

LORD FAIRFAX COMMUNITY COLLEGE
BOARD MEETING
MINUTES NO. 251
February 4, 2021

CALL TO ORDER

The Lord Fairfax Community College Board convened an electronic meeting in accordance with § 2.2-3708.2 of the Code of Virginia and Chapter 1283 of the 2020 Acts of Assembly to conduct regular business on Thursday, February 4 at 12:00 p.m. The meeting was transmitted virtually via Zoom video and phone conference at <https://vccs.zoom.us/j/89223984080> or +1 301 715 8592 (Meeting ID 892 2398 4080). A video recording of the meeting can be viewed by visiting <https://lfcc.edu/about-lfcc/college-board/>

Members Present	Kimberly P. Blosser Renard Carlos Michael Czinkota Edwin C. Daley Benjamin C. Freakley Brad A. Hodgson Paul Johnson Andrew C. Keller Michael A. Lake Pamela M. McInnis Brandon Monk Maryam Tabatabai Michael Wenger	Lord Fairfax Community College Fauquier County Page County Warren County Shenandoah County City of Winchester Page County Shenandoah County Frederick County Warren County Frederick County Clarke County Rappahannock County
Members Absent	Mary W. Barton	Fauquier County
Others Present	Jeanian Clark, vice president of Workforce Solutions Chris Coutts, provost Fauquier campus and vice president of communications and planning Anne Davis, vice president of academic and student affairs Ashley Hansen, executive assistant to the president Liv Heggoy, associate vice president of institutional advancement Craig Short, vice president of financial and administrative services	
Approval of Minutes No. 249 and No. 250	On a motion made by Maryam Tabatabai, seconded by Ed Daley , Minutes No. 249 and No. 250 were unanimously approved.	

NEW BUSINESS

Recommendation to approve 2021 College Board Medallion of Recognition nominations	LFCC President Kim Blosser reviewed the criteria for medallion recipients and guided board members to review the attached nominations for recipients of the 2021 College Board Medallion of Recognition. Nominees include Lynne Richman Bell, CEO, Boys & Girls Club of Fauquier; William C. Daniel, former LFCC board member and
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<p>(Action Item)</p>	<p>chair; Donna Whitley-Smith, retired superintendent, Page County Public Schools; and Rosanne Williamson, founding director, Mountain Vista Governor's School.</p> <p>Medallion recipients will be publicly recognized in the LFCC Virtual Commencement Ceremonies launched via the LFCC website on May 15, 2021. The College hopes to hold a small-scale, in-person recognition during the early fall of 2021.</p> <p>On a motion made by Paul Johnson, seconded by Brad Hodgson, the 2021 College Board Medallion of Recognition nominations were unanimously approved by roll call vote.</p> <p>(Attachment No. 1; 6 pages)</p>
<p>Recommendation to approve 2021 LFCC Professor Emeritus nominations</p> <p>(Action Item)</p>	<p>Kim Blosser guided board members to review the attached nominations for professor emeritus to be conferred during the 2021 Commencement exercises. Nominees include Jim Crowley (posthumously), retired professor of biology; and Andrea Ludwick, retired assistant professor of communication and speech.</p> <p>Professor emeritus nominations are submitted by LFCC full-time faculty. Nominees must meet certain criteria including having taught for ten or more years, being retired for at least one year prior to being nominated, and exhibiting exemplary work during their tenure with the College. There is a maximum of two nominees allotted per year.</p> <p>Professor Emeritus honorees will be publicly recognized in the LFCC Virtual Commencement Ceremonies launched via the LFCC website on May 15, 2021. The College hopes to hold a small-scale, in-person recognition during the early fall of 2021.</p> <p>On a motion made by Mike Wenger, seconded by Michael Lake, the 2021 Professor Emeritus nominations were unanimously approved by roll call vote.</p> <p>(Attachment No. 2; 3 pages)</p>
<p>Recommendation to approve 2020-21 Presidential Evaluation Procedures</p> <p>(Action Item)</p>	<p>Board Chair Pam McInnis recommended to board members that the proposed procedure for the President's evaluation be consistent with year's prior. In mid-March, Dr. Kim Blosser will provide board members with a written progress report on the AY 2020-21 College goals that were approved by the Chancellor in 2020. At the April board meeting, Dr. Blosser will give a verbal progress report on these goals.</p> <p>After the April College Board meeting, board members will complete an anonymous electronic survey evaluating the President's performance over the 2020-21 academic year. A sample survey was included as an attachment for review. The College Board Chair will</p>

