



**TIDEWATER COMMUNITY COLLEGE**  
From here, go anywhere.™

**OFFICE OF THE PRESIDENT**

February 27, 2015

Dr. Glenn DuBois  
Chancellor  
Virginia Community College System  
101 North 14<sup>th</sup> Street  
Richmond, Virginia 23219

Dear Dr. DuBois:

I write to provide a report on TCC's current status and future plans in support of the Chancellor's Task Force on Diversity and Inclusion. The college has designated Ms. Susan M. James, Special Assistant to the President and Chief of Staff, as the Diversity Officer. The college community will be notified about the Diversity Officer and her role in that position.

Considering its geography, the college developed a draft diversity and inclusion statement as noted below. The draft statement was tentatively approved by a small fraction of faculty and staff and will be vetted through more constituent groups in the spring prior to final approval.

**TCC's Draft Diversity and Inclusion Statement**

*True to its mission of open-access, Tidewater Community College is unwavering in its commitment to foster a climate that is inclusive of all and welcomes the full spectrum of diversity as reflected in the community that it serves. Every student, faculty, and staff is provided equal opportunity to pursue their educational, career, and personal goals.*

Information about diversity and inclusion will be continually shared in group settings to include the 2015 Convocation, Administrators' Work Session, Open Campus Meetings, Classified Staff Professional Workshops, and with the College Board, Educational Foundation, and Alumni Association Boards.

- 1. How will the college attempt to “develop a campus culture of diversity and inclusion?” Plans, goals and/or actions that seek to “foster a spirit of inclusivity.” Efforts to communicate to college constituencies the link between diversity and our mission. Report on exemplary activities or plans that the college does or plans to do to meet the intent of the goal of being a “model for diversity,” that could be shared with or replicated by other colleges. What evidence is offered that indicates “campus leadership is committed to achieving**

**significant diversity and inclusion goals?”** One of the most transformative milestones that the college achieved was the introduction and execution of the Appreciative Inquiry (AI) methodology as the platform for developing TCC's 2013-18 Strategic Plan. In late 2012-13, with an employee population of 2,400 and a then student body of over 45,000, all faculty and staff in conjunction with representatives from the student body were invited to participate in multiple planning sessions at various times and locations college-wide to develop the strategic plan. The exercise required that the college's diverse population come together to develop a shared goal.

Ultimately, over 500 employees and Student Government Association representatives worked incessantly to develop the college's strategic plan and along the way, transformed the institution into a collegiate environment where the college community repeatedly remarked that “they felt included and that they made a difference.” In a similar fashion, the Strategic Enrollment Management (SEM) planning includes teams of volunteers working together to correct obstacles impeding student success.

As you know, the college achieved its mission of developing its strategic plan and consequently transformed its organizational climate. TCC's new philosophy of *One College, One Voice, One Future* resonates in other internal processes. Other exemplary activities/initiatives include:

- a. At the college's 2013 Convocation, the president launched the Office for Intercultural Learning (OIL). The OIL works collaboratively with the Global and Intercultural Learning Committee (GILC) (comprised of faculty, staff, and students) to develop annual college-wide themed curricular and co-curricular programs with specific learning outcomes. The programming calendar currently focuses on cultural events to include: (1) Hispanic Heritage; (2) International Education; (3) Jewish Festival; (4) Black History; (5) Women's History, and (6) Literary Festival. Headed by a Director of Intercultural Learning under the Office of Academic Affairs, the program lends itself to social and cultural understanding for the college community at-large. The program is currently exploring the development of Cultural Competency Certificates for both faculty and students. The faculty certificate will include an evaluation plan and the student certificate will focus on programs and activities that expose them to various cultural customs.

The OIL's mission is to “*cultivate and sustain a learning environment that provides TCC students, faculty, and staff with the knowledge, skills, and attitudes necessary to be aware, understand, and appreciate the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities.*” Its reach extends to the Student Government Association, The Office of International Student Services, International Programs, and The Women's Center.

- b. The Job Skills Training Program (JSTP) “partners with social service and community agencies, the business community and industry leaders to provide counseling, internships, workforce readiness, and job follow-up for students who require job training and placement, but face barriers to employment. JSTP provides guaranteed full-time jobs with benefits and upward mobility for those who successfully complete the program. Employer partners like Bank of America, Advanced Services Inc., GEICO, Portfolio Recovery and Sentara Life Care guarantee full-time positions to program graduates and contribute financial support for the program. The three-month program is conducted within a work-simulated environment and runs daily during the work week. JSTP training includes computer skills, workplace values and attitudes, conflict resolution, team building and communication skills, as well as specific employer-driven job-skills” (<http://www.tcc.edu/news/press/2013/grantonramp.htm>).
- c. The On Ramp Program is a unit within Workforce Solutions “that is supported by the Workforce Investment Act Rapid Response funds. It helps dislocated workers who have been laid off due to company closing, downsizing or elimination of positions, upgrade their job skills through degree or certificate programs. Funding for tuition, books and fees is provided for those who meet eligibility requirements. The fundamental goal of this pilot program, which began in 2010, is to increase the number of adults who obtain postsecondary education credentials linked to in-demand careers, thereby enhancing their ability to improve their employability and earning potential. The program is funded by Workforce Investment Act funds from the Virginia Community College System (VCCS)” (<http://www.tcc.edu/news/press/2013/grantonramp.htm>).
- d. EDUC 8026-D01B Bringing Theory to Practice: Addressing Social and Cultural Understanding in Health Professions was offered at Faculty Development Day, October 21, 2014. This interactive workshop is offered as part of TCC’s participation in an AAC&U grant funded project. In this workshop, faculty learned best practices for curricular infusion of content related to cultural and socioeconomic factors that influence an individual’s experiences with the healthcare system. Participants will develop inter-professional assignments that align with the rubric on the VCCS Learning Outcome on Cultural and Social Understanding. Ideas generated at this workshop will establish the foundation for a toolkit of resources and assignments that will be made available to faculty through the Office of Intercultural Learning homepage.
- e. Through the Educational Foundation, the college offers a Robert C. Nusbaum Linda S. Laibstain and Alan B. Nusbaum President’s Fund to support students’ emergency needs. Emergencies constitute debts that preclude educational achievements such as transportation, medical bills, income loss, etc. This opportunity is available to all students

