

**Administrative Council**  
**March 6, 2018**

**Members Present:** Dr. Marsha Atkins, Vice President Gabriel, Dr. Haggray, Dr. Hill, Dr. Hilbert, Dr. Leidig, Dr. Lynch, Vice President Partridge, President Ralls, Vice President Sachs, Executive Vice President Schiavelli and Vice President Weatherly.

**Guests:** Ms. Charlotte Calobrisi, Associate Vice President for HR, Dr. Charles Errico, NOVA Representative to the Chancellor's Faculty Advisory Committee, Dr. Betty Krohn the Director of Advancement Via Individual Determination (AVID), and Ms. Robyn Seabrook, Legal Counsel.

**Chancellor's Faculty Advisory Committee Update (CFAC)**

Dr. Charles Errico, Chair of the Chancellor's Faculty Advisory Committee (CFAC), briefed Council members on partnerships that NOVA has established with a number of four-year universities that will ensure that students who follow a prescribed informed pathway and earn an associate degree will have all of their courses transfer as requirements, not electives, and start as first semester juniors. These partnerships will encourage students to complete their degrees at NOVA, free them from additional tuition debt, and assist them in graduating sooner. Last fall NOVA signed partnerships with Radford and ODU. On March 8<sup>th</sup> Marymount University will become the first private college to sign a partnership, and plans are in place for a similar agreement with the University of Mary Washington.

Dr. Errico also briefed council members on recent CFAC initiatives. CFAC represents the 2300 full-time faculty members from the VCCS colleges. They meet twice during the academic year with the Chancellor, his cabinet, and representatives of all VCCS offices. CFAC only deals with system-wide issues, those that involve all 23 community colleges. It has established a cooperative and collegial relationship with the Chancellor that has allowed it to initiate changes in VCCS policy and not simply react to problems. Recent CFAC initiatives that have resulted in positive changes in VCCS policy include:

- A change in the faculty evaluation policy to state that supervisors should assume that faculty meet expectations unless there is substantive and documented evidence to prove otherwise. Dr. Errico added that the previous policy placed the burden of proof on faculty members and made the negative assumption that they had not met expectations.
- A policy was crafted to prohibit personal relationships between faculty and students in their classes. CFAC felt that a conflict of interest and a power differential occur when faculty date or have a romantic relationship with students attending their classes. The VCCS policy now prohibits these relationships and provides safeguards when faculty have their children or other immediate family members registered for their classes.
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- CFAC proposed and the VCCS approved a phased retirement program that allows senior faculty to reduce their workload in their last three years of teaching. This creates a slower off-ramp to retirement for those faculty members who still wish to teach but prefer a less rigorous workload.

Dr. Errico stated that CFAC is in the process of working on a number of issues that include:

- A proposal that VCCS presidents announce faculty openings and provide an opportunity for RIF faculty to apply for them on a non-competitive basis. If the RIF faculty meets the needs of the college that has an opening, the president saves the expense involved of an interview/selection process. The receiving president still has the option of doing a national search and inviting the RIF faculty to apply for the open position. Dr. Errico added that a number of our colleagues at the smaller colleges have lost their jobs in recent years and larger colleges like Tidewater will likely experience a RIF this year.
- The recent JLARC report identified dual enrollment as an area of concern. This was not a surprise to the System's Office or to CFAC. Faculty want to ensure that dual enrollment courses maintain the same rigor as those offered on campus. This will mean greater scrutiny of the syllabus, textbook, course requirements, examinations, and grades in dual enrollment courses.
- CFAC asked the VCCS to explore developing a maternity leave policy. At present, women have no choice other than requesting disability and, for younger women new to the college and with limited leave, this often means receiving less than a full paycheck during their absence. Benefits are even more limited if leave is taken in the summer when faculty are off their nine-month contract. CFAC discussed a parental leave policy that George Mason University, another state institution, had in place that granted a semester of paid leave for both the mother and the father of the newborn. Dr. Errico added that CFAC would like to extend the leave policy to parents of adopted children. Such a policy would be advantageous in attracting the best candidates for future openings for teaching faculty positions.
- CFAC will participate in studying a policy that would allow the VCCS to hire distinguished professors and pay them at rates higher than currently allowed on the VCCS-29. These individuals might be bestselling authors or successful business persons, to name just a couple of examples, who do not have graduate degrees but bring enormous talent/expertise to our students.

Council members discussed the importance of addressing mental health issues affecting students. Dr. Errico agreed to add this issue to the next CFAC agenda in April. The safety of our students and college employees have long been a concern of CFAC and, in light of the recent school shootings, it is of an even more immediate concern.

### **Development Assessment and Campaign Readiness**

Ms. Weatherly updated Council members on the Development Readiness Assessment. NOVA is considering a potential campaign to generate new funding in support of NOVA's strategic plan.

A Development Readiness Assessment explores and evaluates the potential success of a funding campaign by examining four predictive indicators for success: 1) NOVA's philanthropic potential for significant fundraising; 2) its case for support; 3) its internal and external (volunteer/board) leadership; and 4) staffing and infrastructure resources of the office of Advancement, and more specifically, the Foundation.

An audit process is underway to investigate and answer questions posed in critical areas internally and externally that involve the philanthropic environment and whether it is conducive to effective fundraising. The Readiness Assessment Committee, comprised of members of the Foundation Board, the College Board, and NOVA leadership has vetted a list of 55 potential business, community and philanthropic leaders to be interviewed for this assessment. Ideally these interviews will commence in late March.

