



State Council of Higher Education for Virginia

Report to the Secretary of Education on Activities Related to Executive Directive #6, “Sustaining and Enhancing Higher Education Reform, Innovation and Investment—State Council of Higher Education for Virginia”

October 1, 2013

Introduction

In 2011, the General Assembly enacted and the Governor signed into law The Virginia Higher Education Opportunity Act of 2011(TJ21). It set forth a path to fuel strong economic growth in the Commonwealth and prepare Virginians for the top job opportunities in the knowledge-driven economy of the 21st century. The 2013 General Assembly approved and the Governor signed House Bill 2311, which affirms SCHEV’s role in advocacy, planning, research and analysis, policy development and implementation, board development, and institutional collaboration. It also expands the Council membership to include the president of the Virginia Economic Development Partnership, a school superintendent, and a former college or university president.

At the March 2013 meeting, Council members discussed SCHEV’s duties in light of the 2013 legislation and other Council priorities. Chairman Gil Bland appointed Council member Julious (Joey) Smith to initiate SCHEV deliberations for a new higher education strategic plan, including an internal review of Council’s statutory duties, and input from multiple stakeholders, including state government, higher education institutions, business leaders, pre-K-12 education, and others. These discussions proceeded continuously through the spring and resulted in a variety of useful strategies to address emerging higher education needs.

In May 2013, Governor Bob McDonnell issued Executive Directive #6 (Appendix A) specifically charging SCHEV to undertake the following activities:

- review its functions for the purpose of enhancing its ability to engage in strategic planning, policy formulation and implementation, and research and analysis to support decision making at the state and institutional levels;
- organize its staff and resources to enhance its ability to promote the goals of *The Virginia Higher Education Opportunity Act*, or TJ 21;

- maintain a database of key data elements and analysts to support these responsibilities and decision making at both the state and institutional levels;
- propose to the Secretary of Education and institutions policies and activities that would increase collaboration and enhance quality and efficiency; and
- continually seek ways to promote the flexibility, responsiveness and accountability of Virginia's system of higher education in pursuing the goals of *The Virginia Higher Education Opportunity Act* and House Bill 2311 (Appendix B).

This report describes consultations and deliberations SCHEV has undertaken among Council members, staff, and a comprehensive array of stakeholders and constituents, as well as a set of actions aimed at accomplishing the charges articulated in TJ 21 and Executive Directive #6. These actions include code revisions, policy revisions, functional adjustments to SCHEV's work, examination and realignment of staff responsibilities, and preparation for a major strategic planning effort. This report is submitted in confidence that the actions proposed herein will enhance SCHEV's ability to lead strategic planning for the commonwealth, and to develop and implement data-based policies and collaborative initiatives that support the goals of TJ21 and meet the Council's priorities.

The ever-changing dynamics of higher education and its societal contexts will require constant self-reflection and thoughtful change on the part of SCHEV and its many partners and collaborators. SCHEV pledges to continue that process of reflection and change relentlessly to realize its mission "to advocate and promote the development of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education" for the Commonwealth of Virginia.

Stakeholder Involvement

Over the past several months, Council members and staff have increased their engagement with stakeholders around the state. Some of them have been identified above.

At its July 15, 2013, meeting, Council held a forum with presentations from 12 prominent stakeholders on the future of higher education in Virginia and ways in which the Council can lead and assist in the ongoing development of a strong system of higher education. (See Appendix C for list of presenters, and Appendix D for a summary of their remarks.) Andrew Fogarty, former interim director of SCHEV, acted as facilitator of Council discussion following the presentations. (See Appendix E for minutes of this discussion.) The thrust of Council's discussion concluded that in fulfilling the direction of Executive Directive #6, SCHEV should act as a strategic coordinator of, and advocate for, higher education in the 21st century. SCHEV is needed to identify state needs, marshalling the resources both for and within higher education that will enable meeting those needs, and in stimulating change and improvement to ensure that institutions remain accessible and affordable for students and their families. This document embodies many of the recommendations made by our stakeholders.

Council members subsequently met September 10 and September 17 to discuss stakeholder comments and to advance a draft response to Executive Directive #6. The Council

authorized its director to revise the document in accordance with these discussions and to forward the final report to the Secretary of Education by October 1, 2013.

Reformations of SCHEV's Policies and Functional Duties

As a result of internal discussions between Council members and SCHEV staff, external discussions between Council members and leading stakeholders, and deliberations among Council members, SCHEV is proceeding with the following near- and intermediate-term actions. These actions are intended, *in toto*, to respond directly to Executive Directive #6 and to promote the following:

- SCHEV's effectiveness as a coordinating and policy development body;
- collaboration between SCHEV and institutions and among institutions, and with pre-K-12 education;
- unrelenting attention to access, quality and affordability;
- the effective use of data as a tool for policy, accountability, and public information; and
- the alignment of higher education with an improved quality of life and the economic well-being of Virginians.

A preliminary summary of specific proposed reformations of SCHEV's policies and functional duties is included as Appendix F.

A Strategic Plan for Virginia Higher Education

On July 16, 2013, Mr. Smith presented a brief summary of the conclusions reached in the session the previous day. He advised Council that the comments from stakeholders and Council members not only informed the Council's thinking on the Executive Directive but also marked the beginning of its strategic planning process.

As required by Code of Virginia § 23-9.6:1, SCHEV will initiate the process of developing a new strategic plan for higher education. The development of the plan will be guided by goals and priorities of TJ21, House Bill 2311, Executive Directive #6, and inputs that Council has received in its informal and formal consultations in 2012 and 2013. Accordingly, the strategic plan will be informed by the following four broad priorities:

TJ 21 provides a road map for SCHEV to use in its articulation of numerous specific goals created by the Governor and the General Assembly. That road map suggests the following roles for SCHEV:

1. Leading the planning and implementation for achieving the long-term degree attainment goals set out in TJ 21.
2. Leading the planning and implementation for optimal economic development impact by Virginia's higher education system.
3. Leading the planning and implementation for instructional and administrative innovation.

