State Council of Higher Education for Virginia

Forging Partnerships for Progress

2000 Annual Report
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SCHEV addressed head-on many significant issues and advanced Virginia’s reputation for leadership, innovation, and excellence in higher education. By forging “Partnerships for Progress,” SCHEV successfully championed access and affordability, quality, and accountability in Virginia’s higher education system.

We continue to work with and challenge Virginia’s colleges and universities to provide affordable opportunities for qualified citizens to obtain a quality higher education. A SCHEV-led partnership succeeded in obtaining $10.4 million to initiate additional and innovative programs to prepare middle- and high-school students for the rigors of college. We also redesigned our website to provide easier access to more information for citizens interested in finding out everything that Virginia higher education has to offer.

SCHEV worked creatively to help prospective students find the necessary resources to apply for and attend college. In particular, SCHEV’s resolve to expand access led to the development of a new financial aid model, which focuses on identifying the true need of students. SCHEV is recommending that in the future the Commonwealth provide additional financial aid based upon this forward-looking initiative.

We continued to promote quality by hosting a statewide conference to focus on core competencies, institutional performance, economic development, K-12 and higher education partnerships, and other timely concerns in higher education. In addition, SCHEV proceeded with the development of meaningful accountability measures and organized substantive educational programs for college governing boards. We also provided valuable information, analysis, and policy recommendations to the Governor and the General Assembly.

Our new Executive Director, Phyllis Palmiero, ably assisted the Council in these and many other efforts. Appointed in April 2000, Phyllis is a dynamic leader who has worked tirelessly for the past decade to promote higher education in Virginia. She is well known in the higher education community for her depth of experience, thoughtful approach, and reputation for fairness. The Council already is reaping the rewards of her commitment to strengthening bonds with a number of our key constituencies. We look forward to continued success under Phyllis’ directorship.

At SCHEV, we understand the importance of a sound, vigorous, and progressive system of higher education in Virginia and are working to help it flourish. We will continue our efforts and pledge to work with you and others to preserve, promote, and improve Virginia’s system of higher education.

John D. Padgett
As this survey of SCHEV’s major accomplishments, prominent initiatives, and upcoming activities demonstrates, the agency had a very busy and rewarding year.

Since my appointment as SCHEV’s Executive Director, I have found that the challenging work continues to energize me. I especially welcome the opportunities to engage in productive partnerships with so many first-rate people, institutions, and organizations in advocating a cause in which I believe so deeply – Virginia higher education.

With the rapidly changing nature of Virginia higher education, SCHEV’s coordinating activities are essential – now more than ever – for our system’s continued progress and success. That’s why I have undertaken an effort to enhance the agency’s core functions – which are making well-reasoned assessments and policy recommendations for Virginia higher education, and administering creatively and effectively a variety of useful educational programs.

My vision for the agency is clear: for SCHEV to be the recognized source for accurate information, meaningful innovation, and informed leadership in higher education. Our small, dedicated, and very qualified staff is up to this task and is helping the Council fulfill its aspirations for the system.

For Virginia higher education, SCHEV seeks to advance the Commonwealth’s statutory educational goals to the extent appropriate for a coordinating body.

We respect the authority of institutions’ governing boards, the Governor, and the General Assembly. We also recognize the interest of others who, like SCHEV, are advocates for Virginia higher education. In this dynamic environment, nothing can be more essential than open channels of mutually beneficial communication among all parties.

SCHEV has and will continue to facilitate dialogue, partnerships, and actions that contribute to the future strength and progress of Virginia higher education. As you will read, we succeeded this past year in expanding access to a college education while working to keep it affordable. We focused greater attention on academic quality and the necessity for assessment of student-learning outcomes. We also made substantial progress in promoting accountability mechanisms to increase public understanding and support for our colleges and universities.

As always, we invite your comments about this annual report and SCHEV’s ongoing work. We thank you for your support. We also encourage your active participation in helping to make Virginia higher education a continued success.

Phyllis Palmiero
Established in 1956 by the Governor and General Assembly, SCHEV’s primary statutory obligation is “to promote the development of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education.”

Today, SCHEV continues to play a number of important roles in Virginia higher education.

**What does SCHEV do....**

- **SCHEV provides coordination for the public and private colleges and universities that make up the system** so they collectively serve the Commonwealth’s many and diverse needs and expectations.

- **SCHEV provides policy guidance and recommendations to the Governor, General Assembly, and the institutions** to ensure that the Commonwealth continues promoting a high-quality and affordable higher education system that is effective, efficient, and accountable.

- **SCHEV serves as a catalyst for progress and systemwide improvement.** SCHEV also serves as a comprehensive resource for information and expertise in Virginia’s ongoing efforts to advance excellence in higher education.

In fulfilling these roles, SCHEV exercises broad-based outreach and open, ongoing communications and dialogue. These activities are indispensable in forging strong, effective, and productive partnerships with higher education constituencies.

Virginia’s higher education system consists of over 100 institutions, including: 15 public four-year colleges and universities; a public two-year junior college; 23 community colleges located on 38 campuses; 40 private nonprofit institutions; about a dozen private, for-profit, in-state institutions; and scores of out-of-state colleges and universities operating in Virginia. The system is the 11th largest in the nation.

Virginia higher education serves over 350,000 traditional and non-traditional students, not including students enrolled in out-of-state institutions either at physical sites in Virginia or on-line. Public institutions serve approximately 290,000 students; private, nonprofit institutions serve over 50,000 students; and other institutions operating in Virginia serve more than 10,000 students.

SCHEV has 11 board members, appointed by the Governor for four-year terms, who oversee a staff of higher education experts. An Executive Director is appointed by the board members to manage the day-to-day operations of the state agency’s 43-member professional staff. In 2000, SCHEV had a $3.2 million budget to conduct its policy analyses and program operations, and administered $58.2 million in grants and appropriations for Virginia higher education.
As it seeks to build upon the success of the $3.5 billion enterprise that is Virginia higher education and help the system embrace a dynamic future, SCHEV adheres closely to these guiding principles: collaborating with colleges and universities; respecting at all times the autonomy and legal authority of the institutions’ Boards of Visitors and Trustees; encouraging institutions to be entrepreneurial and innovative; and promoting communications and decentralization before regulation.

It is important that people understand what SCHEV does. All of its statutory duties are available on SCHEV’s website – [www.schev.edu](http://www.schev.edu).

It also is essential for policymakers, institutions, citizens, and others to know the services and benefits that they can expect from SCHEV.

**What do people get from SCHEV...**

- **Comprehensive information, objective and accurate assessments, and well-reasoned policy recommendations for policymakers** – in such key areas as systemwide operating and capital funding, future college enrollment projections, and student financial aid programs.

- **Easy access for students, parents, and others to essential information about going to college** – including financial aid and other financing opportunities, an on-line listing of all institutions offering a specific degree by program area, and the academic preparation needed by K-12 students to enroll, persist, and graduate with a Virginia college degree.

- **Assurances about the academic quality of college programs** – by approving all new degree programs proposed by any public institution of higher education in Virginia, and ensuring that a basic level of academic quality exists at all non-public institutions offering degree programs or courses for degree credit at physical sites in Virginia.

- **Conveniently collected, reliable, and consistent research data** – on such issues as admissions, enrollment, graduation, faculty salaries, facilities utilization, and other activities from all Virginia public and private colleges and universities for use by institutions themselves, policymakers, the media, and the public.

- **Clearly written and relevant reports, timely responses to all inquiries, and other useful communications** - that meaningfully inform policymakers, the public, institutions, businesses, the media, and others about how SCHEV, in partnership with Virginia colleges and universities, is working to contribute to the educational, economic, and social well-being of citizens and the Commonwealth.

While its duties and responsibilities are many, SCHEV’s motivation and work are focused. SCHEV is committed to serving those who can, do, and should benefit from Virginia higher education, which is every citizen of the Commonwealth.
"Higher education can unlock the doors of opportunity that lead to productive lives, rewarding careers, good-paying jobs, and a higher standard of living.

Students, parents, and taxpayers can be proud of the real progress the Commonwealth is making toward greater access and affordability at Virginia’s highly respected system of colleges and universities."

— John Gerdelman
Vice Chairman and Chairman of SCHEV’s Resources Committee
Promoting Access & Affordability
Throughout the year, SCHEV was an active leader in forging broad-based, innovative, and productive partnerships for progress in Virginia higher education. Nowhere was SCHEV’s success more evident than when the United States Department of Education named Virginia a Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) state grant recipient.

SCHEV led a partnership of more than 60 organizations, including state government offices and agencies, 12 local public school divisions, colleges and universities, and private-sector organizations and businesses. This teamwork approach will benefit nearly 5,000 disadvantaged seventh-grade students across Virginia.

“Under the leadership of SCHEV, Virginia put forward an innovative plan that forges productive partnership to increase the rate at which low-income Virginia middle-school and high-school students enter and succeed in college,” noted Governor James S. Gilmore, III.

Virginia was one of only seven states to be awarded a GEAR UP State Grant in 2000. A total of 21 states applied for this highly competitive round of funding. Virginia was awarded the largest GEAR UP grant amount this year.

