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Special Meeting: *The State of Virginia Public Higher Education*

by Daniel J. LaVista



The State Council held a special meeting with the presidents and chancellors of Virginia's public colleges and universities on Tuesday, June 9. This dialog between the Council and institution leaders regarding "The State of Virginia Public Higher Education" addressed the challenges confronting our public institutions and sought the identification of potential policy or advocacy strategies for addressing these challenges and strengthening public postsecondary education in the Commonwealth.

The exchange of ideas took place via two panel discussions. The first discussion, moderated by Council Vice Chair Eva Hardy, centered on "The Value of Higher Education." Panelists were Eddie Moore (VSU), Binford Peay (VMI), Taylor Reveley (CWM), and Robert Templin (NVCC). The second discussion focused on "Restructuring, Then and Now" and was moderated by Council Chair Whitt Clement. The panelists were John Casteen (UVA), Patricia Cormier (LU), Penny Kyle (RU), and Eugene Trani (VCU).

The Value of Higher Education

The discussion of higher education's value focused on the public and private benefits of a college education and the diminishing share of the state budget that goes to public higher education. Given the critical tipping point between benefits and funding, strategies to stabilize state support were sought to secure public higher education as a vital, accessible Virginia resource in advance of anticipated budget reductions in FY2010 and the uncertainty of federal stimulus funds beyond FY2011.

The themes that emerged from panelists' responses to questions from Ms. Hardy centered on diversity and flexibility. The individual and societal benefits of higher

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education were noted as diverse and interconnected, and the importance of a diverse set of public institutions was stressed in meeting the challenges of access and affordability for an increasingly diverse population. Stable funding from the state was stressed as a key goal, and flexibility was urged in addressing funding issues (e.g., flexibility in tuition setting, in the funding model, and in allocating state dollars in targeted ways).

Panelists' potential strategies for better securing the value of higher education included:

- More and stronger advocacy from Boards of Visitors and from the Council (this sentiment was echoed by luncheon speaker John Adams, Jr. of The Martin Agency), as well as more mission-focused prioritization in board strategic planning and decision making.
- Differential funding ("reasonable distribution") in which institutions that are most dependent on Educational and General (E&G) funds get larger shares and less-dependent institutions are allowed more freedom in securing Non-General Funds (and/or state funds are targeted toward E&G purposes for open-access institutions and toward student aid for selective institutions).
- Realistic reconsideration of the base-adequacy funding model, with an eye toward setting baseline ("floor") values for some variables, e.g., full-time faculty.

Restructuring, Then and Now

The restructuring discussion centered on the original intentions and the realized results of the Restructured Higher Education Financial and Administrative Operations Act of 2005. The Act's impacts on public institutions and the Commonwealth were contemplated, and strategies were sought for improving restructuring and its use as a tool in securing higher education's value.

Panelists' responses to Mr. Clement's questions revealed some dissonance within the restructuring process. While increased accountability and progress toward state goals ("asks") were seen as worthwhile and useful, constraints on the process's ability to account for and/or adapt to institutional variability were identified as problematic limitations in restructuring's implementation up to this point.

The strategies suggested for improving restructuring included:

- Open and enhanced dialog between institutions and the state to continue and expand communication and cooperation.
- Strengthened transparency in the process such that institutional uncertainty ("stress") is reduced and state financial support is promoted.
- Better and more explicit guidance in the process, both for institutions and for state-government officials and entities.

Going Forward

On behalf of the State Council, I thank again the panelists and other invited guests who participated in these discussions for their openness and honesty. These interactions made clear that all are concerned with quality, cost, and accountability. Meeting the challenges of addressing costs and ensuring accountability without

sacrificing quality is the shared task ahead if Virginia is to preserve, if not strengthen, its excellent system of public higher education. Better informed and prepared by this meeting, the Council and its staff stand ready to do our part toward meeting these challenges. [CR](#)



Learning on the Go

Virginia's newest foray into adapting technology to help K12 students learn puts a new spin on the old cliché of an "apple" for the teacher. The Commonwealth recently launched Virginia on iTunes U, a dedicated area within Apple's iTunes Store that features educational materials that students, parents, and teachers can download to their iPod or iPhone.