4. Leading the planning and implementation for affordable access and excellence.

Council believes inputs from stakeholders have identified a need for SCHEV to assume a changed and, in many respects, expanded role for higher education in the Commonwealth. House Bill 2311 defined the need for change by adding to the Council representatives of pre-K-12, economic development, and the university and college presidents. Simply stated, House Bill 2311 directed SCHEV to be more strategic. This will entail the Council adding value by acting as a true coordinator of, and advocate for, higher education.

Council will form a task force to lead it through the statutorily required planning process. To begin this planning process and the path to SCHEV's renewed focus, Council recommends that the following steps be taken immediately:

First, SCHEV will develop budget and policy recommendations to aid the Commonwealth to attain and sustain the four goals of TJ 21 set out above.

Secondly, SCHEV will expand its role as a strategic resource for all colleges, both public and private, and their governing bodies. It will be a statewide resource on planning, governance, outcome measures and best practices for higher education in the Commonwealth. It will provide guidance on efficiency and affordability while enhancing quality. It will encourage institutions to focus on their respective missions, the overall higher education needs of the Commonwealth, and the employability and quality of life of graduates.

Thirdly, SCHEV will foster collaboration among public and private institutions to help make education more accessible and affordable. This effort will extend to institutions of higher education and local school divisions with a goal of making high school graduates better prepared for higher education. SCHEV already has been engaged vigorously in developing a roster of policies and activities to promote inter-institutional collaboration and efficiency, and vetting them with institutions. Attached as Appendix G is a report setting forth certain opportunities in academic collaboration that have the potential to enhance quality and obtain greater efficiencies. In addition, the Council will undertake an assessment of areas in which higher education and pre-K-12 can be more collaborative. The assessment will identify areas need to be strengthened and expanded, and how that can occur.

Finally, SCHEV will continue a rigorous review the resources available to Council and staff and the alignment of those resources. This evaluation of duties is ongoing and comprehensive. It has focused on the skills and depth of staff and its ability to meet the expanded role of SCHEV and to attain the goals set out above. The review also encompasses financial resources available to Council and the need, if any, to increase those resources to meet SCHEV's new objectives. The goal of this undertaking will be to enhance SCHEV's role as a strategic partner with its stakeholders and to improve the way in which Council organizes itself and carries out its mission.

Summary and Conclusion

The above summaries reflect intensive discussions and deliberations undertaken by SCHEV to support the fulfillment of Executive Directive #6. We feel confident that the actions described here will support that fulfillment completely and robustly. The Council is grateful for Governor McDonnell's attention to, and concern for, higher education as a cornerstone of the development of Virginia's citizenry. We stand ready to dedicate the efforts of Council members and staff to realize the charge with which the Governor concludes Executive Directive #6:

Virginia's higher education institutions will fuel strong economic growth and prepare Virginians for the top job opportunities in the knowledge-driven economy of the 21st century. The Council members and staff will lead and implement a long-term commitment, policy, and framework for sustained investment and innovation that will enable the Commonwealth to build upon the strengths of its excellent higher education system and achieve national and international leadership in college degree attainment and personal income, and that will ensure these educational and economic opportunities are accessible and affordable for Virginians for years to come.

APPENDIX A

Executive Directive No. 6 (2013)

Sustaining and Enhancing Higher Education Reform, Innovation and Investment - State Council of Higher Education for Virginia

On March 26, 2010, I signed Executive Order 9 (2010) establishing the: “Governor’s Commission on Higher Education Reform, Innovation and Investment,” stating as follows:

With great national universities, a higher education system distinguished by both its quality and diversity, and a vibrant knowledge-based economy, Virginia has a unique opportunity to show the way to a new era of American leadership in advanced education, ground-breaking research, and economic growth. Our country's security, our state's prosperity, and our citizens' opportunity all depend on a sustained commitment to higher education excellence and access.

On December 20, 2010, the Commission issued its interim report recommending passage of landmark higher education in the 2011 session of the Virginia General Assembly to articulate a clear and achievable vision of national and international leadership in college degree attainment and personal income for Virginians. The Commission proposed a name for the comprehensive forward-focused effort: “*Preparing for the Top Jobs of the 21st Century: The Virginia Higher Education Opportunity Act of 2011.*” On June 16, 2011, I signed that legislation into law.

The State Council of Higher Education for Virginia (SCHEV) is the Commonwealth's coordinating body for higher education. Its mission is "to promote the development of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education" in Virginia. It therefore has the primary state-level responsibility to guide Virginia's colleges and universities in achieving the vision articulated in “*The Virginia Higher Education Opportunity Act of 2011.*”

Accordingly, I direct the State Council of Higher Education to accomplish the following by October 1, 2013, to ensure that the goals and objectives of *The Virginia Higher Education Opportunity Act of 2011* are executed efficiently and effectively:

- Undertake an in-depth review of the Council’s essential functions with the aim of enhancing its ability to engage in strategic planning, policy formulation and implementation, and research and analysis on current and developing trends and best practices to support planning policy development and decision making at the state and institutional levels. Council’s review should be conducted in collaboration with stakeholders, including representatives from public and private higher education institutions, legislators, legislative and executive branch staff, business leaders, and other key education policy makers in the Commonwealth, and result in recommendations to the

Secretary of Education on the elimination, reassignment, reprioritization, or addition of duties to ensure the alignment of the Council’s work with the essential functions described above while preserving to institutional boards of visitors their independence and responsibility for the operation and management of institutions.

