Members Present: Executive Vice President Dever, Brian Foley, Dr. Gabriel, Vice President Garcia, Vice President Gary, Dr. Hill, Dr. Hinton, Dr. Leidig, Dr. Maphumulo, Dr. Sachs, Dr. Saperstone, and Dr. Templin.

Guests:
Mr. Dana Kauffman, Director of College Government Affairs
Ms. Geri Dolan, College Events Manager
Dr. Sheri Robertson, Associate Vice President, Academic Services

Customer Service Definition Update

- Mr. Bob Moran of Moran Consulting provided an update regarding the definition of customer service for the college.
- Using feedback from the surveys conducted, and feedback from the Administrative Council, Mr. Moran presented the following statements regarding who we are at NOVA:
  - Leading institution of higher education in the Commonwealth of Virginia and the USA.
  - An important part of our community, and a vital contributor to the economic development of the Northern Virginia area.
  - Highly diverse population in cultures, backgrounds, and experience.
  - Open enrollment.
  - Growing and high volume.
- The Administrative Council provided the following comments:
  - Innovation should be mentioned.
  - We may want to re-consider using the term “high volume.”
  - A statement should be added under open enrollment that NOVA is committed to access, student success, and excellence.
- Incorporating feedback from the Administrative Council’s November 30th meeting, Mr. Moran provided a revised definition of customer service:
  - Customer service at NOVA is a set of behaviors that convey a genuine desire to provide assistance to the internal and external customer and help the person feel valued throughout the process:
    - Easy access.
    - Anticipate needs.
    - Welcoming and courteous.
    - Active listening – focus attention on the person being served.
    - Respectful, empathetic, and understanding of needs.
    - Timely response to requests.
    - Solution oriented problem solving – take ownership of the individual’s problem.
    - Accurate information.
    - Simple processes.
- The Administrative Council provided the following feedback:
  - NOVA must have both service-oriented behavior and working systems and processes in place to support better customer service.
  - Many of the challenges we face are related to processes, and most of the challenges come from just a small number of broken processes.
We need to identify these broken processes and work with the appropriate people to address them.

- **Recommended next steps:**
  - Finalize the definition.
  - Transform the definition into standards.
  - Develop a communication plan to include orientation and training.

- Mr. Moran requested that the Council discuss what is meant by the key words in the draft definition.

  - **Easy access:**
    - One place to find answers to questions.
    - Easy to figure out where to go.
    - We need a clear understanding of what the student expectations are regarding access (could be internet, phone, in person, etc.).
    - We need to keep in mind the user perspective.

  - **Anticipating needs:**
    - Push vs. pull – need to listen carefully to the customers to determine how best to assist them, rather than push information at them that may not appropriately address their needs.
    - We recognize many students are not familiar with academic processes. We need to help them understand and navigate the processes.
    - Put standardized responses in place for the situations that come up repeatedly.

  - **Welcoming and courteous:**
    - Give the student undivided attention.
    - Respect for both students and colleagues.
    - Attention to the non-verbal as much as the verbal.
    - Do not treat the customer as an interruption.
    - Clean and welcoming facilities, including good signage.
    - Resources are limited and people can feel overwhelmed. This impacts service levels. We need to look at the tools and resources we can provide.

  - **Active listening**
    - It is important to listen to what students are saying and determine what they really need. Too often they get transferred from person to person, and get a pass-the-buck feeling. They often end up calling the President’s Office seeking guidance.
    - Pay attention to non-verbal as much as verbal.
    - Cultural sensitivity is important.
    - Ask questions get to the root of the problem.
    - Active listening on a group level, not just one-on-one.

  - **Respectful, empathetic, and understanding**
    - Remain pleasant and professional even if customer is not.
    - Consider the total situation that has brought them to this juncture. Each situation is unique and each person is unique - consider this in listening and responding.
    - If overwhelmed, it is hard to be respectful and understanding. We need to work to ensure that tools and resources are available to help faculty and staff.
Customers can be demanding and expect immediate results. They may not be respectful. Training and resources are necessary for staff to better handle these situations.

- Some situations become teachable moments and provide an opportunity to model respect and empathy.

  - Timely response to requests
    - Even if you cannot answer an inquiry immediately, respond to customers and let them know you have heard them and you are working on it.
    - Daily voicemail and email volume has become difficult to manage. We need a system and processes for better managing these.
    - When referring someone to another office, explain where they are being sent and why.
    - Listen, empathize, react, and notify.

