



TIDEWATER COMMUNITY COLLEGE

PORTRAIT OF TCC AS A STRATEGIC COMMUNITY COLLEGE

*College-wide Focus
2000-01*

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August 2000

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INTRODUCTION

This document constitutes the 2000-01 supplement to *Portrait of TCC as a Strategic Community College*. Broadly speaking, it captures our college-wide focus for the year. It was developed with the collaborative input of the President's Advisory and Planning Council, the President's Executive Staff, and participants in the two roundtable sessions that were held in 1999-2000 under the auspices of The Knight Collaborative, as well as numerous faculty, staff, and students who provided input through the venue of open campus meetings.

The supplement is divided into six parts. Part One provides an assessment of last year's college-wide working priorities. Part Two gives the overview for this year, delineating planning assumptions, enrollment estimates, college-wide working priorities, and campus/college area goals; it also delineates the working priorities of the College Board. Part Three releases the exposure draft of the college's strategic plan and gives the timetable and associated activities for producing a final version of the plan. Parts Four, Five, and Six highlight three special initiatives in 2000-01--namely, the college's anticipated conversion to PeopleSoft in Summer 2002, multicultural diversity, and the possible relocation of the Portsmouth Campus.

Indeed, 2000-01 promises to be a full and engaging year for all of us. I look forward to working with you.

Deborah M. DiCroce
President

August 21, 2000

TIDEWATER COMMUNITY COLLEGE

ASSESSMENT OF 1999-2000 WORKING PRIORITIES

To continue to advance the vision of TCC as a national model of a comprehensive community college in the twenty-first century, the President's Advisory and Planning Council (formerly President's Cabinet) identified eleven, college-wide working priorities for 1999-2000. An assessment of them follows.

Working Priority #1. Address the need for additional full-time teaching faculty in the most pressing departmental areas, especially at the Norfolk Campus.

Clearly one of the most pressing needs for TCC is more full-time teaching faculty. To begin to address this need, the college hired ten additional full-time faculty for those teaching disciplines that were judged through analysis to constitute the college's highest priority. Of the ten positions, six were allocated to the Norfolk Campus where the need is the greatest. The ten positions and their campus bases are as follows: English (four at the Norfolk Campus); Speech and Drama (Chesapeake Campus); English as a Second Language (Virginia Beach Campus); Information Systems Technology (Virginia Beach Campus); Mathematics (two at the Norfolk Campus); and Spanish (shared at the Norfolk and Portsmouth campuses). Given the college's continued enrollment growth, the need for more full-time teaching faculty remains a most pressing need for the college--again, especially at the Norfolk Campus. The Office of Institutional Effectiveness is currently in the process of conducting a thorough analysis of its full-time:part-time ratio for teaching faculty as a part of its strategic planning process.

Working Priority #2. Reorganize college-wide administrative functions both to advance *TCC as a Strategic Community College* and to enhance the efficiency and effectiveness of college operations.

A memorandum that was issued to the college community by the President in August 1999 delineated a reorganization of college-wide administrative functions. Billed as Phase One of a larger college organization, the reorganization was intended to both advance the strategic vision of the college and enhance its overall operational efficiency and effectiveness. It focused on establishing six functional, college-wide area components--namely, Academic and Student Affairs, Finance and Administration, Information Systems, Institutional Advancement, Institutional Effectiveness, and Workforce Development--with appropriate leadership for each.

As a part of the reorganization, the college created four new administrative positions and corresponding support staff positions. To date, three of the four

administrative positions have been filled after nation-wide searches--namely, Executive Director of Institutional Advancement (effective start date of February 1), Dean of Workforce Development (effective start date of March 10), and Dean of Academic and Student Affairs (effective start date of July 1). The recruitment and selection process for the remaining position to be filled, Associate Dean for Occupational/Technical Education, will commence shortly after the arrival of the new academic dean. A national search will be conducted for this position as well.

Also a part of the Phase One administrative reorganization was the restructuring of the Office of the President to include newly created positions of Office Manager (classified, grade 10) and Executive Assistant to the President (administrative faculty, coordinator level). Both positions have been filled, with the Office Manager officially on board April 10 and the Executive Assistant due to report May 25. Here, too, the intent of the restructuring was to increase the overall efficiency and effectiveness in the operations of the Office of the President.

Working Priority #3. Develop and commence to implement a plan for reorganizing campus-specific administrative functions both to advance *TCC as a Strategic Community College* and to enhance the efficiency and effectiveness of campus operations.

Campus-specific reorganization over the past year has focused on filling the most obvious voids in administrative leadership at the campuses--namely, a division chair position in Engineering and Industrial Technologies at the Virginia Beach Campus; a coordinator for the Library at the Virginia Beach Campus; and an Instructional Designer based at the Virginia Beach Campus but serving all four campuses. The division chair and coordinator positions were established long ago at the Virginia Beach Campus. They were frozen some years back through resignations of the incumbents in the aftermath of the state's economic recession, when the decision to not fill a vacated position was often made on the basis of cost savings to balance a tight budget rather than on deliberate strategy to advance the interests of the college. The need for the instructional designer position grew out of the college's growing involvement in and commitment to incorporating the best of technological advancements into the teaching-learning process.

The college will conduct an in-depth review of all of its campus-specific administrative structures in 2000-01. Special attention will be given to the academic and student service components of campus operations. Any subsequent campus-specific reorganization will be effected as a result of the in-depth review, most likely in 2001-02.

Working Priority #4. Develop a strategic plan for the college.

The college has made excellent progress in developing a strategic plan, with most of the data gathering and analysis inherent in the development of such a plan completed. Data gathering and analysis embraced both external and internal environmental scanning. The former included (1) a series of community consultation breakfast sessions--with about 200 external participants spanning the college's entire service region, and (2) two high school surveys--one for students (59 percent response rate), the other for teachers/counselors (33 percent response rate). The latter included (1) two "college roundtables" functioning as a kind of institutional reality check (or Greek chorus) under the auspices of The Knight Collaborative, a national laboratory for effecting strategic change in American higher education; (2) a TCC student survey with a response rate of 58 percent and over 1,049 respondents; and (3) faculty-driven "white papers" on some forty different topics critical to advancing TCC as the new millennium's strategic community college.

Subsequent activities in the development of the college's strategic plan include (1) a work session on academic core values in May; (2) a work session on the white papers in June; (3) a retreat session on potential strategic themes and goals in June; and (4) a series of internal and external "public hearings" on the plan in draft form in the fall. The College Board is also planning a work session in July on the strategic plan and will play an active role in the external public hearings.

The entire planning process is under the auspices of the President's Advisory and Planning Council (PAPC), a representative entity established as a part of the college's new governance system that was launched this year. The Council anticipates that it will present a final draft of the strategic plan to the College Board in November for action. It will issue an exposure draft of its work to the college community at the faculty/staff convocation in August.

As an aside, the college has a web page entitled "Planning @ TCC" specifically devoted to the planning process. The page includes all of the written documents produced thus far in the development of the strategic plan and provides an e-mail address for individuals to comment on any aspect of the plan's development. It may be accessed through the college's web site at <www.tc.cc.va.us/planning/index.shtml>.

Working Priority #5. Commence to implement *TCC as a Strategic Community College*, with at least (a) the launching of a new governance system, (b) college-wide coordination of selected existing programs and program clusters, (c) appropriate movement toward specialized accreditation of selected existing programs, and (d) the continued building of a stronger sense of internal college community and civility.

Based on the work of a 1998-99 Task Force on Collegial Governance, the faculty and staff adopted a new governance system which was officially launched with the 1999-2000 academic year. The intent of the new system is to create a framework for

participatory governance, representatively involving the college's community in the decision-making process as a critical means of advancing TCC as the new millennium's strategic community college. To be sure, such a form of governance is novel to TCC and the new system can best be described as a "work in progress." Nonetheless, some very excellent progress has been made on this front and the college will continue to give priority in 2000-01 to effecting a model collegial governance system.

College-wide coordination in the arena of the educational program presents a spirited challenge for faculty in a large, multi-campus setting. Drawing on the work of a 1998-99 Task Force on Academic Programming and Coordination, the college has made credible progress in commencing to coordinate its academic programs college-wide. This year's focus, seemingly as a kind of pilot, has been on Information Systems Technology--with hopeful result. Suffice it to say that better, more strategic program coordination college-wide is an absolute essential element of advancing TCC as a national model for a comprehensive community college in the twenty-first century. And, not surprisingly, the strategic need for college-wide coordination is not limited to the academic area. The college will continue to press on with this working priority in 2000-01, finding the right balance between the natural tensions of college-wide versus campus-specific.

In the course of the work of the 1998-99 task force, the matter of specialized accreditation was raised and, to some extent, debated. It appears to have an especially strong appeal for some faculty in the technical areas, while for other faculty appears unnecessary. Indeed, nowhere has the debate been more spirited than in engineering. In the area of health sciences, specialized accreditation has long been incorporated into the operational culture of these programs. Two white papers on the subject have been prepared as a part of the college's strategic planning process as referenced in Working Priority #4. It is in the arena of the strategic plan that the college will find the appropriate place for specialized accreditation in its technical programs.

Also a critically important component to advancing the college's vision into the new millennium has been the continued building of a stronger sense of internal college community and civility. Toward this end, the college continued with the fellowship activities initiated in 1998-99 while using campus-based open meetings and a new electronic bulletin, *NetCetera*, as a means of enhancing the communication flow between and among its many constituencies. The notion of "collegial debate"--as manifested in the spirit of engaging intellectual discourse--was also advanced as an important, budding value of TCC as a strategic community college.

Working Priority #6. Effect a college-wide workforce development system for meeting the training and education needs of area business and industry and for positioning the college as a major player in regional economic development.

With the intent of becoming the primary education and training partner of area business, the college defined “workforce development” as a part of the “mission core” that it has recently adopted to advance TCC as the new millennium’s strategic community college. It used the report of the 1998-99 Task Force on Economic Development to frame the launching of a college-wide workforce development system and, this year, focused its effort on establishing the infrastructure for the system. Operational leadership was put into place for the system, with the hiring of a Dean of Workforce Development who started March 10. While the work in this arena has but begun, the college has made excellent progress in repositioning itself to respond more proactively to the education and training needs of area business. As an aside, in 1999-2000, the college has served over 11,000 employees through customized courses and programs for business to date.

Working Priority #7. Establish the Office of Institutional Advancement, placing a special focus on college marketing, grants, and development.

A part of the Phase One administrative reorganization referenced in Working Priority #2, the college established the Office of Institutional Advancement with the hiring of its Executive Director February 1.

Working Priority #8. Working with the TCC Educational Foundation Board of Directors, launch a comprehensive private fundraising program to support the college’s most pressing needs.

An absolutely critical component of advancing TCC as the new millennium’s strategic community college is a diversified funding base. Within this context, the college views the state as its primary public investor with the localities and private sector in all their many forms as key secondary investors.

Over the past year, the foundation’s Board of Directors retained an external consultant to conduct an analysis of the recent efforts of the college in private fundraising and propose a plan for positioning the foundation to launch a comprehensive private fundraising program. Not surprisingly, the consultant’s report emphasized the need for the foundation to establish a viable fundraising infrastructure. The board adopted the report, including the proposed plan for launching the private fundraising program. Accomplishments to date include the following: (1) establishing a new committee structure for the foundation board; (2) amending the foundation’s Articles of Incorporation and Bylaws to reflect the new direction of the board in private fundraising; (3) adopting as the basis for developing a “case statement” a needs assessment conducted by the college which shows close to \$60 million of unmet college need; (4) running a very low key Annual Fund Drive for 1999-2000; and (5) effecting the beginnings of a donor cultivation and recognition program.

The board has invested \$60,000 in the hiring of a Development Officer who will oversee the private fundraising program. The Development Officer will report to the new Executive Director of Institutional Advancement. A search to fill this position is currently underway, with an anticipated start date of July 1.

Working Priority #9. Revise the campus master site plans, positioning the facilities and physical infrastructure of all four campuses to support *TCC as a Strategic Community College*.

While some informal work was done in facilities development this year, revisions to the campus master site plans will occur within the context of the college's work in strategic planning.

Of particular note was the college's effort at beginning to look at the possibility of relocating the Portsmouth Campus to within the city limits of Portsmouth. This effort grew out of a directive of the State Board for Community Colleges in November 1999 to consider from an educational perspective the feasibility of a campus relocation. The directive was based on a consultant's report on the disposition of the surplus property and the July 1999 naming of portions of the Portsmouth Campus to the National Priorities List (NLP) for environmental cleanup. The college produced an Impact Report on the possible move, which delineated the associated opportunities and challenges and called for a pre-planning study to subject them to some deliberate study. The Governor and General Assembly provided \$100,000 for this study in the 2000 legislative session. An RFP to conduct the study was issued April 2000, with the intent to award a contract July 7, 2000.