- Organize staff and resources to increase the focus on strategic planning, policy formulation and implementation, and research and analysis of current and developing trends and best practices to support planning, policy development, and decision making at the state and institutional levels in achieving the goals of *The Virginia Higher Education Opportunity Act of 2011*.
- Maintain a database of key data elements and analysts to support these responsibilities and decision making at both the state and institutional levels.
- Propose to the Secretary of Education and the institutions specific policies and activities to increase collaboration among the institutions that would enhance quality and obtain greater operational efficiencies through shared resources, including partnerships among public and private institutions and others involved in higher education, and partnering on board member development.
- Continually seek ways to ensure that Virginia’s system of higher education is flexible, responsive, and accountable and that it remains the finest in the nation and achieves the objective and purposes of *The Virginia Higher Education Act of 2011*.

Virginia’s higher education institutions will fuel strong economic growth and prepare Virginians for the top job opportunities in the knowledge-driven economy of the 21st century. The Council members and staff will lead and implement a long-term commitment, policy, and framework for sustained investment and innovation that will enable the Commonwealth to build upon the strengths of its excellent higher education system and achieve national and international leadership in college degree attainment and personal income, and that will ensure these educational and economic opportunities are accessible and affordable for Virginians for years to come.

Robert F. McDonnell, Governor

Janet V. Kelly, Secretary of the Commonwealth

APPENDIX B

CHAPTER 605

An Act to amend and reenact § 23-9.3 of the Code of Virginia, relating to the State Council of Higher Education.

[HB 2311, Del. Kirk Cox]
Approved March 20, 2013

Be it enacted by the General Assembly of Virginia:

1. That § 23-9.3 of the Code of Virginia is amended and reenacted as follows:

§ 23-9.3. State Council of Higher Education for Virginia created; purpose; membership; terms; officers.

~~(a)~~A. There is hereby created a State Council of Higher Education for Virginia, hereinafter sometimes referred to as the Council. The purpose of the Council shall be, through the exercise of the powers and performance of the duties set forth in this chapter, to *advocate and* promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the Commonwealth of Virginia *and to lead state-level strategic planning and policy development and implementation based on research and analysis and in accordance with § 23-38.87:10 and subsection B of § 23-38.88. The Council shall also seek to facilitate collaboration among institutions of higher education that will enhance quality and create operational efficiencies and shall work with institutions of higher education and their boards on board development.*

B. The Council shall be composed of persons selected from the Commonwealth at large without regard to political affiliation but with due consideration of geographical representation. *Appointees shall have demonstrated experience, knowledge, and understanding of higher education and workforce needs.* Appointees shall be selected for their ability and all appointments shall be of such nature as to aid the work of the Council and to inspire the highest degree of cooperation and confidence. No officer, employee, trustee, or member of the governing board of any institution of higher education, ~~no~~ employee of the Commonwealth, ~~except the Superintendent of Public Instruction, or~~ member of the General Assembly, or member of the

State Board of Education shall be eligible for appointment to the Council except as ~~hereinafter~~ specified *in this section*. All members of the Council shall be deemed members at large charged with the responsibility of serving the best interests of the whole Commonwealth. No member shall act as the representative of any particular region or of any particular institution of higher education.

~~(b)~~-C. The Council shall consist of ~~eleven~~ *13 members: 12 members appointed by the Governor and subject to confirmation by the General Assembly at its next regular session and one ex officio member. At least one appointee shall have served as a president or chief executive of a public institution of higher education in the Commonwealth. At least one member shall be a sitting Virginia school superintendent, either at the state or local level. The President of the Virginia Economic Development Partnership shall serve ex officio with voting privileges. All terms shall begin July 1. Members shall be appointed for four-year terms, except that appointments to fill vacancies occurring shall be for the unexpired term.*

~~(c)~~-D. No person having served on the Council for two terms of four years shall be eligible for reappointment to the Council for two years thereafter.

~~(d)~~ [Repealed.]

~~(e)~~-E. The Council shall elect a chairman and a vice-chairman from its own membership and appoint a secretary and such other officers as it deems necessary or advisable; and shall prescribe their duties and term of office.

F. At each meeting, the Council shall involve the presidents of the public institutions of higher education in its agenda. The presidents shall present information and comment on issues of common interest. The presidents shall choose presenters to the Council from among themselves who reflect the diversity of the institutions.

At each meeting, the Council may involve other groups, including the presidents of private, nonprofit institutions of higher education, in its agenda.

APPENDIX C

Stakeholders Participating in Council Forum July 15, 2013

The Honorable Laura Fornash, Secretary of Education
Rick Hurley, President, University of Mary Washington/Chairman, Council of Presidents
John Doswell, Former Rector, Virginia Commonwealth University
David Foster, President, State Board of Education
Glenn DuBois, Chancellor, Virginia Community College System
Tom Kramer, Executive Director, Virginia21
The Honorable Don Finley, President, Virginia Business Higher Education Council
The Honorable Kirk Cox, Virginia House of Delegates
Robert Lambeth, President, Council of Independent Colleges in Virginia
Mark Singer, Executive Director, Virginia Career College Association
Carol Simpson, Provost, Old Dominion University
Barry DuVal, President, Virginia Chamber of Commerce