One of a handful of states to post educational content on iTunes, Virginia's new portal will give interested iTunes users free access to audio and video clips in a variety of academic subjects, such as history, math, or foreign languages. Officials hope the flexibility of this technology will encourage learning outside the classroom.

Several Virginia colleges and universities are using the portal to allow students—and in some cases, members of the general public—to access course materials, lectures, seminars, and other valuable information related to the institution.



Take-Home Lessons from the OFA Workshop

by Kirsten Nelson



"The first year I wrote my Personal Statement like a science paper, big mistake," said Professor James Duchamp of Emory and Henry College. Dr. Duchamp was a recipient of the Outstanding Faculty Award (OFA) in 2009 and a presenter at the OFA workshop sponsored by SCHEV and hosted by UVA on April 27.

When Dr. Duchamp resubmitted his application for a second time, he reworked his personal statement, which is an element of the OFA application

that sometimes gets neglected. "The personal statement has to be truly personal," says Dr. Maricel Quintana-Baker, OFA Coordinator for SCHEV. "Talk about your passion, what you care about. It shouldn't be a rehashing of your application."

The OFA workshop was designed to provide just such guidance to institutional representatives to take back to their campuses. Workshop participants included representatives from public, private, two-year, and four-year colleges and universities. "We want the OFAs to be a truly inclusive process because we have outstanding faculty at all of our institutions," said Dr. Quintana-Baker.

In keeping with the theme of inclusiveness, SCHEV has made two changes which were outlined at the workshop. The category of masters/comprehensive/baccalaureate has been split into two: 1) masters/comprehensive and 2) baccalaureate. Now there are four (in-

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"Talk about your passion, what you care about. It shouldn't be a rehashing of your application."

stead of three) institutional categories, including research/doctoral and two-year institutions. Also new in 2010 is an additional award for 'Rising Stars,' bringing that category's total to two individuals

The criteria for judging all OFA categories are based on Ernest Boyer's four areas of scholarly endeavor: Teaching, Discovery, Integration

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On Campus: George Mason University Builds Housing Community for Faculty and Staff

by Kathleen Kincheloe

In the 1960s, when George Mason University was still known as the George Mason College of the University of Virginia, the main campus consisted of only four buildings. Today Mason is one of the largest public institutions in Virginia, and the University's Fairfax campus boasts approximately 150 buildings and nearly 5,000 residents.

Until this point, the individuals living on this campus just outside of Washington, DC were all students. But after recognizing that the high price of real estate in Northern Virginia could present challenges to the recruitment and retention of University personnel, the Mason administration decided to roll out a welcome mat for faculty and staff who are interested in living on campus.

The Mason Community Experience

After months of planning and construction, Mason is putting the finishing touches on a campus housing community designed primarily for faculty and staff on the Fairfax campus. Known as Masonvale, the housing community is located on the northeast edge of campus, right off the University's main drive, Patriot Circle.

"Residents of this community will live very close to the academic core of campus, which will benefit both faculty and students," explains Tom Calhoun, Mason's Vice President of Facilities. "It is our hope that Masonvale will become an extension of the Mason community experience, providing on-site housing in a collegial environment."

The Masonvale development will ultimately consist of 157 units—a mix of stacked flats and townhomes—spread across 27 acres. Occupants will have access to University facilities, such as the aquatic and fitness center, the Center for the Performing Arts, and on-campus daycare, as well as playground areas and access to park land.

Rental rates will be set at approximately 90 to 95 percent of market value and will help ease new residents into the Northern Virginia real estate market, allowing them time to make informed decisions about living in Fairfax.

"The high price of housing in the market for both rental and for-sale homes presents challenges that we as a University want to help mitigate," says Mr. Calhoun. "We hope by providing well-priced, viable housing options for our new and current faculty and staff, we can meet our goal of enhancing recruitment and retention."

Welcome to Masonvale

The name Masonville was selected for the faculty housing community after it was suggested by Tom Moncure, University Counsel and history enthusiast. Mr. Moncure derived the suffix "vale" from George Mason's great-grandfather who was from an agricultural region in England known as the Vale of Evesham in Worcestershire.

"It was important that we maintained a consistent naming scheme for this discrete neighborhood," Mr. Moncure told *The Mason Gazette*. "This is just a small way to add more historical aspects to our campus."