- f. TCC has a partnership with the regional transit provider in its service area, Hampton Roads Transit, which provides students with discounted transportation service across modes, such as buses, the Tide light rail, and the Elizabeth River Ferry. Providing an affordable transportation option for all students is an inclusive strategy that reduces a significant barrier to student success.
  - g. TCC has collaborated with the YWCA South Hampton Roads to provide high quality, affordable, and convenient childcare on all four of our campuses. TCC students receive priority registration, and prices are income based for those unable to pay standard rates. Providing child care is an inclusive strategy that reduces a significant barrier to student success.
  - h. The new TCC website slated for completion this summer will be 100% Section 508 compliant, meeting Americans for Disabilities Act standards. The site also has optimized mobile accessibility. In addition, TCC has a robust social media program. Communications through mobile technologies is an inclusive strategy due to the very high mobile adoption rates of our target audience; some social media platforms on which TCC has a corporate presence are used most by minorities. (Pew Internet, 2014)
2. **Develop means to encourage employee engagement and serve diverse clients/students better. Consider establishing “mentoring and sponsorship programs” and ensure they are broadly representative.** The college has many opportunities at-play that fosters employee engagement, mentoring, and enhances student success.
- a. Recognizing that one-third of TCC’s students have a relationship with the U.S. military (i.e., active duty, veteran, or family), the Center for Military and Veterans Education (CMVE) developed a Blackboard-hosted site, the Military Cultural Awareness Resource Center, which serves as a one-stop professional development resource for faculty and staff. The structure brings awareness of military-related culture and issues and is accessible to all faculty and staff through Blackboard.
  - b. The college established the TCC Chapter of the American Association for Women in Community Colleges (TCC-AAWCC) in 2014-15. The association developed its bylaws and they were approved by the National Chapter. With the officers of the organization already elected, an inaugural installation occurred in late 2014, and the membership is over 60 strong. Irrespective of the title of the organization, the program is opened to all gender of the college community and it encourages student memberships. The organization boasts mentorship, development, networking, and leadership. It is currently soliciting candidates for

the 2015 AAWCC Region 3 National Board Student Scholarship and the AAWCC Doctoral Program Scholarship.

- c. The college provides mentoring through a variety of options. The Women's Center (Center) on all four campuses provides a structured setting for mentors and mentees. The process entails screening and the signing of a *Women Inspiring Self- Empowerment (W.I.S.E.)* Mentoring Agreement by both parties. It delineates time requirements, encourages positive activities, and is reviewed at the conclusion of the mentor mentee contractual relationship. The Center's mission is *"through community partnerships, The Women's Center serves as a resource on women's issues and works to promote an atmosphere where diversity, inclusiveness and equity are valued."*
  - d. The Center is inclusive of the college's male students and staff as well. Of note, the Women's Center sponsors a "Dining Etiquette" luncheon on each of the four campuses throughout the year. The attendees are a true representation of the college's diverse student population. The students are taught table manners; table setting; proper use of dinnerware and silverware; table etiquette; menu review, and overall protocol. The luncheon is facilitated by a college employee who volunteered for the project. It is often very well attended and received.
  - e. The Open Door Project and Great Expectations mentoring programs are somewhat similar in scope requiring commitments from both parties. They offer a great degree of interaction promoting retention and student success.
3. **Review and revise college-level professional development programs to ensure that the programs and opportunities are representative and inclusive.** The programs identified below are convened annually and are designed to bring the staff of similar classification and/or pedagogy together for training and sharing of information. In some cases, such as Convocation, the institution gathers for cross-training. Meeting agendas from the respective programs are attached as Appendix A.

During the period 2015-16, the college will create a task force comprised of a diverse group of faculty, staff, and administrators to review what the programs below have accomplished in the past, to what degree, and assess if they met the requirements of diversity and inclusion. Going forward, the task force will make appropriate recommendations and adjustments for incorporation.

- **Classified Staff Professional Development Day**
- **Administrators' Work Session**
- **Convocation**

The findings will be addressed with the respective chairs and members of the constituent groups.

4. **What strategies will the college employ to address demographic diversity in teaching faculty?** In addition to offering the teaching faculty adjunct opportunities, the college will continue to promote its full-time teaching faculty vacancies to potential applicants who have identified themselves as having an interest in teaching for TCC in the Chancellor's Faculty Diversity Initiative.