APPENDIX D

Summary of Stakeholder Remarks Council Forum, July 15, 2013

Speaker	Title	Comments
Laura Fornash	Virginia Secretary of Education	TJ21 passed unanimously and should provide the framework for your efforts.
		Sustainability is your first priority.
		The system needs to continue working toward additional autonomy with accountability.
Rick Hurley	President, University of Mary Washington President, Council of Presidents	SCHEV can help make sense of technological advances, such as MOOCs and the questions they raise about credits, tuition, and accreditation issues.
		There is a tremendous push for STEM but there is only so much the institutions can do. This effort must start in K12. SCHEV could facilitate and coordinate work with K12 and higher education to develop STEM activities and initiatives early and often in K12.
		The decentralization (restructuring) process began long ago and progress has been made. SCHEV can help the institutions hold on to the gains we've made and help others understand what it is and why it's important.
John Doswell	Former Rector, Virginia Commonwealth University	SCHEV should help the institutions get more state funding.
		We need a better dialogue among institutions at the Board of Visitors level.
		The current Board of Visitors turnover schedule creates a lack of continuity. SCHEV should look at supporting longer terms.
David Foster	President, Virginia Board of Education	SCHEV needs to help with college and career readiness. One area in particular is teacher preparation.
		SCHEV needs to work on making sure diplomas and credential are meaningful.

Glenn DuBois	Chancellor, Virginia Community College System (VCCS)	There is great diversity in Virginia in terms of income and educational attainment. If 14 of the 23 community colleges in rural areas formed their own state, they'd be dead last nationally in terms of income and educational attainment. NOVA would be 1 st or 2 nd .
		The community colleges helped build the middle class, now it may be up to the community colleges to save the middle class, with a chance to earn a sustainable wage. We need SCHEV's help to get this funded.
		SCHEV should continue to support the Career Coaches program because it makes a difference and helps with access and making good and timely decisions.
Tom Kramer	Executive Director, VA21	Student debt and the ability to pay that debt off is an enormous problem.
		The emphasis is often on efficiencies and keeping tuition increases down, but what about quality? Quality in higher education should be the focus of SCHEV which could start by defining what "quality" means.
		Continue to support access programs. They do make a difference.
Delegate Kirk Cox	House Appropriations Committee	Big picture—SCHEV should be focused on strategic vision, and examining old processes and ways of doing things to see if they're still fulfilling a purpose. SCHEV should integrate various perspectives and be future-looking; no one else is in a position to do it.
		Balance state needs and accountability with institutional autonomy. Institutions should have distinct missions, and not each be all things to all students. Example: research is important, but perhaps should be focused. SCHEV is in a position to examine financial aid policies and tuition. SCHEV should study the directions some institutions have taken in these areas and the implications on the system as a whole.
		SCHEV should be forward looking and play a role in coordinating sharing of resources. Examples: course and program sharing among institutions, particularly in a distance education context; employability certification for veterans, many of whom come out of their service without the right skills for available jobs.

Don Finley	President, Virginia Business Higher Education Council	The Joint Legislative Audit and Review Commission (JLARC) study promises to identify directions for efficiency gains, which is important. We need also to be concerned with quality, and SCHEV has an essential role in articulating that balance.
		The current environment is the most challenging we've faced, especially with changes in delivery of instruction, which will affect the business models of institutions. Different institutions will be differently affected. There is a need for a high level discussion about how to respond to challenges—VBHEC would like to work with SCHEV.
		Request: need to work together to sustain the gains to higher education that TJ 21 ushered in. (Related back to Secretary's comment re sustainability.)
Robert Lambeth	President, Council of Independent Colleges in Virginia	Be leaders. Don't shy away from the hard and/or controversial decisions.
		Support more state funding of private institutions. Figure out what the public/private balance should be.
		Recognize and support the liberal arts as important. Science is always a component of these degrees.
		Look at how the glitz being implemented at public colleges affects the whole system.
		Follow the money when looking at funding models. Focus on return on investment for Virginia's citizens not just the public institutions.
		The private colleges serve a need for the non-academically elite.
		Create a small advisory group of presidents to figure out an implement the "low hanging fruit" of collaborative initiatives.
Mark Singer	Executive Director, Virginia Career College Association	Seek VCCA input on policy decisions.
		Support VCCA being eligible for the benefits of the Virtual Library of Virginia, the Virginia Wizard student portal and other collaborative programs.
		Hold a SCHEV meeting at a VCCA school.

Barry Duval	President, Virginia Chamber of Commerce	Blueprint Virginia, business plan for the Commonwealth. The blueprint will recognize regional and industry strategies to establish statewide investment priorities.
		Blueprint focuses on strategies for three main priorities of the business community: Workforce & Education; Economic Development and Retention; Transportation.
		Higher education has a great impact on workforce development, which is the number one issue, no matter what the region.
Carol Simpson	Provost, Old Dominion University	SCHEV should serve as an advocate for the diverse institutions, which have independent Boards of Visitors and diverse missions and populations. SCHEV should put data in appropriate context, given the unique missions.
		Be proactive in assessing current and future demand for certain occupations. Conduct ongoing analyses of workforce trends to guide program investments.
		<p>SCHEV can help the institutions streamline processes and become more efficient in the following ways. SCHEV should be a repository for information on degree programs, but regarding outcomes, should use the assessments that are already built into accrediting processes. This would not be a retreat from assessment, but just an acknowledgement that SACS review is already quite rigorous and SCHEV's process is duplicative.</p> <p>SCHEV should change the way it interacts with the institutions. The degree program approval process needs revision. It takes a huge effort by several staff to get SCHEV approval, even after spending much time evaluating in-house.</p>

APPENDIX E

Draft Minutes of Special Council Meeting July 15, 2013

Mr. Smith called the meeting to order at 1:30 p.m. and asked Mr. Fogarty to facilitate. Mr. Fogarty provided a recap of Executive Directive No. 6 and asked that the Council focus on any new priorities that should be adopted and what existing activities, if any, should be diminished. Members were asked to provide their input.

