.e., VCCS purchased). Some software is purchased by divisions and not included. An ongoing evaluation of the usage data for Panopto, Atomic Learning, and Lynda.com will continue into the spring. Included in our evaluation is looking for duplication (i.e., Lynda and Atomic Learning are the same—is one used more than the others).

3. Propose best use of the results from the faculty OER survey.

John Morea and Matt Blanchard reviewed these data and looked for connections in charges.

1. 218 respondents to survey
2. Major findings:
 - a. Cost of materials, quality and coverage of subject matter, and the fact that material should be current and up to date most important factors with OER.
 - b. 43% have never used OER; 41.1% have used some OER
 - c. Few people were aware of the Pathways course: 54% were interested; only 16% had completed the course
 - d. 51% would like OER training

- e. Most people are using OER media—videos and images (77.9% video; 60% images)
- f. 31% want to learn more about OER; 20% want to use OER; 31% already use OER
- g. 42.6% don't know about the overall quality of OER materials
- h. 32.3% materials are too hard to find; 27.4% think there are not enough resources
- i. 41.6% were not aware of Policy 2108 (OER policy); 37.4% didn't read it

The survey clearly reveals faculty interest in and a need for training in OER. John Morea submitted a report to Dr. DeMarte, and the objective has been marked as completed.

4. Determine the committee's role in advancing Guided Pathways.

The committee is aware of the Guided Pathways initiative and does not see a direct role in the program yet.

5. Recommend areas most in need of training materials to support the use of technology in the classroom.

These are largely related to the OER survey results and the potential sessions for Technology Showcase. These include OER issues; Blackboard Portfolio; Online student ID verification (from OLC?); utilizing network drives; Apple TV; Poll Everywhere; closed captioning Panopto videos; software updating MPS through software center; and touch annotation monitors.

Some support topics included videos and other media being developed to provide these trainings and possible implementation in to the New Faculty Academy.

Curriculum Committee Mid-Year Report 2016 – 2017

The Curriculum Committee held meetings in September, October, November and January with a quorum at each of these meetings. Charges were accepted. In April 2016, before the first meeting, Jeannie Taylor was elected Chair; Larry Nobles, vice-chair; and Maura Lansing, recorder. The committee has completed the following:

- Training for new members along with a presentation on General Education Core Competencies
- Discussion of new FACA tool and effects on developmental students
- Discussion of ByLaws, changes made and approved by Curriculum Committee and PAPC
- Recommended five Requisite Changes
- Recommended twenty New Courses and Official Course Outlines
- Recommended Discontinuance of C.S.C. in Geospatial Intelligence
- Recommended the following Curriculum Revisions:
 - C.S.C. in Small Business Management and Supervisory Management
 - C.S.C. in Construction Project Management
 - C.S.C. in Land Surveying
 - C.S.C. in Music
 - C.S.C. in Green Design for Interiors
 - A.A.S. in Civil Engineering Technology
 - A.A.S. in ASL – English Interpretation
- Recommended New Curriculum of C.S.C. in Computed Tomography (CT)
- Recommended New Curriculum of A.A.S. in Management Specialization: Small Business Management and Entrepreneurship
- Recommended a New Degree Program of A.A.S. in Veterinary Technology
- Recommended approval of Policy Revision of Policy 2110 – Course Substitutions and Waivers

Mid-Year Report 2016-2017
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 2016-2017.