  - Solution oriented problem solving – taking ownership of the individual’s problem
    - Following a situation through to resolution.
    - Take the time to identify exactly what it is that the customer needs or wants.

  - Accurate information
    - Training has to be designed. Need a who’s who and where to go.
    - Too much transferring is occurring. We need to empower and train employees to handle the questions and problems themselves.
    - High staff turnover makes maintaining trained staff challenging.
    - We need some type of clearinghouse for information for staff. A help center or unit could help identify the problems we need to address.
    - It is acceptable to say, “I don’t know, and I will get back with you.”
    - Feedback from customers and front line staff regarding issues should be collected to help identify problem areas.
    - Be perceptive and ask additional questions to be sure you understand the inquiry.

  - Simple processes
    - Some processes are inherently not simple; we should change the wording to _straightforward and efficient._
    - We need to ask if the processes are necessary in the first place.
    - We need to identify which are the most important processes and which processes we can control.
    - Documentation is important. It is especially important for new staff and front line people.
    - Faculty and staff need to see themselves primarily as team players and problem solvers, not just as gatekeepers or enforcers of rules.

- Mr. Moran will incorporate this feedback and return in February with a more refined version.

**Student Access**

- Spring Enrollment
  - The Daily Enrollment Report for Spring 2011, as of January 11, shows an increase in FTES of 6.6% above the comparable date for Spring 2010.
  - By end of the semester, Dr. Gabriel estimates we will be 6.2 or 6.3% above last spring.
The Call Center appears to be helping streamline the registration process.
Dr. Gabriel noted that we went from 1,800 calls per day to 2,400 calls per day.

- **2011-2012 Enrollment Targets**
  - Projected FTEs for 2011-12 is 36,467 (5% growth).
  - It was noted that the Arlington Center has not achieved its target to date. Dr. Maphumulo advised that this is a complicated issue with many contributing factors. He will address this issue at a future Administrative Council meeting.
  - The Administrative Council members noted that growth is restricted by the lack of new space.
  - Dr. Gabriel added that unless the Annandale Campus can acquire new space, it is nearing its maximum possible enrollment.
  - The need for additional space is not just classrooms, but parking is also critical to meeting student demand.
  - The Council raised questions regarding how the ELI numbers are projected.
  - Provosts would like to be able to approach ELI enrollment targets strategically.
  - Dr. Templin summarized that we need a strategy for ELI growth from Dr. Sachs and the provosts. If a campus is to be accountable for a target, it needs ELI to partner with it and develop a strategy for growth.
  - The Administrative Council agreed to create a working group to review how enrollment targets are generated, and specifically how ELI projections are part of this. Dr. Sachs, Dr. Gabriel, Dr. Lerner, and Dr. Hill will get this started.
  - Dr. Dever noted that projected college growth next year is 5%, but for ELI the projection is 12%. This discussion is both timely and important.
  - Dr. Saperstone inquired if there is still time to work with the *Schedule of Classes* for summer and fall.
  - Dr. Dever will provide an update by email regarding the status of the summer and fall *Schedule of Classes*.

**SACS Reaffirmation of Accreditation Update**

- Dr. Dever identified a number of items campuses need to give particular attention to in order to ensure that everything is in order for reaffirmation of SACSCOC accreditation.
  - **Immediate action:**
    - Any faculty members identified by HR as needing a Justification Request for credentialing. Unless the identified individuals are approved by Dr. Templin before the beginning of the spring semester, they must be removed from the spring schedule.
    - Response by divisions to the survey on hybrids and campus-based distance learning. Return to Dr. Sachs as requested.
  - **By January 31, 2011:**
    - Completion of evaluations for all faculty members (9- and 12-month teaching faculty, adjunct faculty, administrative and professional faculty) who taught or worked in Fall 2010. Mark status on the previously distributed audit sheets and return them to Willie Pomeroy in HR.
  - **By April 1, 2011:**
- Official transcripts on file for all adjunct faculty members identified as not having them. Mark status on the previously distributed transcript reports and return them to Willie Pomeroy in HR.