GEAR UP State Grants are competitive five-year matching grants to states. The grant will provide over $10 million in federal funds (or about 50 percent of the total cost of the initiative) – more than $2 million each year over the next five years – to open the doors of opportunity for more Virginians who set high expectations and want to go to college. Non-federal sources will provide over $11 million (or about the remaining 50 percent). As a key partner in this initiative, Governor Gilmore committed the largest portion of this latter amount – $5.25 million over the next five years – to provide scholarships to college-bound participants in the GEAR UP project.

GEAR UP fosters early college awareness activities, improved academic support, better information on paying for college as well as opportunities for mentoring, counseling, outreach, supportive services, and scholarships.

Virginia’s initiative teams local public school divisions, possessing high numbers of low-income students, with area public and private colleges and universities to work closely with students year-round. SCHEV also is teaming up with private-sector groups, which have agreed to supply laptop computers to needy students who otherwise would be unlikely to have access to technology for their educational benefit.

“Our GEAR UP proposal involves academic preparation and affordability. A lot of initiatives do the first but not the second. We developed a comprehensive program and we’re very excited about it. SCHEV wants to learn from this initiative and create a model that can be emulated statewide,” stated Phyllis Palmiero, SCHEV’s Executive Director.
SCHEV's GEAR UP State Grant Partners*

**Higher Education**
Averett College
Emory and Henry College
George Mason University
James Madison University
Longwood College
Mary Washington College
Mountain Empire Community College
Norfolk State University
Shenandoah University
Tidewater Community College
University of Virginia’s College at Wise
Virginia Intermont College
Virginia Military Institute
Virginia Tech

**Local Public School Divisions**
Accomack County
Buckingham County
Cumberland County
Dickenson County
Grayson County
Lunenburg County
City of Norfolk
Northampton County
Nottoway County
Prince Edward County
Sussex County
Washington County

**State Government Offices and Agencies**
Office of the Governor
Office of the Attorney General
Office of the Secretary of Education
State Council of Higher Education for Virginia**
Virginia Department of Education
Virginia College Savings Plan
Virginia Business-Education Partnership

**Education Associations and Student Advocates**
Virginia Congress of Parents and Teachers
Virginia One to One: The Mentoring Partnership
Big Brother Big Sisters Agencies, Association of Virginia

**Private Sector**
Tom Snyder Productions

**Virginia Recipients of Local GEAR UP Grants**
Arlington County Public Schools
City of Danville Public Schools/Danville Community College
Fairfax County Public Schools
City of Newport News Public Schools
City of Richmond Public Schools

* This list is current as of October 23, 2000.
** Denotes Lead Agency implementing GEAR UP Grant
The Internet is a revolutionary technology that is transforming the way people live, work, learn, and communicate. Recognizing its tremendous capacity to eliminate barriers to communications and foster greater access, SCHEV relaunched a new, interactive website – www.schev.edu.

The new look and improved uses of SCHEV’s website are the result of intensive study and ongoing communications with internal and external users. The content and practical applications also have been strengthened substantially to meet users’ increasing on-line information needs in the format they most prefer.

Among the many new features and improvements at www.schev.edu are:

- **A redesigned homepage.** Now it’s easier to access information on SCHEV activities, Virginia’s colleges and universities, financial aid, and other agency provided services through the Internet.

- **Greatly improved site navigation.** Now a new global navigation bar, located at the top of each page, is constant. Right-hand navigation tabs are context sensitive. On the homepage, they direct visitors to points of interest based on specific user groups. On other pages, they become menus tailored to the content of the page being viewed.

- **Significantly enhanced interactivity.** Now it’s faster to communicate with the agency or its various sections. All-new “What’s New” and “Frequently Asked Questions” webpages make it easier to find timely and accurate information.

- **A new search engine.** Now, users can search all documents anywhere on the website. The search box appears atop every webpage.

In just the first six months since www.schev.edu was relaunched in January 2000, hits from external users totaled over 800,000. That’s near the total for all of 1999! Before the upgrade, the website averaged about 70,000 hits per month from external users. So far this year, monthly traffic on the agency’s new website has more than doubled, averaging more than 152,000 hits.

The redesign of SCHEV’s website has resulted in doubling those who visit more than once a month. That’s an indication that users of www.schev.edu are getting what they want and need.

The information partnerships that SCHEV is forging with Internet users are contributing to the agency’s effectiveness and Virginia higher education’s progress.
Promoting greater access to an affordable college education has been a long-standing priority of SCHEV. In 2000, SCHEV again worked creatively to keep a college education within reach of more Virginians and without their incurring an excessive debt load.

Each year, SCHEV reports on the additional student financial assistance required to meet 50% of students’ unmet or “remaining need,” which has been a frequently quoted goal of Virginia financial aid programs. This goal is based on the understanding that the Commonwealth would provide 50% of unmet need, while students would cover the other 50%.

The term “unmet need” is misleading since the Commonwealth’s existing “Remaining Need” model is premised on the assumption that students actually meet their half of costs in a variety of ways. They do so through low-interest rate guaranteed student loans, college work-study, home equity loans, credit card and other consumer debt, off-hours jobs, additional student and/or family contributions, and by extending students’ time-to-degree completion.

If SCHEV’s “True Need” model is implemented by the Governor and General Assembly, full funding of the 100% of “True Need” model will reduce the college debt burden of Virginia’s neediest students by $4.2 million over the previous 50% of “Remaining Need” model.
GOING TO COLLEGE IS MORE ACCESSIBLE AND MORE AFFORDABLE FOR VIRGINIANS

For many years, tuition and fee charges for Virginia undergraduate students attending public colleges and universities were among the highest in the South and the nation. This year, total charges for undergraduate students living on campus at a public institution are at the lowest rate in more than two decades!

SCHEV’s 2000 Tuition and Fee Report documented the increasingly positive effects of: the freeze on tuition and mandatory instruction fees (begun in 1996 and to continue through at least 2002) for in-state, undergraduate students at state-supported colleges and universities; and the continuation of the 20% tuition rollback proposed by the Governor, supported by SCHEV, and approved by the General Assembly last year.

As a percentage of per capita disposable income, the median total cost of college (in-state undergraduate tuition plus mandatory fees plus room and board charges at public four-year institutions) has fallen to 33.3%, after peaking at 39.8% in 1996. This rate is at the lowest point since 1979. In the last 10 years alone, the decrease has been impressive, as shown in the chart below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Median Total Undergraduate Charges as a Percent of Per Capita Disposable Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>1989-90</td>
<td>42.0%</td>
</tr>
<tr>
<td>1990-91</td>
<td>40.0%</td>
</tr>
<tr>
<td>1991-92</td>
<td>38.0%</td>
</tr>
<tr>
<td>1992-93</td>
<td>36.0%</td>
</tr>
<tr>
<td>1993-94</td>
<td>34.0%</td>
</tr>
<tr>
<td>1994-95</td>
<td>32.0%</td>
</tr>
<tr>
<td>1995-96</td>
<td>30.0%</td>
</tr>
<tr>
<td>1996-97</td>
<td>28.0%</td>
</tr>
<tr>
<td>1997-98</td>
<td>26.0%</td>
</tr>
<tr>
<td>1998-99</td>
<td>24.0%</td>
</tr>
<tr>
<td>1999-00</td>
<td>22.0%</td>
</tr>
<tr>
<td>2000-01</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

Since 1990, tuition and other mandatory charges for in-state undergraduates have fallen from 8th highest nationally to 17th within the Major Public University category. These charges dropped from 2nd to 10th in the Public Colleges and Universities group. These same charges fell from 28th to an impressive 39th for the Community Colleges.

In these instances, lower rankings are good news. They indicate that it is less expensive for families to pay for college. That means going to a public college or university is more accessible and more affordable for more Virginians.

INCREASING TUITION ASSISTANCE GRANTS

To provide greater access for Virginia residents wanting to attend Virginia’s private colleges and universities, SCHEV supported increasing the Tuition Assistance Grant (TAG), which is a major part of state financial aid. Administered by SCHEV, in partnership with participating private institutions, the TAG program received funding in excess of $39 million in Fiscal Year 1999-2000. Since 1995, TAG has increased from a $1,500 annual award per student to $2,850 in Fiscal Year 2000-2001. It is funded in Fiscal Year 2001-2002 to reach $3,000.
What’s Ahead in 2001?

**Initiating a Systemwide Master Plan**

SCHEV has made the creation of a Systemwide Master Plan for higher education in Virginia a top priority in the coming year. It will assess supply and demand within the system and identify any gaps that may exist between the two. The Master Plan will enable SCHEV to answer such key policy questions as: What degree programs will be needed to meet Virginia’s future workforce and other economic development needs? Are there Virginians who are currently under-served by higher education? Where will Virginia higher education need additional capacity? Will this entail extensions of existing colleges and universities, multi-institutional facilities, or other means? Where can the state use new “e-learning” technology instead of traditional bricks and mortar? This information will allow policymakers to make more informed decisions from a systemwide perspective about additional resources that may be necessary to meet existing and projected needs, and about where those resources should be directed. SCHEV’s Systemwide Master Plan will be completed prior to the 2002 Session of the General Assembly.

