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

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 VP 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: May 15, 2017

Subject: Governance Committee End of 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.

PAPC Subcommittee Responses to Charges

Charge 1
Proposed Bylaws Addition:
The PAPC will review The Mission Statement every three years during the fall semester of the third year. If needed, the PAPC will make recommended changes and send to the chair of the constituent groups (Faculty Senate, Classified Association, Student Federation, and Administrative Association).

These three groups will review recommended changes and send feedback to PAPC for review during the first meeting of the spring semester of the third year. The PAPC will vote on changes and send to TCC President for review. This process will begin fall 2017.

Charge 2
The subcommittee proposes the following:
A. Reporting to the PAPC be included in the job description of the QEP Director.

   Dr. Kolovani should appoint the QEP Director to the PAPC as one of her Presidential appointees
B. Each initiative (QEP, Guided Pathways, Advising Initiative, and Co-curricular Initiative) should maintain a SharePoint site to communicate progress with the college community.

<p style="text-align:center">**MEMORANDUM: Year End Report to Executive Staff Member**</p>

CTLTC YEAR-END REPORT 2016-2017
CLASSROOM TEACHING AND LEARNING TECHNOLOGY COMMITTEE

CTLTC 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
Tiffanny 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.**

   The Annual Technology Showcase was offered during activity hour in Batten labs as a broadcast from the Batten Center on the Portsmouth Campus. The session was conducted by Dr. Lynette Hauser and was recorded for future availability to faculty. The topic for this initial presentation was an introduction to the use of OER in the classroom.

   Topics for future showcases 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

   This charge is complete for this year but will most likely be an ongoing charge into next year as well as the format and topics are developed.

2. **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.)**

   This charge is complete with the conclusion that most of the enterprise software cannot be changed. One area to identify and possibly further investigate is the overlap in function for some of the programs (i.e., Atomic Learning and Lynda).

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
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 OWER 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.

This charge is complete. These defined areas were then used as possible sources for training in the Batten Centers and Technology Showcases.

MEMORANDUM: Year End Report to Executive Staff Member

To: Daniel DeMarte, Vice President for Academic Affairs and CAO
From: Jeannie Taylor, Curriculum Committee Chair
Date: May 12, 2017
Subject: Year End Report, 2016 – 2017

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 – Jeannie Taylor
Vice Chair – Larry Nobles
Recorder – Maura Lansing

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 eleven Requisite Proposals
   - Recommended twenty-two New Courses and Official Course Outlines
   - Recommended one Course Revision
   - 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
     - C.S.C. in Air Conditioning and Refrigeration
     - C.S.C. in Nurse Aid
     - A.A.S. in Civil Engineering Technology
     - A.A.S. in ASL – English Interpretation
     - A.A.S. in Information Systems Technology – Cyber Security
   - 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

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 already exists at the beginning of each academic year. The committee voted to recommend a yearly session of training either on Professional Development Day and/or at the Learning Institute for faculty members who have plans to present proposals during the following academic year.

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, proceedures, 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 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
- Jeannie Taylor (Chair) participated on the General Education Task Force as the Curriculum Committee representative
- Committee voted for the General Education Task force to become a General Education Governance Committee
- All vacancies for the 2017 – 2018 academic year were filled except for one (Engineering Technology)
- As a result of the Engineering Technology position remaining vacant for the past two years, the committee voted to incorporate this position into the Industrial Technology position which has two representatives. This will have to be presented to the PAPC in the Fall of 2017 as a bylaw change.
- Officers were elected at the April meeting:
  1. Chair: Mary Gable (VB – Information Systems faculty)
  2. Vice Chair: Jennifer Dixon-Mcknight (N – Humanities faculty)
  3. Recorder: Alex Harrington (VB – Librarian)

MEMORANDUM: Year End Report to Executive Staff Member

To: Daniel DeMarte, Vice President for Academic Affairs and CAO
From: David Wright, Faculty Professional Development Committee chair
Date: May 18, 2017
Subject: Governance Committee Year End 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 made a recommendation for the improvement of the Course Evaluation System. This included 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. Because of the Guided Pathways focus of the Learning Institute, we were not asked to assist in its planning this year. The committee has begun the process of putting together the Faculty Development Day for August 18. We have received a number of proposals already and will continue throughout the summer to complete the process. We are hoping to make each year's FDD better than the year before and a major strength for the faculty.