A New Faculty Academy and Mentoring Program was established in 2011-12 under the Office of Academic Services. Each new faculty is notified upon initiation of employment that they are required to complete the two-semester coursework and mentoring within the first academic year. "The coursework in the New Faculty Academy is based on the TCC "Development and Evaluation Plan for Full-time Teaching Faculty."

The academic deans nominate mentors from a slate of full-time qualified faculty volunteers with at least three-years of teaching experience and they are trained as mentors beforehand. The new faculty set goals and are then paired with mentors. If conflicts arise between the mentors and mentees, requests for changes are honored and respected. Throughout the process, the mentees attend workshops/seminars and are required to complete specified coursework within the designated period. They receive orientation on the college's instructional technologies, internal processes, and are exposed to the college's organizational culture.

Ultimately, the more exposure the new faculty experiences, the more adequately prepared they will be to provide student learning thereby achieving educational and personal goals and student success. At the end of the program, an evaluation of the mentor and mentee is submitted and reviewed by the program coordinator.

The college has and will continue to post ads in minority-focused local, regional, and national publications promoting employment opportunity. Although it has always done so, the college will reinforce the need for diversity in its search committees for teaching faculty positions.

5. **What strategies will the college use to address demographic diversity in leadership (deans and above)?** The development of a leadership management program for employees is in its infancy and is expected to be deployed within the next year. More details will be provided in a later report.

The college is currently developing an "on ramp" program and a professional development program for deans and above who aspire to leadership roles—more details will be provided at a later date.

The college has and will continue to post ads in minority-focused local, regional, and national publications promoting employment opportunity.

6. **College efforts in support of *Communication and Vision Sharing* as noted in the Task Force report.** Since 2007, the Office of Human Resources has provided periodic training – at least four sessions annually – on EEO/AA to supervisors. The

training was temporarily halted in 2014 due to an internal promotion of the trainer and it will resume when an Employee Training and Development Manager is hired.

- a. Headed by the Internal Relations Committee, the college is developing a new employee orientation program that speaks to EEO and cultural diversity. The program will be folded into the Human Resource orientation program and it will be delivered in person and online to all new faculty and staff beginning 2015-16.
- b. Using Dashboard as a foundation, the college plans to measure gender and racial/ethnic diversity at all levels and at academic discipline levels of five or more individuals by July 1, 2015. The assessment results and changes will be publicized in all college settings to include Convocation, Open Campus meetings, in publications and orientation materials, and on the college's website to expand awareness.

7. **How will college leaders “communicate to the college community and prospective candidates for professional positions the value we place on diversity and inclusion?” College efforts in support of *Recruitment and Development* as noted in the Task Force report.** Beginning March 16-31, 2015, the TCC Diversity Officer will work collaboratively with the Office of Human Resources (HR) to develop a standardized employment search committee/interview panel (hereby referred to as “search committee”) checklist delineating diversity expectations (gender, race/ethnicity, etc.) that must be considered and met while developing search committees.

The guidelines will reinforce the importance of and the necessity for use—the new process will be implemented on April 1, 2015 and thereafter. The revision will be communicated to the Executive Staff, academic deans, and hiring supervisors and will be reinforced at the onset of the search committee process. It will be noted that the expectations must be met and verified by HR in order to move forward with the search process. HR will maintain a record of those files and the Diversity Officer will refer to them as needed to develop its reports when necessary. This objective will insure that one of the first steps in the college's hiring process is intentionally sensitive to diversity and inclusion.

8. **College efforts in support of *Community Engagement* as noted in the Task Force report. Does the college have partnerships with diverse community-based organizations?** Each year, TCC engages in college-wide initiatives where its faculty, staff and students are invited to volunteer time and/or resources to support: (1) The American Cancer Society's Relay for Life—on a rotational basis, supports one of the four cities (Chesapeake, Norfolk, Portsmouth, or Virginia Beach). This initiative also serves a healing process for some in the college community; (2) Susan G. Komen Race for the Cure; (3) the American Red Cross quarterly blood drives and a TCC signature September 11<sup>th</sup> college-wide blood drive; (4) the Urban League of Hampton

Roads Annual MLK Community Leaders' Breakfast; (5) the MLK Awards and Recognition Program—one student is awarded a MLK scholarship, a faculty/staff is selected for the Distinguished Service Award, and a community patron is recognized as the Community Distinguished Service Award recipient; (6) United Way Day of Caring—the college community volunteers time to support multiple organizations on a particular date; (7) American Heart Association Heart Walk, and the Commonwealth of Virginia Campaign (CVC). Other partnerships include:

- The college's Regional Workforce Solutions Center partners with a diverse group of organizations delivering learning in class, online, through apprenticeships and consulting. A few of those organizations include: (1) the Portsmouth Redevelopment and Housing Authority – Foundation Stone (non-profit)-computer courses; (2) APM Terminals-basic Spanish classes; (3) Stihl-management training; (4) Chesapeake Regional Medical Center-team building and supervisory skills; (5) Sumitomo-basic mathematics and customer services, among other organizations.
- TCC's Regional Automotive Center partners with Chrysler, Honda, Toyota, Volvo Penta and frequently engages the automotive program, diesel, collision repair, and marine technology committees comprised of over 88 industry representatives.