Working Priority #10. Strengthen the college's partnerships, with a special focus on strategic collaboration with regional four-year institutions and area public schools.

The college has identified Partnership as one of its operating principles for advancing TCC as the new millennium's strategic community college. Within this context, a special focus was placed this year on expanding the college's collaboration with the regional four-year institutions and area public schools. Instances of such expansion abound. A sampling follows:

- # Establishing a "Think Tank" with Norfolk Public Schools (NPS) intent on effecting programmatic collaboration in the cultural arts, particularly through the college's Visual Arts Center in Portsmouth and the new Performing Arts Center in Norfolk.

- # Resurrecting a dual enrollment program for qualified NPS students and building on the success of an existing dual enrollment program for qualified students in Portsmouth Public Schools.

- # Collaborating in the arena of grants development with area public schools throughout South Hampton Roads.
- # Collaborating in the program areas of Information Systems Technology, Computer Science, and Computer Aided Drafting and Design with Virginia Beach Public Schools through the joint venue of the planned Advanced Technology Center at the Virginia Beach Campus.
- # Effecting a joint, FIPSE-funded project between the Virginia Beach Campus and Virginia Beach Public Schools, which focused on the teaching of writing at the secondary school level.
- # Implementing a Deferred Admissions Agreement with Norfolk State University (NSU), which was cited as a best practice in the recently released report of the Governor's Blue Ribbon Commission on Higher Education.
- # Strengthening programmatic articulation with Old Dominion University (ODU) and NSU in general and as an outgrowth of a special, budding programmatic partnership between the college and the two four-year institutions.
- # Developing four programmatic articulation agreements with Virginia Wesleyan College and five with Christopher Newport University.
- # Piloting a discipline-specific "Career Studies Day" with Virginia Wesleyan College at the Virginia Beach Campus.

Working Priority #11. Develop and commence to implement a plan for systematically incorporating "distributed teaching and learning" into the college's academic program.

Over the past few years, through the interest of a core group of faculty, TCC has done some very impressive work in incorporating the latest technological advances into the teaching and learning experience. At the end of 1998-99, it became clear that the work had clearly outgrown the largely *ad hoc* organizational shell in which it had operated and it was time to develop a permanent operating infrastructure for distributed teaching and learning. Indeed, determining the role that the college would play in the fast-growing national arena of distributed teaching and learning has become critically important to advancing TCC as the new millennium's strategic community college.

In light of this strategic reality, developing and commencing to implement a plan for systematically incorporating "distributed teaching and learning" into the college's academic program became a working priority for the college in 1999-2000. In July 1999, under the auspices of the college's TLTR, a call was extended to the college community soliciting the

nominations and applications of teaching faculty who have an interest in overseeing the development of the plan. The call produced two interested faculty and resulted in the appointment of Donna Reiss, Associate Professor of English at the Virginia Beach Campus, and Cal Lassetter, Assistant Professor of Information Systems Technology at the Virginia Beach Campus, as Project Manager and Associate Project Manager, respectively. John Zwick, Director of Library and Automation Resources, was later named as an Associate Project Manager. Professor Reiss has recently submitted her plan to the President for action.

As an aside, the development of the plan has stirred some interesting faculty debate about technology and its perceived impact upon the collegiate experience. The debate is not unlike what is occurring--indeed, should occur--at higher education institutions across the country. It needs to continue as the college goes about implementing the best of technological advances into the teaching-learning process.

Enrollment. Based on AKT data, TCC saw an increase of 5.2 percent in annualized FTES for 1999-2000 with all four campuses registering increases. Campus increases were as follows: Chesapeake--1,624 (7.3 percent); Norfolk--1,712 (8.4 percent); Portsmouth--2,574 (13.5 percent); and Virginia Beach--6,748 (1.1 percent). The college's final FTES was 12,657, with an unduplicated credit headcount of 31,016 which is a 4.5 percent increase over last year. The college anticipates a 3.4 percent increase in FTES in 2000-01.

Budget. As a result of the college's continued enrollment growth and a change in the VCCS budget redistribution model, TCC realized an additional \$1.6 million in unrestricted revenue in its operating budget for FY 00. With the input of the PAPC (formerly President's Cabinet), the college expended these unrestricted dollars to advance its vision as the new millennium's strategic community college as follows: Ten new teaching faculty positions, \$550,000; college-wide administrative reorganization (to include classified support positions), \$322,734; campus administrative positions (to include a Division Chair for Engineering and Technologies at the Virginia Beach Campus, an Instructional Designer with responsibilities on all four campuses, and a Library Coordinator at the Virginia Beach Campus), \$241,085; part-time wage salary increases, \$105,000; extended hours for the LRCs, \$85,000; additional part-time classified funds, \$40,000; absorption of Title III grant positions per the terms of the grant, \$56,500; faculty/staff training for IST certification, \$80,000; equipment for IST certification, \$13,500; and two instructional assistant positions (at the Norfolk and Chesapeake campuses), \$70,000. Of course, the college's need for additional operating support remains most high.

TIDEWATER COMMUNITY COLLEGE

2000-01 PLANNING ASSUMPTIONS

1. That all position vacancies will be reviewed in light of the college's most pressing staffing needs and, where justified, be redistributed to address those needs.
2. That the college will receive an additional appropriation for equipment for the Advanced Technology Center at the Virginia Beach Campus.
3. That the college will proceed with a pre-planning study on the possibility of relocating the Portsmouth Campus as delineated in the *Impact Report* submitted to the Chancellor and State Board for Community Colleges in December 1999.
4. That the college will need to direct \$200,000 - \$400,000 from its operating budget to begin the implementation of the PeopleSoft conversion. [The budget targets \$100,000 for the conversion, excluding the costs associated with reassignment of staff.]
5. That new General Fund appropriations from the state will be largely targeted for salary increases, workforce development initiatives, and instructional equipment deficiencies.
6. That the college will realize a 3.4 percent increase in enrollment while maintaining a 1.15 efficiency rate as measured by the Productivity Analysis System (PAS). [Based on actual enrollment for the summer, the projected increase in enrollment for 2000-01 was modified to 3.8 percent. See the 2000-01 enrollment analysis prepared by the Office of Institutional Research for campus and semester breakdowns.]
7. That the college will realize a positive adjustment to its budget base as a result of the changes effected in the VCCS Distribution Model in 1999-2000 and the college' continued increase in enrollment in 1999-2000. [The positive adjustment amounted to additional, unrestricted revenue of \$816,000.]
8. That the proportion of the college's 2000-01 state operating budget expended on personnel will not exceed the current rate of 86 percent.
9. That the college will complete its strategic plan.
10. That the college will continue to move toward true collegial governance.
11. That the college will complete construction on the Loew's Theater Project at the Norfolk Campus, using the 870-seat, restored theater in the project as an unique opportunity to launch a college-wide theater arts program.
12. That the college will expend at least \$1.8 million on its technology plan.

TIDEWATER COMMUNITY COLLEGE

ENROLLMENT TARGETS: 2000-01

Since 1996-97, when the Norfolk Campus opened its doors, the college's annualized FTES has grown from 10,215 to 12,657, or 24%. During this same time period, unduplicated headcount grew from 26,867 to a record 31,016 students, a 15% increase. The college saw growth at all four of its campuses as follows: Chesapeake--11%, Norfolk-- 42%, Portsmouth—19%, and Virginia Beach—28%. Figure 1 chronicles this growth college-wide.

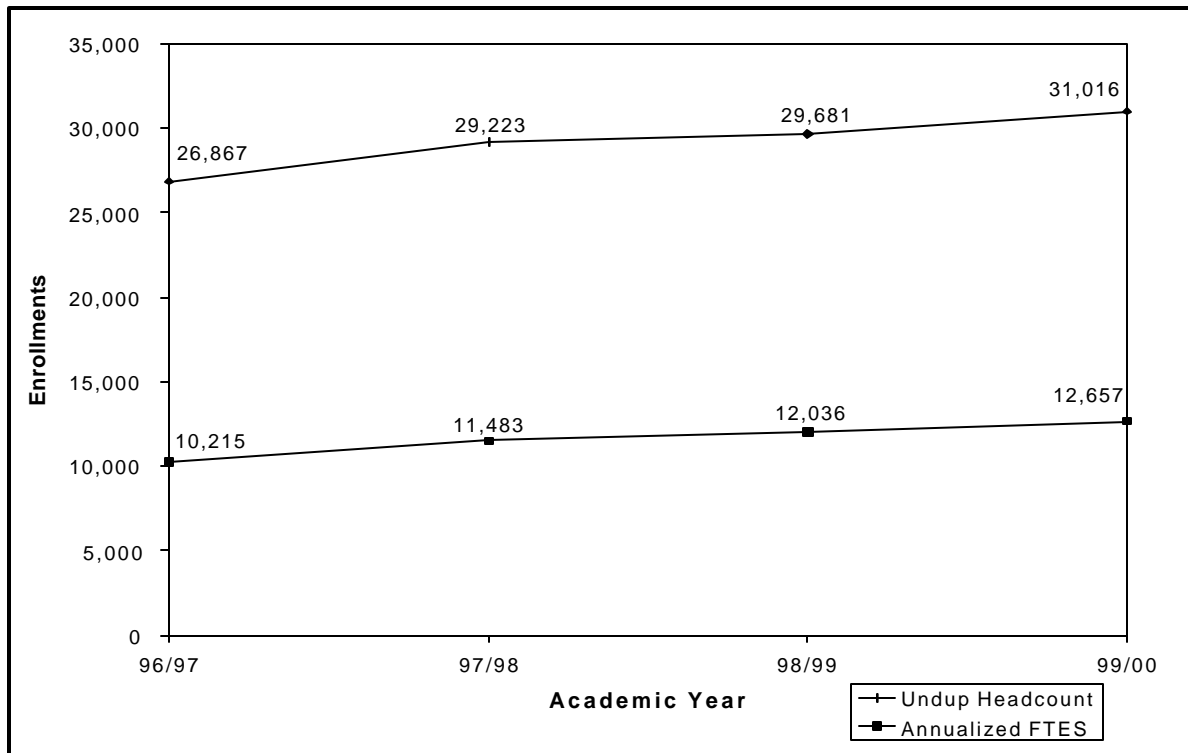


Figure 1: Annualized FTES Enrollment and Unduplicated Headcount (1996-97 – 1999-00)

During the 1999-2000 academic year, the college continued the trend of the previous year, again generating the largest number of annualized FTES (12,657 FTES) in its history. This enrollment represents a 5.2% annual increase over the previous academic year, with a 5.1% increase in the fall, 5.7% increase in the spring, and a 3.7% increase in the summer. Although the Portsmouth Campus had the largest increase in annualized FTES (13.5%), the growth was predominantly a result of the Naval Homeport Program. The Norfolk and Chesapeake campuses grew 8.4% and 7.3%, respectively, while the Virginia Beach Campus increased slightly by 1.1%. College-wide, approximately two-thirds of the FTES growth was related to workforce development and can be attributed to the Naval Homeport Program (393 annual FTES)

and an increase in information systems technology FTES (118 annual FTES). In addition, college transfer enrollments also increased. Demographically, the college experienced significant increases in students exhibiting more traditional characteristics: full-time, 18-21 years of age, and recent local high school graduates. Also, the college's minority enrollment grew by 9%.

For the 2000-01 academic year, the college is anticipating a 3.8% growth in annualized FTES, with a record 13,139 annualized FTES by year's end. Table 1 illustrates the projected growth rates by academic term college-wide.

Term	Actual 1999-00	Projected 2000-01	% Increase
Summer*	3,433	3,817	11.2%
Fall	10,992	11,370	3.4%
Spring	10,889	11,090	1.8%
ANNUAL	12,657	13,139	3.8%
* Actual summer enrollment			
**Projected Naval Homeport Program = Actual SU-206, projected FA-300, SP-330			

Table 1: 2000-01 College-wide Enrollment Projections

Table 2 depicts the projected growth rates by campus, showing the Norfolk Campus with the highest rate of growth (7%) and the other three campuses with a growth rate of 3% each.