**Creating a “One-Stop Shop” Mentoring System for Students and Parents**

SCHEV is exploring partnership opportunities that could further enhance the agency’s website. The goal is to develop an electronic, web-based, and highly interactive information management system. “ACCESS Virginia Mentor” would serve as a “one-stop shop” mentoring system for students and parents. Key features of this powerful system would be the ability to compare and select colleges based on various criteria, apply on-line to Virginia institutions, and access academic advising resources. These capabilities would improve tremendously the ability of students and parents to make more informed decisions about attending college. SCHEV is looking forward to favorable results on this initiative in the coming year.

**Studying State Financial Aid Programs**

In a review of the institutional administration of state appropriated financial aid programs that builds upon recent work by the Joint Legislative Audit and Review Commission, SCHEV is conducting a study that compares information from the institutions’ financial aid data files with their plans for awarding aid. The goal is to ensure institutional compliance with applicable laws and regulations as well as achieve a better understanding of the characteristics of Virginia students who are eligible for state financial aid assistance. The results of this SCHEV study will be available prior to the 2001 Session of the General Assembly.
“Students and faculty, K-12 schools, colleges and universities, and the Commonwealth need to foster excellent teaching, that creates powerful learning environments, to assist students in achieving their educational goals.

As a catalyst for progress and continuous improvement, SCHEV is working in interconnected ways to promote an outcome-based vision of quality and enhance the ability of Virginia’s colleges and universities to deliver high-quality educational programs.”

— Scott Goodman
Chairman of SCHEV’s Planning Committee
Promoting Quality
Demonstrating anew its commitment to forging partnerships for progress among higher education stakeholders, SCHEV sponsored a successful systemwide conference on “Advancing the Quality of Virginia Higher Education” on June 5-6, 2000.

To address specific aspects and measures of quality, SCHEV brought together over 200 people actively involved in the higher education enterprise – legislators, administration officials, college presidents, campus administrators, faculty, students, members of institutional governing boards, K-12 educators, and business leaders, among others. This diverse and widespread participation showed what communications and collaboration can accomplish.

One of the most important conference goals was the creation of implementation strategies that facilitated a value-added approach to measuring quality outcomes, especially with regard to student learning.

State and nationally recognized higher education leaders provided insights and overviews on issues surrounding quality and accountability at the student learning level, at the institutional level, and at the statewide level.

**Featured speakers were:**

- **Alexander Astin** – Allan Murray Cartter Professor of Higher Education and Organizational Change, and Director of the Higher Education Research Institute at the University of California, Los Angeles;
- **Patrick Callan** – President of the National Center for Public Policy and Higher Education, and former Vice President of the Education Commission of the States;
- **Russ Edgerton** – Director of the Pew Forum on Undergraduate Learning, and former President of the American Association for Higher Education;
- **Lion Gardiner** – Associate Professor at Rutgers University, and scholar who focuses on improving the quality of student learning in higher education;
- **John Gardner** – Executive Director of the Policy Center on the First Year of College and Senior Fellow of the National Resource Center for the First-Year Experience and Student Transition;
- **Robert Skunda** – President and CEO of the Virginia Biotechnology Research Park, and a former Virginia Secretary of Commerce and Trade; and
- **Eugene Trani** – President of Virginia Commonwealth University.

While the featured speakers provided broad perspectives for participants, the primary focus of the conference was on the progress made by five separate work groups. Institutional leaders and SCHEV led intense conversations for more than 5½ hours spread over two days.
Every conference participant was assigned and participated in one of the following work groups:

- **Institutional Performance** – Participants identified the benefits of developing solid measures and recommended a process by which the measures could be created. They also sought to ensure that agreed-upon models had integrity and added value to the currently existing performance measures for public colleges and universities in Virginia.

- **Competency Assessments** – Participants worked to identify procedures that could be used to guide the development of various measures and mechanisms. They also identified ways to assist colleges and universities in choosing quality assessment approaches related to each of the competency areas. The areas are writing, oral communications, technological skills, thinking, math, and science.

- **First-Year Experience** – Participants focused on students’ first-year experience at college. One sub-group considered ways to enhance current retention programs focused on African-American students. The other sub-group focused on the assessment of the first-year experience on institutions involved with a PEW-funded project led by John Gardner.

- **Economic Development** – Participants looked at how the Commonwealth and the institutions can work together more effectively in this important area. They sought to develop policies to harness more effectively the power of higher education, which is a key contributor to workforce and economic development.

- **Linking Higher Education and K-12** – Participants addressed educational issues requiring a more systemic view involving K-12 and higher education. The group focused primarily on the K-12 teacher shortage, the impact full implementation of the Standards of Learning will have on students entering college in 2006, and the need to develop a K-16 conversation within Virginia.

Each of the five work groups developed recommendations and a set of constructive implementation strategies. They were summarized as PowerPoint presentations and are available on SCHEV’s website – [www.schev.edu](http://www.schev.edu) under “Events in Review.” They also serve as planning tools for input into the development of the “next steps” on these important SCHEV initiatives.

Consistent with the Conference’s emphasis and SCHEV’s ongoing commitment to quality, accountability, performance, and assessment, participant feedback was sought. The overall grade they gave for SCHEV’s Quality Conference was a solid “B.” SCHEV also benefited from the very supportive comments about the agency’s ongoing efforts to bring the institutions, the administration, state lawmakers, and others together to work for progress in these important areas.
SCHEV reached out to elementary, secondary, and post-secondary institutions by working to strengthen communications and cooperation between SCHEV and the Virginia Board of Education (BOE).

By statute, SCHEV and BOE are actively involved in ensuring the quality of teaching and learning in Virginia. For example, SCHEV is required to approve degree programs at public and private colleges and universities. BOE approves the teacher preparation portion of these degree programs. BOE also sets curricular standards for teacher preparation programs and sets specific content area knowledge requirements. In addition, SCHEV is responsible for assessing the effectiveness of all academic programs and student learning at public colleges and universities. SCHEV also develops guidelines for the operation of state institutes for training teachers, administrators, and librarians.

"Since higher education prepares the teachers who go back into the public school system, and the school systems produce the students who go into the colleges for teacher education, closer collaboration between SCHEV and BOE is essential for Virginia to continue improving the quality of education," said SCHEV Chairman John Padgett.

In May 2000, SCHEV, in partnership with BOE, established the Joint Task Force on the K-12 Teaching Profession in Virginia to more closely integrate and focus their activities. It advises and makes recommendations to SCHEV and BOE on many issues impacting the teaching profession. Areas of particular focus for SCHEV and BOE include recruitment, preparation, retention, and on-going support of teachers as well as the distribution and shortage of certain K-12 public school teachers in Virginia.

Virginia continues to have a shortage of K-12 public school teachers. According to BOE, Virginia hired about 4,000 new teachers per year from 1994 to 1999, but needed more than 6,000 before schools opened in fall 2000. Virginia will need about 7,600 teachers this year. During this same five-year period, by contrast, the Commonwealth’s 37 schools of education at public and private colleges and universities graduated about 4,000 teachers per year. In spring 2000, they granted about 3,500 degrees.

The most acute teacher shortages in Virginia are in science, special education, and math as well as in rural and urban areas of the Commonwealth. The number of minority teachers in Virginia also continues to decline. In addition, females continue to dominate the teaching profession, especially in the area of elementary education.

In addition to the creation of the Joint Task Force to help address the teacher shortage, SCHEV established a $238,765 teacher scholarship program. This new source of financial assistance will benefit needy students studying in teacher preparation programs in critical shortage areas in Virginia, as defined by the Virginia Department of Education.
WHEREAS, Article VIII of the Constitution of Virginia requires that the state shall provide a “system of free public elementary and secondary schools for all children of school age throughout the Commonwealth, and shall seek to ensure that an educational program of high quality is established and continually maintained;” and

WHEREAS, providing for qualified, competent, and gifted classroom teachers is a shared responsibility between the Virginia Board of Education and the State Council of Higher Education for Virginia, as established in §§ 22.1-294, 22.1-297 through 303; 22.1-305.1; 22.1-253.13.5; 23-9.2:3.4; 23-9.13.1; and 23-9.8 of the Code of Virginia; and

WHEREAS, this cooperative effort between the Virginia Board of Education and the State Council of Higher Education for Virginia fosters the development of teacher preparation programs that ensure quality, reflect research-supported best practices, and build upon the unique strengths of faculties and students that are needed in the constantly changing educational environment; and

WHEREAS, a recent research study conducted by the National Center for Education Statistics (1998) shows that by 2008, approximately 2.4 million teachers will be needed in the United States, thus requiring schools to hire more than 2,000 new and beginning teachers each year; and

WHEREAS, this unprecedented demand for teachers comes at a time of growing student enrollments, increasing retirement rates for teachers currently in service, initiatives throughout the states to reduce the number of students in each classroom, and the troubling trend of teachers choosing to leave the profession; and