	<p>review the survey results and draft a letter of evaluation for board review. Upon board member approval, the letter will be sent to the Chancellor in May 2021.</p> <p>On a motion made by Maryam Tabatabai, seconded by Ed Daley, the 2020-21 Presidential Evaluation Procedures were unanimously approved by roll call vote.</p> <p>(Attachment No. 3; 6 pages)</p>
<p>Recommendation to approve curricular proposals:</p> <ul style="list-style-type: none"> a. Discontinue American Sign Language (ASL) Career Studies Certificate b. Discontinue Surgical Technology Certificate <p>(Action Item)</p>	<p>Anne Davis recommended the following items to board members for approval and reviewed their respective curricular change proposals:</p> <ul style="list-style-type: none"> a. Discontinue American Sign Language (ASL) Career Studies Certificate (Attachment No. 4) b. Discontinue Surgical Technology Certificate (Attachment No. 5) <p>On a motion made by Mike Wenger, seconded by Brad Hodgson, both curricular proposals were unanimously approved by roll call vote.</p> <p>(Attachment No. 4; 3 pages) (Attachment No. 5; 4 pages)</p>
<p>Recommendation to approve Change Communications Studies and Theatre (CST) specialization from Liberal Arts to General Studies</p> <p>(Action Item)</p>	<p>Anne Davis recommended to board members to change the communications studies and theatre (CST) specialization from Liberal Arts to General Studies. Board members reviewed the curricular change proposal (Attachment No. 6).</p> <p>On a motion made by Paul Johnson, seconded by Ed Daley, the recommendation was unanimously approved by roll call vote.</p> <p>(Attachment No. 6; 6 pages)</p>
<p>Review final report and recommendation of the LFCC College and Campus Names Workgroup</p> <p>(Information Item)</p>	<p>LFCC President Kim Blosser, who chaired the LFCC College and Campus Names Workgroup, presented and reviewed with board members the attached final report of the LFCC College and Campus Names Workgroup.</p> <p>This was an information item and required no further action.</p> <p>(Attachment No. 7; 14 pages)</p>
<p>Recommendation of the Lord Fairfax Community College Board on the appropriateness of LFCC's facility, campus and college names:</p>	<p>Board Chair Pam McInnis facilitated discussion among board members on the appropriateness of LFCC's facility, campus and college names. The following recommendations with accompanying motions were made and approved.</p> <ul style="list-style-type: none"> a. LFCC facility names <p>Board Chair Pam McInnis recalled the recommendation of the</p>