**Table 2
 Campus Projected Enrollments
 2000-01**

Chesapeake Campus			
Term	Actual 1999-00	Projected 2000-01	% Increase
Summer*	432	526	21.8%
Fall	1436	1448	0.8%
Spring	1379	1386	0.5%
ANNUAL	1624	1680	3.4%
* Actual			

Portsmouth Campus			
Term	Actual 1999-00	Projected 2000-01	% Increase
Summer*	748	797	6.6%
Fall	2226	2276	2.2%
Spring	2173	2248	3.5%
ANNUAL	2574	2661	3.4%
*Actual **Navy School= Actual SU-171, projected FA-255, SP-285			

Norfolk Campus			
Term	Actual 1999-00	Projected 2000-01	% Increase
Summer*	458	536	17.0%
Fall	1403	1556	10.9%
Spring	1563	1570	0.4%
ANNUAL	1712	1831	7.0%
*Actual **Navy School=Actual SU-35, projected FA-45, SP-45			

Virginia Beach Campus			
Term	Actual 1999-00	Projected 2000-01	% Increase
Summer*	1795	1958	9.1%
Fall	5927	6090	2.8%
Spring	5774	5886	1.9%
ANNUAL	6747	6967	3.3%
*Actual **Navy School= Actual SU-27, projected FA-25, SP-25			

TIDEWATER COMMUNITY COLLEGE

2000-01 WORKING PRIORITIES

1. Conduct an in-depth review of all campus-specific administrative structures, giving special attention to the academic and student service components of campus operations.
2. Complete the strategic plan, subsequently using it as the basis for developing the operational goals and objectives for 2001-02.
3. Address the need for up-to-date instructional equipment in the college's occupational/technical areas, most especially at the Portsmouth Campus.
4. Enhance communication across the college by (a) implementing Centrex telephone services college-wide; (b) effecting meaningful collaboration between and among academic disciplines college-wide; and (c) implementing an orientation program for new faculty and staff.
5. Nurture the college's new governance system as an integral element for advancing *TCC as a Strategic Community College* by (a) providing training sessions on shared governance in general and the role of standing committees in particular; (b) reviewing the effectiveness of the governance structure itself, particularly in terms of campus representation; and (c) making refinements as necessary.
6. Continue to incorporate the best of technological advancement into the college's academic program, student support services, and administrative functions by (a) taking appropriate action on the *Distributed Teaching and Learning Report* that was prepared last year, and (b) commencing to prepare for the college's conversion to PeopleSoft in Summer 2002.
7. Invest in the development and advancement of the college's faculty and staff by (a) adopting a comprehensive renewal plan for teaching and professional faculty, administrative faculty, and classified staff; (b) participating in the implementation of the Commonwealth's classified compensation plan; (c) conducting a salary equity study for all college employees who hold faculty rank with a goal of acting on its findings in 2001-02; (d) providing training in customer service for front-line staff; and (e) providing meaningful opportunity for better understanding the diversity of the college as community.
8. Complete the reorganization of the college's workforce development functional component as a key means for meeting the training and education needs of

- area business and industry and for positioning the college as a major player in regional economic development.
9. Working with the Virginia Community College System and State Council for Higher Education in Virginia, develop a six-year capital outlay plan for the college that addresses both the college's pressing needs for additional instructional and support space and its equally pressing needs for the retrofitting and renovation of existing instructional and support space.
 10. Working with the TCC Educational Foundation Board of Directors, build on the accomplishments of last year in effecting a comprehensive private fundraising program to support the strategic direction of the college.
 11. Expand the college's community outreach function, particularly in terms of its service to the military.
 12. Enhance the visibility of the college in regional, state, and national arenas through the implementation of a strategically focused marketing program that embraces the college's two-pronged *mission core* of "college transfer" and "workforce
 13. Using the college's *Impact Report* of December 1999 as the context, conduct a pre-planning study on the educational viability of relocating the Portsmouth Campus and strategically advancing the college in service to the people of greater Portsmouth.

TIDEWATER COMMUNITY COLLEGE
2000-01 CAMPUS/COLLEGE AREA GOALS

CHESAPEAKE CAMPUS
(Provost Kerr)

1. Continue to assess the currency of the campus's occupational/technical programs, with a special focus on what is needed to take these programs to the industry standard.
2. Continue to build the comprehensiveness of the campus's program and course offerings.
3. Working with the college's newly established Division of Workforce Development, better serve the City of Chesapeake and its businesses in ensuring a competitive, well-trained workforce.
4. Assuming approval by the Chesapeake Public Schools, implement a dual enrollment program for eligible high school students.
5. Build on the success of the campus's theater arts initiative that was launched last year, playing a leadership role in theater arts for the college.

NORFOLK CAMPUS
(Provost Massey)

1. Complete construction of the Loew's theater and begin operation of computer labs, classrooms, and the theater.
2. Develop a viable program to address the needs of at-risk students, effecting an improvement in student performance and a higher student retention rate.
3. Advance the development of an "academic culture" on campus that explores new avenues for assisting the campus's diverse students learn, is always looking for better instructional processes, and is willing to take strategic risks.
4. Better market the culinary program while increasing its net revenue to a level sufficient to position the program to be self-sustaining.
5. Expand the campus's reach to the City of Norfolk to beyond the downtown district in which it is located.

PORTSMOUTH CAMPUS (Provost Lamb)

1. Engage the campus community in the pre-planning study on the possible relocation of the Portsmouth Campus as an opportunity to reinvent the campus for the new century, whether the campus relocates to another location or not.
2. Effect better communication between the provost and the campus's faculty and staff.
3. Enhance the community awareness of the campus's occupational/technical programs, astronomy program and observatory, and the Visual Arts Center as distinctive niches in advancing *TCC as a Strategic Community College*.
4. Expand the breadth and depth of the campus's course and program offerings.
5. Plan and complete renovations that will enhance and improve the student service and academic functions of the campus.

VIRGINIA BEACH CAMPUS (Provost Buchanan)

1. Participate fully in strategic planning activities, and to assist in implementing the College strategic plan, to include the inclusion of appropriate college plan elements into a campus strategic plan.
2. Participate fully in the review of campus administrative structures, and to assist in implementation of the outcome of this review.
3. Continue to assist in the development of resources for the Advanced Technology Center, and in the ongoing planning and construction of the Center, as well as other projects involving partnerships with the schools, municipalities, for profit and non-profit entities, the military, and colleges and universities.
4. Assist in the development of additional campus building space plans, and in efforts to develop construction and equipment funding for campus building projects (most specifically the telephone system serving the campus); to assist in the planning and development of the Princess Anne Commons and its Academic Village.

PORTSMOUTH CAMPUS (Provost Lamb)

1. Engage the campus community in the pre-planning study on the possible relocation of the Portsmouth Campus as an opportunity to reinvent the campus for the new century, whether the campus relocates to another location or not.
2. Effect better communication between the provost and the campus's faculty and staff.
3. Enhance the community awareness of the campus's occupational/technical programs, astronomy program and observatory, and the Visual Arts Center as distinctive niches in advancing *TCC as a Strategic Community College*.
4. Expand the breadth and depth of the campus's course and program offerings.
5. Plan and complete renovations that will enhance and improve the student service and academic functions of the campus.

VIRGINIA BEACH CAMPUS (Provost Buchanan)

1. Participate fully in strategic planning activities, and to assist in implementing the College strategic plan, to include the inclusion of appropriate college plan elements into a campus strategic plan.
2. Participate fully in the review of campus administrative structures, and to assist in implementation of the outcome of this review.
3. Continue to assist in the development of resources for the Advanced Technology Center, and in the ongoing planning and construction of the Center, as well as other projects involving partnerships with the schools, municipalities, for profit and non-profit entities, the military, and colleges and universities.
4. Assist in the development of additional campus building space plans, and in efforts to develop construction and equipment funding for campus building projects (most specifically the telephone system serving the campus); to assist in the planning and development of the Princess Anne Commons and its Academic Village.

5. Provide support to a college initiative to obtain additional personnel resources, to include full time faculty.
6. Encourage and support high quality, responsive, efficient, and effective instruction, services, and administration.
7. Assure accountability for resources.
8. Encourage and support a civil, professional, and thoughtful exchange on matters of moment.
9. Make the campus a workplace and a learning place focused on teaching and learning, and to make the daily experience of work or learning a genuine source of pride, satisfaction, and fun for all.

ACADEMIC AND STUDENT AFFAIRS (Dean Dever)

In most instances, goals will be pursued in collaboration with members of the Dean's staff, the President and appropriate members of the Executive Staff, governance and ad hoc committees, and various faculty and staff members.

1. Contribute actively to the concluding stages of developing the college's Strategic Plan and provide leadership for its implementation.
2. Put into place a smoothly functioning and highly effective working team of associate deans and others serving on the staff of the Dean of Academic and Student Affairs.
3. Communicate, consult, and collaborate with constituent groups, governance committees, and other appropriate units (college-wide, campus, divisional, and discipline) in addressing and resolving key strategic and operational issues (e.g., distributed teaching and learning, college-wide coordination and consistency within disciplines, and PeopleSoft implementation).
4. Work with various college groups and stakeholders in reviewing and implementing appropriate portions of the White Papers and other curricular initiatives that promote academic performance in accord with standards benchmarked against the Commonwealth's most selective four-year institutions in college transfer and the industry standard in occupational/technical training and development.

5. Work with Student Services and the TCC Women's Center in reviewing and implementing appropriate portions of the White Papers and other organizational initiatives and student-focused projects that address the comprehensive support needs of the college's diverse student body in accord with nationally benchmarked performance standards.
6. Be actively involved in and provide leadership for college partnership activities related to such initiatives as the Advanced Technology Center in Virginia Beach, state-of-the-art programming for a possible new Portsmouth Campus, service learning, education and training for the military, cooperative relationships with four-year colleges and universities, dual enrollment, and Tech Prep.
7. Investigate national models for faculty professional development and renewal and propose a comprehensive program for TCC.

FINANCE AND ADMINISTRATION

(Dean Milloy)

1. Participate in the implementation of the PeopleSoft information systems, providing strong operational leadership in the areas of finance and administration.
2. Implement new travel procedures to increase efficiency in the process.
3. Implement Centrex telephone services college-wide for consistent and improved communications.
4. Effect the reorganization of the Office of Human Resources to enhance strategically its operations.
5. Oversee the construction of the Advanced Technology Center at the Virginia Beach Campus and the Loew's Theater Project at the Norfolk Campus.
6. Oversee the submission of a Six-Year Capital Outlay Plan for the college.
7. In concert with the VCCS, develop a set of Faculty Incentive (Retirement) Options for the college.

INFORMATION SYSTEMS

(Dean Andersen)

1. **Implement new information systems.** Planning and college-wide coordination will be necessary to prepare for the implementation of the PeopleSoft Student Information System, Administrative Information System, and Resource 25. The chief objective is to ensure that the college is well prepared to implement these systems when they are functionally mature enough to meet its mission-critical business functions.
2. **Maintain the college's information technology infrastructure.** Maintenance of the college's infrastructure entails planning for technological enhancement as well as preservation of existing core capabilities. Projects for the coming year include:
 - a. **Local Area Network Upgrades.** New high performance Ethernet switches will be installed to replace first generation network hubs in order to increase the bandwidth available to desktop computers. Migration to Gigabit Ethernet links between buildings will begin at the Virginia Beach Campus. Ethernet switches from Cisco Systems will be integrated into the network to reduce the college's reliance on products from Cabletron Systems. Voice Over Internet Protocol will be installed to support the PeopleSoft Information Systems.
 - b. **Network Operating System Upgrades.** The foundation has been laid to support installation of Novell's latest network operating system, GroupWise 5.5, and several companion products. The new capabilities will improve the college's ability to manage desktop applications and provide security for its LANs. New capabilities for the PeopleSoft information systems will also be added.
 - c. **Audiovisual Capabilities.** LCD projection systems will be installed in additional classrooms. Capabilities such as IP-TV and other video distribution systems will be evaluated.
3. **Support the development of instructional technology.** Efforts will continue to improve the technical infrastructure and support staff to foster the application of existing and new technology to teaching and learning at the college.
4. **Develop new applications to enhance the administration of the college.** Applications to automate business processes in administrative areas will be developed with the Oracle data base management system and Designer 2000.