- Establish a working group to recommend a new faculty-inquiry model allowing faculty to develop co-curricular, college-wide intercultural programming, themes, and initiatives. Jennifer Valentine, a member of GILC, has spear-headed this project. She has gone to each campus to conduct small meetings. At these meetings, she is discussing the possibility of a new faculty-inquiry model allowing faculty to develop co-curricular, college-wide intercultural programming themes and initiatives.
- In collaboration with the Intercultural Learning Center, establish a list of best practices for infusing intercultural concepts into curriculum and creating an inclusive learning environment. Jim Roberts has lead the GILC in discussions of developing some faculty awards relating to intercultural concepts in the classroom. The Office of Intercultural Learning is also working on developing the list of best practices with faculty collaboration.
- Increase full time faculty awareness of the new study abroad program proposal process, and review program proposals, rank, and recommend programs for further development. The GILC has overseen the Office of Intercultural Learning's attempts to market the new program and solicit proposals. The due date for proposals for the 2017-2018 school year is approaching soon.
- Engage a working group of faculty to collaborate with Intercultural Learning and the Grants and Sponsored Programs office to prepare and submit a Fulbright Group Projects Abroad application. Jessica Lynam, and Angela Slaughter, are working the the Office of Intercultural Learning to prepare and submit a Fulbright Group Projects Abroad application. Each of them had medical issues that precluded significant progress on this during the fall. This is work is proceeding in the spring.
- Determine the committee's role in advancing SEM and Guided Pathways. Jeanne Natali, Paul Lasakow, and Bill Conner are working as a subcommittee to determine the committee's role in advancing SEM and Guided Pathways.
- Review and recommend any revisions to 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. The various activities in the other bullets are causing this review. If revisions are needed, the GILC will make them.

MEMORANDUM: Mid-Year Report to Executive Staff Member

To: Daniel DeMarte, Vice President for Academic Affairs and CAO
From: David Wright, Faculty Professional Development Committee chair
Date: February 9, 2017
Subject: Governance Committee Mid-Year Report 2016-2017

Charge:

1. Review and recommend any revisions to policies, procedures, plans, or other relevant documents that are germane to the purpose of the Faculty Professional Development Committee; assist in drafting new policy and procedures, if needed.
2. Plan the following professional development events: F.D.D., the annual Learning Institute.
3. Draft a report of the 2016-17 faculty professional development events, participation, etc., and recommendations for its use in planning future events.
4. Draft recommendations for semester BCTE session programs.
5. Develop a plan to engage adjunct in professional development.
6. Assist in developing year 3 programming for the New Faculty Academy.
7. Determine the committee's role in advancing SEM and Guided Pathways

Goals/Planned Actions/Approved Motions:

1. We are in the process of suggesting improvements to the Course Evaluation System. This would include how to maximize the benefit to the faculty of the evaluations and minimize the cost.
2. Faculty Development Day was implemented in the August of 2016. The Learning Institute planning is just beginning, but will be completed prior to the May implementation.
3. The report of the 2016-2017 activities is in progress.
4. We discussed the Faculty Professional Development focus for 2016-2017 and will continue to work on the report.
5. Discussed and drafted an Adjunct Faculty Academy recommendation that is now ready to be presented. It includes a recommendation for a pilot study of a semester long activity. The pilot will be set up for 20 adjunct faculty and will include both face to face and on-line components. We also came up with recommendations for establishing a faculty fellow that will administer the program.
6. We have reviewed the NFA program, but have not yet come up with recommendations.
7. We are working on plans to incorporate Guided Pathways into the Learning Institute, but have not come up with a final recommendation.

MEMORANDUM: Annual Report to Executive Staff Member

To: Daniel DeMarte, Vice President for Academic Affairs & CAO
From: Amanda Leo, Instruction Committee Chair
Date: February 1, 2017
Subject: Governance Committee Annual Report
Select Report: Annual Mid- Year Report
Academic Year: 2016-2017

Charges:

Instruction Committee Charges 2016-2017

(Amanda Leo, Chair; Steve Litherland, Academic Team Representative)

- Review and recommend any revisions to policies, procedures, plans, or other relevant document that are germane to the purpose of the Instruction Committee; assist in drafting new policy and procedures, if needed.
- Establish proposed glossary of terms for general education competency rubrics as needed (oral communication, cultural and social understanding, information literacy, personal development, quantitative reasoning).
- Recommend content for online professional development modules specific to general education assessment.
- Increase adjunct faculty awareness of General Education Assessment through communication and dissemination of information.
- Determine the committee's role in advancing Guided Pathways.
- Establish a repository of resources for faculty to support instructional effectiveness.