WHEREAS, these challenges, faced by states throughout the country, are exacerbated by economic and demographic conditions that lead to uneven geographic distribution of the teaching force, making teacher shortages most intensely felt in urban and rural areas of the country; and

WHEREAS, during the past several years, states have experienced difficulties attracting and retaining teachers, and are facing increasing shortages of teachers representing minority groups and certain content areas, including mathematics, physics, earth science, special education, and foreign languages; and

WHEREAS, in response to the shortages, states are working to develop and implement comprehensive programs that address the need to attract, retain, and motivate the best talent into the teaching profession through a variety of coordinated, research-based programs and initiatives; and

WHEREAS, teacher workforce trends in Virginia mirror those of other states, as evidenced by statistics showing that last year Virginia employed over 86,000 classroom teachers, 6,000 of whom were new or beginning teachers, a number that is projected to increase to 7,600 by the coming school year; and

NOW, THEREFORE, BE IT RESOLVED that the Virginia Board of Education and the State Council for Higher Education for Virginia shall establish the Joint Task Force on the K-12 Teaching Profession in Virginia;

BE IT FURTHER RESOLVED, that the business and deliberations of the Joint Task Force on the K-12 Teaching Profession in Virginia be conducted as specified in a charter, which shall set forth the purpose, membership, organization, operating procedures, and responsibilities of the Joint Task Force;

BE IT FINALLY RESOLVED, that the Joint Task Force on the K-12 Teaching Profession in Virginia be directed to convene for the purpose of advising and making recommendations to the Virginia Board of Education and the State Council of Higher Education for Virginia on issues facing the teaching profession in Virginia.

Adopted by SCHEV and BOE - May 25, 2000
Recognizing how vital it is to engage and motivate students to study, learn, and excel, SCHEV is proud of its continued leadership role in focusing the Commonwealth’s attention on academic quality and achievement by college faculty.

In 2000, SCHEV hosted another successful Outstanding Faculty Awards (OFA) program, which is the Commonwealth’s highest honor for faculty at Virginia public and private colleges and universities. Administered by SCHEV, the OFA program brings together state officials, institutional leaders, businesses, and civic groups to recognize the finest among Virginia’s college faculty for their demonstrated excellence in teaching, research, and public service.

Each year, SCHEV invites all public and private institutions of higher education in Virginia to participate in the OFA program. This year, 72 faculty were nominated by their peers at 29 institutions. To review this year’s pool of exceptionally qualified candidates, SCHEV once again convened a special committee of Council members, former OFA recipients, other faculty, and government, business, and community leaders. After carefully considering all the nominees, SCHEV’s OFA Selection Committee chose this year’s eleven distinguished honorees.

The 2000 OFA recipients came from public and private institutions, represented a wide range of academic disciplines, and recognized new and long-term faculty. Since its inception in 1986, 162 faculty members have been bestowed this high honor.

Governor James S. Gilmore, III, House Education Committee Co-Chairmen James H. Dillard, II and J. Paul Councill, Jr., other legislators, Education Secretary Wilbert Bryant, and fellow cabinet officials, along with recipients’ colleagues, families and friends, participated in the 14th Annual OFA Ceremony in Richmond on March 2, 2000.

The Governor officially announced the eleven OFA recipients at the ceremony, held on the South Portico of Virginia’s historic State Capitol. “Each of these exceptional men and women are remarkable teachers, productive scholars, and active contributors to our Commonwealth’s educational and civic vitality,” he observed. “The impressive achievements of this year’s OFA winners are emblematic of the dedicated and hard-working faculty at all of Virginia’s colleges and universities,” added SCHEV Executive Director Phyllis Palmiero.

Following the ceremony, the Senate of Virginia and the Virginia House of Delegates welcomed the 2000 OFA recipients. Senate Education Committee Chairman, Warren E. Barry, and the co-chairmen of the House Education Committee introduced the honorees on the floors of their respective chambers. The President of the Senate, Lt. Governor John H. Hager, and Speaker of the House, S. Vance Wilkins, Jr., led their respective bodies in congratulating this year’s eleven winners. In addition, the Governor and First Lady, Roxane Gilmore, hosted a special luncheon in honor of the OFA recipients at Virginia’s recently restored Executive Mansion.
2000 OUTSTANDING FACULTY AWARD RECIPIENTS

Dr. Harold N. Cones, Jr.
Professor of Biology
Christopher Newport University

Dr. Earl F. Ellis, Jr.
Professor of Pharmacology and Toxicology
Virginia Commonwealth University

Dr. Cynthia E. Keppel
Assistant Professor of Physics
Hampton University

Dr. Y. A. Liu
Professor of Chemical Engineering
Virginia Tech

Dr. Wayne D. Purcell
Professor of Agricultural and Applied Economics
Virginia Tech

Dr. John D. Rooney
Professor of Music
James Madison University

Dr. Ronald R. Sims
Professor of Business Administration
The College of William and Mary

Dr. Joel C. Tate
Professor of Social Sciences
Germanna Community College

Mr. John F. Toomey
Associate Professor of Jazz Studies and Music Technology
Old Dominion University

Dr. Robert C. Whisonant
Professor of Geology
Radford University

Dr. Brian S. Wills
Associate Professor of History
University of Virginia’s College at Wise

From left to right: Dr. Joel C. Tate; Dr. Earl F. Ellis, Jr.; Mr. John F. Toomey; Dr. Ronald R. Sims; Dr. Brian S. Wills; Dr. Y. A. Liu; James S. Gilmore, Ill, Governor; Wilbert Bryant, Secretary of Education; Dr. Cynthia E. Keppel; Dr. Harold N. Cones, Jr.; Dr. Wayne D. Purcell; Dr. Robert C. Whisonant; Dr. John D. Rooney.
Prominent Initiatives

**Increasing College Revenues through the Higher Education Equipment Trust Fund**

SCHEV successfully worked to provide additional funding for institutions to upgrade equipment needed for quality instruction and research. Through the Higher Education Equipment Trust Fund (HEETF), the Virginia College Building Authority (VCBA) issues revenue bonds to finance acquisition of equipment. The General Assembly appropriates funds for the debt service. The institutions use the equipment to integrate technology into teaching and learning, improve the workforce readiness of graduates, and support the life-long learning for employees that is necessary to remain competitive. This year, SCHEV proposed additional VCBA revenue bonds to finance $80 million in equipment for the 2000-2002 biennium through the HEETF. The Governor included funding for SCHEV’s recommendations in his biennial budget. The General Assembly retained the original components of SCHEV’s recommendation, and increased the total amount of equipment to be purchased to $99 million.

**Strengthening the Quality of Distance Learning Programs**

A SCHEV partnership received an $884,439 federal grant to help ensure high-quality learning opportunities are available for traditional and non-traditional students. The three-year grant was awarded by the United States Department of Education through its “Learning Anytime Anywhere Partnership” Program. The SCHEV partnership is seeking to develop a uniform set of assessment protocols for the accreditation of programs and institutions that offer (or seek to inaugurate) Internet-based, undergraduate bachelor’s degree programs. This initiative will help SCHEV determine the sorts of general education courses that can be delivered most effectively on-line to undergraduates on an synchronous demand – versus a fixed schedule – basis. The SCHEV partnership includes the American Academy for Liberal Education, as lead, and seven other public and private sector organizations.

**Assessing the Commonwealth Graduate Engineering Program**

Ensuring the quality and effectiveness of academic programs is a responsibility that SCHEV takes seriously. Concerned about declining enrollment and the vitality of the Commonwealth Graduate Engineering Program (a consortium of Virginia institutions that delivers graduate engineering and support courses statewide), SCHEV recommended that the participating institutions employ an outside consultant to evaluate the program. SCHEV later endorsed the consultant’s generally favorable evaluation and recommendations. They seek to improve the effectiveness and responsiveness of the program, including the development of a strategic plan, better institutional coordination, reporting consistency, and the use of a market survey. SCHEV also directed the institutions to begin acting on the recommendations prior to Fiscal Year 2002.

**Hosting the National AGLS Conference**

Demonstrating anew its leadership in higher education, SCHEV hosted the annual Association for General and Liberal Studies (AGLS) National Conference in Richmond, Virginia on October 28-30, 1999. It brought together more than 240 participants, drawn from institutions and organizations across the country. By organizing the AGLS Conference, SCHEV built upon its 1999 study, General Education in Virginia: Assessment and Innovation, A Challenge to Academic Leadership. The AGLS Conference helped SCHEV continue to advance the statewide conversations about “Best Practices” in general/liberal education from a national perspective. SCHEV remains committed to working with the institutions to strengthen the quality of the education that Virginia undergraduates receive outside of their majors.
**What’s Ahead in 2001?**

**Refining Capital Outlay and Deferred Maintenance**

SCHEV has made refining the capital outlay and deferred maintenance processes a top priority for the coming year. It shares the institutions’ interest in ensuring adequate and reliable funding for college and university facilities and infrastructure. SCHEV is working closely with the institutions, industry experts, and policymakers in assessing the Commonwealth’s current capital outlay and deferred maintenance needs. A primary goal is to reflect more accurately campus needs, align them more closely with the Commonwealth’s priorities, and provide more flexibility to institutions in this important area. Once this assessment is completed, SCHEV plans to work with the Governor and General Assembly in providing a strategy that facilitates better long-term planning by policymakers, promotes funding predictability for institutions, and ensures that the needs of institutions, their students, and the Commonwealth are being met. SCHEV plans to have the comprehensive assessment completed and the strategy ready prior to the 2002 Session of the General Assembly.