<p>a. LFCC facility names</p> <p>b. LFCC campus names</p> <p>c. LFCC college name</p> <p>(Action Item)</p>	<p>LFCC Facility Names Workgroup. The workgroup recommends no changes to LFCC facility names.</p> <p>On a motion by Ed Daley, seconded by Mike Wenger, the recommendation of no changes to LFCC facility names was unanimously approved by roll call vote.</p> <p>b. LFCC campus names Board Chair Pam McInnis recalled the recommendation of the LFCC College and Campus Names Workgroup. The workgroup recommends no changes to LFCC campus names of Middletown Campus and Fauquier Campus.</p> <p>On a motion by Ed Daley, seconded by Michael Lake, the recommendation of no changes to LFCC campus names was unanimously approved by roll call vote.</p> <p>c. LFCC college name LFCC President Kim Blosser shared with board members the college leadership's recommendation to change the name of Lord Fairfax Community College. On a motion by Mike Wenger, seconded by Renard Carlos, the recommendation to change the name of Lord Fairfax Community College was approved by a roll call vote of 9 members in favor and 3 members not in favor. (Board members in favor: Hodgson, Tabatabai, Carlos, Johnson, Wenger, Freakley, Keller, Daley, McInnis; board members not in favor: Lake, Monk, Czinkota)</p>
REPORT OF THE COLLEGE BOARD CHAIRMAN	
There was no report of the College Board chair.	
REPORT OF THE EDUCATIONAL FOUNDATION BOARD REPRESENTATIVE	
<p>Michael Lake, LFCC Educational Foundation Board representative, reported on the following:</p> <ul style="list-style-type: none"> • LFCC Foundation reporting donations of \$1.9 million at the end of the 2020 fiscal year (ending December 2020); the Foundation will move towards its annual auditing and reporting requirements. • Foundation Board approved a spending rate of 3.5 percent for the endowment for scholarships and funds in 2021. 	
REPORTS OF THE COLLEGE	
President	<p>Kim Blosser reported on the following:</p> <p>State Budget The 2021 General Assembly session began on January 13. Thankfully, the G3 (Get Skilled, Get a Job, Give Back) program is receiving top priority from the Governor. His budget included \$34.5 million for G3</p>

and an additional \$1.5 million for marketing, outreach, and public awareness. G3 had been approved in the 2020 legislative session but the funding was unallotted due to the COVID pandemic. As a quick reminder, here is what the G3 program will provide:

- G3 is an enhanced financial aid program that makes higher education more accessible to low- and middle-income individuals (individuals or families with incomes not more than 400% of the federal poverty level).
- G3 provides financial support for tuition, textbooks and cost of living expenses that will help them enroll and complete career-focused workforce training programs.
- G3 financial aid is for students enrolled in one of the following high-demand fields: Healthcare; Information Technology and Computer Science; Manufacturing and Skilled Trades; Early Childhood Education; and Public Safety.
- G3 is for in-state students who enroll in at least six credits or a fast-forward program, and students must maintain a 2.0 GPA or be making satisfactory progress in a workforce program to be eligible for continued G3 financial aid.

The Chancellor is also working with members of the legislature to secure an additional \$5 million appropriation to increase the number of advisors. With the new financial aid programs, the federal CARES Act funds (see REV update below), and the additional support needed by students who are trying to get back into jobs or need help accessing other outside resources, there is a very good case to be made as to why community colleges need additional advisors to support students.

John Downey, President of Blue Ridge Community College, and President Blosser are writing an Op-Ed in support of the G3 program and the additional funding for student advisors.

REV (Re-Employ Virginians)

With the extension of the federal CARES Act, the funds the state gave to the VCCS for training vouchers has also been extended until December 2021. This will allow us to provide training vouchers to students who have been impacted by COVID and who are enrolling in certain short-term training programs throughout 2021. The VCCS has also received approval for colleges to use some of those funds to hire part-time REV coaches to help students get through the process and into a short-term training program.

Federal Funding

Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) - the new Coronavirus bill that passed just recently also includes funding for higher education. This bill, like the previous one, is intended to help institutions defray expenses associated with coronavirus (lost revenue, reimbursement for expenses related to technology and transitioning to distance education, faculty and staff