Actions: Actions taken to address charges are summarized below.

- A formal statement on the Role of IC in advancing Guided Pathways is currently being drafted and will be finalized in time for May Learning Institute.
- 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 Qualitative Reasoning general education competency rubric to include a glossary of terms on the cover page so that it is consistent with the presentation of other rubrics.
- IC has scheduled a working session for faculty to participate in Critical Thinking rubric revisions on February 17, 2017. All faculty have been invited to register for this event.

- IC has proposed a tiered model of professional development modules specific to general education assessment and presented to the AVP for Faculty Professional Development. The IC will focus on creating content for the first Tier throughout the spring 2017 semester.
- IC reviewed the SCHEV Draft Policy on Student Learning Assessment in Quality Higher Education and provided feedback to Kellie Sorey on Nov. 16th, 2016.
- IC has distributed copies of *Redesigning America's Community Colleges* (Bailey, Jaggars & Jenkins 2015) to its membership. IC members have been reading this throughout the academic year to support determination of the Committee's role in advancing Guided Pathways
- Committee members have reviewed several instructional resource books. Titles that were reviewed by IC members include:
 - *Small Teaching: Everyday Lessons from the Science of Learning* by James M. Lang
 - *The Course Syllabus: A Learning-Centered Approach* by Judith Grunert O'Brien et als.
 - *Teaching at its Best: A Research-Based Resource for College Instructors*, by Linda Nilson
 - *How We Learn: The Surprising Truth About When, Where, and Why It Happens*, by Benedict Carey
 - *Sentipensante (Sensing/Thinking) Pedagogy: Educating for Wholeness, Social Justice and Liberation* by Laura I. Rendón
- A LibGuide with recommended resources for supporting instructional effectiveness is being created. The LibGuide will be presented to the IC, who will determine where best to link these resources for faculty to support instructional effectiveness.

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

- Amanda Leo is participating on the General Education Committee Task Force as the IC representative
- [Instruction Committee Webpage](#): Updates regarding membership, minutes, and bylaws have been made and are current as of 02/01/17.
- Amanda Leo (Chair) and Jennifer Ferguson (Director of General Education & Transfer Partnerships) co-presented "GEARS: For Faculty, By Faculty," at the 2016 Virginia Assessment Group Conference.in Richmond, VA Nov. 16-18, 2016. The reviewers found that the proposal focused appropriately on this year's theme: *Showcasing Practices that Improve the Quality of Teaching, Learning, and Assessment*.
- Assessor Training on critical thinking competency was held on 10/14/16 with 14 new faculty attendees.

Planned Actions/Goals:

Fill current open positions

1-2*	Humanities/Fine Arts/Arts and Design	ART, CRF, CST (Theatre), DAN, HUM, IDS, Languages (CHI, FRE, GER, JPN, RUS, SPA), MUS, PHI, PHT, REL
1	Business Management	ACC, ACQ, AST, BUS, ECO, FIN, HRI, HRT, LGL, MKT, REA

MEMORANDUM: Mid-Year Report to Executive Staff Member

To: Beth Lunde, Association Vice President of Human Resources

From: James Hines, Internal Relations Committee Chair

Date: January 31, 2017

Subject: Governance Committee Mid-Year Report 2016-2017

Charges:

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

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

Action Taken:

In October, 2016, the IRC Internal Relations Committee began joint meetings with the Diversity and Inclusion committee to develop a formal Employee Recognition Program. The joint meeting gave the committee and the task force a much larger group to work with. At the October meeting, Susan James discussed reasons for the joint committee and the focus of the Employee Recognition Program. AVP Lunde reviewed the charges. She stressed recognition is important and we need a formal plan for all employees. This will aid in attracting and retaining employees. The recognition awards must be meaningful for all employees. Ms. Faulks-Brayboy discussed the DHRM Policy in regards to employee recognition.

