
Georgeana Stratton and Renee McLaurin participated by phone.

Guest: Alison Thimblin, Special Assistant for the QEP

The minutes of the Friday, January 14th meeting were approved.

Faculty and Student Expectations Committee:
- The following draft expectation statement was provided by the Faculty and Student Expectations Committee for review and discussion:

  NOVA is a diverse student community; mixing cultures, ages, learning styles, and levels of academic preparedness. Most students balance school with other obligations. NOVA staff are committed to giving their students every opportunity to succeed. In return students are expected to help themselves and other succeed by creating a civil and professional campus environment.

  Outside the classroom, this includes dressing appropriately; approaching staff and classmates with respect; and following campus guidelines, rules and signage. It also entails that students take responsibility for their success by entering the classroom prepared to learn, and being ready to take advantage of the many resources available to NOVA students.

  In the classroom, faculty expect student engagement, which demands active participation in class discussions, include asking questions and responding to questions posed by the instructor and other students. It is important to note that all comments or questions in class must remain respectful of the other students in class at all times. Classroom discussions should be fun, insightful and most of all civil. Students who are disruptive to the class (e.g. talking to each other when the teacher is speaking, using electronic devices at inappropriate times) inhibit their classmates from getting the most out of their college education, and will be held accountable for their actions (e.g. appropriate disciplinary measures will be taken).

  ISSC members suggested re-wording the first sentence of the second paragraph, so that student attire is addressed after respect for staff and classmates, and following campus guidelines, rules and signage.

  Dr. Harper suggested that the working group review the statement currently in the Student Handbook and that the new statement of expectations be aligned with what is in the Student Handbook.

  This updated statement should be included in class syllabi, the NOVA web site, posted on the campuses, and addressed at the SOAR and NSO sessions.

  Ms. Peck noted that the work of P.M. Forni, a professor at Johns Hopkins (http://krieger.jhu.edu/civility) might be very helpful in crafting the new statement of expectations.

  Dr. Harper also recommended reviewing the statement currently used at the University of Mary Washington.
• It was noted that the current statement in the Faculty Handbook does not mention maintaining order in the classroom, and this should be addressed.
• Mr. Sullivan added that it is also important to note that engagement goes both ways, and we should revise the statement to reflect that.
• We may require a couple of versions of the new statement - a shorter statement of expectations for purposes such as class syllabi, and a more detailed version for the Student Handbook.
• It is important that the statement be inclusive of the entire NOVA community. It must reflect the institutional policy and expectations for everyone, not just faculty and students.
• Dr. Harper clarified that it may be more of a community values statement.
• We should be clear that faculty members are responsible for setting the tone and keeping order.
• CETL provides workshops on civility and dealing with difficult students that are helpful.
• Ms. Peck added that the most recent civility workshop was videotaped. It is in the editing process, but it should be online for viewing very soon. She will send an email when it is ready and also post an announcement in the Intercom.
• Mr. Sullivan said the committee will go back and incorporate the ISSC feedback and present a revised draft at a future meeting.

QEP Update:
• Ms. Thimblin provided an update of the taskforce work on the QEP.
• The QEP purpose statement is: The goal of the QEP is to improve students’ academic planning skills through early and continued engagement with academic advisors.
• Student learning outcomes:
  o First year students who participate in academic advising will:
    ▪ Explore academic opportunities at NOVA.
    ▪ Identify their academic goal.
    ▪ Identify a program of study aligned with their academic goal.
    ▪ Develop an educational timeline to pursue their educational goal.
    ▪ Select courses aligned with their educational timeline.
  o Continuing students who participate in academic advising will:
    ▪ Evaluate their academic performance.
    ▪ Revise their educational timeline when academic goals, past academic performance, or other influences affect it.
• The taskforce has identified the following advising needs:
  o Goal setting.
  o Program placement.
  o Course selection.
  o Class scheduling.
  o Reflection on performance.
• The taskforce recommends the following approach to meet these needs:
  o Faculty advisors:
    ▪ Will advise first semester, program placed students, once they have met with an advising specialist.
    ▪ Will also advise second+ semester program placed students.
    ▪ Will focus on course selection, class scheduling, and reflection on performance.
  o Counselors:
    ▪ Will concentrate on specialized areas such as career, transfer, outreach, probation/suspension, veterans’ affairs, international, disability advising.
- Will advise for general studies (non-specialized) and non-curricular students.
  - Resources that will be needed for faculty and specialists include training, software to track
    students advising, knowledge of NOVA programs and resources, redesign of the faculty
    advising web site and handbook, and faculty mentors.
  - Resources that will be needed for students include online print resources for exploration of
    program of study, SDV courses to help with goal development and program exploration, peer
    mentors, and expanded advising hours (online, evening, weekend).
- Ms. Thimblin noted the success of virtual advising. This has been very popular and continues to
grow in popularity.
- There are two kinds of virtual/online advising:
  - Rapid response/triage to provide answers to time sensitive questions.
  - General advising for students who do not require face-to-face advising.
- Dr. Harper will give a presentation on Virtual Advising at a future ISSC meeting.
- Questions are being raised by faculty about how they will be able to accurately provide advising as
  outlined in the QEP. The counselors will need to play a key role in making sure the faculty are
  successful. This may require establishing a subgroup to go to for support as the transition moves
  forward.
- Ms. Thimblin noted that the QEP is a five-year plan. The first year will be focused on professional
development.
- At this time advising for general studies students who are pre-MEC is being handled differently
  across the campuses. A consistent process for advising pre-MEC students will be identified.
- Ms. Lieberman requested that the Catalog separate college transfer programs and non-curricular
  programs. Not separating them is causing confusion, and sometimes students are selecting the
  incorrect program.
- Mr. Khana recommended that student feedback during the QEP process will be valuable and should
  be collected.
- Ms. McLaurin added that counselors inform and empower students, but ownership should not be on
  faculty to hold hands. There should be expectations on the students – this is key to preparing them
  for the four-year institutions.
- Ms. Thimblin will take these comments and suggestions back to the QEP team.