3. The report of the 2016-2017 activities is in progress. It will be presented soon.

4. We discussed recommendations for the improvement of the BCTE programs. We identified several challenges:
    a. Transition from walk in technical support to a smarter and more efficient design.
    b. Develop topics relevant to the faculty
    c. Find ways to increase participation

5. We drafted an Adjunct Faculty Academy recommendation, along with the New Faculty Academy Task Force, that has now been presented. It includes a recommendation for a pilot study of a semester long activity. The pilot will be set up for a limited number of adjuncts 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 worked with the New Faculty Academy Task Force to make recommendations for the NFA program. Our joint recommendations included continuation of the mentoring program in a formal way for the first year. There was also a joint recommendation concerning the third year project and a proposal to provide new faculty members, who successfully complete the Academy, credit for the purpose of promotion. The Faculty Professional Development Committee will take responsibility of assessing the effectiveness of the NFA and recommending any changes.

7. We are still working on plans to incorporate Guided Pathways into the Learning Institute. One step was to accept the Guided Pathways focus for the Learning Institute this year.

MEMORANDUM: Year End Report to Executive Staff Member

Global and Intercultural Learning Committee – No Report

MEMORANDUM: Annual Report to Executive Staff Member

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

From: Amanda Leo, Instruction Committee Chair

Date: May 15, 2017

Subject: **Governance Committee Annual Report**

Select Report: Annual End-of- 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.

- IC distributed copies of *Redesigning America's Community Colleges* (Bailey, Jaggars & Jenkins 2015) to its membership. IC members read this throughout the academic year to support determination of the Committee's role in advancing Guided Pathways.
- A formal statement on the Role of IC in advancing Guided Pathways has been established:
  How does the Instruction Committee support the TCC Guided Pathways initiative?
    - Develops and maintains principles and examples that will help teaching faculty design assessments to measure complex learning outcomes, and that will help them think through how to use the results of learning assessments to improve instruction.
    - Develops and updates content related to general education assessment on GEARS, which provides a framework to help faculty understand how core competencies align with pathways structure.

- Uses data to question current practice, engage faculty in collaborative inquiry, inquiry reflection, and ongoing improvement relative to instructional practices.
- Works with the individual Discipline Leads to ensure that their faculty members (both full-time and adjuncts) have the resources and training opportunities to measure the effectiveness of their specific courses and program in line with stated Competency and Learning Outcome standards as defined by the rubrics.
- Reviews rubrics to ensure that General Education Competencies are clearly defined and measurable for the programs in each of the 9 career pathways and their disciplines.
- Adjunct awareness was addressed through the following:
  - Active efforts to recruit an adjunct faculty member for representation on the IC
  - General education assessment is proposed as content for the new 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 scheduled working sessions for faculty to participate in Critical Thinking rubric revisions throughout the spring semester and at May Learning Institute.
- IC scheduled working sessions for faculty to participate in Scientific rubric revisions throughout the spring semester and at May Learning Institute.
- 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 has created the following module "Introduction to General Education Assessment Part I: Background, History & Process of Competency Identification"
- IC reviewed the SCHEV Draft Policy on Student Learning Assessment in Quality Higher Education and provided feedback to Kellie Sorey on Nov. 16th, 2016 and again on March 17, 2017.
- 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
- The IC has created an official Instructional Resource Repository within LibGuides to house recommended resources for supporting instructional effectiveness.
  - The repository can be accessed at libguides.tcc.edu/instructionalresources.

- Bookmarks to promote the repository were created for distribution and disseminated to faculty and staff at May Learning Institute.
- The repository currently contains the following information:
  - Links to TCC Instructional Resources
  - Links to Web Resources
  - Twitter Feeds
  - Recommended Books
  - Featured Quotes

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

- Amanda Leo served 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 05/7/17
- Critical Thinking assignments were reviewed by the IC at the annual retreat held on March 24, 2017 and 39 were added to GEARS as sample assignments for faculty.
- The Authentic Assignment Tool (AAT) was revised based upon faculty feedback and the following statement was removed "If NA, how could the assignment be adapted to require this dimension."
- 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	**Business Management**	ACC, ACQ, AST, BUS, ECO, FIN, HRI, HRT, LGL, MKT, REA

- 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 2015 Academic Standards
- Collaborate with New Faculty Academies (full time and adjunct) to provide professional development content specific to general education assessment and instructional resources.
- Facilitate rubric revisions for assessment of scientific reasoning and written communication general education competencies.
- Document a process and timeline for official course outline review and make recommendations for its inclusion in appropriate policy, procedure, or other relevant document.