Mr. Fralin said a strong SCHEV is in the best interest of everyone and the state, but he felt that in today's environment, some of SCHEV's duties could be handled elsewhere. If necessary, the Council should consider submitting legislation to make these changes. In order to make SCHEV more relevant to the Governor and legislators, he felt the Council should provide suggestions and information that is not available elsewhere. He also felt that SCHEV should be able to determine the efficiency of each institution and provide that information to the legislators. Mr. Fralin said SCHEV should continue to find ways to determine the quality of the education, including better ways to follow students after graduation. He felt that SCHEV should produce cost models showing the difficulty institutions have in recruiting faculty. Overall, he felt that SCHEV should provide a balanced viewpoint in providing an accurate story of Virginia's higher education system.

Ms. DiGennaro felt the Council should look to staff to inform members of duties that need to be added and any that are no longer necessary to its role. She felt that access and affordability are important, but the "third leg" is quality - how to define and then assess what students are learning. She acknowledged that this is the purview of the institutional boards, but she felt SCHEV should ascertain what is needed for a core curriculum without micromanaging the institutions. Ms. DiGennaro felt the Council should consider taking action to lead a one-day session to explore private/public partnerships to increase the availability of research funding for public and private colleges in Virginia, including a report comparing state intellectual property policies.

Mr. Haner said being an advocate for higher education does not mean advocating for the university's viewpoint. Rather, he felt that SCHEV is being asked to provide leadership, which could at times "upset the applecart." He felt that the Council will not add value if it is "rubber stamping" someone else's position.

Mr. Lockhart felt SCHEV should determine how the state should spend the scarce dollars it has in higher education by creating a model that demonstrates how it is constantly improving. He felt aggressive benchmarking was needed in order to get hard facts to answer those questions. Mr. Lockhart felt there could be other sources of information SCHEV could publish related to quality that would be useful.

Mr. Bland said Virginia currently enjoys great diversity in its institutions. He felt the Council should grab hold of its advocacy role and all that it means (a different way of doing things or sometimes saying no), but he felt SCHEV should not sit by and watch the passing parade. Mr. Bland felt the Council must be fully engaged in funding and tuition policies and should look at the system as a whole in order to better understand ways in which more collaboration can be achieved between privates, for-profits, and community colleges. He suggested that the Council be bold in its efforts.

Mr. Smith felt the Council needed to better understand the link between new construction projects and the increased use of technology in order to determine what higher education should look like in the next decade.

Mr. Minor felt the Council should be part of the conversation and not just absorb and process information. He stressed the need for a strategic plan which will require establishing priorities. He felt SCHEV should re-establish the fact that it is part of a team and determine whether it looks at things from a 5,000, 20,000 or 50,000 foot perspective. Mr. Minor suggested that in order to look at the total picture, SCHEV should raise its sights and look beyond daily activities to determine how to accomplish the goals. He felt that Council members should consider their willingness to be more involved in complementing the staff to become the voice of SCHEV.

Mr. Nakamoto said SCHEV's mission and scope seems to keep increasing while the budget is decreasing. He urged members to be mindful of mission creep and felt the Council should establish priorities to ensure its own sustainability. He said SCHEV could be lost in the mix if it fails to maintain access and affordability. Mr. Nakamoto felt leadership was the key to meeting the deliverables and viewing SCHEV as a trusted partner. He reiterated an earlier comment which likened SCHEV's role to that of an umpire.

Mr. Fogarty felt the Council should be prepared to approach the General Assembly with a proposal explaining what is required to accomplish the goals of the Executive Directive. Likewise, he stressed that if the Council considers giving up certain duties to enable it to take on a more strategic role, this is the time to do it.

Ms. Haddad agreed with something mentioned by one of the morning speakers, i.e., that every institution does not need to be everything to all people. She felt that the Council continues to do well with regard to Boards of Visitors development, and that the Council should continue to champion liberal arts and promote distance learning. She suggested that the Council consider forming an advisory group of presidents from the public and private institutions. Ms. Haddad felt it was important to develop a better relationship with the General Assembly by regularly reporting SCHEV activities and then informing the Council how the information was received.

Mr. Blake said members mentioned more things the Council should be doing, in addition to what has already been mentioned in recent legislation. He spoke about the history of SCHEV and its role as buffer between the Governor, General Assembly, and institutions. He also provided a summary of the speaker comments from the morning session and reviewed some things that are already being implemented.

The meeting adjourned at 3:10 p.m.

Appendix F

Preliminary Summary of Reformatations of SCHEV's Policies and Functional Duties (Numbers are for identification purposes only and do not represent prioritization)	
Description	Justification/Purpose/Outcome
1. Eliminate SCHEV Duty #10— assessment of student learning	Institutional assessment programs have matured since this duty was introduced in the '80s, rendering it unnecessary; elimination will relieve an institutional reporting burden.
2. Seek authorization to administer Virginia's participation in multi- state distance education reciprocity consortia.	Collaboration between SCHEV and Virginia institutions will afford institutions a more efficient, and less costly, path toward securing authorizations from other states needed to offer distance education programs nationally.
3. Review the program approval process for efficiency and focused enhancement of institutional autonomy.	Administrative relief, while preserving the commonwealth's interest in exercising scrutiny over significant mission and program enhancements, and guarding against unnecessary duplication. Staff will work collaboratively with institutions and other stakeholders to put these modifications in place.
4. Revise code and improve policy related to student transfer and student mobility issues.	Some provisions in code require updating to reflect current initiatives and priorities, such as guaranteed admission agreements. The State Policy on College Transfer requires updating to reflect current realities in student mobility, including (but not limited to) dual enrollment, prior learning assessment, and sophisticated use of data.
5. Pilot a multi-institution collaborative to serve Virginia's veterans at institutions of higher education.	The pilot will seek to establish a common portal to educational opportunity, enhanced services, and a greater extent of flexibility for military-related students. If successful, it can be expanded to include more institutions and/or other student constituencies.
6. Expand capacity for research, analysis and reporting on higher education issues.	Among other efforts, SCHEV will establish a higher education research advisory committee, composed of institutional representatives and others, to guide the identification, prioritization and design of research projects that address key higher education issues.
7. Expand outreach efforts with pre-K-12 to improve college and career readiness and transition from secondary to postsecondary education.	The more high school graduates who are successful in postsecondary institutions will result in a higher quality of life and greater economic returns across the Commonwealth.
8. Expand efforts to coordinate	Initiatives include executing the Memorandum of Understanding with the Virginia Economic