**Establishing Core Competency Measures for College Graduates**

SCHEV is working to assure academic quality by articulating student learning outcomes in “core competencies” that can be expected of every graduate of a public college or university in Virginia. The Final Report of the Governor’s Blue Ribbon Commission recommended that institutions validate the skills and knowledge that students attain in six areas that it called “core competencies” – critical thinking, mathematical analysis, oral communication, scientific literacy, technology, and written communication. Working closely with the institutions over the next year, SCHEV will develop and begin implementing institution-specific plans for the validation of these competencies. Although the process is one that will take place over a number of years, SCHEV expects that within the next year it will have agreement with the institutions on validation of at least one competency.

**Funding Virginia Higher Education**

The landscape of higher education finance has changed dramatically in Virginia during the last year. Two major initiatives have shaped the conversation on higher education funding. First, the Governor’s Blue Ribbon on Higher Education recommended a fundamentally new approach to higher education funding through the use of Institutional Performance Agreements. Second, the Legislature’s Joint Subcommittee on Higher Education Funding Policies continues to address concerns around issues of base-funding adequacy for institutions. In support of these efforts over the next year, SCHEV will continue to encourage the development and implementation of funding policies that provide adequate resources to institutions and align more closely funding and accountability.

**Improving Virginia’s Student Transfer Policy**

SCHEV is acting upon its belief that the Commonwealth has a responsibility to ease transfer for students who wish to go from a two-year institution to a four-year college or university. Working in conjunction with the Virginia Community College System during the next year, SCHEV will address an important component of Virginia’s State Policy on Transfer – the transfer module. Specifically, SCHEV wants to better define a core of transferable general education courses for students who do not complete a transfer-oriented two-year degree, but still want to continue their studies at a four-year institution.
”Along with increasing access and enhancing quality, strengthening accountability and governance in Virginia higher education is of great importance to the Commonwealth.

By reaching out and bringing together the institutions, the Governor’s Office, legislative leaders, and others, SCHEV is advancing efforts to articulate and measure why Virginia higher education is effective. SCHEV also continues to assist governing boards in fulfilling their central role in the ongoing success of higher education in Virginia.”

— Karen Marcus  
Chairman of SCHEV’s Outreach Committee
Promoting Accountability
On numerous occasions, SCHEV has advocated the principle that Virginia’s public colleges and universities ought to be accountable for the results that they accomplish with the public funds entrusted to them. This year, SCHEV succeeded in getting key policymakers to agree upon the need for greater outcome-based accountability to be articulated through new annual Reports of Institutional Effectiveness.

SCHEV recognizes the tremendous interest and value of providing better information about Virginia higher education. That’s why SCHEV played a pivotal role in initiating and bringing the concept of the Reports of Institutional Effectiveness to the Governor’s Blue Ribbon Commission on Higher Education, which subsequently endorsed the initiative as a key recommendation in its Final Report in February 2000. In addition, SCHEV championed the proposal during the 2000 Session of the General Assembly. As a result, the Governor and General Assembly supported the creation of the Reports of Institutional Effectiveness in the 2000 Appropriation Act.

SCHEV is leading the development and implementation of the Reports of Institutional Effectiveness. However, their creation is an intensely collaborative effort. It involves SCHEV working closely with institutions to identify a set of performance measures – including systemwide and institution-specific measures, along with appropriate comparators – to be used in specific reports. SCHEV also is coordinating with other state agencies to streamline data reporting requirements and minimize the impact of the Reports on institutions.

Although consideration of institutional effectiveness naturally involves a variety of important areas of institutional activity, two primary areas that will be measured are academic quality and institutional efficiency. Academic quality measures will demonstrate the success of students during their higher education experience as well as after graduation, among other things. Efficiency measures will demonstrate institutional efficiency in the use of fiscal, human, and physical resources.

For institutions, the Reports of Institutional Effectiveness are an important opportunity and means to indicate how they are accountable to students, parents, taxpayer, employers, and policymakers. SCHEV is committed to ensuring that the Reports also are useful to the institutions as tools for ongoing assessment and future planning.

For the Commonwealth, the Reports of Institutional Effectiveness will be a meaningful communications tool for statewide accountability efforts in Virginia higher education. The Reports have the potential to change positively conversations in Virginia higher education from just asking “Are our institutions effective?” to “Why are they effective?” and “How can we make them even more so?” By answering these questions, SCHEV will be able to specifically document, clearly articulate, and celebrate what’s right in Virginia higher education as well as help focus attention on where to improve what’s not.
SCHEV Reports of Institutional Effectiveness will be structured in such a way that students, parents, employers, and policymakers can access information that is targeted to their specific needs, interests, or expectations for higher education. The information provided in the Reports will include meaningful benchmarks and appropriate comparisons as well as an interpretation of the measure relative to those comparators. Institutions will be able to include comments on specific measures and can provide additional detail or highlight progress in achieving goals. By paying careful attention to these and other issues, the Reports will present accurate and highly contextualized information in a way that discourages unfair comparisons between different types of institutions, yet still aid different kinds of readers in making informed decisions.

Since the Reports were endorsed in Spring 2000, SCHEV has consulted widely and involved key constituencies in the development of a toolbox of measures of quality and institutional effectiveness. The Toolbox Project is the first step in SCHEV’s development of the Reports of Institutional Effectiveness. The objective of the Toolbox Project is to identify a comprehensive set of performance measures and to document thoroughly each measure so that appropriate measures can be quickly and easily identified as the Reports for individual colleges and universities are developed.

The Toolbox contains the following information about each measure:

- A detailed description of the measure, including specific instruction for calculating the measure;
- Appropriate uses and settings for the measure;
- Appropriate comparators for the measure;
- Known or anticipated problems and unintended consequences of using the measure;
- Measures that can offset or indicate unintended consequences; and
- A summary of public comments on the measure as well as SCHEV’s response to those comments.

The Toolbox is being developed by a group of individuals representing colleges and universities, state agencies, and experts in assessment and institutional effectiveness. However, anyone who is interested in accountability in Virginia higher education is encouraged to monitor the progress in developing the Toolbox and the Reports. People also can submit comments on specific measures directly to SCHEV and propose measures to be include in the Toolbox. Public comments will be summarized and carefully considered when making decisions on the use of any specific measure.

The Reports have the potential to change positively conversations in Virginia higher education from just asking “Are our institutions effective?” to “Why are they effective?” and “How can we make them even more so?”

By statute, SCHEV is required to make the Reports of Institutional Effectiveness widely available to the public on its website, no later than June 30, 2001. Further information can be found on SCHEV’s website – www.schev.edu – under “What’s New.”
Boards of Visitors Conferences

Strong institutional governance is often acclaimed as one of many reasons that Virginia has achieved such an excellent system of higher education. This year, SCHEV continued its efforts to assist governing boards in being better stewards of public assets by hosting two successful educational programs for members of Boards of Visitors.

Boards of Visitors bear responsibility for managing the Commonwealth’s multi-billion investments in Virginia higher education at their individual institution. SCHEV hosts bi-annual conferences to help board members learn and exercise their many important governing duties. The conferences help board members to understand that their stewardship on behalf of individual institutions needs to be exercised in the context of the entire system of higher education in Virginia, with the intended benefit being better decisions made at the institutional level. The sessions also are an excellent way in which SCHEV helps board members provide sound and well-informed oversight as well as fulfill their fiduciary responsibilities to the people of Virginia.

Governor James S. Gilmore, III has participated in several of the recent programs. He believes that SCHEV’s Boards of Visitors Conferences are “the most important program Virginia offers to educate board members on the esoteric enterprise of higher education.”

Areas of instruction at the conferences and workshops regularly include: how Virginia’s higher education system works; how to conduct presidential searches, oversight, and evaluations; why it is important to have good communications between boards, presidents, faculty, administrators, and students; how an institutions’ budget process interacts with the state budget process; what are the fiduciary and legal obligations of boards; what are the financial accounting procedures at public colleges and universities; how to understand curricular, faculty, and student affair issues; why is it important to assess student learning outcomes; what are some common “best practices” among institutions; and what might the impact be of major national trends and issues in higher education on Virginia higher education.

At the conference on October 8 1999, SCHEV’s featured speakers included the Governor’s Chief of Staff, M. Boyd Marcus, Jr.; Dr. Jill Derby, Chair of the Nevada Board of Regents; and Walter J. Kucharski, the Commonwealth’s Auditor of Public Accounts; among others. At the conference on April 7, 2000, SCHEV’s featured speakers included Virginia Secretary of Education, Wilbert Bryant; Dr. E. Bruce Heilman, Chancellor and former President of the University of Richmond; Dr. Anthony Sherman, President of the Faculty Senate of Virginia; and a number of other distinguished higher education leaders.