5. **Assess the learning resources available to the college's faculty, staff, and students.** Learning resource practices will be assessed to ensure that they are meeting both current and future needs.
6. **Develop policies and procedures for information technology.** Policies and procedures pertaining to information technology will be prepared and placed on a web site for the Office of Information Systems.
7. **Deploy Web-based information capabilities.** A plan for deployment of web-based information will be prepared in accordance with the Governor's Executive Order 51.
8. **Support the planning for the Advanced Technology Center (ATC) at the Virginia Beach Campus.** The Office of Information Systems will play a significant role in advanced planning for the ATC. Tasks will include design and implementation of the LAN and oversight for technology in the building.
9. **Enhance general planning processes for technology at the college.** Planning for technology is still cumbersome at best. Efforts will be made to integrate technology planning into the college's overall strategic and operational planning processes.
10. **Develop improved methods to manage the growing volume of information, with a focus on making the information more readily available and reducing the associated printing costs.**

WORKFORCE DEVELOPMENT

(Dean Creech)

1. Drawing on the final report and recommendations of the college's 1998-99 Focus Team on Economic Development and working through the college's Workforce Development Committee, develop a college-wide definition for *workforce development* and a conceptual framework which addresses the operational issues identified in the report.
2. Effect an organizational structure for the newly created Division of Workforce Development that draws strategically on the strength of TCC as one college while positioning the college's four campuses to become an integral component for advancing the economic vitality of both the region and cities that comprise it.

3. Put into place a smoothly functioning and highly effective working team of workforce development professionals, para-professionals, and support staff.
4. Develop and implement a comprehensive set of standard operating procedures (SOP) for the Division of Workforce Development as a part of the larger operations of the college.
5. Develop and execute an innovative business plan for the express purpose of both expanding the college's portfolio of customized training services for business, industry, and government and positioning the college as a major player in advancing the region's economic development vision and goals.
6. Collaborate with the Division of Academic and Student Affairs as manifested at both the college-wide and campus-specific levels in both anticipating and responding to the education and training needs of area business and industry.

INSTITUTIONAL ADVANCEMENT

(Dr. Crume)

1. Develop and implement a comprehensive annual plan for marketing the college to its many constituencies.
2. Develop and implement a comprehensive annual plan for enrollment management which is target driven and addresses both student recruitment and retention.
3. Develop and implement a quarterly plan for public information and media relations.
4. Develop and implement an annual program for college publications which includes the production of an annual college report (to be released in October 2000), the production of both a PowerPoint presentation and video which provides a current snapshot of the college (to be available for use by June 2001), the production of the final version of the college's strategic plan (to be available for use by February 2001), and the production of a new piece marketing the college's workforce development initiative (to be available for use by June 2001).
5. Ensure the first-rate, professional orchestration of the college's fall 2000 convocation and picnic (in August 2000), holiday gathering (in December 2000), dedication of the Loew's Theater Building (in February 2001), 2001 awards convocation (in April 2001), and 2001 commencement exercises (in May 2001).

INSTITUTIONAL EFFECTIVENESS

(Ms. Kleiman)

1. Complete an economic impact study of the college on its service region.
2. Complete a public transportation analysis.
3. Participate in the CIE survey for two-year colleges of The Knight Higher Education Collaborative.
4. Oversee the development of a set of measures for institutional performance and accountability that are based on the college's strategic plan.
5. Oversee the creation and release of an institutional "report card" based on the above set of measures.
6. Educate the college and general communities about the Labor Market Intelligence System that was developed last year on the auspices of the Hampton Roads Partnership in cooperation with TCC.
7. Initiate a study with Old Dominion University's Office of Institutional Research on the performance of TCC students transferring to ODU, particularly as compared to ODU's native students.
8. Work with the Office of the President in advancing the operational planning process of the college as an outgrowth of the college's strategic planning initiative.
9. Provide the necessary IR support for the pre-planning study on the possible relocation of the Portsmouth Campus.

MILITARY AFFAIRS AND COMMUNITY OUTREACH

(Dr. Rice)

1. Provide primary staff direction for enhancement of the efficiency and effectiveness of service to the military at South Hampton Roads military installations to include: renovation of on-base facilities; development of training for para-professional counselors; reorganization and expansion of staff; development of a marketing plan;

- expansion of automated resources; increased academic programming; and development of a military web page.
2. Provide leadership for the college's participation in the Navy College program and coordinate implementation of the program within the college.
 3. Serve as the college's primary liaison with military installation commanding officers, the Navy College offices, and the Navy Family Service offices in the college's service area.
 4. Oversee, assess, and expand the Navy Homeport Program.
 5. Coordinate the launching of the Office of Military Affairs through a community-wide event.
 6. Develop and implement a plan for extending the outreach of the college to the community at large and ensuring a strong college presence in the South Hampton Roads at both the individual locality and regional levels.

TIDEWATER COMMUNITY COLLEGE BOARD

2000-01 WORKING PRIORITIES

1. To advance the college's strategic goal of diversifying its funding base by:
 - a. Completing the analysis of the financial investment of the localities in the college, which was begun last year, and developing appropriate strategy for increasing this investment. (*Budget and Finance Committee*)
 - b. Working with the TCC Educational Foundation to create for the college a sustaining base of private support as a supplement to state funding. (*Executive Committee*)
 - c. Promoting the legislative agenda of the college at the state level as a part of the Virginia Community College System. (*Executive Committee*)
2. To advance the college's strategic goal of building a state-of-the-art physical infrastructure by:
 - a. Assisting in the assessment of the existing physical infrastructure. (*Building and Site Committee*)
 - b. Assisting in the development of a plan for campus expansion, renovation, and retrofitting based on the assessment. (*Building and Site Committee*)
 - c. Assisting in the development of strategy for implementing the plan. (*Building and Site Committee*)
 - d. Assisting in the completion of the pre-planning study on the possible relocation of the Portsmouth Campus. (*Executive Committee w/Portsmouth Representatives*)
3. To assist the college in the completion of its strategic plan by:
 - a. Engaging in a work session specifically on the exposure draft of the plan at the board's September meeting. (*Full Board*)
 - b. Hosting a second round of community consultation sessions in the fall focused on the exposure draft of the plan. (*Community Relations/Curriculum Committee*)
 - c. Taking action on the plan in November. (*Full Board*)
4. To advance the college's strategic goal of enhancing its outreach into the communities it serves by:
 - a. Hosting a second round of community consultation sessions in the fall focused on the exposure draft of the strategic plan. (*Community Relations/Curriculum Committee*)

N.B.: Parenthetical designations provide the points of leadership for each priority action.

- b. Assisting the college in identifying key community entities in which the college is and/or should be involved. (*Community Relations/Curriculum Committee*)
- c. Defining the role of the College Board in serving as a point of introduction for the college with defined community entities. (*Community Relations/Curriculum Committee*)
- d. Engaging in appropriate community activities that will advance the strategic interests of the college. (*Full Board*)

N.B.: Parenthetical designations provide the points of leadership for each priority action.

EXPOSURE DRAFT

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**BEARINGS ON THE FUTURE:
THE TIDEWATER COMMUNITY COLLEGE
STRATEGIC PLAN**



August 2000

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BEARINGS ON THE FUTURE: THE TIDEWATER COMMUNITY COLLEGE STRATEGIC PLAN

INTRODUCTION

The Tidewater Community College (TCC) strategic plan is the culmination of two years of intensive discussions among the college's teaching and professional faculty, administrative faculty, classified staff, students, and advisory board members, as well as members of the South Hampton Roads community at large. Its purpose is to guide the college's decision-making as it works to become a national exemplar of a comprehensive community college in the twenty-first century. The plan establishes the foundations for specific decisions the college will make about how to allocate its financial resources, its time, and ultimately its human energy through the next three years. In providing a framework for annual planning, this document sketches out the broad contours of an institutional "to-do" list. Just as important, it helps the college identify a list of things not to do.

This process of institutional planning began in 1998 with the appointment of Deborah M. DiCroce as the college's fourth president. A central theme of Dr. DiCroce's presidency has been to engage the college community broadly in consideration of its strategic direction and planning goals. On the basis of many discussions with members of the TCC and extended community, President DiCroce formulated a vision for the college to become a national model of a comprehensive community college--i.e., the new millennium's strategic community college. This vision frames the college as a vital

academic resource, capable of directing its energies and shaping its programs to meet the changing needs of its many constituencies within the South Hampton Roads region, the Commonwealth of Virginia, the nation, and the international community of which it is a part. The strategic vision described in this plan is centered on a “mission core” of providing the highest quality education, both for students seeking a baccalaureate degree in a four-year institution and for those seeking an education in occupational and technical fields to prepare for entry into or advancement in the workforce.

No one can foresee the future with certainty or predict the full impact of societal change on a complex, multi-campus institution such as TCC. The many people who have helped to shape this plan do not presume to know everything about the opportunities and challenges the college will encounter in the years ahead. The vision and strategies described here are based nonetheless on thoughtful and informed conjectures about how the college can serve its constituencies in more effective ways. The principles and strategic goals contained herein will serve as bearings to navigate the future, guiding the college on a strategic course to improved educational quality and service.

This plan results from a sustained college-wide effort to define a vision and goals for its future as a strategic community college. The core values and strategic goals described here are derived from the work of numerous groups and individual members of the TCC community. The plan represents the dedicated and thoughtful work of the college’s constituent groups, the President’s Advisory and Planning Council, the authors of and contributors to over 40 commissioned white papers, and the President’s

Executive Staff. An initial step in the development of the plan was the work of six focus teams appointed in 1998-99 to outline key areas of strategic concern; the reports of these teams were published in the 1999-2000 planning supplement to the 1998-99 vision document entitled *Portrait of TCC as a Strategic Community College*. Additional steps in the development of this plan included: the creation of a system of academic governance; the commissioning of a series of white papers, researched and written by members of the TCC community to consider the college's strengths, weaknesses, opportunities, and threats in over 40 different academic or functional domains; the work of the College Strategic Roundtable in conjunction with the Knight Higher Education Collaborative; and the commissioning of a five-member college team to participate in a program on strategic leadership and organizational change, offered by the Wharton School and the Institute for Research on Higher Education at the University of Pennsylvania. Finally, the college convened a series of breakfast meetings with members of both the TCC and the South Hampton Roads communities, including government and business leaders, in the course of completing a scan of the internal and external environments to identify institutional issues of concern and challenge as well as opportunity and strength.

This plan comprises three sections. The first articulates the core values and strategic vision of the college as developed from the strategic planning process. The second describes the strategic goals that will guide TCC's planning decisions in coming years. The third describes some important means and measures the college will apply in achieving its goals.

PART ONE: CORE VALUES AND A VISION

The following statements of core values express TCC's fundamental sense of purpose; they describe a set of human qualities the college seeks to foster among its own faculty and staff, among its students, and more broadly, among its regional partners and members of society at large. If the institutional core values provide a context for making strategic decisions, they also offer a sense of the college's highest ideals and aspirations, both to members of the TCC community and to those who engage with the college as students, community partners, government agencies, philanthropic foundations, and private donors to the institution and its causes.

The core values link TCC to an encompassing mission of higher education institutions large and small, public and private, two-year and four-year--that is, to be a major provider of intellectual capital for the nation and to contribute to the public well-being by helping to produce educated men and women who possess the knowledge, skills, and disposition both to achieve individual success and to advance a civically engaged citizenry.

Even as the core values link this institution with a broader tradition of American higher education, they seek to express elements that differentiate TCC from other community colleges in the nation. To a considerable degree, TCC and its four campuses are the result of dynamics that are particular to the region. The college's sense of itself, the course of evolution and development it has pursued, and ultimately the sense of defining values that motivate its choices and goals--all derive from a history and character that are strongly rooted in South Hampton Roads. In describing

what the core values mean to the college, TCC expresses what is unique and distinctive not only about itself but also about the constituencies it serves.

TCC's core values can be summarized as follows:

1. *Access and successful student achievement*
2. *Respect for individuality and a commitment to fostering unique strengths in different people*
3. *Partnership with a range of constituencies*
4. *A vital and engaging learning environment*
5. *Service and accountability*

ACCESS AND SUCCESSFUL STUDENT ACHIEVEMENT

TCC's commitment to educational access stems from its mission as a community college serving South Hampton Roads and the Commonwealth of Virginia with programs in both college transfer and occupational-technical fields. The college embraces a policy of open access, offering educational opportunity and the services necessary to support it to any student who brings the ability, interest, and willingness to learn. The college strongly believes in the strength of a learning community that makes a conscious effort to foster cultural and ethnic diversity as one of its defining characteristics. TCC welcomes students from a broad range of educational and economic backgrounds into its programs. Indeed, in many fundamental ways, the composition of the student body reflects the rich diversity of the region itself.

TCC is committed not just to providing students the opportunity to learn but to helping them succeed in learning. On every campus, in every division and department,

the faculty and staff of TCC share a strong dedication to students, and to helping students succeed in reaching their educational goals.