**Appeal Procedure in the Student Handbook:**
- Deferred to March meeting

**Other Items:**

**Training Needs Survey**
- In January, 16 members of the ISSC responded to a survey of prevention, intervention and
  postvention topics for training and delivery modes. The ISSC members were asked to represent their
  constituents, not just themselves in this survey.
- Respondents clearly preferred face-to-face workshops over online training (either fully online or
  online conference/eMeeting).
- Prevention training was the area identified as being of most interest, particularly NOVACares and
  suicide warnings.
- Ms. Peck met with Chief Dusseau, Chief of Police and Director of College Safety; Will Flagler,
  Director, Emergency Management & Planning; Pat Lunt, Special Assistant for Student Mental
Health and Behavior; and Marlene McCabe, Associate Director of Human Resources. All have expressed a willingness to provide training workshops.

- The group also recommended the following resources:
  - Incident Command System (ICS) no charge and available online through DHS, http://www.fema.gov/emergency/nims/
  - Stay Safe 360, http://360staysafe.com Site license $1,595/year with online modules and videos
  - Possibility of customizing training through vendor such as Kingdom Security (www.safewithks.com/courses/safe_demo)
  - Awareity (vendor for MOAT), (www.awareity.com/public/aboutus.asp)
  - Kognito online training for mental health, http://www.kognito.com/website/###
  - SAFE talk, ASIST training for suicide awareness and intervention, http://www.livingworks.net/
  - Green Zone program (www.aurora4vets.org) to support student veterans (Suggested by Mike Johnson)
  - Safe Zone Ally program (lesbian, gay, bisexual, transgender, queer or questioning, intersex and ally), http://www.lgbtcampus.org/old_faq/safe_zone.html

- Ms. Peck noted that the information gathered in this survey will be used to help inform the Administrative Council discussion regarding the possibility of mandated trainings.
- The committee noted that we need to find ways to increase attendance at and maximize the impact of these trainings.
- Dr. Dever noted that offering training in cycles might help to encourage attendance. It may be that there are too many options, and faculty have difficulty choosing which trainings to attend.
- Dr. Harper added that there was a strong response to the workshop by Scott Lewis on dealing with disruptive behavior. This may indicate that outside people add interest.
- Dr. Saperstone suggested that the new community expectations statement might include mandated professional development.
- Ms. Peck added that expectations and classroom management are part of the new faculty orientations.
- Ms. Simmons suggested that if we can identify areas of interest and then incorporate those trainings into meetings that people are already attending, this would be strategic and should help increase attendance.
- The suggestion was made that it in order to encourage better attendance it is important that people feel comfortable. This includes feeding people.

Next Meeting, Friday, March 18, 2011, 10:30 am -12:00 pm
Topics for Future Discussion:
• Math and English placement alignment
• Adjunct evaluation procedures
• Checklist for a path to engagement for students
• Travel issues—field trips, overseas travel, etc.
• Evaluation of hybrid teaching
• Increasing NOVA’s ability to provide SDV courses to a larger number of students earlier in their college career.
• The College Readiness partnership with Fairfax County Public Schools
• Consideration of a no late registration policy
• NSO requirements
• General Education Council