Administrative Council
January 14, 2014

Members Present: Vice President Bansal, Dr. Buchanan, Vice President Dimkova, Mr. Foley, Vice President Gabriel, Vice President Gary, Dr. Hill, Dr. Ramsammy, Vice President Sachs, Dr. Saperstone, Executive Vice President Schiavelli and President Templin.

Guests: Mr. David Epstein, Dean of Dean of the Arts, Communications & Humanities Division, Woodbridge Campus and Redesign Task Force Co-Chair, Dr. Molly Lynch, Professor of Psychology, Communication Technology & Social Sciences, Manassas Campus and Redesign Task Force Co-Chair Mr. Dana Kauffman, Director, College Government and Community Relations, Dr. Sheri Robertson, Associate Vice President for Academic Services, Ms. Teresa Overton, Faculty Member and Redesign Task Force Chair and Ms. Alison Thimblin, Acting Dean of Natural Science and Mathematics, and Coordinating Dean for Developmental Math Redesign Taskforce, Woodbridge Campus, and Mr. Rick Tittmann, Director of Business Services.

Access

• Spring Enrollment: Dr. Gabriel distributed the weekly enrollment report which showed a negative 0.2 enrollment growth when compared to the same time period last year. He explained the summer deficit of 5 percent and the resulting annualized enrollment figure of 1.6 for 2013. While they are looking toward the second eight week session for some growth, this time period is generally not as robust as the first eight week session. Marketing staff engaged in three major marketing efforts before the holidays began: greeting cards from the President to all currently enrolled students; letters from the President to all households with NOVA students who have completed 30 credit hours or more; and, radio announcements done specifically focusing on spring semester options. The college continues to experience 600 student drops per day and calls are being made to all of these students. Dr. Gabriel indicated room for optimism for the coming Fall semester with the implementation of the new policy changes which will effect a positive enrollment change.

Dr. Templin recommended an analysis to understand the implications, such as managing the wait list, to be better prepared for next Fall. There are potentially 3,000 students who are caught in the vortex and we could lose them. There are many components to this issue and a need for a more proactive approach to catch students and build a system that works. We have parts of the system realized, but not a strategy for all students.
**Student Success**

**Student Success Policy Recommendation #4 – Enrollment in Developmental Courses:**

Ms. Thimblin and Ms. Overton presented the resource needs for Developmental Math for policy change four. The fourth policy change mandates enrollment in developmental courses during the first semester, if placed, for first-time students. Technical Team 4 includes representatives from Developmental English who have recommended that the implementation include only ENF 1 and 2, and not ENF 3, which is paired with ENG 111. Since there are so few students in ENF 1 or 2, there is less concern for resource needs for mandated enrollment in ENF 1 or 2. If developmental math is mandated for GPS and Pathway students, the college will need 68 additional MTT 4 classes, 30 seats in labs, and 24 classrooms. The needs at individual campuses were determined by projecting enrollments and from information provided by campus Developmental Math Managers. To fulfill staffing needs, the technical team requested 23 part-time instructors (or 12 full-time associate instructors), 6 lab staff, and 28 tutors. These resources will require approximately $600,000 in recurring funds if part-time faculty are hired or $1 million in recurring funds if full-time faculty are hired.

In addition to faculty staffing needs, Dr. Templin pointed out the need to capture related grading issues to prevent the loss to students of financial aid. Four cross-cutting issues emerged for immediate attention: 1) a solution to MTT 4 where students complete one or more units but receive an "R" grade; 2) a projection of student credit hours per semester to use as a base (what to expect this year and next); 3) a broader discussion of associate instructors and why this is a good strategy; and, 4) a strategy for finding more instructors and possibly redefining how we recruit.

Dr. Templin reiterated that where the content and assessment is set, the associate instructor position is appropriate. He stated the need to make a decision on implementation recommendations by the next Administrative Council meeting.

**Student Success Policy Recommendation #6 – Mandatory On-Time Registration:**

Dr. Lynch and Dean Epstein presented a summary of the work of the technical team which focused on the processes and logistics of the sixth policy change which mandates on-time registration for all students. This policy change will not require additional resources.