RESPECT FOR INDIVIDUALITY, AND A COMMITMENT TO FOSTERING UNIQUE STRENGTHS IN DIFFERENT PEOPLE

The most important asset of any higher education institution consists of the people it attracts as members of its learning community. TCC brings together faculty, staff, and students with a broad range of interests, backgrounds, and abilities. The college's vitality as a learning environment stems from the fact that its individual members embody an array of thoughts and beliefs about particular issues. It is a central value of the college to ensure that every one of its members is accorded respect and civility, regardless of the role he or she fulfills in the institution. The college also believes that institutional planning and decision-making are fundamentally strengthened when they occur through a process of open collegial dialogue and debate. TCC seeks an environment of caring and respect for members of its community, even when the views one expresses are not those of the majority.

Respect for individual talent and interest can also be seen in the range of learning programs the college offers to the citizens of South Hampton Roads. In both its occupational/technical and college transfer programs, the college seeks to make students aware of the multiple pathways to achievement while helping them pursue the choices most conducive to their individual needs. The college deliberately works to expand students' personal horizons through encounters with a broad range of human knowledge and exposure to different cultures--in South Hampton Roads, in the nation, and in the international community. Finally, TCC is committed to ensuring that members

of its faculty and staff have professional development opportunities that help them to remain current with emerging issues and trends in their field, as well as developments in pedagogy and technological applications.

PARTNERSHIP WITH A RANGE OF CONSTITUENCIES

With four campuses distributed among key locations in South Hampton Roads, TCC is a major educational resource for the region. At the same time, the college understands that it is only through its own strategic resourcefulness that it achieves full potential as a community resource. In affirming the development of partnerships as a core institutional value, TCC commits itself to work in active conjunction with an array of agencies, firms, and institutions that share the college's commitment to enhancing the region's intellectual capital and competitive capacity. The college seeks to foster more extensive partnerships with K-12 institutions, and to extend the number and scope of articulation agreements and other cooperative arrangements with four-year universities and colleges. It seeks to respond in a timely way to developments within the local business community, providing education and training programs that meet critical needs of such things as the tourism industry, the military, and the maritime community, which together give the region much of its distinctive character. The college regards its educational mission as a central element in serving the community and its citizens, helping to power the region's continued economic vitality and competitive capacity in a global economy.

In seeking to work more concertedly with other players in the region, TCC also affirms the value of internal partnerships that members of the college community form

across the boundaries of departments, academic divisions, and campuses. These internal working relationships enable the college to serve the region more effectively with educational programs and technical capacity to meet emerging educational needs.

A VITAL AND ENGAGING LEARNING ENVIRONMENT

A central value of TCC is to create an environment that imparts to students the excitement and vitality of learning. The college welcomes its students to a learning community that is characterized by academic and moral integrity, as well as a commitment to excellence and an openness to independent thought and inquiry. A primary component of a vital learning environment is the quality and academic authority of the faculty, as well as an institutional commitment to collegial governance in academic decision-making.

The college seeks to make possible a learning environment that accommodates a variety of teaching methods and motivates the interests of students of different backgrounds and learning styles. An environment of this sort is one that makes appropriate use of interactive technology to enhance the quality of teaching and learning--in the classroom, as well as in a variety of applications for distance learning and information retrieval. In both its academic and its student services programs, the college seeks to focus on successful student learning as the all-encompassing goal. Learning in this conception means instilling in students not just a knowledge of a particular subject but a broader sense of responsibility for one's own achievement, as well as a responsibility to others as citizens and human beings. Finally, in professing the value of a dynamic and engaging learning environment, the college seeks to provide

facilities and equipment that are conducive to effective learning, and that allow students to experience the current state of knowledge in a given field.

SERVICE AND ACCOUNTABILITY

The themes of service and accountability interweave every aspect of the college's programs and operations. In a very real sense, each of the preceding core values can be understood as particular expressions of an institution built on a foundation of service, and whose members hold themselves directly accountable--to students, to the standards of their own professions, and to one another as colleagues. Even as it places student satisfaction and success at the center of its planning, in a broader sense, the college views its strategic role as operating in the service of South Hampton Roads, its citizens and businesses, as well as its local, state, and federal government agencies. In both its college transfer and workforce development programs, TCC is an institution that embraces the concept of public accountability and that sees increased public expectations of service and performance as being wholly consistent with its own standards of achievement. Fulfilling an ethos of service requires the college to be in frequent communication with those it serves and to develop curriculum and programming that meet changing constituent demand in an expeditious way.

Making service a core value also requires members of this learning community to focus on the ways in which they serve one another as team players in fulfilling the college's mission. The college stresses the importance of collegiality and shared responsibility within a diverse learning community. To bring about such collaboration requires a heightened degree of individual trust and caring among professionals as

members of a single college. Ultimately the members of this learning community hold themselves accountable not only for their own performance but for that of the college as a whole.

A VISION FOR THE FUTURE OF TCC

The vision to which the college aspires is quite simply an ideal in which TCC fulfills each of these core values in even greater degree than it does today. The college seeks to become more effective as an educational resource to the region and the Commonwealth, known for its proactive responsiveness and its technical innovation. It aspires to increase both its reputation and its performance as a community college that creates educational opportunity for the citizens of South Hampton Roads, and that makes educational achievement the motivating objective in all its programs and interactions with students. The college seeks to build a learning community that more effectively brings together members of different ethnicities and educational backgrounds. It seeks to foster among students, faculty, and staff a heightened appreciation and respect for human differences as members of a college and a global community. It seeks to strengthen and extend its partnerships with other organizations, and to ensure that its learning environment continues to be enriched by the infusion of new knowledge, new talent and expertise, new technical applications, and new approaches to teaching and learning.

The college seeks to deepen its commitment to serve students and the region as effectively as possible, and to be accountable to its numerous constituencies in terms of both financial efficiency and educational performance. In aspiring to become

a national exemplar of a strategic community college, TCC commits itself to plan and to grow strategically--as a single college whose collective strengths are greater than the sum of its parts. It envisions a future in which decisions are made by strategic criteria that link directly to the institution's core values, as opposed to sheer opportunistic criteria derived from the promise of short-term gain for a particular campus or unit.

Finally, the college envisions a future in which it fulfills even more effectively the two tenets of its mission core: that is, TCC will be an institution devoted to providing a quality education to students preparing for the four-year baccalaureate degree, and it will provide students seeking occupational or technical training with programs of quality instruction that will enable them to succeed in their chosen fields. Ultimately TCC's vision for the future is one in which all of its members function as members of a strategic organization, understanding that the success of the whole depends on the creative interaction of the parts as they work in fulfillment of a shared purpose.

PART TWO: STRATEGIC GOALS

The following goals outline specific approaches the college will take as it seeks to become a national exemplar of a strategic community college. Each of the goals serves as a guidepost in the college's quest to enhance the quality of its academic programs while, at the same time, providing students with a quality of service recognized as being among the best in the nation. The college will invest in areas of strength and promise in order to solidify both the perception and the reality of quality in the college's academic and service programs. TCC will invest in areas of demonstrated

excellence while, at the same time, directing targeted funds to programs and initiatives that show exceptional promise. In the college transfer area, the college will benchmark itself to the most rigorous standards of achievement in four-year baccalaureate degree-granting institutions. In the fields of occupational-technical study, the college will look to business and benchmark its performance goals to the standards of the relevant industries themselves.

The goals of this strategic plan outline the kinds of investments that can help the college to realize even more effectively the two prongs of its mission core: that is, to be an institution devoted to providing a quality education to students preparing for the four-year baccalaureate degree, and to provide students seeking occupational or technical training with programs of quality instruction that will enable them to succeed in their chosen fields.

The strategic plan establishes a clear framework for future decisions TCC will make regarding the human and financial resources it will invest. While the strategic goals themselves do not commit to specific decisions, they provide the basis for the operational plan the college defines and the investments it makes in a given year. As particular issues or opportunities arise, the college's constituent groups and standing committees, the President's Advisory and Planning Council, the President's Executive Staff, and the TCC Advisory Board will turn to the core values and goals of this strategic plan as primary bearings in making college decisions.

The college has defined five strategic goals:

1. *Strengthen the quality of the teaching and learning environment.*

2. *Foster the development of the whole student.*
3. *Diversify the funding base of the college.*
4. *Contribute to the sustainable social, cultural, and economic growth of South Hampton Roads.*
5. *Leverage the benefits of a college that consists of multiple campuses, divisions, and programs.*

The following passages describe each of these goals and suggest a variety of actions the college might take in fulfilling them.

STRENGTHEN THE QUALITY OF THE TEACHING AND LEARNING ENVIRONMENT

TCC seeks to ensure that a student's experience in any of its programs generates a sense of both the power and the excitement of knowledge. To create a dynamic and effective learning environment will require that the college invest in academic programs, building on areas of demonstrated strength as well as areas of promising development. TCC will develop systems and procedures that enhance the quality of the learning environment while, at the same time, seeking opportunities to streamline or leverage effort through technology and/or a recasting of organizational structure.

The effectiveness of a learning environment depends in part on the college's commitment to providing students with services that help them to succeed in reaching their educational goals. The college will take steps to ensure that the academic and student service functions focus together on the goal of promoting successful learning in students. Every program and operation, every division, department, and unit in the

college must come to understand its role as impacting directly on the quality of the student experience--and hence on the likelihood of successful learning and persistence toward the degree.

Creating a more effective learning environment will require investments in more full-time faculty in several areas, as well as careful attention to the professional development and renewal of faculty. In addition, TCC will pursue new approaches to the support and supervision of adjunct faculty, helping them to feel a deeper sense of connection to the college and its educational mission. An effective learning environment also requires targeted investment in facilities and equipment needed to support learning.

One of the most important challenges facing the college is to ensure both the continued availability and the effective use of interactive technology to enhance teaching and learning. TCC students look to the college increasingly as a resource in the development of their own technological knowledge and abilities; they expect to learn both through and about technology. The college's Learning Resources Center exemplifies the transformational impact that technology can have in providing students with access to information in printed and electronic form, from the college's own holdings as well as from Web-based resources throughout the world. The Internet and World-wide Web make possible a much greater degree of collaboration among individual faculty, divisions, and campuses of the college. Incorporated in thoughtful and appropriate ways, these electronic tools can help students to increase substantially the depth and range of their learning experiences. The capacities of interactive

technology and media have advanced the college's internal discussion well beyond the dichotomy of classroom versus distance education. The operative questions have become: How can technology enhance the quality of teaching and learning, in face-to-face encounters as well as other modes of instruction? What content, pedagogies, and technologies are known to be effective in particular subject areas? The college will take particular steps to support the professional development of faculty in this area, providing them with the training and equipment that makes it possible to incorporate computer and Web-based technology into their own teaching.

Ultimately, investments in the learning environment are strategies to ensure that a future generation of faculty, staff, and students will continue to find TCC a dynamic venue for teaching and learning--a major academic resource supporting the growth and transformation of students, of South Hampton Roads, and of society at large.

Some examples, drawn from TCC planning activities, of steps the college could take in fulfillment of this goal:

1. Intensify efforts to create more full-time faculty positions.
2. Develop curriculum to maintain currency in academic fields.
3. Improve mentorship and oversight activities to make adjuncts feel a greater sense of belonging to the college.
4. Increase the range of professional development opportunities available to faculty, including college-based workshops.
5. Seek and maintain accreditation for selected specialized programs.

6. Increase the number of articulation agreements and other cooperative arrangements with four-year institutions to ensure maximum transferability of academic credit.
7. Foster more partnerships with K-12 institutions to coordinate effort and establish common expectations.
8. Incorporate assessment into more academic programs.
9. Improve the quality of advising and counseling through more explicit partnerships among faculty and student services staff.
10. Expand programs of student development and freshman orientation.
11. Improve student services, including registration, enrollment, and financial aid, through the incorporation of technology and the reorganization of effort.
12. Develop a college-wide program that supports the efforts of faculty members to incorporate interactive technology toward the improvement of teaching and learning.
13. Ensure that students on every campus have access to state-of-the-art computers, as well as training in the use of this technology for research and learning.
14. Invest in facilities to ensure that the college's physical environment is conducive to learning.
15. Ensure the availability of childcare services for students.

FOSTER THE SUCCESSFUL DEVELOPMENT OF THE WHOLE STUDENT

In addition to educating students for success in a chosen field, TCC commits itself to instilling in students the broader values and skills to find personal fulfillment as members of a family, a workforce, and a community. The college seeks to provide students with a range of formal and informal learning experiences that foster a commitment to service and citizenship, as well as an appreciation for human diversity and the ability to see beyond differences of race, culture, or language.