9. **What is the college's "current status in relation to diversity and inclusiveness?" How has the college "envisioned its aspiration for change?" Identify the particular outcomes it plans to achieve in specified time frames.** In order to properly evaluate the current status of diversity and inclusion in TCC, the Office of Human Resources in collaboration with the college's Diversity Officer, will administer a climate survey to its faculty and staff.

Using *The Chronicle of Higher Education's* "Great Places to Work For" survey, the survey will be administered between the period of March 2 through June 1, 2015. Subsequently, the results will be assessed in October/November when the results become available from the issuing organization. Based on those outcomes, the college will employ the necessary steps to expand the positive findings and implement steps to improve areas where improvement is determined to be needed. Specifically, areas for improvement will be prioritized and goals will be set to achieve positive outcomes. The college will continually track its progress and provide written reports annually.

The next phase of the assessment will include administering the Community College Survey of Student Engagement (CCSSE) to students in March 2016. Using the survey results, a task force comprised of students, faculty, and the Diversity Officer will schedule facilitated dialogues on the campuses to further engage the students on

diversity, inclusion and race relations at TCC. The college previously conducted the CCSSE during spring 2013.

**10. College to promulgate and publish its own formal policy statement on diversity.**

The college's Equal Opportunity and Nondiscrimination Policy 1200 attached as Appendix B, is consistent with Executive Order Number 1 on Equal Opportunity; Genetic Information Non-Discrimination Act of 2008; Virginia DHRM Policy 2.05, and the VCCS *Policy Manual*.

**11. How will the college "promote inclusion in all aspects of college governance and operations?"** The President's Advisory and Planning Council (PAPC) handles assessment of the college's governance committees and constituent groups to include:

- College Faculty Senate
- Administrative Association
- Classified Association
- Student Government Association Federation Council (SGA)
- Internal Relations Committee
- Student Success Committee
- Curriculum Committee
- Instruction Committee
- Online Learning Committee
- Global and Intercultural Learning Committee
- Classroom Teaching and Learning Committee

The PAPC's bylaws delineate processes and procedures for governance and designates the Committee for Governance Revitalization (CGR) the responsibility of reviewing the governance system. To that end, CGR will be tasked to review the PAPC, governance, and constituent bylaws to ensure that they accurately reflect the importance of diversity and inclusion in the respective memberships. The review and appropriate recommendations will be presented to the PAPC at its March 2016 substantive review period for consideration and approval. Furthermore, the PAPC will review its current and former membership and designate the appropriate points of contact to conduct the same for the government and constituent groups to insure that the leadership accurately reflects the college's diverse population.

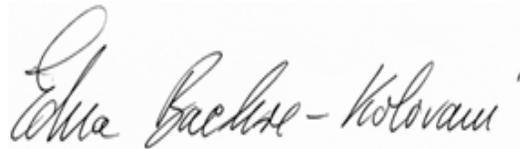
**12. Annually update and report on the extent of progress (or the lack thereof) in having faculty and staff reflective of our student bodies using the TCC Demographics/previously developed VCCS Diversity Dashboard.** In assessing TCC's "Diversity Dashboard" using data generated from 2001 through February 5, 2015 attached as Appendix C, the statistical data shows steady progression. The college continues to diversify its portfolio of employees to represent and meet the needs of its student population. A concerted effort will be geared toward improving the minority ratio for full-time teaching faculty (currently 17%) as the college

progresses. The college will continue to strive to increase its minority full-time teaching faculty by 6% within the next five years.

13. **How has the college “envisioned its aspiration for change?” What are the goals for campus diversity in the next 1 to 3 years? Identify the particular outcomes it plans to achieve in specified time frames.** The Diversity and Inclusion Task Force will become a standing committee of the college, and will explore further opportunities and strategies to achieve campus diversity over the course of the next three years.
14. **When and how will the college, “regularly track and report on its progress?” How will diversity and inclusion be a part of annual planning and evaluation of the president?** The college will report its progress annually and it will continue to promote and expand on its diversity and inclusion initiatives. The website will reflect stories of achievements and will feature exemplary practices.

If you have questions or require additional information, please let me know.

Sincerely,

A handwritten signature in black ink that reads "Edna Baehre-Kolovani". The signature is written in a cursive style and is positioned above a light gray rectangular background.

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

Attachments

EB-K/smj  
c: Dr. Lee



# TIDEWATER COMMUNITY COLLEGE

From here, go anywhere.™

## Appendix A

CLASSIFIED PROFESSIONAL DEVELOPMENT DAY

MARCH 13, 2014

### **“Healthy Workplace...Healthy Lifestyles” – ATC VIRGINIA BEACH CAMPUS TCC**

8:15 – 9:00	Registration/Light Breakfast
9:00 - 9:15	Dr. Edna Baehre-Kolovani, President of TCC
9:15 - 10:15	Welcome- Classified Association Co-Chairs - Coby Dillard / Nancy Jones
10:15 - 11:00	Common Health - Cynthia Duncan, Commonwealth of Virginia
11:00 – 12:00	SPEAKER- Michael Weisbrod , VCCS Professional Development Office
12:00 – 1:00	LUNCH
1:00 - 2:30	Health and Information Fair- details below
2:45 - 3:30	SPEAKER- Michael Weisbrod, VCCS Professional Development Office
3:45 – 4:00	Closing Remarks

### ***Health and Information Fair: 1:00 PM - 2:30 PM***

*Have your ticket stamped at each table or activity for a gift at the end of the day!*