As always, SCHEV is constantly striving to increase the breadth and depth of its Boards of Visitors Conferences because governing boards need be active, engaged, and knowledgeable leaders for Virginia higher education’s continued success.
Prominent Initiatives

Producing “Consolidated Reports” of Public Institutions

Achieving accountability in higher education is not a one-time event, but an ongoing priority and activity. In October 1999, SCHEV approved the latest Consolidated Reports on each public institutions’ major initiatives in their strategic plans related to restructuring, accountability, efficiency, and program review. They documented the measures that the institutions agreed to use to determine the success of specific initiatives and the dates by which results can be expected. They also included: a list of all programs (by institution) that were involved in academic program review during the previous year; a list of student learning outcome measures that were used; and the changes made by institutions as a result of these assessment activities.

Creating Higher Education Statistical Indices

Because it believes in making information widely available about colleges and universities, SCHEV created and unveiled new Statistical Indices on its website in January 2000. For the first time, they provide an on-line collection of visual and numerical summaries of key indicators of public higher education in Virginia. The statistical indicators include: enrollments, student demographics, degrees conferred, finances, academic program offerings, faculty and staffing levels and composition, graduation and retention rates, characteristics of newly admitted students, and financial aid awarded at each public four-year institution, Richard Bland College, and the Virginia Community College College System. SCHEV will continue to publish annually the Higher Education Statistical Indices on its website.

What’s Ahead in 2001?

Producing Reports of Institutional Effectiveness by July 1, 2001

Continuing its work toward publishing Reports of Institutional Effectiveness, SCHEV still has much to do to create a measurement system demonstrating that the colleges and universities are accountable to students, parents, taxpayers, employers and policymakers. In fall 2000, SCHEV will partner with a broad representation of institutions, and agencies to adopt a set of systemwide measures. During early winter 2001, SCHEV will work with relevant constituencies to put in place a plan to ensure that data necessary to calculate the agreed-upon set of measures are available, accurate, and submitted to SCHEV in a timely fashion. In spring 2001, the Reports will be prepared and finalized to meet the statutory deadline for their publication.

Promoting Decentralization and Deregulation

Over the last decade, the Commonwealth has made substantial progress in eliminating unnecessary bureaucratic oversight and providing institutions with more autonomy and responsibility. Despite these efforts, SCHEV recognizes that state government still exercises significant control over the activities of its colleges and universities. In addition, it often places undo burden on the institutions by requiring extensive compliance reporting to central state agencies. SCHEV is working to identify opportunities to streamline central agency operations and, where appropriate, continue the Commonwealth’s efforts to decentralize certain activities. SCHEV intends to provide interim recommendations for immediate implementation prior to the 2001 Session, and then more comprehensive recommendations for consideration in fall 2001.
SCHEV Awarded over $936,000 to Improve Teacher Training in Virginia

Through the Eisenhower Professional Development Program, SCHEV this year awarded $936,510 in competitive grants to support 20 projects that contribute to the professional development of K-12 public school teachers in mathematics and science. Through its administration of the Eisenhower Program, SCHEV assists public and private colleges and universities and eligible nonprofit organizations in strengthening the quality of teaching and learning in primary and secondary education. Priority was given to projects that support the revised Standards of Learning for Virginia Public Schools, and those that address the needs of local school divisions whose students have low achievement levels in math and science. The funds will help boost teacher preparation, both the “pre-service” training of new teachers and the “in-service” development offered to veteran K-12 educators.

SCHEV partners receiving the awards were: Christopher Newport University; College of William and Mary; Dabney S. Lancaster Community College; George Mason University; J. Sargeant Reynolds Community College; James Madison University; Institute of Higher Education; Longwood College; Mary Washington College; Old Dominion University; Radford University; Southwest Virginia Community College; Sweet Briar College; University of Virginia; Virginia Commonwealth University; and Virginia Tech.

SCHEV Awarded $255,000 to Increase Number of Minority Faculty

Through the Southern Regional Education Board Doctoral Scholars Award Program, SCHEV this year awarded $255,000 to institutions to increase the number of minority students who are pursuing doctoral degrees and who plan to become professors at Virginia colleges and universities. To address the present under-representation of minorities teaching in higher education, the funds were used to diversify the pool of qualified applicants for college-level faculty positions. The doctoral scholars receive financial support, including: a $12,000 annual stipend for three years (with renewals for subsequent years possible); waiver of tuition and fees; and a stipend for books and materials. SCHEV administers the SREB Doctoral Scholars Award Program for Virginia.

This year, there were 15 students who received fellowship awards from SCHEV. Of that total, six were new students and nine were continuing students.

SCHEV Awarded $264,000 to Help Prepare Students to Teach in College

Through the Deans’ Graduate Award Program, SCHEV this year awarded $264,000 in financial assistance to other-race students who entered graduate school to prepare for teaching at the college level. Students are recruited to pursue doctoral degrees in disciplines in which other-race students are substantially under-represented. Virginia’s six doctoral institutions – College of William and Mary, George Mason, Old Dominion, University of Virginia, Virginia Commonwealth University, and Virginia Tech – annually recruit and select the students who receive the awards. The chosen individuals receive a $12,000 maximum one-year grant (with renewals for subsequent years possible), which can be used to cover the costs of books, school equipment, and living expenses. Recipients also pay no tuition and fee charges because participating institutions agree to pay these costs during the time a student is receiving the award.

This year, there were 22 fellowships awarded to qualifying students enrolled in graduate programs.
SCHEV Awarded $220,000 to Increase Number of Students in Graduate Programs

Through the Commonwealth Graduate Award Program, SCHEV awarded $220,000 to increase the number of other-race students entering graduate programs. The grants help students pursue graduate study at the master’s or doctoral degree level. The ultimate objective is to increase the pool of other-race students who earn graduate degrees and pursue a teaching career in higher education. As in the Deans’ Graduate Award Program, Virginia’s six doctoral institutions are responsible for annually recruiting and selecting students for the Commonwealth Graduate Award Program. The chosen individuals receive a $10,000 maximum one-year grant (with renewals for subsequent years possible), which can be used to cover the costs of books, school equipment, and living expenses. Recipients also pay no tuition and fee charges because participating institutions agree to pay these costs during the time a student is receiving the award.

This year, there were 22 fellowships awarded to qualifying students enrolled in eligible subject areas, including the humanities, natural sciences, and social sciences.

SCHEV Awarded $100,000 to Expose Undergraduates to Graduate Education

Through the Summer Program for Undergraduate Virginians Program, SCHEV this year awarded $100,000 to inform undergraduate other-race Virginians about graduate education and enable them to experience graduate classes first-hand during a summer session. A long-range goal of the program is to increase the number of other-race faculty at Virginia’s colleges and universities.

SCHEV partners receiving the awards were: Virginia Tech, who received $60,680 to run a summer program on its campus; and the College of William and Mary and Norfolk State University, who received $39,320 to run a joint summer program.

SCHEV Awarded over $17,000 to Improve Campus Climates for Students

Through the Student Organizations for Cooperative Grants Program, SCHEV awarded $17,425 to assist state-supported colleges and universities in their efforts to create a more comfortable campus climate for all students. Through this initiative, student organizations apply for grant funds to be used for campus or community activities. An underlying premise of the program is that students should share the responsibility for creating a supportive campus atmosphere for learning.

SCHEV partners receiving the awards were student organizations at the College of William and Mary, Longwood College, Old Dominion University, and Virginia State University.
The State Council of Higher Education for Virginia (commonly referred to by its acronym, “SCHEV” or simply as “the Council”) has many important responsibilities associated with its role of coordinating Virginia’s highly respected system of higher education.

Prominent duties include: advising the Governor and General Assembly on systemwide operating and capital budget planning for Virginia’s public colleges and universities; approving or disapproving new academic degree programs proposed by public and private colleges and universities in Virginia; and administering a variety of financial aid, teacher training, and other programs. The myriad of policy work and other activities performed by SCHEV is described in greater detail on pages 4 and 5 of this report.

The Council has eleven members who are appointed by the Governor for four-year terms. The Council appoints an Executive Director, who oversees the agency’s 43-member professional staff. The Council meets once a month (usually on the third Tuesday) to conduct its business. As often as possible, Council meetings are held at colleges and universities throughout the Commonwealth. This outreach effort is just one of many ways that SCHEV works to ensure open channels of mutually beneficial communications.

The Council uses a committee system, as do many government, business, nonprofit, and other organizations, to enhance its governance and operations. The committee system enables SCHEV to be more efficient, focused, and effective in fulfilling its role in Virginia higher education.

Since 1996, the Council has had a total of four standing committees. They are the Executive, Resources, Planning, and Outreach Committees. The Council formed the Executive Committee. The remaining committees were proposed by the Executive Committee and approved by the Council.

The committees serve as the traditional entrance point to the full Council for most of its activities and decisions. Most motions that come before the Council are discussed first in the relevant committee. Then, committee chairmen make reports to the full Council, and a recommendation in the form of a motion, if appropriate.