One of the distinguishing features of TCC is its commitment to providing students with a foundation of knowledge that extends beyond a particular field or skill set. The college will continue to invest in its general education programs to ensure that students experience the contributions that different fields of inquiry have made to human understanding. Building on the success of its international education program, which is already regarded as among the best in the nation, TCC will invest in programs that offer students the ability to expand their frame of reference, to travel, and ultimately to deepen their experience and understanding as members of a regional, national, and global community.

Part of the challenge of fostering these broader skills is to ensure that students are able to succeed in both the early and later stages of their TCC experience. The college will strengthen the effectiveness of its developmental education program, taking more of a college-wide approach to ensuring that students attain the skills in math, composition, and reading needed to succeed in their courses of study. In many respects, developmental education is the most critical link to the successful fulfillment

of the college's educational mission. Such courses often constitute a student's first experience of college-level study; it is important that students come to recognize in these initial encounters the opportunity that results from developing the fundamental learning and communication skills that will help them to succeed in college and beyond. In developmental education as in other areas, the central concern must be to move from a focus on teaching per se to one that creates the conditions for successful student learning. Faculty must consider themselves not just as subject-matter authorities and dispensers of information but as mentors to guide and encourage their students' learning and development. A well-coordinated, college-wide program in developmental education, providing students with links to tutors and other resources, will help students develop a more pronounced sense of purpose as they discover their own potential to pursue new avenues of interest throughout their lives. TCC will develop more comprehensive and effective assessment techniques both to monitor student progress and improve the effectiveness of its learning programs.

Some examples, drawn from TCC planning activities, of steps the college could take in fulfillment of this goal include:

1. Develop a college-wide vision for general education, and engage a broader range of faculty in the design and delivery of a general education program.
2. Provide foreign language training in the context of other programs such as health care and law enforcement.
3. Develop an all-college course on civic responsibility and engagement.

4. Increase the number of internships and opportunities for service learning and volunteerism available to students.
5. Take steps to ensure a more consistent approach to developmental education across all campuses, and provide faculty with professional development opportunities to ensure their effectiveness in teaching developmental education courses.
6. Develop a formal exchange program with another institution of higher education abroad.
7. Make arrangements that allow TCC students to pursue part of their study in a non-western institution of higher education.
8. Develop a co-curricular transcript.
9. Develop service programs directed to students for whom the pursuit of higher education may present special challenges, including students with disabilities, minorities, and women.
10. Provide opportunities for students to engage in deep, critical thinking about race-related issues.
11. Increase the number of mentorship programs that give students experience in working with practicing professionals.
12. Explore and apply best practices for welcoming international students to the college.

13. Enhance the profile of extracurricular programs available to students within the college, and underscore the important role of these activities, groups, and events in fostering leadership and citizenship.

DIVERSIFY THE FUNDING BASE OF THE COLLEGE

In seeking to achieve its strategic goals, the college will pursue opportunities for increased efficiency in order to generate discretionary funds for reallocation. Ultimately, however, the college must seek to supplement the revenues provided by the state and tuition with other sources of funding to help it fulfill its strategic vision. Given the organizational nature of the college as an institution within the Virginia Community College System, TCC naturally regards the Commonwealth of Virginia as a *primary* investor in its mission and vitality. The individual localities of the South Hampton Roads region constitute an important *secondary* investor, as they support the college in the acquisition of physical space and site development and as they most recently partner with the college on unique joint ventures such as the Advanced Technology Center currently under construction at the Virginia Beach Campus. In order to develop a more competitive edge in the years ahead, however, the college will look to the private sector as an increasingly important *secondary* investor that can help grow the base of funds for strategic innovation. The college does not intend to approach private enterprise in the spirit of “looking for donations.” TCC’s conviction is rather that a private business or industry that invests in the college is ultimately investing in itself--strengthening the college’s ability to make strategic innovations that serve the needs of students and the extended needs of the region, its business and industry.

In a fundamental sense, successful planning and fundraising go hand in hand. As the strategic planning efforts of the college increase the quality of its educational programs and services, the college strengthens its visibility and appeal as a candidate for philanthropic giving as well as business investment. Part of the effort to diversify the funding base will be to identify particular programs or initiatives that hold the promise of attracting external funding.

Some examples, drawn from TCC planning activities, of steps the college could take in fulfillment of this goal include:

1. Work systematically with business and industry to define and seek funding for educational programs that would benefit both themselves and TCC.
2. Develop an active alumni program and foster a tradition of individual giving to the college.
3. Extend the college's relationships with foundations and other philanthropies to learn of their funding priorities and identify areas of strength within the college that can address those priorities.
4. Highlight programs in which the college has particular strengths--such as international education, health sciences, and maritime--to demonstrate the quality of the institution and foster targeted giving to both current strengths and areas of promising initiative.
5. Strategically increase the number and range of areas in which the college successfully competes for grant funding.

CONTRIBUTE TO THE SUSTAINABLE ECONOMIC, SOCIAL, AND CULTURAL DEVELOPMENT OF SOUTH HAMPTON ROADS

As a community partner and resource, TCC plays a major role in the development of human capital for South Hampton Roads and the Commonwealth of Virginia. The college will make investments that ensure its continued ability to serve the region with programs that answer to emerging needs in both the workforce training and college transfer functions. A key premise of this goal is that the vitality of the college is inextricably linked to that of the region itself. The college will increase its efforts to enhance the social, cultural, and economic vitality of the region through programs that provide students with opportunities to take next steps more effectively in their education and careers. This goal will be accomplished in part through an increasing number of internships, articulation agreements, and other arrangements allowing students to transfer more readily to a four-year institution. TCC will engage in partnerships with the community to make purposeful investments in the region's social, cultural, and economic vitality. The newly refurbished Loew's Theater Building exemplifies the key role the college will play in expanding the range of cultural activity within the region. Just as important, the college will enter into more concerted dialogue with regional business and industry to determine changing workforce needs and develop curricula to meet those needs.

Some examples, drawn from TCC planning activities, of steps the college could take in fulfillment of this goal include:

1. Make college resources such as the Horticulture Center at the Chesapeake Campus more active centers for community outreach.

2. Develop an expanded range of internship programs.
3. Link students more directly to employers through a combination of marketing, partnerships, and teaching.
4. Actively seek the input of program advisory boards regarding the development of curriculum.
5. Use the occasion of the Portsmouth Campus relocation pre-planning study to consider more broadly the question of how the college can increase the penetration of its programs and services to South Hampton Roads.
6. Increase the college's ability to tailor education to the needs of individual students through both credit and non-credit programs.
7. Implement a college-wide career planning and placement office to link graduates more effectively with employers.
8. Provide workforce training for ESL students.
9. Become more involved as a college in the regional effort to recruit and retain large and small industry, in part by developing mechanisms to respond rapidly to industry need for education and training.
10. Develop a more coordinated approach to the college's service relationships to health care, the military, maritime, and tourism industries.

LEVERAGE THE BENEFITS OF A COLLEGE THAT CONSISTS OF MULTIPLE CAMPUSES, DIVISIONS, AND PROGRAMS

While its individual campuses, divisions, and units have historically pursued their development in a largely independent manner, TCC commits itself to a future in which it develops strategically as a single college. Achieving any of the goals listed above

requires that the college think and act as a single institution, unified by a common vision, a common set of values, and common strategic goals. Behaving as one college means rethinking organizational structures and professional roles to encourage individual faculty, staff, and administrators to consider the opportunities for more effective delivery of education and service through a college-wide approach to both academic and student service programs. There is a repeated call through the white papers and other components of the planning process for a more concerted college approach to the delivery of a service or to the development and delivery of educational content. A strategic question will be to define the threshold where, in philosophical and operational terms, the college-wide values, standards, and procedures should translate into the more particular ethos of a particular campus, division, department, or unit.

Some examples, drawn from TCC planning activities, of steps the college could take in fulfillment of this goal include:

1. Take a college-wide approach to curriculum and program development, through the creation of discipline coordinators and other means.
2. Redefine faculty roles and affiliation from campus specific to college-wide.
3. Establish closer ties among departments of the same discipline on different campuses, using technology as appropriate, to establish common expectations and a more uniform approach to curriculum development.
4. Take advantage of the college's four campuses and its capacity in interactive technology to allow students to take courses in a greater range of times, places, and instructional formats.

5. Develop closer coordination between academic advising, academic support services, student counseling, and career placement services.
6. Review and restructure business procedures and information systems across all campuses and divisions, further extending the path the college has begun through the adoption of the PeopleSoft Student Information System as a part of the Virginia Community College System.
7. Create more strategic teams consisting of members of all campuses to address areas of college-wide concern or opportunity.

PART THREE: MEANS AND MEASURES

Partnerships: A means to an end. Partnerships are an essential element of the college's future, and a commitment to partnership is one of TCC's core values. The college will undertake an even more vigorous cultivation of partnerships as it works to achieve several of the strategic goals listed above. The concept of partnership expresses the concerted interactions the college will foster with external stakeholders of the South Hampton Roads region and the Commonwealth: With K-12 schools; four-year colleges and universities; business and industry; local, state, and federal governments, and the military as a special agency of the federal government. TCC will also build on the many partnerships for shared programming through distance technology that it has developed with other colleges of the Virginia Community College System. No less important than these external partnerships are the internal collaborations the college seeks to foster among faculty and staff of its four campuses.

Technology is also a means to an end. The effective use of technology is an essential element in every one of the college's strategic goals. Technology is not an end in itself but rather a tool to be employed by faculty, staff, and administration as they work to fulfill the college's vision and its strategic goals--i.e., to create a more unified college, build academic strength, enhance the college's learning environment, and work to serve students and regional stakeholders more effectively. Some believe that technology may become a dehumanizing force in the college and in society, diminishing the frequency and ultimately the desire for face-to-face exchange and learning. When employed in the service of common institutional values and goals, however, technology can become a positively humanizing force, increasing the range and the frequency of communication available to TCC, its faculty, students, and staff. Bringing technology into the classroom helps to transform this setting from a teaching-centered to a learning-centered environment, making the faculty member less of a rote conveyer of information, and more of a mentor and guide in students' learning processes. Technology will become increasingly important as a means of bridging the psychological distance between different campuses, divisions, and departments. Perhaps more than any other single tool, interactive technology will make it possible for the college to explore new approaches to teaching and learning, and to make the delivery of education and student services available in a variety of formats and settings.

Accountability: Links to every goal. The college will hold itself accountable for its progress in reaching these strategic goals. In calling for heightened

accountability, the college understands the need to establish clearly defined areas of responsibility--to identify "where the buck stops" in ensuring that a particular objective is completed. In the coming year, the Commonwealth of Virginia will begin to apply formal accountability measures to all its public colleges and universities. TCC will not only meet but also exceed the standards and expectations of the Commonwealth. Beyond the metrics applied by its public stakeholders, the college will hold itself accountable to its own internal standards of quality and integrity. Finally, the goals of this plan will provide an important set of gauges for measuring the college's performance in fulfilling its strategic vision. TCC's intention is that its five strategic goals will form the basis of an annual report card, a candid gauge of progress to be shared with both the internal and external stakeholders of the college. The college will welcome feedback about its performance from all the constituencies it serves.

CODA: TRANSFORMING TCC FROM AN "INSTITUTION" TO A "STRATEGIC COMMUNITY COLLEGE"

One of the strongest and most pervasive themes to emerge from the planning process is the affirmation of the college's commitment to become strategic. There is a widespread recognition of the need for the college to grow and invest in strategic ways--to choose among different visions of its future, and to determine explicit strategies for achieving its goals.

With this plan, the college seeks to transform itself from the confining mentality of an "institution" to that of a "strategic community college"--guided by its educational mission on the one hand and by an attentiveness to the changing needs and demands

of students, of the region, and of society at large on the other hand. The “institutional” frame of mind, in its extreme characterization, is one that supposes the college’s sense of purpose, as well as its liveliness and well-being, are wholly dependent on funding from a state legislature or other public agency. Unless compelled by that external agency, an “institution” has little motivation to strive for increased efficiency or quality through innovation or a redesign of internal operations. An institution in this sense views the future very much through the lens of the present and the past; it tends not to respond effectively to new forms of competition, new technology, or new opportunities that result from changing markets and evolving societal needs.