1:30 - 2:00	Chair Yoga	Lacy Wharton
2:00 - 2:30	Zumba	Dee Goodman

### **INFORMATION TABLES**

Nutrition and You	Crystal Barber, Virginia Cooperative Extension - VT <i>“March is National Nutrition Month”</i>
CPR Compression only Method	Nancy Jones
HR Questions and Answers	Beth Lunde - Anthem & Delta Dental
Visual Communications	Betty Credle
CRC and Workforce Development	Johnna Coleman-Yates
Certifications	

**PROFESSIONAL DEVELOPMENT DAY**  
**March 8, 2013**  
**Ted Constant Center**

**Appendix A**

**AGENDA**

**MORNING SESSIONS**

8:30 – 9:00	Registration/Light Breakfast
9:00 – 9:15	Welcome from Classified Chair
9:15 – 12:15	Part I Appreciative Inquiry

**AFTERNOON SESSIONS**

12:15 – 1pm	LUNCH
1:00 – 3:00	Part II Appreciative Inquiry
3:00 – 3:45	Report out- Provocative Propositions
3:45 – 4:00	Closing Remarks



## **Appendix A**

Classified Staff & Wage Employees

Professional Development Day

### *AGENDA*

September 27, 2013

8:30 — 8:45 a.m. Registration / Light Breakfast

9:00 — 9:30 a.m. *Welcome & Announcements* / Nancy Jones, Classified Association Chair  
President's Remarks

9:30 — 12:00 Concurrent Sessions  
Veterans Affairs—Tiffany Putman  
Safety - Beverly Crandell  
Hidden Disabilities—Beth Callahan

12:00—12:45 p.m. LUNCH

12:45 — 4:30 p.m. Ann Rosser—Keynote Speaker and

#### **Today's Service Project:**

Women's Center—"Baby Shower"

Providing baby care products to support our TCC students



**"Thank You" to all who made this day possible!**

# **Administrators' Work Session**

**September 4, 2013**

## **Agenda**

### **Appendix A**

- 8:00 AM **Breakfast**
- 8:50 AM **Welcome** (Dr. Edna Baehre-Kolovani)
- 9:00 AM **Introduction of New Administrators** (Executive Staff)
- 9:10 AM **Budget Update** (Ms. Phyllis Milloy)
- 9:25 AM **Review of new Strategic Plan – Goals & Objectives** (Dr. Edna Baehre-Kolovani)
- 9:40 AM **Break-Out Groups – Identification of Objectives for 2013-14** (Group Facilitators\*)
- 10:10 AM **Break**
- 10:30 AM **Groups Report-Out on Objectives** (Group Facilitators\*)
- 11:10 AM **Discussion – Identification of Objectives for 2013-14** (Dr. Edna Baehre-Kolovani)
- 11:30 AM **Review of new Strategic Plan – Strategies** (Dr. Edna Baehre-Kolovani)
- 12:00 PM **Lunch**
- 1:00 PM **Break-Out Groups – Identification of Strategies for 2013-14** (Group Facilitators\*)
- 1:35 PM **Groups Report-Out on Strategies** (Group Facilitators\*)
- 2:15 PM **Discussion – Identification of Strategies for 2013-14** (Dr. Edna Baehre-Kolovani)
- 2:30 PM **Conclusion**

\*Group Facilitators: Mr. Curt Aasen, Dr. Charles Lepper, Ms. Phyllis Milloy, Dr. Lisa Rhine

**Administrators' Work Session**  
**August 2, 2012**  
**Agenda**

**Appendix A**

- 8:30 AM: **Welcome** (Dr. Edna V. Baehre-Kolovani)
- 8:35 AM: **Introduction of New Administrators** (Executive Staff)
- 8:45 AM: **Introduction of Appreciative Inquiry (AI)**, A Collaborative Planning Tool (Dr. Baehre-Kolovani)
- 9:00 AM: **How Do We Define Student Success? (Use of the Appreciative Inquiry Process)**
- 10:00 AM: **Break**
- 10:15 AM: **Overview of Top Student Success Agenda Priorities for 2012-13** (Dr. Baehre-Kolovani)
- College-Readiness
  - First-Year Experience
- 10:30 AM: **Small Group Breakout and Discussion on Strategies for Accomplishing Priorities**
- 11:30 AM: **Report Out on Strategies by Small Groups**
- 12:15 PM: **Lunch**
- 1:15 PM: **Final Thoughts & Comments from Administrative Staff** (Dr. Baehre-Kolovani)
- 1:30 PM: **Conclusion**



# TCC CONVOCAATION & PICNIC 2014



FRIDAY, AUGUST 22, 2014

CHESAPEAKE CAMPUS

## Appendix A

### Pre-Convocation Sessions:

**Time:** 10:00 a.m. - Noon

**Title:** WEB DESIGN: ONE COLLEGE, ONE VOICE, ONE FUTURE – ONE WEB

**Presenters:** Marian Anderfuren, AVP Interactive Communications  
Pete Gaioni, Chief Strategist, iFactory  
Allison Treloar, Chief Web Communications Officer  
Robin Ying, Vice President for Information Systems

**Location:** Chesapeake Academic Building, Room 4102 (Multipurpose Theater)

**Abstract:**

TCC's web landscape is undergoing a major renovation. Both the public-facing website and Inside TCC will have new organization, look and functionality in the coming months. Come to this session to hear about the status and timeline of both projects, to ask questions and to provide your thoughts and ideas.