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, 2017,

Subject: Governance Committee End of Year Report 2016-2017

Charge: IRC 2016-2017 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. Met with Beth Lunde and Susan James in September 2016 to clarify the charge. We incorporated the Diversity and Inclusion task force into the committee.

    b. Organized a research committee to explore Awards and Recognition programs in Corporations , Universities and C olleges

c. The research findings were incorporated into a college with survey. The survey was carefully built and the results were measurable.

d. The survey is now being built into a college wide plan awards and recognition plan.

e. We continue to establish criteria for and develop the employee's kudo program.

Other:

- The IRC by laws were reviewed for any needed updates. We added Voting by WebEx. It was approved by the PAPC.

- The IRC discussed and reviewed new Diversity and Inclusion Statements for TCC.

- James Hines was reelected the IRC Chair for 2017-2018

- Jim Hines, IRC Chair meet with AVP Lunde to discuss possible committee charges for the following year

MEMORANDUM: End of Year Report to Executive Staff Member

Online Learning Committee End of Year Report
(Cameron Russell, Chair; Virginia Zillges, Academic Team Representative)

Charge 1: 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 in drafting new policy and procedures, if needed. The OLC role will help make faculty aware of the standards, seek faculty input, and suggest related faculty development.

Progress:
- Matthew Watts collaborated with Beth Callahan and Kristen Gregory to develop four online modules on accessibility as professional development.
  - Will present a session at Professional Development Day and the Learning Institute (Matt Watts and Beth Calahan)
- ***Recommendation**: OLC viewed presentation by the TCC bookstore on a tool, FacultyEnlight and unanimously agreed it should be released in Spring and faculty need notification.
  - John demonstrated integration with Bb.
  - John implemented FacultyEnlight spring 2016.
  - Faculty Enlight is in the Start Here of the Blackboard Template. It is called B&N Research and Adopt - TCC
  - John Morea created an announcement about FacultyEnlight in a Bb update message to all faculty and explained the purpose of the tool and where to find the link.

 Original Standard #1: Convert all courses in the nine online programs to 12-weeks or less by the start of the fall 2017 semester with specific exemptions approved by the CAO.
- ***Recommendation**: The OLC recommends that 16-week courses should remain to be offered in addition to shorted course lengths for all courses, with a phasing in of this standard for implementation by Fall 2018 based on the evaluation of student success and retention rates.

Note: This standard was updated by the CAO as a result of the OLC recommendation.

Updated 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.

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.

- A blog went out to all adjuncts and full-time teaching faculty about standard 2 telling faculty where they could receive help from support staff
- Link: http://tccolc.weebly.com/blog/olc-promotes-online-learning-course-and-syllabus-templates
- Within a week, each of the deans forwarded the blog to their faculty with a personal note about the importance of meeting the deadline and the help that is available.

Standard #3: Provide TOP-ELITE equivalent to all grandfathered adjunct faculty.
- Three TOP-UP sessions were scheduled. Marsha Jurewicz collaborated with deans to reach out to all adjuncts to sign up.

February 6-24, 2017
March 13-31, 2017
June 5-23, 2017
Finding: Many of the faculty in TOP-UP did not have strong Bb skills.
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.
- Phase 1: Blackboard Skills orientation has been launched
- Phase 2: Student Success Strategies in the Online Environment Includes (Addresses organization skills including time management and learning strategies) is done and just waiting for survey to be inserted and audio clips.
- *Recommendation: The complete student orientation will be piloted in the Fall 2017 semester. There will be a link to it in the Bb template so it is accessible in every course provided the instructor makes it available. Some professors plan to make it a requirement in their course.

Standard #5: Adapt the QM Program Certification process to TCC's 9 online programs by the start of the fall 2017 semester.
  i. *Recommendation: The OLC recommends (11/18/2016) two sub-committees to collaborate with Lynn Rainard on the following:
     1. QM Program Certification Plan
     2. Quality Matters Peer Review Process: Provide input on making the QM Peer Review process more transparent.
  ii. *Recommendation: The OLC recommends (11/18/2016) that program leads organize the development of shared courses with a team of full-time faculty and instructional design support.
  iii. Lynn Rainard will present the QM Program Certification plan at the April OLC for input.
  iv. The QM Program Plan will be sent to Dr. DeMarte by April 25, 2017.
  v. Lynn Rainard and Virginia Zillges will respond to feedback.