In contrast to this, the strategic mindset sees and acts on the sense of opportunity presented by changes in both its internal and external environment. It looks to the future with a disposition to serve its constituencies in new and more effective ways. When confronted with choices about its future direction and initiative, it does not make impulsive decisions to proceed on the basis of short-term gain; instead, it weighs the prospect of innovation against its mission, core values, and own sense of institutional strengths. When it knows that it has the capacity to make a contribution to meet changing demand and need, the strategic community college is one that responds in a timely and effective manner, finding ways to invest in new initiatives--through increased efficiencies, reallocation, or the search for new sources of revenue to support targeted programs. Because the strategic community college is one that seeks to innovate as well as preserve, it inherently seeks a more diversified base of funding to meet its goals.

In adopting the strategic approach to institutional planning, the operative questions become: How might the college do things differently in order to make more effective use of its human and financial resources? What new models of organization and management might help the college to deliver educational services to individual students and to South Hampton Roads more effectively while helping members of the faculty and staff feel more fulfilled in their professional roles?

These are the questions the college will pose and pursue in the years ahead. The values and goals of this plan will provide a critical set of bearings to guide the college in its work of becoming the preeminent example of a strategic community college.

TIDEWATER COMMUNITY COLLEGE

DEPLOYMENT OF NEW STUDENT INFORMATION SYSTEM

AN OVERVIEW

The Virginia Community College System purchased a new Student Information System (SIS) from PeopleSoft to replace the “home grown” system that the colleges have been using. When fully implemented, the new SIS system will improve and expand services to faculty, staff, and students; reduce costs; and interact with other administrative information systems with a higher degree of efficiency and effectiveness than the colleges have ever known. The new SIS is designed specifically for higher education and includes every aspect of student administration from recruitment and admissions to fund-raising and grant writing.

A sampling of what TCC can expect from the deployment of the new Student Information System includes the following:

- # The system will put both credit and non-credit courses in a single database that will better support the workforce development component of the college’s strategic plan.
- # It will give us the option of automating enrollment from waiting lists when classes fill up and of automatically verifying that enrolling students have met the prerequisites for the class.
- # Far exceeding the limited record-keeping capability of our existing system, it will leverage new technologies to increase functionality in the future.
- # It will allow us to exploit the power of the Internet and electronic business applications to deliver vital information and services to our faculty, staff, and students. For example, when it is fully implemented, students will be able, through the World Wide Web, to apply, register, pay, and obtain real-time information about courses, their enrollment, their academic record, and their prospects for graduation. In most cases, they will access information independent of any college assistance.
- # With the new system, faculty and staff will be able to access information more easily and will find that the integrated approach to information services will eliminate many redundant steps that are presently required. They will be able to load class rosters and other information directly into spreadsheets and text documents for class administration and grading. They will be able to check the availability of rooms and to schedule rooms and other campus resources electronically.

The Virginia Community College System has developed a model of the new SIS and released it to all of the colleges in the system for implementation. In fact, Dean Phyllis Milloy served as co-chair of the VCCS committee that oversaw the development of the new model and eight other TCC staff served on related VCCS work teams. TCC is scheduled to deploy the new SIS to support priority registration for the summer session in 2002. Dean Richard Andersen, the executive manager of the project, will provide the overall vision for implementing the project and will oversee the tasks necessary to complete the college's deployment in a timely and successful manner. His three decanal colleagues, Deans Creech, Dever, and Milloy, will serve as the "Executive Sponsors" for the effort. Ken Ballard, Information Services Manager, will serve as the SIS Project Manager with responsibility for overall project planning and coordination. A Steering Committee and a project team, comprised of six work groups, have also been selected. The six work groups embrace the following college areas: Academic Advising, Admissions and Records, Campus Community, Financial Aid, Student Financials, and Student Records.

The SIS Project Steering Committee represents each functional area within TCC. It is the focal point for discussion of policy, procedural, and functional issues that may affect deployment of the new SIS. The Steering Committee will make recommendations on the project's direction and resolve issues identified by the functional work groups and Steering Committee members. Its members will communicate the activities of the SIS Steering Committee to their functional counterparts at the District Office, peer group, or respective campus level. Art Smith, Associate Dean for Student Development and Enrollment Management, has accepted a special, full-time reassignment to serve as Chair of the Steering Committee. (While he is on the special assignment, Dick Witte, Professor of English at the Portsmouth Campus, is serving as Acting Associate Dean.)

The six work groups also represent the functional areas within the college. Each work group will focus on a specific area of the new SIS and will collaborate with other groups as needed on areas that span more than one functional area within the College. The work groups will document the college's business processes, build a prototype of the new SIS using TCC data, test the prototype's functionality and its ability to meet TCC's needs, and document security and training requirements. Appendices A and B delineate the memberships of the SIS Steering Committee and the six work groups, respectively.

Implementation of the new SIS will be the largest and most comprehensive single project the college has ever undertaken as a part of the Virginia Community College System, surpassing even the system-wide conversion to the semester system in the mid-eighties. It will entail an enormous amount of work by the Executive Manager and Executive Sponsors, Steering Committee, work groups, and numerous other individuals throughout the college. Successful completion of this project is a vital step in making TCC the new millennium's strategic community college.

Tidewater Community College

Student Information System Steering Committee

Position/Functional Area	Committee Member
SIS Steering Committee Chair	Art Smith
SIS Project Manager	Ken Ballard
SIS Work Group Co-chairs	
Campus Community	Valerie Evans
	Cynthia Hunter
Admissions and Recruiting	Melissia Degaraff
	Sarah Swager
Student Records	Patsy Alexander
	Fritz Zeisberg
Financial Aid	Karen Koonce
	Theresa Ruffing
Student Financials	Bruce Aird
	Claudia Macon
Academic Advising	Liz Blalock
	Christine Mahlman
Associate Dean of College Transfer Education	Terry Jones
Associate Dean of Student Development and Enrollment Management (Acting)	Dick Witte
Associate Dean of Occupational-Technical Education	TBA
Director of Institutional Effectiveness	Lisa Kleiman
Coordinator of Student Assessment	Sally Harrell
Executive Director of Institutional Advancement	Gene Crume
Campus Provost	John Massey
Campus Dean of Student Services	Judy McMillan
Academic Division Chair	Greg Frank
Teaching Faculty (4)	TBA
	TBA
	TBA
	TBA

Position/Functional Area	Committee Member
Learning Resource Center	Jacque Dessino
Acting Division Chair, Health Science Technology	Wanda Hare
Business Office	Jack Maxwell
Chair, Student Government Federation Council	Ryan Clark

Tidewater Community College

Student Information System Work Groups

Campus Community Work Group	
Functional Area/Campus	Committee Member
Student and Enrollment Services - Norfolk Campus	Valerie Evans, <i>Co-chair</i>
Enrollment and Financial Services, Chesapeake Campus	Cynthia Hunter, <i>Co-chair</i>
Human Resources - District Office	Nancy Duncan
Payroll - District Office	Stephanie Kuebler
Admissions Center - Virginia Beach Campus	Annette Mewborn
Military Affairs - District Office	Willa Priest
Workforce Training and Services - District Office	Ella Reilly
Workforce Development - Portsmouth Campus	Al Thompson
Facilities Management - District Office	Bert Thompson
Center of Information Technologies	Judy Tomovik

Admissions and Recruiting	
Functional Area/Campus	Committee Member
Admissions Center - Virginia Beach Campus	Melissia Degaraff, <i>Co-chair</i>
Information Center - District Office	Sarah Swager, <i>Co-chair</i>
Enrollment Services - Portsmouth Campus	Juli Flanagan
Enrollment & Financial Services - Chesapeake Campus	Rosemary Romanczyk
Center of Information Technologies	Dave Shaffer
Student and Enrollment Services - Norfolk Campus	Betty Zimmer

Student Records	
Functional Area/Campus	Committee Member
Student and Enrollment Services - Norfolk Campus	Patsy Alexander, <i>Co-chair</i>
Admissions and Records - Virginia Beach Campus	Fritz Zeisberg, <i>Co-chair</i>
Academic Division - Norfolk Campus	Kim Austin
Enrollment Services - Portsmouth Campus	Karen Clements
Enrollment & Financial Services - Chesapeake Campus	Sharon Eason
Admissions and Records - Virginia Beach Campus	Dianne Parker
Associate Deans' Office - District Office	Linda Rhinard
Motorcycle Rider Safety Program - Chesapeake Campus	Lois Rollins
Center of Information Technologies	Kelly Wilcox
Engineering & Industrial Technology - Virginia Beach Campus	Donna Zimba

Financial Aid	
Functional Area/Campus	Committee Member
Central Financial Aid - District Office	Karen Koonce, <i>Co-chair</i>
Financial Aid - Portsmouth Campus	Theresa Ruffing, <i>Co-chair</i>
Financial Aid - Virginia Beach Campus	Tana Cooper
Central Financial Aid - District Office	Sheryl Kimberly
Enrollment & Financial Services - Chesapeake Campus	Marie Linton
Student and Enrollment Services - Norfolk Campus	Maria Lopez
Center of Information Technologies	Lori Wheeler

Student Financials	
Functional Area/Campus	Committee Member
Accounting - District Office	Bruce Aird, <i>Co-chair</i>
Budget - District Office	Claudia Macon, <i>Co-chair</i>
Accounting - District Office	Lisa Barnes
Accounting - District Office	Drenna Edwards
Center of Information Technologies	Myra Maiorana
Business Office - Chesapeake Campus	Donna Mayes
Business Office - Norfolk Campus	Reg Osby
Business Office - Virginia Beach Campus	Paula Spence
Business Office - Portsmouth Campus	John Thornburg

Academic Advising	
Functional Area/Campus	Committee Member
Central Records - District Office	Liz Blalock, <i>Co-chair</i>
Student and Enrollment Services - Norfolk Campus	Christine Damrose-Mahlman, <i>Co-chair</i>
Enrollment & Financial Services - Chesapeake Campus	Cathy Crawford
Counseling - Virginia Beach Campus	Penny Lewis
Center of Information Technologies	Gerry Liette
Enrollment Services - Portsmouth Campus	Bob Noyes
Veteran's Affairs - Portsmouth Campus	Billie Thomas

TIDEWATER COMMUNITY COLLEGE

MULTICULTURAL DIVERSITY INITIATIVE 2000-01

OVERVIEW

PURPOSE

President Deborah M. DiCroce has adopted this proposal, submitted by Ann Woolford-Singh and reviewed by the president's Executive Staff, as TCC's 2000-01 Multicultural Diversity Initiative. It comprises five separate projects designed to accomplish the following:

1. Raise the levels of multicultural awareness and sensitivity;
2. Articulate and demonstrate the college's commitment to an inclusive institution;
3. Improve the quality of instruction and student performance through appropriate attention to multicultural diversity.

BACKGROUND

From its inception, TCC has participated mainly in isolated events and activities to promote multicultural diversity on its campuses. The college's 1999 Dialogue on Race (DOR) Report indicated that the college community held divergent views of multicultural diversity's significance to TCC. The report also indicated that demographic changes in the college's service communities and student population increasingly affect its internal and external intercultural dynamics. Among its many recommendations, the report urged that the college address the inherent challenges and opportunities of multicultural diversity in a timely and proactive manner. Moreover, following the 1999 DOR Report, a white paper on multicultural diversity was recorded as part of the college's strategic planning internal scan. This white paper referenced twelve reasons why multicultural diversity is a compelling issue for TCC in 2000. It also offered a three-year vision for TCC, based on the 1999 DOR Report.

SUMMARY

The five projects outlined in this proposal were culled from the 1999 DOR Report and from observations of current institutional operations.

The organizational structure for the college's 2000-01 Multicultural Diversity Initiative consists of a task force appointed by President DiCroce and five independent work groups appointed by the task force. Professor Ann Woolford-Singh will chair the task force.

An operating budget of \$5,000 has been targeted for the initiative. It will fall under the supervisory authority of Professor Woolford-Singh as task force chair.