To develop a formal plan, two subcommittees were formed. The Research committee chaired by Kirsten Sahut was formed to explore how other organizations reward employees. The Survey subcommittee chaired by Catherine Grunow was formed to design a college-wide survey to give employees a chance to select preferences for the best ideas from the research.

Valary Lejman/Secretary suggested a time line that was agreed upon by the Internal Relations Committee and Task Force.

- By end of January, complete research. Kirsten Sahut, subcommittee chairmen.
- By end of February, have survey questions developed (Per Catherine “Karen” Grunow, Anthony Macera could assist in development if we have basic questions/incentives identified).
- By end of March, have survey completed (Mary Beth Apperson & Gerry Wright suggested using more than one format; Mary Beth Apperson & Karen Grunow suggested having it sent from President or Provosts (to their specific campus)).
- By end of April, have survey data compiled to format suggestion/procedures for AVP Lunde.
- By May 15, 2016, deliver suggestions for Awards and for Recognition to AVP Lunde. This must be done in coordination with the Faculty Senate, Classified Staff Association, Administrative Association and the College Events Department.

We are currently on track to meet the time line. Ms. Faulks-Brayboy is reviewing each step in our progress to ensure we are in compliance with proper policies.

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

Action Taken:

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

Other:

- A SharePoint site for IRC/DI was developed to provide a common place for information and ideas.

**Online Learning Committee
Midterm Report to PAPC**

Charges for 2016-2017:

- § Review and recommend any revisions to policies, procedures, plans, or other relevant documents that are germane to the purpose of the Online Learning Committee; assist drafting new policy and procedures, if needed.
- § Review the current Blackboard course shell template and recommend revisions and how to ensure its use college-wide.
- § In collaboration with the Center for E-Learning establish a list of best practices for online teaching at Tidewater Community College.
- § Review the 9 Online Programs for QM Certification and standards.

Subcommittees for charges:

1. Blackboard Template
 - a. Sub-committee working with Iris Wang and John Morea
2. Best Practices
 - a. Sub-committee working to promote best practices
 - b. Will have requests for sessions at Learning Institute and Faculty Professional Development Day
3. Accessibility/Universal Design
 - a. Four (4) online modules available for faculty at Batten Centers
 - b. Will have requests for sessions at Learning Institute and Faculty Professional Development Day

Faculty Enlight: Iris Wang/John Morea

- i. Enlight is an additional tool that integrates into Blackboard providing a direct link to the correct textbook as chosen by the instructor.
- ii. This option does not replace other methods for students to view their textbooks.
- iii. Approval by OLC to include Faculty Enlight in the Template for all courses starting in Spring 2017 courses.

**The 9 Online Degree Programs: OLC
Standards:**

Standard #1: Schedule courses in the nine online programs based on student success data (e.g., DFW and success rates in 16-, 12- and 8-week classes), and sound pedagogical practices and experience.

E-Learning is gathering data to analyze student success.

OLC recommended that 16 week online courses should remain to be offered in addition to any shortened course lengths for all courses, with a phasing in of this standard for full implementation by Fall 2018 based on the evaluation of student success and retention rates.

Standard #2: Increase the number of adjunct faculty correctly using the TCC Blackboard course shell and syllabus template to 100% of those teaching courses in the nine online programs by the start of the fall 2017 semester.

The OLC recommends that program leads organize the development of shared courses with a team of full-time faculty and instructional design support.

Standard #3: Provide TOP-ELITE equivalent to all “grandfathered” adjunct faculty who teach courses in the nine online programs by the start of the fall 2017 semester. (Two offerings in spring 2016, one in July 2017)

Dr. Demarte has sent an email out to all adjunct faculty to inform them of the standard, dates of training, and opportunities for instructional design support.

Standard #4: Implement an Online Student Orientation for students enrolled in the nine online programs by the start of the fall 2017 semester to ensure online students have the resources needed to engage and succeed in an online program.

Virginia Zillges, Iris Wang, and John Morea have implemented an Online Student Orientation Blackboard course. The first phase is on Blackboard and is available on the Blackboard landing page.