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**Time:** 10:30 a.m. - Noon

**Title:** PEOPLEADMIN TRAINING FOR SUPERVISORS

**Presenter:** Jill Adams, Human Resources Manager

**Location:** Chesapeake Campus Student Center, Room 3214

**Abstract:**

TCC's new online recruitment & applicant tracking system is in place. This session will provide supervisors the information needed to initiate and track recruitment of vacant positions.

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**Time:** 11:00 a.m. - Noon

**Title:** PARTNERING WITH INDUSTRY: LEVERAGING OUR PROGRAM ADVISORY BOARDS

**Presenters:** Lisa Rhine, Provost, Chesapeake Campus  
Theresa Bryant, Vice President for Workforce Solutions

**Location:** Chesapeake Academic Building, Room 4101

**Abstract:**

Goal 4.2.2 of TCC's strategic plan is focused on engaging with business and industry to define areas of need and create mutually beneficial partnerships. To that end, the committee working on this goal is planning an event that will engage TCC's program advisory boards in a partnership exchange scheduled for fall 2014. Program Advisory Committee Leads will participate in the partnership exchange with industry partners and help to facilitate sessions to learn about workforce needs. All program advisory committee leads should plan to attend this session in preparation for the event in the fall.

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**Time:** 11:00 a.m - Noon  
**Title:** INTRODUCTION TO VISUAL COMMUNICATIONS AND THE TCC VISUAL IDENTITY  
**Presenters:** Mary Beth Apperson, Visual Communications Manager  
Shawn Johnson, Visual Communications Assistant Manager  
Schantavia Ivery, Production Coordinator  
Betty Credle, Production Coordinator  
**Location:** Chesapeake Academic Building, Room 4202

**Abstract:**

This session will provide an introduction to the Visual Communications Office and the services they supply to the college to include the following:

- A highlight of existing products and how to order them
  - A review the TCC Visual Identity Policy—Logos, Colors, Typefaces, Application of Visual Elements
  - A demonstration of how to place an order
  - A demonstration on how a job flows through the department
- 

### Concurrent Breakout Sessions

The following sessions run from 2:00 p.m. to 3:00 p.m. and repeat from 3:15 p.m to 4:15 p.m.

**Title:** RIGHT-NOW RESOURCES FOR YOUR SMARTPHONE OR TABLET  
**Presenters:** Joy Yaeger, Librarian, Chesapeake Campus  
Olivia Reinauer, Librarian, Portsmouth Campus  
Stephanie Fair, Librarian, Norfolk Campus  
**Location:** Chesapeake Academic Building, Room 4101

**Abstract:**

Would you like to turn your smart device into an e-learning tool? This session, led by library staff, will focus on three valuable online resources for instructional support and personal enrichment. These library tools are available 24/7 to all TCC faculty, staff and students and are easily-accessible via smartphones, tablets and laptops. Participants are encouraged to bring their devices to access the resources during this session. Presenters will demonstrate: Overdrive for downloadable audiobooks; Mango for interactive foreign language learning; and Films on Demand for viewing over 5,500 streaming education videos.

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**Title:** ACCESSING LYNDA.COM ONLINE COURSES FOR PROFESSIONAL DEVELOPMENT  
**Presenters:** Thomas Lee, Faculty Professional Development Coordinator, Virginia Beach Campus  
**Location:** Chesapeake Academic Building, Room 4202

**Abstract:**

All TCC employees now have access to lynda.com, which teaches the latest software, creative, and business skills through high-quality online instructional videos featuring recognized industry experts. Explore a wide range of subjects from photography, animation, music, and video to graphic design, project management, and web development. New courses are added every week. Access the lynda.com library 24/7 from desktops, laptops, smartphones, or tablets. Use the lynda.com app for iPhone, iPad, or Android or log in via the lynda.com mobile site. Watch entire courses or single tutorial videos as needed, share course playlists, bookmark courses you'd like to watch, or use exercise files to follow along with the instruction as you learn, and much more. This presentation will demonstrate how to:

- Create an account
  - Access courses
  - Receive certificates for courses completed
  - Incorporate courses into your professional development plans
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**Title:** SCHOOLDUDE: TCC'S MAINTENANCE MANAGEMENT SYSTEM  
**Presenters:** David Guglielmo, Director of Facilities Management  
Bert Thompson, College Landscape Architect  
**Location:** Chesapeake Academic Building, Room 4211

**Abstract:**



**Location:** Chesapeake Student Center, Room 3310A

**Abstract:**

Making exams better suit your learning goals requires student participation at every step of the process. This session will include a 20-minute video followed by discussion. The discussion will focus on how you can transform exams into enhanced opportunities for student learning with practical solutions to the three problems with exams today.

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**Title:** **WAYS TO ENGAGE STUDENTS AND TEACH TO DIFFERENT LEARNING STYLES**

**Presenters:** Jeanne Hopkins, Assistant Professor, Portsmouth Campus

**Location:** Chesapeake Student Center, Room 3310B

**Abstract:**

Many college instructors come into teaching with a solid understanding of their content, but little preparation of HOW to teach it. This presentation provides research and foundational knowledge of how to teach adults, as well as many (majority of presentation) teaching strategies, as organized by Bloom's Taxonomy.