MULTICULTURAL DIVERSITY INITIATIVE GOALS

Goal One: Enhance Health Sciences

In order to enhance curricula and co-curricula with the incorporation of varied cultural perspectives, this proposal recommends developing and piloting a comprehensive, collaborative multicultural component in TCC's Health Sciences, an ideal instructional area for the following reasons:

- Potential for achieving benchmarked standards in the near future
- Diversity of students, faculty, clients, preceptors, and advisors
- Room for growth in minority student retention
- Diversity awareness and sensitivity already inherent in training
- Demonstrated faculty openness to diversity issues
- Program dependence on current knowledge and creative instructional strategies
- High professional and community visibility
- Close personal and professional interaction of graduates with diverse people
- Maintenance of accreditation requirements
- Inclusion of both credit and noncredit courses
- Reliance on competitive grant funding
- Disparity in local and national health depending on race and ethnicity
- Decreasing number of minority students seeking medical education in the US

The advantages to this project include:

- Strengthened faculty value of multicultural diversity
- Enhanced curricula and co-curricula permeated with multicultural perspectives
- Increased accessibility of students to faculty, program advisors, and student mentors
- Potential for increased pool of diverse, well prepared student applicants
- Potential for increased retention of minority students
- Increased number of graduates that mirror patient diversity
- Stronger linkage between academic and student affairs
- Networking opportunities
- Increased collaboration and collegial interaction among faculty
- Expanded partnerships with colleges, business, and community

The disadvantages are as follows:

- Faculty with very little time to spare
- Large number of interested part-time faculty seldom paid for duties besides teaching
- Faculty members from different campuses without the benefit of a strong collegial working relationship in the past
- Faculty of diverse racial and ethnic backgrounds with few opportunities to explore their differences

The charge for this project is as follows:

- With the assistance of a trained moderator, articulate the relevant issues, set goals, and develop a realistic timetable
- With the assistance of a trained mediator, engage faculty in ongoing dialogue on multicultural diversity
- With the assistance of a trained mediator, engage faculty in team building and conflict resolution
- Explore, assess, and develop partnerships with community organizations and other institutions of higher education
- Keep the college community informed of project details
- Complete a year-end report

Goal Two: Improve Understanding of Diverse Points of View

Most respondents in evaluating TCC's activities for the National Campus Week of Dialogue on Race expressed a desire for continued participation in college dialogues on race. During last year's dialogues, varying conflicts about private versus public space came to light. For example, some students stated that they were prohibited unfairly from using certain common areas on campus for conversation or games. Others noted conflicts among groups traveling together on college-sponsored field trips. The annual National Campus Week of Dialogue on Race presents an opportunity to conduct a forum that discusses racial and cultural attitudes toward space.

The advantages of this project include:

- Improved cross-cultural communication and understanding to reduce conflict
- Reduction of individual and group misconceptions
- Opportunity for critical thinking and deeper awareness of race, culture, and behavior

The disadvantage of the project lies in the potential it has for excessive emotional reactions to honest communication.

The charge for this project is as follows:

- Organize a forum that provides multiple opportunities for participation (The best strategy, given the limited preparation time, is a simple format for the event.)
- Contact the U.S. Department of Education for details of this year's national event
- Hold the DOR event in the first week of October 2000
- As soon as possible, begin an advertising campaign
- Develop a Web site and decide on its location and person in charge
- Assess the college event and prepare a report for the president

Goal Three: Improve College-Wide Understanding of the Impact of Diversity

In response to requests for multicultural diversity education and training as noted in the 1999 DOR Report, this proposal suggests a series of related presentations, seminars, and workshops on multicultural diversity. With few exceptions, facilitators will be volunteers from the college and external community.

The advantages of this project include:

- A coordinated effort to improve college focus on the issue of diversity
- Opportunity for college-wide collaboration in planning multicultural events
- College-wide planning and communication resulting in improved participation
- Complementing curricula and co-curricula

The disadvantage is potentially low racially integrated participation.

The charge for this project is as follows:

- Develop a list of community resources
- Develop collaborated, coordinated college events
- Start with a presentation by someone influential and experienced in multicultural diversity in higher education
- Develop a Web page to expand audience and record events
- Evaluate events and prepare a year-end report for the president

Goal Four: Develop and Adopt an Institutional Statement

As noted in the White Paper on Multicultural Diversity, TCC has not yet published an extended philosophical or value statement on the subject of diversity. Such a statement provides a powerful symbol of institutional value of and commitment to diversity and indicates the goals that the college strives to attain. This statement should be visible internally and externally on all college publications, promotions, and advertisements.

The advantages of this project include:

- College articulation of its value of multicultural diversity
- Adoption of a college statement of commitment to diversity
- Demonstrated college leadership in facilitating change
- Participation among leading institutions of higher education that unequivocally and actively value diversity

The disadvantages are two--namely, the potential for a college statement to be rhetorical rather than substantive, and a composing process that cannot be rushed.

The charge for this project is as follows:

- Engage all constituent groups within the college to compose this statement
- Present a draft to the entire college community for review and comment
- Submit revised draft to the college president

Goal Five: Improve Hiring and Promotion Procedures

The 1999 Dialogue on Race Report highlighted the disparity between the racial and cultural make up of faculty and that of the college's student population. It also highlighted the changing demographics of the college's service communities. Informal review of access, retention, and success rates of minority students suggests areas with significant room for improvement. Racial and cultural diversity of faculty and administration more closely aligned with that of students enhances student success, as evidenced by current available research. The college would also benefit from the richness of multiple perspectives that a diverse staff brings.

This proposal recommends a review of current procedures in hiring and promotion to determine strengths and weaknesses. It calls for the development of strategies that the college can employ to attract and hire a competent but diverse workforce of faculty and administrators.

The advantages of this project include:

- A more inclusive college environment
- A stronger workforce

- Deeper awareness of the richness of diversity
- Potential for greater student enrollment and success
- Greater intercultural community involvement

Its disadvantages focus on (1) misconceptions and emotionalism associated with affirmative action, and (2) challenges inherent in fear of change.

The charge for this project is as follows:

- Analyze statistical data available from TCC's Institutional Research
- Interview key personnel to determine college procedures for hiring and promotion
- Develop focus group discussions among constituent groups at the college
- Research best practices in hiring and promotion
- Participate in the VCCS initiatives to attract a diverse workforce
- Develop a hiring and promotion plan for TCC
- Present plan to the college president

**Tidewater Community College
 Multicultural Diversity Initiative 2000-01
 Goals and Objectives**

Goals	Objectives		
1. Enhance curricula and co-curricula through the comprehensive integration of multicultural diversity.	Develop and pilot a diversity component in curricula and co-curricula in Health Sciences and Nursing.	Build a collegial community of diverse faculty and staff in Health Sciences and Nursing.	Engage faculty in strategies to improve student access, retention, and community involvement.
2. Improve understanding and tolerance of diverse points of view.	Participate in the third annual National Campus Week of Dialogue on Race.	Suggested Forum Topic: <i>Cultural Perspectives of Private and Public Space.</i>	Participants: Students, faculty, staff, and administrators.
3. Improve education of faculty, staff, and administrators on how cultural and racial diversity impacts thoughts and behavior.	Develop and offer presentations, seminars, and workshops on multicultural diversity.	Purpose: To increase awareness and understanding of the impact of race and culture on thoughts and behavior.	
4. Develop and adopt an institutional statement of the college's commitment to multicultural diversity.	Engage the governance system and college community at large in crafting a statement of commitment to multicultural diversity.		
5. Improve hiring and promotion procedures to insure competence, equity, and diversity.	Review the strengths and weaknesses of college procedures in hiring, especially of faculty.	Develop a plan to attract and hire a competent workforce that reflects the diversity of students and service community.	Develop strategies to assist minority personnel in seeking employment advancement.

**Tidewater Community College
Multicultural Diversity Initiative 2000-01
Key Personnel**

**President Deborah M. DiCroce
Ann Woolford-Singh, Task Force Chair**

Multicultural Diversity Initiative 2000-01 Task Force	
Dean of Academic and Student Affairs	John Dever
Provost	John Massey
Teaching faculty from each campus:	
Chesapeake Campus	Joe Antinarella
Norfolk Campus	Helena Krohn
Portsmouth Campus	Ann Ambrose
Virginia Beach Campus	Laetitia Priest
Classified staff from each campus:	
Chesapeake Campus	Carol McCuiston
Norfolk Campus	Debbie DeMills
Portsmouth Campus	Victor Mendez
Virginia Beach Campus	Tony Valentine
Counselor selected college-wide	Gary Medlin
President's Advisory & Planning Council Chair	Mark Greer
Curriculum & Instruction Committee Chair	TBA
Internal Relations Committee Chair	Patti Martin
Human Resources Manager	Nancy Duncan
Special Assistant to the President for Military Affairs and Community Outreach	Linda Rice
Coordinator, Women's Center	Mary Pat Liggio
Coordinator, College-wide Student Activities	Pat Allison
Student Representative	Kenton Sears

Multicultural Diversity Initiative 2000-01
Timetable

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May
College-wide Initiative											
Refine Initiative	5										
Appoint a Task Force		*									
Present Proposal to Administrators	13										
Present Plan to the College Board		*									
Present Plan to the College Community	*										
Form Committees		*									
Develop a Web page		*									
Year-end Report to the President											*
Health Sciences											
Begin Community Building			*-----								
Articulate the Issue			*								
Develop a Plan		*									
Implement the Plan				*-----							
Assess and Plan for 2001-02											*
Prepare Year-end Report											*
Dialogue on Race											
Refine proposal for forum			*								
Develop a Plan		*-----									
Implement Plan			*								
Hold week-long event					*						
Assess Events							*				
Prepare a Project Report							*				

TIDEWATER COMMUNITY COLLEGE

PRE-PLANNING STUDY ON POSSIBLE RELOCATION OF THE PORTSMOUTH CAMPUS

The following sections have been excerpted from the college's Request for Proposals (RFP No. 0-953693-RM) for "Architectural/Engineering Services to Conduct a Pre-Planning and Feasibility Study for the Possible Relocation of the Portsmouth Campus." The sections give the historical context and overall purpose of the study. The college received an appropriation of \$100,000 from the state to conduct the study.

HISTORICAL CONTEXT FOR THE STUDY

In response to a November 17, 1999 directive of the State Board for Community Colleges, President Deborah M. DiCroce prepared an Impact Report on the possibility of relocating Tidewater Community College's Portsmouth Campus to within the city limits of Portsmouth. The directive grew out of the State Board's deliberations on the 519 acres of waterfront property on which the college's Portsmouth Campus and adjoining District Office-Portsmouth sit and on a recent listing of portions of the property on the National Priorities List (NPL) for environmental cleanup. The property was a former site of a World War II munitions depot. President DiCroce's Impact Report considers the relocation of the college's founding campus from an educational perspective, framing the possible relocation as an opportunity for a strategic reinvention of the campus for the people of the cities of Portsmouth and Suffolk. It speaks of the external issues and internal challenges inherent in such a relocation. And it calls for a pre-planning study to consider them carefully. [The full text of the Impact Report is available through the college's web site at www.tc.cc.va.us under "News and Information." A hard copy of the report is available through the Office of the President.]

OVERALL PURPOSE OF THE STUDY

In a general sense, the purpose of the pre-planning and feasibility study is to address the external issues and internal challenges inherent in relocating the Portsmouth Campus as they are delineated in the Impact Report.

Foremost among the external issues are:

1. Finding the best, most strategic site for relocation.
2. Reconciling a campus relocation into Portsmouth with the City of Suffolk's interest in crafting and willingness to support financially a state-of-the-art workforce training presence of the Portsmouth Campus in northern Suffolk as part of its economic development vision for the city.

3. Determining the cost and extent of state and local commitment to a campus relocation which supports the relocation as a true, state-of-the-art reinvention of the Portsmouth Campus.

The primary internal challenges include:

1. Reconceptualizing the campus with state-of-the-art programming and services.
2. Framing the overall design of the campus as state of the art.
3. Relocating the campus's Observatory and the highly specialized laboratory and driving course of the campus's Trucking Program.
4. Anticipating the cultural changes inherent in moving of the Portsmouth Campus from its "home" of the 30-plus years to begin again the work of the campus at a new location.
5. Relocating the District Office-Portsmouth which is located adjacent to the grounds of the Portsmouth Campus and includes some 75 percent of the College's central office support functions and all of the College's maintenance functions.



Notes

1. The college expects to award a contract by the end of the month.
2. The college initially requested \$400,000 from the state to conduct the study. Given that it received only \$100,000 of the requested amount, it is doubtful that all of the above issues and challenges can be addressed in this study. Thus, priority for the study has been placed on the strategic viability of site, with the assumption that additional monies will be needed to complete the pre-planning study as framed above.
3. The study will produce a written report of findings and recommendations that will be presented to the Chancellor and State Board for Community Colleges for subsequent action. The anticipated completion date of the study as prioritized in #2 is December 15, 2000.
4. A representative general advisory committee will be named by September 1 both to inform and guide the study. The committee will consist of representatives from the internal and external communities of the college.
5. Internal work groups, consisting of faculty and staff, will be formed by mid-September to conduct comprehensive studies of both existing programming offered by the campus and prospective programming for shaping a strategic reinvention of the campus. It is anticipated that they will complete their work by May 15, 2001.