OLC is working on recommendations on implementation.

Standard #5: Adapt the QM Program Certification process to TCC’s 9 online programs by the start of the fall 2017 semester.

Lynn Rainard is working with Faculty Senate and OLC to begin mapping the process.

Two Subcommittees for this process:

- 1. QM Certification Process – in progress**
- 2. QM Peer Review Process- in progress**

Standard #6: Implement two student identification verification activities into the TCC Blackboard course shell for faculty to employ in their courses by the start of the fall 2017 semester.

Iris Wang/John Morea working on implementation.

- i. Tab/Button has been added to the Blackboard navigation panel for all online courses. Can be used with Voice Thread (synchronous activity) to upload videos**
- ii. Can be used with Collaborate Ultra (synchronous activity) to use in office hours between student and instructor**
- iii. Template includes student and faculty instructions and quick start guide on how to set up these activities for the online classroom.**
- iv. OLC recommended Student Verification that it be piloted Spring 2017.**

Student Success Committee 2016-2017
Mid-Year Report

To date the Student Success Committee was charged by Dr. Summers with the following to be completed by February 5, 2017:

1. Dr. Summers officially charged the committee to complete work to accomplish the following goals.
 - a. Goal 1: Establish the campus-based PACE Implementation Committees at each of the four TCC campuses.
 - b. Goal 2: Provide a plan for integrating the new First Year Career Advisor and Career Industry Coordinators into the current campuses.
 - c. Goal 3: Coordinate efforts with the Work Group #5 Co-Chairs and the Work Group overall.

The charge was submitted to Dr. Summers on January 11th, 2017 for consideration. Once the charge was submitted, the group has met in February to discuss further areas of interest regarding student success. Several ideas were discussed during that meeting to include furthering TCC's tutoring efforts and assisting students with transportation issues. During the remaining meetings of the year, we will complete research on the topic selected by the committee.

Submitted by:

Emily Hartman, Chair

MEMORANDUM: Mid-Year Report to Executive Staff Member

To: Dr. Corey McCray, Vice President for Workforce Solutions
From: Batanya Gipson, Workforce Solutions Committee Chair
Date: February 8, 2016
Subject: Governance Committee Mid-Year Report 2016-2017

Charge:

For the 2016-2017 academic year, the Workforce Solutions Governance Committee is charged to address the following:

1. Develop an internal TCC marketing campaign to improve and inform faculty and staff of Workforce Solutions course offerings and capabilities and increase awareness of the opportunities for career development through noncredit training.
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 Governance Committee (WFGC) held meetings in October and December 2016. WSGC is addressing its charge through the following:

1. Identifying ways to increase Workforce internal marketing efforts, to include outreach to faculty members through the AVP for Faculty Professional Development, requesting invitation to Provost's and or Deans meetings, visiting counselors, librarians, academic advisors, career and student success coaches. The committee will invite Curt Wynn and other marketing staff to help with marketing goals.
2. Exhibited Workforce Solutions programs pertaining to open enrollment and military-related courses, internships, and a request for a CDL refresher course at the Classified Staff Professional Development Day on October 28, 2016.
3. Reviewing WFGC bylaws for updates, to include merging the Advanced Standing Committee as a subgroup of the committee. Updates will be submitted to the PAPC for review and approval.
4. Plan to develop procedures to map continuing education credits (CEUs) to academic credit.

Other:

Kellie Gillerlain stepped down as chair of the WSGC. Batanya Gipson was elected WFGC Chair for the remainder of the term.

2016 - 2017 Administrative Association Mid – Year Report

The Administrative Association’s 2016-2017 Mid-Year Report to the President’s Advisory and Planning Council provides a summary of accomplishments and goals. All relevant information is for reporting purposes and allows for planning and execution of projects.