It is important to note that the four standing committees have no authority to act on behalf of the Council. The committees make reports and recommendations to the Council, and as such are only advisory to the Council.
The following list includes examples of issues routinely addressed on committee agendas. It is not intended to be an exhaustive list. The Executive Committee may recommend assignments of new tasks for the other committees, as necessary.

**EXECUTIVE COMMITTEE**

The Executive Committee largely deals with issues concerning the internal management of Council operations.

The Executive Committee’s responsibilities include: serving as the short-range and long-range planning arm of the full Council; reviewing the Council’s budget; prioritizing the agenda for monthly Council meetings; and conducting the annual performance review of the agency’s executive director. Members of the Executive Committee are the chairman and vice-chairman of the Council as well as the chairmen of the other three standing committees.

**PLANNING COMMITTEE**

The Planning Committee routinely considers issues surrounding the relationships between the Council and institutions having to do with mission and operations.

The Planning Committee’s responsibilities include: considering systemwide strategic planning issues; approving new academic programs; assessing student learning outcomes; and approving private in-state, and public and private out-of-state-institutions to operate in Virginia.

**RESOURCES COMMITTEE**

The Resources Committee routinely considers issues involving the interactions between the Council and institutions regarding financial resources.

The Resources Committee’s responsibilities include: making systemwide operating and capital funding recommendations; identifying opportunities to increase institutional managerial autonomy; projecting student enrollments at the institutions; and addressing tuition and fee, financial aid, and related financial issues.

**OUTREACH COMMITTEE**

The Outreach Committee routinely addresses issues concerning Council relations with external organizations.

The Outreach Committee’s responsibilities include: overseeing the development of *Reports of Institutional Effectiveness*; strengthening Council communications with the legislative and executive branches, institutions, the media, and the public; coordinating the continuous improvement of the agency’s website; organizing bi-annual Boards of Visitors Conferences; and conducting the Commonwealth’s annual Outstanding Faculty Awards Ceremony.
Council Profiles

**John D. Padgett** (Chairman) - Norfolk, Virginia

He is a partner in the Norfolk office of the law firm McGuire Woods. An active advocate of Virginia higher education, he has served as Council chairman since August 1998. Mr. Padgett served on the Governor’s Blue Ribbon Commission on Higher Education, the Virginia Education Policy Advisory Committee, and The School-to-Work Advisory Committee. He also is president of the Hampton Roads Foreign Commerce Club and former director of the Southeastern Admiralty Law Institute. He frequently speaks on higher education and has participated in numerous board trainings and retreats.

**John W. Gerdelman** (Vice Chairman) - McLean, Virginia

He is a managing partner of mortonsgroup, an information technology and telecommunications venture group in northern Virginia. As a successful Virginia technology leader, Mr. Gerdelman applies his 25 years of sales, marketing, and operational experience to help Virginia higher education modernize and meet changing needs. He is a past president and CEO of USA.NET, and a former president of the network and information technology division of MCI Telecommunications Corporation. Mr. Gerdelman also serves on the Northern Virginia Technology Council.

**Whitney Adams** - McLean, Virginia

She is an attorney in private practice in northern Virginia. The daughter of two college professors, she is a successful professional and dedicated public servant interested in helping Virginia higher education better serve the needs of the Commonwealth. Ms. Adams was a deputy general counsel for the U.S. Commodity Futures Trading Commission and served as an assistant general counsel for the U.S. Securities and Exchange Commission. Ms. Adams also is a member of the Virginia Treasury Board, and the Northern Virginia Technology Council.

**Daniel T. Balfour** - Richmond, Virginia

He is a partner in the Richmond law firm of Beale, Balfour, Davidson and Etherington. An active proponent of education, Mr. Balfour is a former member and vice rector of Virginia Commonwealth University’s Board of Visitors, and has served as member of Washington and Lee University’s Alumni Board of Directors. A member of the Board of Trustees of The Civil War Preservation Trust and The Museum of the Confederacy, Mr. Balfour also has authored two books: “Southampton County and Franklin, A Pictorial History”, and “The Thirteenth Virginia Cavalry.”

**Thomas F. Farrell, II** - Richmond, Virginia

He is the chief executive officer of Dominion Energy, headquartered in Richmond, Virginia. As a CEO, he brings a wealth of leadership experience to Virginia higher education. Mr. Farrell is responsible for overseeing management of all generating assets, including 80 fossil, nuclear, and hydroelectric units owned and operated in three states, and 20 generating facilities in five states. He previously was vice president and general counsel at Dominion. He also served as chair of the Governor’s Workforce Development Task Force.

**Scott Goodman** - Charlottesville, Virginia

He is an attorney with his own private practice, focusing exclusively on trial issues in Albemarle and surrounding Virginia counties. A dedicated professional and public servant, Mr. Goodman uses his legal acumen to help enhance the quality of academic programs and educational opportunities available to students in Virginia. A former assistant commonwealth’s attorney for Albemarle County, he also has served on the Executive Board of the Albemarle Coalition for a Responsible School Board. He also is an active volunteer at Albemarle High School.
Rayford L. Harris - Richmond, Virginia

He is a retired professor emeritus, having taught technology education and coordinated teacher training for technology education and industrial education at Virginia State University. A distinguished Virginia educator with over 30 years of experience in teaching and public policy development, Mr. Harris previously served on the Virginia State Board of Education. During his tenure, the Commonwealth initiated comprehensive reforms in public education with the Board’s adoption of specific grade-by-grade Standards of Learning and new Standards of Accreditation.

Ruble A. Hord, III - Richmond, Virginia

He is a partner with the Richmond-based Todd Organization of Virginia, which provides pension, compensation and estate life insurance services. As a successful Virginia business leader, Mr. Hord possesses an extensive record of contributions to education and his community. He is a past board member of St. Christopher’s School, the Steward School, and the Attorney General’s Task Force on Gangs and Youth Violence. Mr. Hord currently serves on the Board of Trustees of Trinity Episcopal School and is a member of the R. E. Lee Council for the Boy Scouts of America.

Karen F. Marcus - Richmond, Virginia

She is the treasurer and former vice-chair of the Richmond-based Prevent Blindness, Virginia. Possessing a distinguished record of public service, Ms. Marcus is a former director of U.S. Representative Thomas J. Bliley, Jr.’s District Office in Richmond, and a former director of the Division of Volunteerism and Constituent Services in the Virginia Department of Conservation and Recreation. Ms. Marcus also is a member of the Virginia Environmental Education Advisory Committee, and the Virginia Museum of Natural History Foundation and its Board of Trustees.

Delceno C. Miles - Virginia Beach, Virginia

She is the president and chief executive officer of The Miles Agency, a public relations firm in Virginia Beach. An active contributor to the Commonwealth, Ms. Miles brings a wealth of business experience to higher education. She is a member of the Public Relations Society of America, the National Association of Women Business Owners, and the Hampton Roads Black Media Professionals. She is a past member of the Virginia Beach School Board, having served as vice-chair for two years. She also serves on the board of the Hampton Roads Chamber of Commerce.

Robert M. Stanton - Virginia Beach, Virginia

He is the founder and president of Stanton Partners, Inc., a family owned company specializing in commercial real estate investments in Virginia Beach. As a successful Virginia business leader, Mr. Stanton possesses an extensive record of service. He is a past member of Old Dominion University’s Board of Visitors, including four years of service as rector. He is a former president of ODU’s Educational Foundation, and a past member of Norfolk Academy’s Board of Trustees. He also serves on the board of the Virginia Marine Science Museum Foundation.

Phyllis Palmiero - Executive Director

She has been Executive Director since being appointed by the Council in April 2000. She served as the Council’s Acting Director for the previous nine months. She joined the Council staff as Deputy Director for Administration in September 1998. Prior to coming to SCHEV, Ms. Palmiero was Deputy Director for Policy at the Virginia Department of Planning and Budget, where she also had served as Education Manager and as a Senior Analyst. She also has worked as an Associate for Salomon Brothers, Inc. on Wall Street, in addition to having been a Budget Analyst in New York City’s Office of Management and Budget.
About the Staff

The highly qualified staff of professionals at the state government agency assists the Council in its work to enhance Virginia’s reputation for leadership, innovation, and excellence in higher education.

**Executive Director**

The Executive Director, who is appointed by the Council, manages the day-to-day operations of the agency’s 43-member professional staff of higher education experts. The Executive Director provides leadership to assist the Council in carrying out its statutory duties, consistent with the agency’s mission, guiding principles, and strategic plan. In addition, the Executive Director speaks on behalf of the Council to various groups across the state and throughout the nation on higher education issues.

SCHEV’s Executive Director serves on many higher education boards. They include: the Virginia College Savings Plan, the Virginia College Building Authority, the Virginia Workforce Council, the Innovative Technology Authority Board of Directors, the Roanoke Higher Education Authority, and the Southwest Virginia Higher Education Center. The Executive Director also leads ongoing dialogue with the Governor, General Assembly, and presidents of public and private colleges and universities.