About 50 of the Masonvale housing units will be ready for occupancy in fall 2009, while the remaining units will be phased in through May 2010 using a staggered timeline to ensure full occupancy and continual turnover. A pre-established priority system will govern the assignment of units, with preference given to new tenured, tenure-track, or research faculty. Graduate and professional students may also be eligible for housing as more units become available.

Mason administrators anticipate that there will be professors leasing units as early as this fall, though no housing assignments have yet been made. Leases are planned not to exceed three years to ensure that units will continually be available to interested faculty and staff members.

Mr. Calhoun acknowledges that it was challenging to make sure the Masonvale project provided a good mix of unit types at the correct price points. "The project must be a development that sustains itself over time, providing a predictable stream of affordable housing for future faculty and staff," he says.



But he is confident that on-campus housing for faculty and staff is an idea that the Mason community is ready to embrace. "We have worked hard to deliver high-quality housing that will meet the needs of our discerning faculty, while balancing quality and price," he says. "We are excited to see tangible benefits for both the residents and Mason's students."



Student Snapshot



Emily Lauren Browning Hayton
Holston High School, Class of 2005

SCHEV: Please briefly describe your participation in GEAR UP.

Emily: I first started with the GEAR UP program in seventh grade where each summer I would attend a summer camp at Emory and Henry College. We had workshops for college, we did community service, and we got to travel to several places to either visit or help clean their community, for example, War, West Virginia we helped clean/restore a community center.

SCHEV: What was the most valuable aspect of the GEAR UP program?

Emily: In my opinion, there were several valuable aspects of GEAR UP. For example, I got to meet and become friends with several people while at-

tending the summer camps. I learned about giving help to those who need it, while gaining community service hours for college scholarships. We had several meetings and workshops while in high school to help us transition over to college, mainly about financial aid. Last but definitely not least, GEAR UP really helped me with paying for college.

If I could give any advice to my friends, it would be to ask questions.

SCHEV: If you could travel back in time, what advice would you give yourself or your friends when you were in high school?

Emily: If I could travel back in time, I would tell myself to take things as they come and not to stress out so much; situations and obstacles have a way of working themselves out. If I could give any advice to my friends, it would be to ask questions if they're not sure on what to do for college, people can help you!


SCHEV: Where do you attend school now? What is your major?

Emily: I graduated from The University of Virginia's College at Wise on May 16, 2009 with a Bachelor of Science in Business Administration degree. I plan on either going for my Master's Degree, or going on to Pharmacy School in fall 2010.

SCHEV: What are your future plans and career goals?

Emily: I recently got married to my best friend Benjamin. My future goals? To learn as much as I can, to have a career that I love, and to raise a beautiful family. My family has always been

behind me, whether it was when I decided to sing at 4-H talent shows in elementary school, when I had to travel to Richmond while I served on the State Board of Education's Student Advisory Committee, or when I decided to become an astronaut. (In high school, I wanted to attend Embry-Riddle Aeronautical University... to become an astronaut!)

My mom is my hero. She was diagnosed with Scleroderma right after my little brother was born when she was 32. She's fought this disease her whole life, and she said the reason she's lived so long was to be here for my family. She's truly the most beautiful person I have ever met. I have a career goal with her in mind, I want to open up my own event planning and photography business, as well as a foundation in honor of my mom... and I wouldn't mind working for NASA in my free time! 



This is the first in a series of articles in which we interview students who have been impacted by SCHEV programs. This month we sent questions to Emily Hayton, who was part of the 2000 GEAR UP cohort.

GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs. Virginia's GEAR UP program helps low-income students attend and succeed in postsecondary education by providing early intervention services and a scholarship program for eligible students who demonstrate financial need. SCHEV received an initial federal GEAR UP grant in 2000 and another in 2006 to work with entire grade levels of students to provide tutoring, mentoring, and information on college preparation and financial aid.

Staff Spotlight

In the early 80's when cochlear implant technology was in its infancy, Dr. Gary Krapf did a pre-operative developmental assessment on an 18-month-old girl, the youngest cochlear implant patient up to that time. "I understand the child had a really good outcome," says Dr. Krapf. "I believe in providing the deaf child every avenue possible to access language."