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**Title:** **PEOPLEADMIN TRAINING FOR SUPERVISORS**

**Presenters:** Jill Adams, Human Resources Manager

**Location:** Chesapeake Student Center, Room 3214

**Abstract:**

TCC's new online recruitment & applicant tracking system is in place. This session will provide supervisors the information needed to initiate and track recruitment of vacant positions.

**Tidewater Community College  
2013 Fall Convocation  
TCC Jeanne and George Roper Performing Arts Center  
Monday, August 19, 2013**

**AGENDA**

**Appendix A**

- |                   |   |
|-------------------|---|
| 8:00 a.m.         | Continental Breakfast   |
| 9:00 a.m.         | Welcome and Call to Order   |
| 9:15 a.m.         | College Awards & Recognition  |
| 10:00 a.m.        | Convocation Address: Dr. Edna V. Baehre-Kolovani                                |
| 10:15 a.m.        | Faculty Development and Evaluation Plan: Ellyn<br>Hodgis, chair, Faculty Senate |
| 10:30 a.m.        | Break   |
| 10:45 a.m. - Noon | Breakout Sessions   |
| 2:30 p.m.         | College-wide Discipline Meetings (to be held on campuses)                       |

Appendix B

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Subject: Equal Opportunity and Nondiscrimination

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- 2. Policy ..... 1
- 3. Responsibilities ..... 2
- 4. Procedures ..... 3
- 5. Definitions ..... 3
- 6. References ..... 4
- 7. Review Periodicity and Responsibility ..... 4
- 8. Effective Date and Approval ..... 4
- 9. Review and Revision History ..... 4

1. Purpose

This policy states Tidewater Community College's commitment to equal opportunity and nondiscrimination consistent with the policy of the Commonwealth of Virginia as well as that of the Virginia Community College System and in compliance with the relevant Federal and State statutes and regulations.

2. Policy

It is the policy of Tidewater Community College to provide equal employment and educational opportunities for all persons without regard to race, sex, color, national origin, religion, sexual orientation, gender identity, age, veteran status, political affiliation, genetics, and for all otherwise qualified persons with disabilities. This policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans.

Tidewater Community College does not tolerate discrimination or harassment on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, veteran status, political affiliation, genetics, or disability. The prohibition against discrimination and harassment applies to all levels and areas of college operations and programs, to students, faculty, staff, volunteers, vendors, and contractors. This policy does not permit or require alteration of *bona fide* job requirements, performance standards, or qualifications to give preference to any state employee or applicant for state employment.

It is a violation of this policy to retaliate against any party for participating in a discrimination/harassment investigation ("protected activity"). Retaliation includes

any adverse treatment which is reasonably likely to deter the complainant or others from filing a charge of discrimination/harassment or participating in a discrimination/harassment investigation. Retaliation can be verbal, written, graphic, electronic, or physical.

Knowingly filing a false complaint of discrimination/harassment or of retaliation is a violation of this policy. Such conduct may be pursued using the steps followed for a complaint of discrimination/harassment, and if found to have occurred, will result in disciplinary action that may include termination or expulsion.

All participants in a discrimination/harassment complaint resolution process, including the complainant and respondent, witnesses, and any other parties shall respect the confidentiality of the proceedings. Breaches of confidentiality jeopardize effective functioning of internal complaint resolution. Participants are authorized to discuss the case only with those persons whose duties entail a clear and genuine need to know.

The college's Director of Human Resources is the designated coordinator for matters related to Section 504 of the Rehabilitation Act of 1973. The Vice President for Student Affairs is the college's designated coordinator for Title IX of the Education Amendments of 1972. To comply with the Federal requirement to provide continuous notification of the college's nondiscrimination policy, the following statement will appear in TCC publications, including but not limited to the college catalog, student handbook, employee handbooks, the TCC Website, program brochures, and college and student newspapers.

Tidewater Community College does not discriminate on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, veteran status, political affiliation, genetics, or disability in its programs or activities. Inquiries related to the college's nondiscrimination policies may be directed to the Director of Human Resources, Post Office Box 9000, Norfolk, VA 23509-9000, 757-822-1708.

Employment/position vacancy announcements will include an appropriately worded statement of TCC's commitment to cultural diversity.

### **3. Responsibilities**

The Executive Vice President shall be responsible for oversight of the college's activities, programs, and operations to ensure compliance with this policy, including development and maintenance of college-wide procedures that support the policy. The members of the President's Executive Staff and other supervisors and managers shall be responsible for ensuring that procedures developed for their respective functional areas are consistent with this policy and comply with applicable policies and procedures of the Virginia Community College System and the Commonwealth of Virginia. Campus provosts shall be responsible for ensuring that

the activities and programs conducted on or by their respective campuses comply with this policy and the procedures developed to support it.

#### 4. Procedures

Instances of discrimination or harassment on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, veteran status, political affiliation, genetics, or disability, or retaliation for participating in a discrimination/harassment resolution process may be reported by the victim using the grievance process appropriate to his/her status (i.e., non-probationary classified employee, faculty-appointed employee, or student). Employees who do not have access to a grievance procedure (e.g., probationary classified and wage employees), third parties, and individuals who do not have an established employee or student status with TCC may report such discrimination, harassment, or retaliation as an incident of misconduct to the appropriate supervisor.