	<p>training, reimbursement of expenses related to unused buildings, etc.). A portion of these funds can also be used to provide financial aid grants to students.</p>
Workforce Solutions and Continuing Education	<p>Jeanian Clark, vice president of Workforce Solutions, reviewed with board members the <i>Workforce Solutions and Continuing Education Quarterly Performance Update, October – December 2020</i> (<u>Attachment No. 9</u>).</p>
Fauquier Campus; Communications and Planning	<p>Chris Coutts, provost Fauquier campus and vice president of communications and planning, reported on the following:</p> <p>Fauquier campus</p> <ul style="list-style-type: none"> • LFCC nursing students are assisting Fauquier Health in providing COVID-19 vaccinations. • The campus's Student Success Center, which was developed with generous support from the Loeb Foundation, is now ready. It is a wonderful space to provide resources and support for students. <p>Communications and Planning</p> <ul style="list-style-type: none"> • LFCC crafts a college-wide strategic plan every few years. This plan helps guide decision-making at the college regarding programs, services, finances, and other topics. It helps us tell the story of who we want to be as a college for the next few years. We held focus groups with students on Tuesday, January 26, and Thursday, January 28, 2021. Students represented a cross-section of various groups from across the campuses and locations. During the focus group, students were asked questions relevant to their experience with LFCC that will help as we create the strategic plan. Faculty and Staff Focus Groups (also via Zoom) will follow on Wednesday, February 3, 2021 and Tuesday, February 9 at 10 a.m., followed by focus groups with members of the community later in the month. Surveys will be sent to each of these groups in February to gather broad feedback that will help us develop our strategic plan. We are grateful to the PATH Foundation for their support in helping fund this strategic planning. • The brand research with SIR continues, and we look forward to hearing more information from the recent survey. This information will help us with strategic planning, marketing and a brand and logo refresh. • We are in the midst of a project to redesign the college website. The redesign will be completed once the information from the brand research is finalized, as we want the new

	website to reflect the future direction of the college.
Academic and Student Affairs	<p>Anne Davis, vice president of academic and student affairs, reported on the following:</p> <p>Approval for PTA Program LFCC and Germanna Community Colleges received SACSCOC approval to offer the PTA (Physical Therapy Assistants) program in partnership at the Luray Page County Center</p> <p>Trades Academy Student Highlights The Trades Academy supports high school students from the counties of Clarke, Frederick, and Warren; and the City of Winchester to take courses in HVAC and electricity. During the 2020-21 school year, there are 14 students who are currently enrolled. Students are completing the programs using a hybrid approach to instruction. Upon completion of the program, students earn 31 college credits leading to career studies certificates in HVAC, Basic Electrical Technician, and Industrial Maintenance Technician Basic and two certifications in OSHA 10 and CFC (refrigerant certification). This is the fifth year for the program, and Steve Black is the primary instructor for the Trades Academy. Over the past four years, the program has graduated 36 students.</p> <p>Early Childhood Professionals PD On January 18, 2021, LFCC partnered with JMU and Virginia Quality to offer a professional development conference to early childhood professionals in the area, Celebrating Quality: A Deeper Dive. Last year the conference was hosted at LFCC, due to Covid was held via Zoom this year.</p> <p>Mountain Vista Governor's School Update Kelly Huff is the new director of Mountain Vista Governor's School (MVGS) effective January 1, 2021. MVGS is in its 14th year and is located on the campuses of LFCC in Fauquier and Middletown. Dr. Roseanne Williamson retired in December. Ms. Huff is a 19-year veteran of the public education. She taught English for 13 years and served as assistant principal for four years, all at Alleghany High School in Virginia. She also worked as Director of Secondary Instruction for Alleghany County Public Schools for two years. Ms. Huff taught English as a dual enrollment instructor and was an adjunct for Dabney Lancaster Community College. Ms. Huff earned a Bachelor of Arts from Virginia Tech; Master of Arts degree in English from George Mason University, and her teaching license and administrative leadership licensure through Concord University. She is currently a candidate for a Doctorate degree in education through Radford University and is slated to graduate in December 2022.</p>

Adult Education Program Updates

The Adult Education program is continuing classes online in the spring semester. In addition to traditional GED, college preparation, and English language (ESL) classes, the program is offering integrated education and training programs that academically prepare students to pursue specific professional certifications. Currently, a cohort of students is preparing for instruction and careers in the Trades (HVAC, Electricity, Plumbing.) Another program will soon launch for ESL students who wish to attain a certificate in Customer Service through the National Retail Federation, while continuing their English acquisition studies. These ESL students will be given the opportunity to network with local corporate leaders, in hopes of adding bilingual professionals to the workforce in retail management positions.