<p>with colleges and universities on economic development outreach and to establish outcomes and associated success measures.</p>	<p>Development Partnership; assessing the need for new programs of study; and helping to strengthen university research activities and their ability to attract research funding.</p>
<p>9. Expand outreach to public-institutions governing boards.</p>	<p>SCHEV will explore additional professional development opportunities for rectors and board members, including its annual orientation program and online tools.</p>
<p>10. Undertake periodic review of institutional reporting requirements to ensure their continued relevance.</p>	<p>Reporting requirements that are no longer relevant should be eliminated, while those that add value should be improved.</p>
<p>11. Reconsider the responsible party and process for reporting auxiliary enterprise investment yields, financial feasibility studies and administrative increases in the nongeneral fund appropriation.</p>	<p>Other agencies might be better suited to perform these functions and achieve the same or greater level of accountability.</p>
<p>12. Seek authorization for SCHEV to apply for, hold, administer and expend grants from public or private sources.</p>	<p>SCHEV currently is required to seek approval of the Governor. This change would allow SCHEV to respond more quickly to grant opportunities to support research studies, student access programs, and other priorities.</p>
<p>13. Realign staff resources to meet higher priorities.</p>	<p>To date, SCHEV has made changes in areas such as capital outlay planning and review; fiscal services; certification of private and out-of-state institutions; data systems; financial aid; and six-year planning. Staff will continue its comprehensive review of staff alignment and position descriptions to strengthen its capacity in areas identified in TJ21, Executive Directive #6, SCHEV's priorities and this report. As part of the development of a strategic plan for higher education, SCHEV will engage outside experts to advise us on further staff realignments needed to address new priorities and the changing higher education landscape.</p>
<p>14. Eliminate obsolete language in Code through an omnibus bill and in coordination with the Virginia Code Commission.</p>	<p>Through this process, staff has identified a number of Code sections that no longer need to be performed. At the same time, the Virginia Code Commission is reviewing relevant section of the Code for streamlining and consolidating.</p>

APPENDIX G

Opportunities for Collaboration to Enhance Quality and Obtain Greater Operational Efficiencies

Executive Directive No. 6 directs SCHEV to accomplish various tasks by October 1, 2013, “to ensure that the goals and objectives of *The Virginia Higher Education Opportunity Act of 2011* are executed efficiently and effectively.” ED6 designates the Council as possessor of “the primary state-level responsibility to guide Virginia’s colleges and universities” in achievement of TJ21’s vision. The Council and its staff welcome and accept this responsibility and look forward to advancing Virginia through higher education in this way.

Among the tasks assigned to SCHEV in ED6 is the development of recommendations “to increase collaboration among the institutions” in order to “enhance quality and obtain greater operational efficiencies through shared resources.” These proposals may include “partnerships among public and private institutions and others involved in higher education, and partnering on board member development.”

Collaboration in Virginia higher education has a broad and deep history, yielding many useful outcomes and improvements, economies-of-scale efficiencies, and significant cost savings or avoidances (a list of many current collaborative activities/initiatives appears as Appendix H). The Council and its staff are proud of SCHEV’s involvement in so many of these collaborative activities and are confident that the proposals described here – which were developed cooperatively with SCHEV’s stakeholders and constituents – will continue Virginia higher education’s strong and meaningful tradition of collaboration.

At the same time, the Council and its staff are mindful of the conclusions of the 2007 report “Good Policy, Good Practice,” which was published jointly by several national associations as a guide to improving higher education outcomes and productivity. SCHEV recognizes and agrees that efficient and effective “approaches to collaboration require a state policy framework that induces institutions to collaborate in pursuit of their own self-interest. If institutions are expected to work together just because ‘it’s the right thing to do,’ little collaboration is likely to emerge. Instead, they need an incentive to do so.”

Therefore, in addition to the proposals herein, SCHEV also recommends that necessary and sufficient additional financial resources be made available to support these collaborative activities. Some initiatives may be best supported via existing allocation formulas or mechanisms; others, via funding pools set aside specifically to foster and maintain collaboration. The Council and its staff stand ready to serve as broker, fiscal agent, or active participant in these activities as needed.

As illustrated by the proposals that follow and the examples highlighted in Appendix H, collaboration can take many forms and can occur within all facets of the educational enterprise. Per ED6, the proposals recommended here are focused on the quality of the *academic* enterprise, and the development thereof has been guided by the goals and purposes of TJ21. Specifically,

these opportunities represent the perceptions of SCHEV and its stakeholders regarding the Commonwealth's greatest TJ21-related needs and the most-immediate opportunities for success in meeting these needs. Some represent new ideas/proposals; others, enhancements or expansions of existing collaborative activities.