Any state employee or applicant for state employment may file an allegation of violation of Executive Order Number 1 (2014) with the Office of Equal Employment Services (OEES) in the Department of Human Resource Management (DHRM). A state employee who is covered by the DHRM Grievance Procedure may request the Office of Employment Dispute Resolution to investigate allegations of retaliation as a result of the use of or participation in the grievance procedure.

#### 5. Definitions

**Disability:** An individual is considered to have a disability if that individual either (1) has a physical or mental impairment which substantially limits one or more of his or her major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment. [Virginia DHRM Policy 2.05]

**Genetics:** As defined in Title II of the Genetic Information Non-Discrimination Act of 2008:

- (A) In general. The term "genetic information" means, with respect to any individual, information about:
  - (i) such individual's genetic tests,
  - (ii) the genetic tests of family members of such individual, and
  - (iii) the manifestation of a disease or disorder in family members of such individual.
- (B) Inclusion of genetic services and participation in genetic research. Such term includes, with respect to any individual, any request for, or receipt of, genetic services, or participation in clinical research which includes genetic services, by such individual or any family member of such individual.
- (C) Exclusions. The term "genetic information" shall not include information about the sex or age of any individual.

## 6. References

[Executive Order Number 1 \(2014\) Equal Opportunity](#)  
[Genetic Information Non-Discrimination Act of 2008](#)  
[Virginia DHRM Policy 2.05 Equal Employment Opportunity](#)  
[VCCS Policy Manual](#)

## 7. Review Periodicity and Responsibility

The Executive Vice President shall review this policy annually in January.

## 8. Effective Date and Approval

This revision of the policy is effective upon its approval by the College President on February 13, 2014.

Policy Approved:

Procedure Developed:

Edna Baehre-Kolovani. Ph.D.  
President

Franklin T. Dunn  
Executive Vice President

## 9. Review and Revision History

The initial version of this policy was approved October 29, 2007.

- Revision 1 updates the policy to be consistent with Virginia policy following the promulgation of Executive Order Number 1 (2014). The revision also provides procedures that may be used in instances of violations of the policy.

Approved February 13, 2014 by President Edna Baehre-Kolovani.

# Appendix C

## Tidewater Community College "Diversity Dashboard"

Full-Time Teaching Faculty Over Time						
Year	Minorities		Non-Minority		Total	% Minority
	male	female	male	female		
2015	22	37	148	146	353	17%
2013	22	44	156	157	379	17%
2012	16	46	156	159	377	16%
2011	21	35	155	135	346	16%
2010	13	29	153	125	320	13%
2009	11	27	156	127	321	12%
2006	23	30	171	126	350	15%
2001	10	19	136	103	268	11%

Adjunct Faculty Over Time						
Year	Minorities		Non-Minority		Total	% Minority
	male	female	male	female		
2015	178	412	622	740	1,952	30%
2013	121	225	479	540	1,365	25%
2012	117	205	449	532	1,303	25%
2011	100	184	386	491	1,161	24%
2010	93	183	376	477	1,129	24%
2009	85	146	352	442	1,025	23%
2006	0	0	386	467	853	0%
2001	0	0	738	27	765	0%

Administrators/Managers Over Time						
Year	Minorities		Non-Minority		Total	% Minority
	male	female	male	female		
2015	37	75	85	111	308	36%
2013	22	61	42	105	230	36%
2012	19	52	44	104	219	32%
2011	4	16	30	40	90	22%
2010	4	15	29	38	86	22%
2009	5	17	24	37	83	27%
2006	3	19	20	33	75	29%
2001	13	7	41	20	81	25%

Classified Over Time						
Year	Minorities		Non-Minority		Total	% Minority
	male	female	male	female		
2015	52	140	52	104	348	55%
2013	57	137	83	99	376	52%
2012	44	116	87	105	352	45%
2011	62	143	75	136	416	49%
2010	55	127	80	159	421	43%
2009	54	129	85	163	431	42%
2006	38	102	74	174	388	36%
2001	32	83	67	171	353	33%

New Hires - Teaching Faculty							
Year	Minorities			Non-Minority		Total	% Minority
	male	female	total	male	female		
2015	1	2	3	6	5	11	21%
2013	3	5	8	8	10	18	31%
2012	1	4	5	6	13	24	21%
2011				6		31	19%
2010				2		15	13%
2009				1		9	11%
2008				0		9	0%
5 Year Average							21.14%

Student Headcount Over Time						
Year	Minorities		Non-Minority		Total	% Minority
	male	female	male	female		
2015	6,928	10,616	9,345	12,444	39,333	45%
2013	7,947	12,003	9,643	12,849	42,442	47%
2012	8,176	12,702	10,073	13,442	44,393	47%
2011	7,917	13,646	10,363	13,934	45,860	47%
2010	7,519	13,488	10,334	14,029	45,370	46%
2009	5,805	11,259	9,700	13,643	40,407	42%
2006	5,635	9,549	9,183	12,223	36,590	41%
2001	4,846	7,237	8,818	10,775	31,676	38%

Service Area Demographics		VA Demographics	
Year	Minorities	Non-Minorities	Minorities
2010	41%	59%	31%
2000	38%	62%	30%

Note:  
Significant change in numbers starting with year 2012 for some categories is due to changes in reporting methodology.  
Employee data for 2015 as of February 5, 2015; student data as of February 11, 2015.