Currently, students add, drop and swap classes during the first week of the semester. During the second week, they can add classes with permission from the faculty.

New recommendations for the sixth policy change include:
- Registration ends the day before the session starts.
- Adding classes with permission of the faculty during week two will be eliminated.
- Starting in Fall 2014, students can drop classes during the first week but cannot add or swap classes without permission from the Dean and faculty member.
- Some of the technical team members felt that flexibility should be incorporated into the add/drop/swap class process during the first week.
The data show that 10.8 percent of students register late across all disciplines and campuses. English 111 had the highest number of late registrations. The hope is that the number of people registering late will be lower than this with the communication campaign publicizing the policy change. Dr. Lynch and Dean Epstein summarized that students will be expected to plan ahead and have their needs serviced by the college. A list of permissible exceptions to allow a student to add a class during the first week with permission will be created, but it will be important to have consistency across campuses in giving students exceptions to enter a class in the first week. To accommodate students who would be unable to register on time, alternate sessions (e.g. 12 or 14 weeks) will be added to the schedule. Each Academic Dean will be asked to offer a pre-determined number of alternate session classes and will have the necessary data to plan accordingly.

Dr. Templin pointed out that it would also be important to map out the reason a student should not be dropped, for example, as a result of financial aid issues and that latitude should be given to the Advising Specialist to make some decisions, as well as bringing in both Advising and Pathway Specialists into the process. Students should also not be responsible when a college action leaves them out of a cancelled class.

Dr. Templin identified follow up items with teams needed to address the following:
- a front door process, including application deadlines
- business processes - creating processes where we don’t have them
- wait list process
- exception process
- enrollment cancellation
- class cancelations and a strategy for scheduling 12 or 14 week classes
- payment processes
- clear communication plan
- assessment process (placement tests)

Dr. Templin summarized the discussion by adding that common strategies and changes are needed to NOVA’s cultural thinking. What might be called for is a design specialist who could take a close look at our systems. He asked that Drs. Schiavelli and Gabriel look at the class schedule time frame in preparation for the next Administrative Council meeting when final approvals will be made on all six policy recommendations.

**Report of the Parking Task Force**

A parking taskforce was assembled with three subcommittees to look at new innovations in parking technologies, options for financing, and systematic solutions to the traffic problems, and at the same time being responsive to neighbors and state and local officials. Recommendations will be presented to the NOVA Board on January 27. A student survey will be launched in February and the task force will follow up with meetings at each Campus Council. On March 10, the NOVA Board will approve all student-related fees.

Mr. Tittmann and Mr. Kauffman studied the financial landscape and offered the following recommendations:
FY 2015:
- Rolling back the price of the parking permit to $90 with a $10 discount allowed.
- Free parking on all campuses after 3:00 p.m. and on Fridays and after 4:00 p.m. on Weekends.
- Graduation incentive - return final semester parking permit fee. (paid online)
- Infrastructure fee (95 cents per credit hour).

FY 2016:
- Comprehensive support fee (to fund student service centers, student activity fee, expansion of shuttle services.
- Permits by session and/or semester and reducing cost of summer permit.
- Discounted public transit.

Dr. Templin summarized the discussion by stating that a single student fee would permit the college to develop student centers and contribute to the development of additional college parking options and recommended the next step to craft an 8-year plan and beyond. He asked that the Provosts look at how changes in parking would affect their campus schedules.

**Associate Instructor**

Dr. Templin explained that we must be very strategic and intentional about how and when to use the new VCCS-approved faculty category of “Associate Instructor”. It should not be regarded as cost-saving strategy to be applied wholesale to full-time teaching faculty positions or as an attempt to redefine the role of full-time faculty at the college. There may be limited instances where consideration of this new role makes good educational sense in serving our students: courses where specific learning outcomes are pre-set across the college and there are high enrollments; where course design, content and learning resources are standardized; and where assessments of student learning are common for the whole college. Often in such instances the instruction is being provided by leveraging the use of technology and facilitating one-on-one interaction. Potential instances where these criteria might be met are in our distance learning courses at ELI, in our Developmental Math courses which recently have been completely redesigned, our recently redesigned SDV 100 Student Success course, and in some clinical instruction. Hiring Associate Instructors under these circumstances might actually be a significant benefit to adjunct faculty since an Associate Instructor appointment brings with it the full range of fringe benefits (such as health care insurance) that adjunct faculty currently do not receive.