The recommendations are grouped into three general categories: degree production; research production; and infrastructure development. The degree-production category encompasses TJ21's goal of 100,000 additional degrees by 2025, as well as its emphases on increasing in-state enrollments, student retention and graduation, and targeted curricular foci, particularly in STEM-H and strategic and/or emerging fields. The research-production category reflects TJ21's commitment to enhance student learning, basic knowledge, commercialization, and the Virginia economy through increased academic research and public-private partnerships. The infrastructure-development category captures opportunities to share academic resources, to build and/or grow initiatives jointly, efficiently, and with greater quality, and to approach ongoing and new ideas in cost-effective ways.

Within these categories, proposals are grouped by time-to-implementation, differentiating between those accomplishable in the shorter-term and those requiring longer timeframes to bring to fruition. Not surprisingly, but not intentionally, existing initiatives that are recommended for expansion or enhancement are concentrated in the shorter-term groupings, and new initiatives encouraged for creation and development are concentrated in the longer-term groupings.

Degree Production: Recommendations to Collaboratively Increase Degree Completion, Student Retention and Graduation, and Curricular Focus and Relevance

- Shorter-term Initiatives
 - Enhance the Commonwealth Graduate Engineering Program (CGEP).
 - Expand and enhance the PRODUCED In Virginia Program (undergraduate engineering at UVa), perhaps to include a transfer pathway for VCCS associate degree engineering graduates and online engineering minors to other institutions' students (Longwood).
 - Expand the Shared Services Distance Learning Program at NVCC, particularly in STEM and IT, to expand access to lower-cost course options.
 - Enhance the Clinical Simulation Centers (RU, JCHS, PHCC, NRCC, VWCC, WCC, RHEC).
 - Encourage public and private institutions to expand offerings and activities at the regional higher education centers/institutes, and as available, at the institutional regional academic centers and at community colleges.
 - Encourage ongoing collaborations in medical education, such as those between EVMS and CWM and ODU; between Virginia Tech Carilion School of Medicine and Carilion Hospital System; and between Virginia Tech and Wake Forest.
 - Support continued state-wide coordination on STEM curriculum/course redesign efforts through 4-VA

- Longer-term Initiatives
 - Encourage and support development of an online/electronic Commonwealth Graduate Nursing Consortium (CGNC; similar to CGEP) for conferring more doctoral degrees in Nursing Education (in-development between GMU, ODU, UVa, and VCU); consider future expansion of CGNC for other Nursing degrees or use of CGNC/CGEP as models for a broader collaborative Nursing program.
 - Encourage and support development of joint certificate and degree programs (e.g., shared faculty, courses, co-enrolled students):
 - In strategic and/or emerging fields such as Cyber-security, Homeland Security, Computational Science, and the Biosciences;
 - Targeting veterans and military personnel (a pilot program is currently in development between JMU, ODU, UVa, and VT);
 - In STEM and languages fields (via 4-VA);
 - Allowing online completion of full programs, two-plus-two programs, and three-plus-one programs between two- and four-year institutions (e.g., NVCC and ODU; VCCS and Lynchburg College; VCCS and WGU).
 - Encourage and support the sharing of faculty between institutions/programs (joint appointments; “virtual” departments; 4-VA).
 - Support development of a regional Anatomy and Physiology Lab in the Roanoke area (similar to the Clinical Sim Lab; Radford is exploring in cooperation with Jefferson College and Virginia Tech Carilion School of Medicine).
 - Support the Chesapeake Bay SENCER (Science Education for New Civic Engagements and Responsibilities) Center for Innovation (GMU and Longwood).

Research Production: Recommendations to Collaboratively Increase Academic Research and Development and Public-Private Partnerships to Grow the Knowledge Base, Skill Base, and the State Economy

- Shorter-term Initiatives
 - Encourage participation in the Commonwealth Center for Advanced Logistics Systems (CCALS).
 - Expand participation in the Commonwealth Center for Advanced Manufacturing (CCAM; current membership LU, UVa, VCU, VSU).
 - Encourage fulfillment of the goals of the MOU between public institutions and the Virginia Economic Development Partnership (VEDP).
 - Support the Presidential Precinct and Diplomacy Lab (UVa and CWM, with Ash Lawn-Highland, Monticello, Montpelier, and Morven).
- Longer-term Initiatives
 - Create fund to encourage inter-institutional and institutional-industry research collaboration, particularly in strategic foci such as Alternative Energy, Modeling and Simulation, Advanced Logistics/Analytics, Advanced Manufacturing, Bio-Science, Bio-technology, Bio-engineering, Bio-electrics.
 - Explore an economic-development MOU between VEDP, SCHEV, and private institutions similar to that with public institutions.

- Support sharing of major scientific instrumentation by expansion of procedures for remote operation (at the Applied Research Center in Newport News and elsewhere as possible).

Infrastructure Development: Recommendations to Collaboratively Increase the Sharing of Academic Resources and the Creation and Expansion of Efficient, Effective, High-Quality Multi-institutional Opportunities and Initiatives