Accomplishments

Implementing plan to conduct General Body meetings on all campuses to ensure accessibility, suitability and opportunity for all interested members to attend meetings	Recorded sessions to allow for absent members to access information and remain current with various activities
Facilitated two off-campus social networking events during after-hours to promote relationship building among professionals in a casual and relaxed setting	Allocated professional development funds: -Fall 2016: \$3,421.00 (6 recipients) -Spring 2017: \$5,063.00 (7 recipients) -2016-2017 Admin. Award: \$500 (pending) Total expenditures: \$8,484.00 Total Remaining: \$1,516.00
Developed a “Welcome Letter” and incorporated into the Human Resources onboarding training to introduce new administrative faculty to the Administrative Association	Restructured General Body meetings to include one-hour Brown Bag sessions

Goals

To increase general body membership participation by 10%	To restructure General Body meetings to include one-hour Brown Bag sessions
To offer off-campus monthly networking events to build internal relationships	To reassess the selection and recognition processes to recognize the Administrator of the Year
To offer professional development funds to qualifying applicants within the outlined institution’s budgeting parameters and standards	To restructure voting procedures and incorporate casting ballots during the annual college Administrator’s Work Session

Executive committee meetings occur monthly on the first Tuesday, with the upcoming meeting scheduled for Tuesday, February 7, 2017 at 2pm. These standing meetings have facilitated needed communication and interaction. They’ve also produced a healthy comradery among committee members to develop realistic goals and a practical course of action to rebuild and maintain the Administrative Association.

In an effort to maintain compliance with SACSCOC accreditation standards and the bylaws of the PAPC and the Administrative Association, the Administrative Association Executive Staff (AAES) routinely assesses vacant seats (i.e. Faculty Grievance Board, PAPC representatives and other

governance positions). A member of the AAES also attends scheduled PAPC meetings for updates pertinent to the Administrative Association.

Professional development financial awards have contributed to college tuition, training, conferences and employee recognition initiatives. Thus far, 9 members received allocated funds toward graduate courses, partial funding assisted 3 requests for training and conferences and one administrator was recognized for their exemplary contributions to the college during the 2015-2016 academic year.

In an attempt to engage more administrators and to increase awareness and participation in the Administrative Association, the following courses of action were taken: (1) general body meetings were conducted on two different campuses, with two pending meetings for the remaining campuses; (2) condensed general body meetings (90 minutes) twice a semester; and (3) invitations were distributed to general membership for sub-committee representation. For instance, previous meetings included recorded sessions for absent members, conferences adjourned within the published 90 minute allotted time and a committee formed to coordinate off-campus networking events. In hopes to increase awareness and participation a "Welcome Letter" was composed to introduce and welcome new administrators to the Administrative Association. By doing so, new employees will be able to immediately learn of the group during their Human Resources onboard training. While attendance for the social events has been low, a review of advertising, dates, times, location, etc. is in progress with planning underway to adjust the approach and increase administrator attendance.

The 2016 -2017 academic year will conclude the term for the current Administrative Association Executive Committee. Discussions and initial planning will begin to identify and confirm rational and seamless steps for a successful transition of governance to new members. Changeover will occur during the summer months in preparation for new officers to take office and begin their two-year term. All voting procedures will be in accordance with the recently amended and revised Administrative Association Constitution and By-laws. The goal is to conduct open nominations for all interested parties for Chair, Vice-Chair, Secretary and campus representatives and to cast ballots during the annual college Administrator's Work Session (Wednesday, May 31, 2017).

In closing, ongoing efforts and initiatives are continuously discussed to outline a clear purpose and to ensure all practices and activities align with our goals. All required reports and tasks have been submitted and completed in a timely manner. As of mid-year, the Administrative Association has accomplished some identified goals. However, the committee is working diligently to accomplish several pending goals during the remaining months. To achieve the magnitude in which we aspire, it will involve innovative ideas, guidance from seasoned professionals and commitment from those desiring professional growth and wish to experience positive change with the constituent group.

The Administrative Association, Classified Association, College Faculty Senate, and SGA Federation Council are constituent groups and therefore do not receive charges on which they are required to report. The minutes for each of these groups can be found on their respective college websites.