Dr. Templin indicated that prior to hiring any Associate Instructors college administration would consult with various college committees.

**2014-15 Faculty Allocation Approvals**

Dr. Templin distributed the current list of restricted appointments and indicated that they would be looked at one more time for accuracy by HR and asked that the Provosts let him know right away if there were corrections to the list. Dr. Schiavelli asked that Provosts add the position numbers to the list.
**Fairfax Administrative Offices**

Mr. Bansal asked for Administrative Council approval to make official the name *Fairfax Administrative Offices*. Dr. Tempkin suggested that if anyone had other suggestions to please forward them to Mr. Bansal and he would leave open final approval until the next Administrative Council meeting.

**Curriculum Committee Recommendations**

Dr. Robertson presented the December 2013 Curriculum Committee recommendations based on proposals which were reviewed and approved by the Committee:

- **Reduce Number of Years Students May Graduate from Discontinued Programs from Seven to Three:**

  NOVA policy currently allows students to graduate for seven years after a program is discontinued. This presents difficulties for deans who must either continue to offer the courses required for the discontinued programs or be willing to make substitutions for some or all of the required courses. In addition, this policy allows students to graduate from programs that were discontinued because they were no longer providing preparation for current employment or transfer opportunities; in most cases, these students would have been better served if they had been advised to follow a more up-to-date curriculum. Dr. Robertson proposed that we change the policy to allow students to graduate for no more than 3 years after a program is discontinued.

  Data in OIR Fact Books clearly show that very few students graduate from discontinued programs even one or two years after discontinuance. For programs closed in Fall 2002 through Fall 2011, there were no graduates from any program seven years after it was closed. Only two AAS degrees and one certificate program produced graduates four years after discontinuance. Most career studies certificates yielded no graduates one or two years after they were discontinued.

- **Revise Cultural and Social Understanding General Education Goal:**

  For more than three years, the Council for General Education has discussed NOVA's General Education Goals. The Council found that the final objective listed under the Cultural and Social Understanding Goal uses some outdated language and does not adequately convey the global nature of the cultural systems in which our graduates will live and work. Research conducted by the Council showed that peer institutions have replaced the term "worldwide" with "globalized." The Council unanimously agreed to the change shown below at its November 20, 2013 meeting which was supported by the Curriculum Committee:

  Cultural and Social Understanding (p. 20 of the 2013-14 catalog)
  Students will demonstrate the ability to:
  - assess the impact that social institutions have on individuals and culture—past, present, and future;
describe their own as well as others' personal ethical systems and values within social institutions;
- recognize the impact that arts and humanities have upon individuals and cultures;
- recognize the role of language in social and cultural contexts; and
- recognize the interdependence and globalized nature of varied social, economic, geo-political, and cultural systems.

The Administrative Council approved both the recommendation to reduce number of years students may graduate from discontinued programs from seven to three, to be effective Fall 2014 and to revise the last objective under the Cultural and Social Understanding General Education Goal, to be effective Fall 2014.

Other Items:

- **Summit at the White House:** Dr. Templin has been invited to the White House for an Education and Skills Summit hosted by President Obama to discuss ways in which higher education as well as the private sector, city and state leaders, and philanthropy can come together to help connect more low-income students with college and ensure they succeed once they get there. Many of President Obama’s potential steps and suggested models have been in place and are being practiced at NOVA.

- **George Mason Strategic Plan:** Dr. Templin distributed George Mason’s strategic plan and asked Administrative Council members to become familiar with their goals in light of our close working relationship with George Mason.

The meeting adjourned at 1:30 p.m. with the next Administrative Council meeting scheduled for Tuesday, January 28, at 9:30 a.m. at the Woodbridge campus.

Tracking

- College Board Meeting - Jan 27
- Intake Process Improvements (Policy Rec #1-3) – Jan 28
- Mandatory SDV Enrollment (Policy #5) – Jan 28
- International Student Task Force Report – Feb 4
- Student Activities
- Education Summit Follow Up
- Grants Office