SCHEV's Senior Associate for Academic Affairs and GEAR UP Project Director got his undergraduate and graduate degrees in school psychology. He spent the first 20 years of his career working with hearing impaired and special-needs children in the Greater Philadelphia area. During that time he provided assessments and/or counseling to thousands of children and their families.

Dr. Krapf also spent two summers at the National Center for the Study of Corporal Punishment and Alternatives at Temple University. He says that, unfortunately, the recent news reports of student abuse at schools for special-needs students come as no surprise to him. "You don't realize the problem until you work at a center that filters everything." But Dr. Krapf has hope that the recent publicity will help educators understand that there are always better alternatives to corporal punishment.

Dr. Krapf moved his wife and three children from Pennsylvania to Virginia in 1991 when he took a job as a school




"The hardest part is to get kids thinking they deserve to go on to college and to show their parents that it's possible and will affect the family in a positive way."

psychologist with Chesterfield County and eventually began a private practice. The opportunity to join SCHEV came in 2003 when his neighbor, former SCHEV Director of Academic Affairs, Nancy Cooley, told him about GEAR UP and the chance to be an agent for change with at-risk students from low-income families. He says that his history of "fighting for the underdog and supporting their families" made this move a natural transition. "I was drawn by the opportunity to work at the state level with children who otherwise have no hope of going to college."

With the GEAR UP success stories such as Emily (see article on page 6) also

come challenges. "The hardest part is to get kids thinking they deserve to go on to college and to show their parents that it's possible and will affect the family in a positive way." There are also financial challenges. GEAR UP, the largest federal access program in the country, originally included matching scholarship dollars from the state which have since been cut. Despite the frustrations Dr. Krapf says his job with GEAR UP is one of the best he's ever had and compatible with his philosophy that "education is the hope of the world."

Dr. Krapf was recently appointed to the Richmond Learning Disabilities Council where his expertise will be put to use creating policy. It's another logical step for a man who has made advocacy his life's work. 


For more information about GEAR UP, visit www.gearupva.com

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of Knowledge; and Service. Dr. John Dever of Northern Virginia Community College has been a peer reviewer for the OFAs and explained to workshop participants how Boyer's principles should be utilized in the application process. For instance, when addressing the teaching component, "Put the emphasis on student outcome, not faculty performance," said Dever.

"The workshop was very helpful because it explained the criteria the selection committee will be using in assessing the applications," said Dr. James Hunter of Virginia State University, who also got an appreciation for the value of institutional support in the OFA process. As a result of the workshop, Dr. Hunter has met with VSU administrators and the leadership of the Faculty Senate to formulate a process for informing faculty about the OFAs and to establish a process for selecting and supporting candidates.

Randolph-Macon Provost, Dr. Bill Johnston, said he gained a new appreciation for the timing of the process. "One thing I took away from the meeting is an intentionality to start the process sooner. In previous years, our timetable has been in the fall, and then the nominees struggle to get their proposals together."

The deadline for applications for the 2010 OFA awards is Wednesday, October 7, 2009. For more information about the OFA workshop, Dr. Dever's Power Point presentation on Boyer's principles, and the nomination guidelines, visit www.schev.edu/Admin-Faculty/OFAprogramIndex.asp. Also watch this site for the date of the next OFA workshop which will take place in spring of 2010. 



SCHEV Book Club

In January, SCHEV employees Sylvia Rosa-Casanova and Kathleen Kincheloe launched an agency Book Club to encourage staff from across the agency to interact socially. The Book Club typically meets on the second Thursday of each month.

Books are selected by the group more than a month in advance and advertised over email and in the kitchen areas so that interested SCHEV staff members can participate as much or as little as their schedule allows. The group has read everything from historical fiction (*Snow Flower and the Secret Fan*) to collections of short stories (*Unaccustomed Earth*) to non-fiction bestsellers (*Outliers: The Story of Success*).



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Editor's Note

SCHEV UPDATE is published quarterly to raise awareness and increase understanding of SCHEV's mission, roles, and activities in support of Virginia higher education.

We encourage comments and feedback on SCHEV Update through e-mail to communications@schev.edu.

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