The program's Regional Specialist, Sharon Hetland, has been promoted to Assistant Director and is assuming a greater management and leadership role. Her work with the program spans 20 years, and she is a recognized leader in the field around the Commonwealth. The program also added a full-time Instructor Support Specialist, which is critical as we continue to develop our online instructional practices. Part-time ESL instructor, Justin Thurston, was hired to serve in this role. Justin has worked for LFCC a number of years, and prior to working for the ABE program, served as a tutor for TRIO.

Summary of Faculty Professional Development Sessions, January 2021
Below is a summary of each of PD sessions offered faculty during the weeks in advance of the semester start along with an approximate attendance. Presenters shared that they had a mix of full and part-time faculty that were engaged in learning. A wonderful example of the commitment of LFCC faculty – seeking opportunities to grow in their practice and scholarship of teaching and learning.

Program Leads Navigate Toolbox:

This session explored how to use Navigate to manage groups of students, including how to contact specific groups of students and how to estimate demand for a course.

Instructional Technology Office – Designing an Effective Course: Topics that were discussed in this session included:

- Establishing Powerful Course Level Learning Outcomes
 - Aligning Assessments within Course Outcomes
 - Aligning Activities and Assignments with Course Outcomes •
- Preparing an Effective Syllabus

Session included practical how-to's in Canvas and a chance to practice and apply the concepts in your own course. We focused on where you currently are in your course design and explored and discussed what might come next in developing your online class as it relates to these

	<p>session topics.</p> <p>Navigate for Faculty: This session reviewed the “Professor Role” in Navigate, which includes searching for students, viewing the student profile (overview, advising notes, cases: alerts and progress reports, and academic planner), how to raise alerts and complete progress reports, and how to keep advising notes and appointment reports.</p> <p>Instructional Technology Office – Establishing a Productive Learning Environment: Topics that were discussed in this session included: Leading a Productive First Day with Student-Student, Student-Instructor and Student-Content Engagement</p> <ul style="list-style-type: none"> • Promoting a Civil Learning Environment in Digital Learning • Motivating Your Students • Engaging Underprepared Students and Helping Students Persist <p>Session included practical how-to’s in Canvas and a chance to practice and apply the concepts in your own course. We focused on where you currently are in your course design and explored and discussed what might come next in developing your online class as it relates to these session topics.</p> <p>Academic Assessment Workshop: The Academic Assessment Workshop was held to inform faculty about the college’s assessment practices at the course, program, and institutional levels. The workshop covered best practices in assessment, QEP updates, and a session on general education competencies. It concluded with an activity that explored indirect measures of student success with a focus on rudimentary equity data.</p> <p>Instructional Technology Office – Using Active Learning Strategies: Topics that were discussed in this session included:</p> <ul style="list-style-type: none"> • Using the Active Learning Cycle • Developing Effective Class Sessions and Lectures • Planning Effective Discussions • Facilitating Engaging Discussions <p>Session included practical how-to’s in Canvas and a chance to practice and apply the concepts in your own course. We focused on where you currently are in your course design and explored and discussed what might come next in developing your online class as it relates to these session topics.</p> <p>Brown Bag Discussion on “Small Teaching Online”: We had a lively discussion during the “Small Teaching Online” Brown</p>
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	<p>Bag. The book was full of great ideas – small, research-based changes you could make to your online classes in the context of 3 areas, 1) design of the course, 2) human interactions, and 3) motivating students. We discussed ideas that were presented in the book that we were already using, and ideas we would like to try. One idea we spent some time discussing was building a bit of flexibility into the course by offering students limited “Oops tokens” to turn in late work without a penalty. Another idea that many of us want to try is making informal videos for course tours, announcements, and to accompany written instructions for high-stakes assignments.</p> <p>De-escalating the Upset or Aggressive Virtual Student: As seen in all sectors of the virtual world, humans are less inhibited when we aren’t face to face. This session reviews emotional intelligence as it relates to communication and offers tools and strategies for both addressing and deescalating aggressive communications.</p>
<p>Development</p>	<p>Liv Heggoy, associate vice president of development and executive director of the LFCC Foundation, reported on the following:</p> <ul style="list-style-type: none"> • The William C. “Bill” Daniel (’91) Dual Enrollment Scholarship through the LFCC Foundation was recently established by Bill’s wife, Mary Costello Daniel. Preference will be given to students attending Clarke County High School who are enrolled in college-level courses through LFCC and have financial need. Second priority will be given to Frederick County students. • The brick campaign fundraiser for the Luray-Page County Center is underway. The engraved bricks will be displayed in the rear courtyard of the new center - \$125 for 4x8 and \$250 for 8x8. Although the campaign is ongoing until all bricks are sold, bricks ordered by February 12 can be installed before the grand opening and ribbon cutting event, which is tentatively scheduled (depending on the pandemic situation) for Friday, April 23, at 11:00 a.m. Visit www.lfcc.edu/brick for more information and to purchase a brick. • The LFCC Foundation scholarship application is now open for 2021/22. The link is www.lfcc.edu/scholarships. The application remains open year-round, but the priority date for the first awarding cycle is April 5, 2021. • The REV Grants administered by the VCCS are one-time grants to cover tuition and fees of eligible programs for Virginia residents unemployed/underemployed due to COVID-19. However, the grant does not cover textbooks, which can be extremely expensive. Last week, the Foundation covered the \$600 needed by a student to purchase the required textbooks for the Information Systems Technology program.