- Anyone needing copies of previously distributed communications, audits, or reports should contact Dr. Dever.
- It is critical for successful reaffirmation that campuses and other involved units complete all work by the specified time.
- Dr. Sachs requested that Council members discuss with their staffs the Policies for Distance Education and Hybrid Classes, as approved by the Administrative Council on December 14.
- Dr. Sachs will meet with Academic Deans Council and review the new policy with them.
- The Policy for Distance Education and Hybrid Classes will be added to the Faculty Handbook.
- The Council noted that Willie Pomeroy and Cindy Smith have provided excellent guidance and been very helpful with matters related to reaffirmation.

Guaranteed Admission Agreement with George Mason University
- George Mason University and NOVA have engaged in an extended process to negotiate a new Guaranteed Admission Agreement (GAA) for NOVA transfer students.
- Dr. Sheri Robertson summarized the changes:
  - 2007 Agreement
    - 2.75 NOVA curriculum GPA required for admission.
    - 24 hours of NOVA credit required.
    - General education waiver had to be applied by 90 total credits.
    - No reference to coursework from other institutions.
    - No specific course requirements within NOVA 24 credit hours.
  - 2011 Agreement
    - 2.85 NOVA cumulative GPA required for admission in Fall 2012; increasing to 3.0 for Fall 2013.
    - 30 hours of NOVA credit required, to include ENG 111, ENG 112/125 and college-level mathematics.
    - NOVA students must graduate before enrollment at Mason to receive general education waiver.
    - For coursework from other institutions within the past 5 years, 2.85 GPA required for Fall 2012, and 3.0 GPA for Fall 2013.
    - Students are requested to complete the online GAA Letter of Intent after 45 hours at NOVA.
    - Preference given to GAA applicants who enroll at Mason in August.
    - Applicants must apply to a specific major.
  - Dr. Dever noted that for the NOVA cumulative GPA, the last grade received for a repeated course is what counts (this is VCCS policy). This must be clearly communicated to staff and students.
  - Developmental courses do not count in the GPA.
  - The Council noted that these changes apply only to students admitted under the Guaranteed Admission Agreement. Many other students transfer to Mason outside of the agreement.
o We will propose doing joint research with Mason to determine what factors contribute to students’ successful performance after transfer.

o Dr. Templin noted that as NOVA continues to grow, without an increase in the capacity of the universities, we can expect the admissions bar will continue to increase. We must be advocates for our students and continue to explore transfer opportunities for all our students, including those with a GPA below 2.75.

o Dr. Dever added that Mason is our major partner and they receive the greatest number of our students, but we have admission agreements with many other schools. We are actively working to provide a variety of options for NOVA graduates to pursue further education.

o The Pathway program currently requires a minimum GPA of 2.5 for admission to Mason. We will have an associated discussion with Mason about any appropriate adjustments for Pathway students.

o Drs. Dever and Robertson will work with Mason in making final adjustments to the GAA. A formal signing ceremony in anticipated for later in the spring.

Curriculum Committee Recommendations

- Dr. Dever distributed four curriculum items that have previously been approved by the Curriculum Committee:
  o A new National Security Career Studies Certificate, to be offered initially at the Manassas and Woodbridge campuses. The program will prepare students with the knowledge and skills necessary for entry into, or promotion within, most national security agencies as well as in business and corporations that maintain security departments.
    - The proposed program will require the completion of seven courses totaling 19 credits.
    - The curriculum includes two proposed ADJ courses for which NOVA is seeking VCCS approval:
      - ADJ 133 Ethics and the Criminal Justice Professional.
      - ADJ 163 Crimes Analysis and Intelligence.
  o Changing the name of the Photography AAS degree to “Photography and Media.” The field of photography has expanded to incorporate video, and the proposed name change more accurately reflects this change.
    - Photography faculty have offered video courses for more than two years.
    - Last year the faculty developed two new courses, PHT 130 Video I, and PHT 131 Video II.
    - Thomas Nelson Community College is the only other college in the VCCS that offers the Photography AAS degree. The Photography department head at TNCC supports changing the name to “Photography and Media.”
    - NOVA’s Curriculum Advisory Committee also supports the name change.
  o Revise two courses required in the Biotechnology AAS - BIO 250 Biotechnology Research Methods and Skills, and BIO 253 Biotechnology Concepts.
    - Add an hour of lecture and recitation to BIO 250.
    - Teaching several sections of BIO 250 has shown that students need an hour of lecture and recitation in order to prepare for the laboratories,
and to process the information and be able to communicate their learning in writing and verbally.