**Deputy Director for Educational Programs & Planning**

The Deputy Director for Educational Programs and Planning assists with the management of the agency, with specific focus on educational programs and planning. This Deputy Director guides the policy development work of the academic affairs and student affairs sections as well as initiatives involving systemwide planning efforts and K-16 partnerships between higher education, elementary and secondary education, and others. This Deputy Director also leads agency dialogue with institutional advisory committees involving provosts/vice-presidents of academic affairs, vice presidents of students affairs, presidents of the Faculty Senates of Virginia, and other ongoing and ad-hoc campus advisory groups. This Deputy Director also serves as liaison to the Council’s Planning Committee.

**Academic Affairs**

This section coordinates, reviews, and administers academic policies and programs. The section works with the campuses to develop policies that enhance the educational experience of students and assess the quality of academic programs. The section also coordinates the review and approval of new programs at public institutions as well as those at private and out-of-state institutions in Virginia.

**Student Affairs**

This section develops initiatives involving student access, recruitment, retention and graduation, and learning outside of the classroom. The section coordinates and develops policy related to student financial assistance, and administers a number of grant and loan programs. The section also manages the Virginia Pre-Collegiate Programs, which help middle- and high-school students better prepare academically and financially for college. This section also leads agency dialogue with the Virginia Association of Student Financial Aid Administrators.

**Systemwide Planning**

This section conducts enrollment projections and systemwide planning efforts. The section also develops demand and supply models for higher education services in Virginia to assist in determining where resources can be employed most effectively. This section also is responsible for producing the Systemwide Master Plan for Virginia Higher Education (December 2001).

**K-16 Partnerships**

This section works to foster productive partnerships between higher education, K-12 education, and others. The section also helps students prepare for college-level work, and classroom teachers prepare to use the latest instructional technologies.
DEPUTY DIRECTOR FOR INSTITUTIONAL FINANCE, EFFECTIVENESS & AGENCY ADMINISTRATION

The Deputy Director for Institutional Finance, Effectiveness, and Agency Administration assists with the management of the agency, with specific focus on institutional finance, institutional effectiveness and research, and agency operations. The Deputy Director for this area guides the policy development work of the Finance Policy and Institutional Effectiveness Sections. This Deputy Director, along with the section directors, also leads agency dialogue with institutional advisory committees involving vice-presidents of finance and administration, reports coordinators, institutional researchers, the federal government, and other ongoing and ad hoc campus advisory groups. In addition, this Deputy Director provides oversight for agency administration, including the agency’s budget, human resources, information systems, and agency operations. This Deputy Director also serves as liaison to the Council’s Resources Committee.

FINANCE POLICY

This section provides analyses of the operating and capital budgets of Virginia’s public colleges and universities, and recommends systemwide funding policies. The section provides analysis to the Council, Governor, and General Assembly on proposed funding and related fiscal policies, such as financial aid. The section also is responsible for developing policy initiatives related to tuition and fees, the Higher Education Equipment Trust Fund, and decentralization.

INSTITUTIONAL EFFECTIVENESS

This section collects, maintains, and analyzes research data from all Virginia colleges and universities related to enrollment, graduation, faculty salaries, and financial aid. The section coordinates preparation and submission of IPEDS surveys to the federal government. The section responds to requests for data summaries, conducts analyses of student behavior, and supports the agency’s various assessment efforts. This section also is responsible for producing annual Statistical Indices and annual Reports of Institutional Effectiveness (July 2001).

AGENCY BUDGET & FINANCE

This section coordinates the agency’s accounting and budgeting activities, including preparation of the Council’s annual budget and disbursement of federal funds and pass-through funds.

HUMAN RESOURCES

This section develops, communicates, and implements personnel policies and other agency procedures for employees.

INFORMATION SYSTEMS/AGENCY OPERATIONS

This section provides technology support to the agency, including installation and maintenance of hardware and software systems, and technical training for agency staff.

COMMUNICATIONS AND GOVERNMENT RELATIONS

This section provides public information about SCHEV, its activities and accomplishments, and Virginia higher education to state and federal government officials, the institutions, the media, and others. The section is responsible for coordinating the agency’s legislative initiatives, developing and maintaining the agency’s website, and producing print and electronic publications. The section also develops educational training programs for governing boards at Virginia’s public colleges and universities. In addition, the Communications and Government Relations Director serves as the liaison to the Council’s Outreach Committee.
This year, SCHEV’s professional staff again published articles and made numerous presentations to a variety of conferences and organizations involved in higher education issues.

**Publications**

The Journal of Higher Education  
Association for General and Liberal Students (AGLS) News  
Thomas Jefferson Institute Policy Papers

**National Conferences and Organizations**

American Association of Higher Education (AAHE) Assessment National Conference  
Student Learning Institute  
National Conference on the First-Year Experience  
Association for General and Liberal Studies (AGLS) Annual Conference

**Statewide Organizations or Conferences**

Governor’s Blue Ribbon Commission on Higher Education  
Faculty Senate of Virginia  
Fiscal Officers at Colleges and Universities - State-Supported  
Virginia League of Women Voters  
Nursing and Allied Health Faculty at Virginia Community College Institutions  
State Committee on Transfer  
Tech Prep 2000 Leadership Conference  
Virginia Association of Collegiate Registrars and Admissions Officers  
Virginia Association for Management and Planning  
Virginia Association of Private Career Schools  
Virginia Association of State Financial Aid Administrators  
Virginia Assessment Group  
Virginia Community College Board and Finance Deans  
Virginia Identification Project of the American Council on Education

**General Assembly Committees**

Joint Subcommittee Studying Higher Education Funding Policies  
Commission on Access and Diversity in Higher Education  
House Appropriations Committee and its Subcommittees on Higher Education and Capital Outlay  
House Education Committee and its Subcommittee on Arts & Higher Education  
Senate Education and Health Committee and its Subcommittee on Higher Education  
Senate Finance Committee and its Subcommittee on Education
## Agency Financial Statement

**(Fiscal Year Ending June 30, 2000)**

### Agency Administration Expenditures

<table>
<thead>
<tr>
<th>Expenditure</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary and Fringe Benefits</td>
<td>$2,500,774</td>
</tr>
<tr>
<td>Wages</td>
<td>31,603</td>
</tr>
<tr>
<td>Personnel Services</td>
<td>2,532,377</td>
</tr>
<tr>
<td>Non-Personnel Services</td>
<td>656,123</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$3,188,500</strong></td>
</tr>
</tbody>
</table>

### Agency Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Health Sciences</td>
<td>$420,000</td>
</tr>
<tr>
<td>Commonwealth Health Research Board*</td>
<td>27,464</td>
</tr>
<tr>
<td>Eastern Shore Tuition Assistance Program</td>
<td>67,500</td>
</tr>
<tr>
<td>Eisenhower K-12 Teacher Professional Development Program*</td>
<td>893,031</td>
</tr>
<tr>
<td>Eminent Scholars Program</td>
<td>7,846,385</td>
</tr>
<tr>
<td>Forensics Science (Regional Contracts Program)</td>
<td>42,143</td>
</tr>
<tr>
<td>Forestry (Regional Contracts Program)</td>
<td>79,470</td>
</tr>
<tr>
<td>Graduate &amp; Undergraduate Assistance Program</td>
<td>124,800</td>
</tr>
<tr>
<td>Library Science (Regional Contracts Program)</td>
<td>56,075</td>
</tr>
<tr>
<td>Outstanding Faculty Awards</td>
<td>55,000</td>
</tr>
<tr>
<td>Outstanding Faculty Awards Ceremony*</td>
<td>4,528</td>
</tr>
<tr>
<td>Optometry (Regional Contracts Program)</td>
<td>202,614</td>
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<tr>
<td>College Scholarship Assistance Program (CSAP)</td>
<td>4,413,750</td>
</tr>
<tr>
<td>Southern Regional Education Board (SREB) Contract</td>
<td>151,950</td>
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<tr>
<td>Southern Regional Education Board (SREB) Doctoral Scholars</td>
<td>255,000</td>
</tr>
<tr>
<td>State Student Incentive Grants (SSIG)*</td>
<td>543,972</td>
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<tr>
<td>Teacher Technology Training Institutes</td>
<td>250,000</td>
</tr>
<tr>
<td>Tuition Assistance Grant (TAG) Program</td>
<td>39,239,107</td>
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<tr>
<td>Virginia Space Grant Consortium</td>
<td>170,000</td>
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<tr>
<td>Virtual Library of Virginia</td>
<td>2,735,000</td>
</tr>
<tr>
<td>Virginia Women Leadership Institute at Mary Baldwin College</td>
<td>664,226</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td><strong>$58,242,015</strong></td>
</tr>
</tbody>
</table>

| Total General Funds                                                  | 59,966,048 |
| Non General Funds*                                                   | 1,468,995  |
| **Grand Total**                                                      | **$61,435,043** |

Note: The above grand total excludes $3,772,112 for OCR and other related activities which receive funding through the Commonwealth’s Central Account and are administered by SCHEV in partnership with the institutions.