The timeline includes a multistep process with careful coordination and collaboration between and among the Foundation and their philanthropic consultant with a final report expected in June. The intended outcome of the entire process is a full analysis of fundraising capacity that includes a course of action strategy; recommendations to engage college donors; system needs defined; goals developed to support NOVA's strategic plan; staffing recommendations; and, preparations for the potential launch of a major campaign in the coming year.

### **OIR Report**

Dr. Gabriel presented an OIR Research Brief that addressed issues relating to low-income Pell Grant recipients at NOVA.

The Federal Pell Grant Program provides need-based grants to low-income undergraduate students to promote access to postsecondary education. Pell Grants can boost college enrollment, reduce dropout rates and improve student outcomes. Grant aid of just \$1,000 can increase enrollment by 3 to 5 percent and improve retention rates by 1 to 5 percent.

The following patterns emerged on Pell Grant recipients:

- Twenty-five percent of Fall 2015 students at NOVA received a Pell Grant in 2015-16, however, NOVA is in the bottom quintile (17<sup>th</sup> percent) among all public, two-year postsecondary institutions in the nation.

- From 2003-04 to 2015-16, the proportion of Pell Grants in Fall and Spring tripled from 8 percent to 24 percent of the total headcount, an increase of almost \$41 million.
- NOVA had a low Pell Grant rate relative to other large community colleges in the area. One-quarter (25 percent) of NOVA students received a Pell Grant in 2015-16, compared to 31 percent of students at Montgomery College and 42 percent at Tidewater Community College. This may be attributed to the higher median household income in NOVA's service area, but there remain islands of disadvantage in NOVA's service area.
- In 2015-16, the maximum Pell Grant award in the U.S. was \$5,775. Most Pell Grant money goes to students with a total family income below \$20,000. The areas with the highest percentage of households with median incomes under \$25,000 include Manassas Park City (13%), Manassas City (10%), Alexandria City (10%), and Arlington County (10%).
- Despite being less than half the size of NOVA in terms of headcount enrollment, Tidewater Community College enrolled more veterans than NOVA in 2015-16. In the 2015-16 award year, 18 percent of veterans enrolled at NOVA received a Pell Grant compared to 41 percent at Tidewater. NOVA could attempt to increase the number of veterans receiving Pell Grants by guiding them through the application process.

Students who are not eligible for Pell Grants include the following categories: Dual Enrollment, International (F1) students, active duty military, students not program placed and students unable to obtain all the necessary documents.

Low FAFSA submission rates present a significant barrier to increasing the proportion of students receiving financial aid. Thirty-eight percent of high school graduates in Virginia did not complete the FAFSA, amounting to \$53 million unused for the state of Virginia.

Dr. Gabriel recommended developing a set of strategies to increase the number of Pell Grants awarded at NOVA.

### **Grant Budgets Preparation**

Dr. Schiavelli called attention to the grant budget preparation and the necessary and more accurate inclusion of the percentage of full-time faculty member salary assumed by the grant, as the percentage of efforts are based on this amount.

### **Program Pathways Resources**

Dr. Schiavelli distributed information contained in one of the Pathway programs to provide Council members with a prototype of what will be listed for each Pathway course. There are five criteria necessary to put a course into a Pathway: 1) Ten-term Enrollment; 2) SCHEV/VCCS Passport Course; 3) Learning Council Course; 4) Taught at  $\geq 2$  Campuses in Last 4 Terms; and, 5) Fulfills Degree Requirement at  $\geq 4$  Transfer Partners.

Dr. Schiavelli asked that Council members look at the courses and semesters to ensure there is sufficient class coverage and follow up with any questions they might have.

Pathways will go live May 1 on the NOVA website.

### **Presentation by AVID**

Dr. Haggray introduced Dr. Betty Krohn the Director of Advancement Via Individual Determination (AVID), a higher education consulting firm designed to increase student success and persistence rates of community college students.

Dr. Krohn explained the firm was created in 1980 to assist underrepresented high school students in planning for and attending postsecondary education. They work with 50 institutions in 17 states, including 96 Virginia schools and 128 schools in Maryland. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

AVID offers two models for student success: 1) a student success model and 2) a teacher preparation model. They develop skills and alter behaviors to increase academic success with intensive holistic support throughout a student's college experience. Key components include faculty development, Socratic tutorials and peer mentoring; AVID seminars, advising services; and co-curriculum support.

AVID provides a flexible set of tools that can be incorporated into each individual college structure - not a cookie cutter approach. They support a campus team that represents faculty, administration, and academic and student affairs. This team then creates a campus plan based on data for a shared vision for implementation. A college may choose to focus on a particular department, or a specific group of students. They also create a strong K-16 pipeline.

Dr. Krohn provided data that showed AVID Virginia seniors are enrolling at more consistent rates at four-year colleges and succeeding in college at above the national average. AVID would like to partner with NOVA to support the college's ongoing student success efforts, whether support would take the form of teaching and learning centers for faculty development, supporting under-prepared students, enhancing the first-year experience, and/or supporting student services.

There will be further discussion to determine if AVID can enhance our student development curriculum and faculty professional development.

***UPCOMING AGENDA ITEMS:***

- Dual Enrollment Update
- NOVA Educational Foundation Grant Application Review and Approval
- College Records Office

**College Recorder:** Norie Flowers