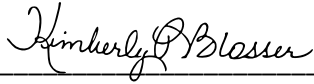
Financial and Administrative Services	<p>Craig Short, vice president of financial and administrative services, reported on the following:</p> <ul style="list-style-type: none"> • Financial and Administrative Operations Update • COOP planning continues for Spring/Summer/Fall 2021. • Remote support tool for ITS and ITO to provide remote control support to faculty, staff and students is in procurement. • We are evaluating options for a unified ticket system for IT, ITO and Facilities that's easier to use on the user interface. • Subway and Gym remain closed with Subway being permanently closed; bookstore operations remote and online. • Graduation planning in process for in-person for next May. Continuing to review options/planning for alternatives for Summer/Fall 2021. <p>Facilities and Construction Update</p> <ul style="list-style-type: none"> • Additional work remaining from the prior Maintenance Reserve project is in process (connection of duct detectors) at Fairfax Hall. • Exterior sidewalk and parking lot work proposal for Middletown Campus remains in process. • Smith Hall received AARB approval and final design documents in BCOM review for permitting. • HVAC design for Smith Hall welding lab complete; anticipate bid returns 12/14/20; awarded. • Jenkins Hall moved in; classes scheduled for January 4 as planned. Move coordination and furniture purchasing is ongoing. Hawksbill location lease closed out with landlord. • Hazel Hall has been authorized to proceed; K&L sending out "trade bid packages" to sub-contractors for re-establishing the GMP; anticipate construction start in March 2021 and Completion July 2022. • Following up on transit stop for Fauquier Campus initiated by Dr. Coutts.
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IMPORTANT DATES			
Date	Activity	Time	Location
Thursday, April 1, 2021	College Board meeting	12:00 p.m.	Virtual via Zoom web and teleconference; email invitation to follow
Thursday, June 4, 2021	College Board meeting	12:00 p.m.	Virtual via Zoom web and teleconference; email invitation to follow

ADJOURNMENT

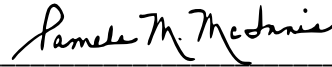
Board Chair Pam McInnis declared the meeting adjourned at 1:27 p.m.