- The instructors and students are spending many extra hours outside of class working on the material for this lab.
- This would increase the course credits from 2 to 3.
- The total number of credits required for graduation from the Biotechnology AAS will increase from 65 to 66, and for the Biotechnology Lab Technician Career Studies Certificate the total number of credits required will increase from 16 to 17.

- Remove the CHM 111 prerequisite from BIO 253.
  - Teaching several sections of BIO 253 has shown that students do not need an academic background in chemistry in order to successfully complete this course.
  - The biochemistry portion of BIO 101 is adequate, and basic concepts in macromolecules are reviewed as part of the introductory material for BIO 253.
  - Having CHM 111 as a prerequisite is not only unnecessary, but also significantly delays students from starting the core biotech curricula. Chemistry faculty at the Loudoun and Manassas campuses support the removal of the CHM 111 prerequisite.

- Psychology Discipline Review – approve the Psychology Discipline Review action plan for implementation.
  - The Psychology faculty have completed a program/discipline review that the Curriculum Committee found to be “detailed, complete, and grounded in APA curriculum guidelines.”
  - The review included detailed consideration of every PSY course to assure that the course content is current and equivalent to that at senior institutions.
  - The Curriculum Committee accepted the report and recommends that the Administrative Council approve the action plan. Suggestion 13 (which suggests working with librarians to monitor library collections and keep them current) and Suggestion 16 (which suggests maintaining a list of desired supplies and equipment) are the only proposed actions with budget implications.

- The Administrative Council approved the four Curriculum Committee recommendations.

**2011 Legislative Strategy**

- Dana Kauffman updated the Council regarding upcoming NOVA visits to the Virginia General Assembly and provided background documents.
  - These visits are about relationship building. It is important for the provosts to be a part of these trips.
  - The visits will begin in one week with Dr. Leidig and students from the Loudoun Campus.
  - The visits will conclude four weeks later with Dr. Maphumulo and students from the Alexandria Campus.
  - Mr. Kauffman will be providing the provosts with talking points for the visits.
o General discussion regarding the NOVA’s substantial growth and the need for scholarships is important.
o Encourage personal stories from students. These can make lasting impressions, and help to emphasize the importance of NOVA to the Northern Virginia community and to the Commonwealth.
o Dr. Templin noted that we need to remember that NOVA should be part of any bond bill under consideration. Remind lawmakers of the enormous increases in enrollment we are experiencing - we must be included in any bond bill.
o Mr. Kauffman will be in Richmond on Tuesdays and Thursdays. He can be reached by cell phone.

Upcoming Admin Council Dates
- Dr. Templin provided the Administrative Council meeting dates for the first half of 2011:

<table>
<thead>
<tr>
<th>Month</th>
<th>Date 1</th>
<th>Date 2</th>
<th>Date 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>January 11</td>
<td>March 22</td>
<td>May 10</td>
</tr>
<tr>
<td>February</td>
<td>February 1</td>
<td>March 29</td>
<td>May 24</td>
</tr>
<tr>
<td>February</td>
<td>February 8</td>
<td>April 5</td>
<td>May 31</td>
</tr>
<tr>
<td>February</td>
<td>February 15</td>
<td>April 12</td>
<td>June 7</td>
</tr>
<tr>
<td>February</td>
<td>February 22</td>
<td>April 19</td>
<td>June 14</td>
</tr>
<tr>
<td>March</td>
<td>March 8</td>
<td>April 26</td>
<td>June 21</td>
</tr>
<tr>
<td>March</td>
<td>March 15</td>
<td>May 3</td>
<td>June 28</td>
</tr>
</tbody>
</table>

Other
- An announcement will be made regarding the retirement of Myrtho Blanchard and the appointment of Shelli Jarvis as Acting Director of Human Resources.

Tracking
- Student Activities Program Update – February 1
- McGladrey briefing on Internal Controls & ARMICS – February 1
- Budget Review, Reallocations, & Year-End Strategy – February 1
- Report of the QEP Task Force – February 1
- Summer Stipends – February 8
- High School Recruiting – February 15
- Analysis of Potential Students Who Did Not Complete Registration
- Campus Interface Position with Finance & Administration
- Update on Keys and Card Swipes
- Ad Hoc Budget Crisis Committee Release Time Report
- Ad Hoc Budget Crisis Committee Recommendations Follow Up