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.

- This is under start here in the template.
- John sent this announcement as Bb news.
- Cameron Russellwill present a session at the Learning Institute on student verification.
- Chair will send a message in May to all teaching faculty about the TCC definitions of online, hybrid, and Traditional/In-person as well as dynamic. These definitions are already included in the Student Orientation.

Status of Charge 1: Completed

Charge 2: Review the current Blackboard course shell template and recommend revisions and how to ensure use college-wide.

Progress:
- The new Bb Syllabus Builder Tool will be implemented in Fall 2018 according to John Morea who has been working with OIS and Dr. DeMarte on the tool.
- OLC Bb template subcommittee limited changes to the template to adding the Faculty Enlite to Start Here and the Student Orientation but faculty will need to make it available. A synchronous and asynchronous option of student verification was also added.
- Once, the new LMS is under transition, next year's OLC can make additional template modification recommendations.

Status of Charge 2: Completed.

Charge 3: In collaboration with the Center for E-Learning establish a list of best practices for online teaching at Tidewater Community College.

Progress:
- Sub-committee Chair, Michelle Maritas is assembling faculty submissions/suggestions from spring 2016 Learning Institute.
- OLC Best Practices Subcommittee began to put together Best Practices and discussed building a repository with John. The sub-committee determined that the OLC should link to a pedagogical repository with a creative commons open license.
- The Scholarly Teaching Practices have been added to the Bb Landing Page under Faculty and eLearning. Additionally, a link to the Best Practices is on the eLearning website under Resources.

Status on Charge 3: Completed

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

Progress:
- The committee intentionally stayed abreast of the college plans for Guided Pathways.
- The accessibility workshop that Matt Watts and Beth Callahan developed is asynchronous and can be delivered online. This is related to Pathways because it involves moving barriers for online students. It's more than just accessibility; it is *Universal Design* that TCC needs to seek.

Status on Charge 4: Completed.

Respectfully submitted,
Cameron Russell, Chair OLC 2016-2017

MEMORANDUM: End of Year Report to Executive Staff Member

Student Success Committee 2016-2017

End of Year Report

Student Success Committee was charged by Dr. Summers with the following, which was completed by January 11th, 2017:
1. Dr. Summers officially charged the committee to complete work to accomplish the following goals (Please see attached completed items):
    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.

Proposed Campus-Based PACE Implementation Committee
Drafted by: Student Success Committee on January 20, 2017
While it will be the responsibility of the four campus Provosts to determine the membership of the PACE Implementation Committee on each of the campuses, the Student Success Committee is recommending the PACE Implementation Committee be comprised of the following campus personnel:
    1. Dean of Student Services
    2. Lead Counselor or Comparable Position
    3. Coordinator of First Year Success
    4. Career Center Representative
    5. CMVE Representative
    6. Chair of Faculty Senate
    7. New positions to be created for the QEP
        a. First Year Career Advisor
        b. Career Industry Coordinator
The Student Success Committee is recommending the following purpose for the Campus-Based Implementation Committee:
    1. The committee will ensure that processes are in place to support the First Year Career Advisor to include providing access to department and program heads, the inclusion in meetings and campus communications, and for the ongoing feedback and assessment of the campus processes.
    2. The committee will ensure that processes are in place to support the Career Advising Meetings I & II as described in the QEP to include the identification of

targeted student populations, provide outreach strategies and follow up, the scheduling of meetings, and to ensure the documentation of results.
3. The committee will help to coordinate campus-based training for advisors and counselors to include interpreting the results of the Career Interest Inventory, provide informational resources on meta-majors and appropriate career options, and how to use the digital portfolio tool, features and editing.
4. The committee will ensure that co-curricular offerings are available for career preparation.
5. The committee will report and share campus best practices and successes.

Submitted by:
Emily Hartman, Chair

MEMORANDUM: Annual Reports to Executive Staff Member

To: Dr. Corey McCray, Vice President for Workforce Solutions

From: Batanya Gipson, Workforce Solutions Committee Chair

Date: May 10, 2017

Subject: **Governance Committee Annual Report**

Academic Year: 2016 - 2017

Charges:

For the 2016-2017 academic year, the Workforce Solutions Committee (WSC) is charged with 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 Committee held monthly meetings from October 2016 – May 2017.