- Shorter-term Initiatives
 - Expand membership and participation in 4VA project (electronic delivery).
 - Expand electronic resources available through the Virtual Library of Virginia (VIVA), perhaps to include a single cloud-based collection accessible to students at all participating institutions in the Commonwealth.
 - Encourage more joint purchasing of academic resources (particularly frequently-used textbooks in high-enrollment courses) and technology between public and private institutions.
 - Encourage public-private partnerships to equip VCCS laboratories and to expand/share access to these labs.
 - Encourage public and private institutions to jointly sponsor and/or share international study-abroad and travel programs.
 - Promote the Semester at Sea (SAS) program to students at all Virginia institutions (SAS is sponsored by UVa; managed by the Institute for Shipboard Education).
 - Support build-out of the Virginia Longitudinal Data System (VLDS).
 - Fund SCHEV to re-initiate Funds for Excellence institutional grant program to encourage collaborative approaches to TJ21 goals.
 - Fund state-level participation in the National Survey of Student Engagement (NSSE).
 - Encourage more institutional participation in and promotion of regional and state outreach and access-promotion initiatives (i.e., College Application Week; Super FAFSA Week; the I am the One campaign).
- Longer-term Initiatives
 - Encourage shared or “wrap-around” student support services for targeted populations (e.g., veterans; underrepresented minorities), such as the Pathway to the Baccalaureate program between NVCC and GMU.
 - Support development of a statewide Digital Media Hub to store and provide institutions with access to digitized instructional materials (JMU is exploring).
 - Create within SCHEV a Center for Education and Workforce Data to partner with VDOE, VCCS, Weldon-Cooper Center, VEDP, and other entities to ensure a sound basis for analysis and research.
 - Support re-engineering the TELETECHNET undergraduate partnership between ODU and the VCCS.
 - Replicate the Virginia Space Grant Consortium (VSGC) model for other curricular topics (e.g., conducive STEM fields).
 - Support expansion of 4-VA, especially extended membership, additional shared courses, and expanded research collaboration.

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APPENDIX H

Examples of Current Collaborative Academic and Operational Activities/Initiatives
(Developed in part from a document of the Virginia Business Higher Education Council with additional input from a working group of institutional representatives.)

Instruction

Academic Common Market (through SREB)
Articulation Agreements
Assessment of Student Learning, Sharing of Best Practices
Clinical Simulation Centers (RU, JCHS, PHCC, NRCC, VWCC, WCC, RHEC)
Commonwealth Graduate Engineering Program (CGEP)
Cooperative Academic Program Agreements
Dual-enrollment courses and programs (VCCS and local schools/systems)
Electronic Campus of Virginia (ECVa)
Guaranteed Admission Agreements
Higher Education Pedagogy Conference (annually at VT)
Joint Degree Programs
NVCC Extended Learning Institute (ELI)
NVCC Shared Services Distance Learning Program
PRODUCED in Virginia (undergraduate engineering, UVa)
Regional Higher Education Centers
 New College Institute, Martinsville
 Roanoke Higher Education Center, Roanoke
 Southern Virginia Higher Education Center, South Boston
 Southwest Virginia Higher Education Center, Abingdon
 (Various centers operated solely or jointly by colleges and universities)
Southside Higher Education Consortium (Longwood, SVCC, Hampden Sydney)
SREB Electronic Campus
TELETECHNET (ODU)
Tidewater Consortium for Higher Education
Transfer (and Reverse Transfer) Agreements
Virginia Initiative for Science Teaching and Achievement (VISTA)
Washington Alexandria Architecture Center (VT)

Research

Commonwealth Center for Advanced Logistics Systems (CCALS)
Commonwealth Center for Advanced Manufacturing (CCAM)
Funds for Excellence (SCHEV)
Institute for Advanced Learning and Research (IALR)
Jefferson National Accelerator Facility (Jefferson Lab or JLab)
Lab-in-a-Box (electrical engineering experimentation kits for students, VT and VWCC)
Mid-Atlantic Research Infrastructure Alliance (MARIA)

MOU Between VEDP, SCHEV, and Public Institutions
National Institute of Aerospace (CWM, Hampton, ODU, UVa, VT, and out-of-state insts)
National Lambda Rail (NLR)
Southeastern Universities Research Association (SURA)
University Transportation Center (VT, UVa, Morgan State)
Virginia Microelectronics Consortium (VMEC)
Virginia Modeling, Analysis and Simulation Center (VMASC)
Virginia Space Grant Consortium (VSGC)

Library, Information and Student Resources

Open Education Learning Resources
Pathways to the Baccalaureate Program (NVCC and GMU)
Virginia Alliance for Graduate Education and the Professoriate (VAGEP)
Virginia Longitudinal Data System (VLDS)
Virtual Library of Virginia (VIVA)

Computing, Networking and IT Infrastructure

4-VA
Mid-Atlantic Terascale Partnership
Network Virginia
Virginia Alliance for Secure Computing and Networking (VASCAN)
Virginia Virtual Computing Lab (VAVCL)

Advisory and Consultative Assistance

Career College Association (CCA)
Center for Innovative Technology (CIT)
Council of Independent Colleges in Virginia (CICV)
Higher Education Advisory Committee (HEAC)
Fiscal Officers of Colleges and Universities State Supported (FOCUS)
State Council of Higher Education for Virginia (SCHEV)
 Career College Advisory Board (CCAB)
 Electronic Learning Group (ELG)
 Finance Advisory Committee (FAC)
 General and Professional Advisory Committee (GPAC)
 Instructional Programs Advisory Committee (IPAC)
 Learning Technology Advisory Committee (LTAC)
 Library Advisory Committee (LAC)
 Military Education Advisory Committee (MEAC)
 Private College Advisory Committee (PCAB)
 State Committee on Transfer (SCT)
 State Coordinators for the Academic Common Market (SCACM)
 Student Advisory Committee (SAC)
 Task Force on Distance Education Reciprocity

VA21

Virginia Association of Collegiate Registrars and Admissions Officers (VACROA)
Virginia Association of Student Financial Aid Administrators (VASFAA)

Virginia Assessment Group (VAG)
Virginia Business Higher Education Council (VBHEC)
Virginia's Chief Transfer Officers (VCTO)

Procurement

Virginia Association of State College and University Purchasing Professionals (VASCUPP)