1. To satisfy Charge 1, the WSC consulted with Curt Wynn, TCC Marketing Director, for input. The following were the resulting recommendations and planned actions:

   a) Create general marketing material selling the benefit of Workforce Solutions, listing some of the common class offerings. These materials will be used in several ways, to include sending to identified audiences (dissatisfied floaters, etc.) and sharing widely with internal and external contacts.   The goal will be to position Workforce Solutions as a timely and cost effective way to attain industry credentials. Items include:
      - HTML EMAIL Blast
      - Flyer
      - Postcard
   b) Create a standard landing page with general information focused on lead generation (contact form) so Workforce Solutions can begin to generate an interest pipeline.   Combine the individuals from this new form page with

those filling out any existing Workforce Solutions forms and make sure they are made available to Workforce Solutions staff.   When TCC goes live with CRM, Workforce Solutions can port these contacts in directly. Until then they are still useful and can provide leads for staff to follow up with interested parties.

c) Create imagery for Facebook Ads promoting Workforce Solutions and driving prospects to the landing page mentioned above. Create 3 – 5 images that can be used for paid social media promotion. Once the ads are created, target audiences for Workforce Solutions offerings will be identified. Marketing will be shared organically on the TCC and the Workforce Solutions social feeds, but the goal will be lead generation of new contacts from identified target audiences.

d) Create an editable MS Word template for promotion of individual classes that the Workforce Solutions team can easily update and keep visual standards/continuity in-tact. The marketing team will provide a "plug and play" template that the Workforce Solutions team can easily update information and photos for new classes in order to have an attractive piece of marketing material for class offerings. The template will be able to be printed or emailed.

e) The WSC will develop a calendar of TCC internal events that will allow the Workforce Solutions team to inform TCC faculty and staff of its program offerings and opportunities.

2. To satisfy Charge 2, the WSC:

a) Revised its bylaws to include the addition of the Advanced Standing Task Force as a sub-committee. A Faculty representative from each of the Guided Pathways will support the Advanced Standing sub-committee with support from the TCC Chief Academic Officer.

b) The revised by-laws were voted on and approved by the WSC on May 4, 2017 and by the PAPC on May 5, 2017.

c) With leadership from the college Registrar, WSC is identifying necessary updates for Advanced Standing Policy 2109, Section 4.4. to reflect new credit evaluation tools and procedures implemented by the college.

The Administrative Association's 2016-2017 E n d - o f - 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

Implemented plan for General Body meetings on all campuses ensuring accessibility, suitability and opportunity for all interested members to attend meetings	Recorded two sessions to determine interest of absent members to access information and remain current with various activities.
Facilitated four 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: $3,496.00 (7 recipients) -Spring 2017: $5,181.73 (7 recipients) -2015-2016 Admin. Award $500 -2016-2017 Admin. Award $500 -Admin. Award plaques $180 (1 plaque pending)
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
Scheduled meetings for 2017-2018 fiscal year (First Wednesday, each month, 9:00 a.m.)	Developed preliminary goals for 2017-2018.

Goals

Increase general body membership participation by 10%	To restructure General Body meetings to include one-hour Brown Bag sessions
Offer off-campus monthly networking events to build internal relationships	To reassess the selection and recognition processes to recognize the Administrator of the Year
Provide 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 final meeting for 2016-2017 scheduled for Tuesday, June 6, 2017 at 2:00 p.m. These standing meetings have facilitated needed communication and interaction. They have 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 BoardPAPC 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. This year, 8 members received allocated partial funding toward graduate courses, 1 for an undergraduate course, partial funding assisted 2 requests for training and conferences were funded and two administrators were recognized for their exemplary contributions to the college during the 2015-2016 and 2016-2017 academic years.

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 four different 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 and experiment with 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 can 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.

A call for new members has been issued and the Administrative Association Executive Committee for 2017-2018 has been organized. Changeover will occur during the summer months in preparation for new and continuing members to begin their new two-year terms, or in the case of the Chair, Vice Chair, and Secretary, completing vacancies for the next year. All voting procedures were in accordance with the recently amended and revised Administrative Association Constitution and By-laws.

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. For 2016-2017, the Administrative Association has accomplished its identified goals and begun planning for an exciting new year.

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.