SUBMITTED BY:



Kimberly P. Blosser
President of the College and
Secretary to the Lord Fairfax
Community College Board

APPROVED BY:



Pamela M. McInnis
Chair
Lord Fairfax Community College Board

Copy + Attachments to: All College Board Members and Cabinet members.

Copy of Approved MINUTES NO. 249 (November 12, 2020) and MINUTES NO. 250 (January 14, 2021) filed with Glenn DuBois, Chancellor, Virginia Community College System.

LORD FAIRFAX COMMUNITY COLLEGE
CRITERIA FOR THE COLLEGE BOARD
MEDALLION OF RECOGNITION

1. National, State, or local leaders of business, education, or government. Elected officials currently holding office are not eligible for nomination.
2. Persons from the College's service area who have made significant contributions to the College.
3. Retiring LFCC employees in good standing employed by the College for at least 10 years who made significant contributions during their employment.
4. Others as may be determined by the College Board.



Lord Fairfax Community College Board Medallion of Recognition Nominations 2021

Lynne Richman Bell

LFCC academic program partner

Boys & Girls Club of Fauquier, CEO

Over ten years ago, I had the honor of working with Lynne Richman Bell on the Fauquier Economic Development taskforce for business and industry. Lynne was a passionate and vocal supporter for the citizens of Fauquier and advocated for a county wide concerted effort to be more proactive in planning for economic and workforce development. At that time, there were very few workforce and technical programs offered at the Fauquier campus due to lack of space. As the years passed, the demand for workforce training, especially in technical areas such as skilled trades grew throughout Fauquier County.

In 2015, the Workforce Solutions team at LFCC wrote a grant to seed fund the purchase of equipment and curriculum to attempt to pilot trades programs in Warrenton. The college was fortunate to receive the grant, however they were missing the key component of a location to offer training. For nearly a year, the college reached out to various partners to pursue space in the area suitable for trades programs. Lynne was one of the few individuals to provide a viable solution. She offered the college space in the auxiliary gym of the Boys and Girls Club. There was much work that would need to be done to retrofit the space to offer classes, but there was enough synergy and enthusiasm around the idea that the partners made it work.

Beyond just providing space, Lynne had a vision for something grander. She wanted kids and parents who utilized the services of the B&G club to see the training and career opportunities offered through a community college – and in particular skilled trades. Lynne requested the college *build a window* into the training labs, which would allow kids and parents to *see the classes in action* and would encourage the kids and parents to watch the students and instructors in session as they learned hands on skilled trades. The space was completed in December 2015 and a grand ribbon cutting ceremony was facilitated by the Virginia Secretary of Commerce & Trade, along with the VCCS Vice Chancellor to highlight the unique partnership among the group of employers, the Boys & Girls Club, and the Community College System. It was the only such partnership in the state, and a wonderful model for others in the Commonwealth to benchmark.

A full 4-level electrical apprenticeship program launched at the Boys & Girls club in 2016. It generated so much enthusiasm for trades classes in the area, that the college was able to quickly add another full 4-level HVAC apprenticeship at the location in 2017, followed by another full Plumbing apprenticeship program in 2018. Lynne was a wonderful partner to accommodate the college's growth and was thrilled for the community to have this training offered at her location.

Nomination submitted by:

Jeanian Clark

LFCC Vice President of Workforce Solutions

January 2021



Lord Fairfax Community College Board Medallion of Recognition Nominations 2021

William C. "Bill" Daniel

Former LFCC board member and chair

Frederick County Public Schools, coordinator for data management

A resident of Clarke County, Bill served on the LFCC College Board for eight years, from 2012 to 2020, and as board chair for two years, from 2018 to 2020. During his term as chair of the College Board, Bill enrolled in a course at the college. He has always been an enthusiastic advocate for lifelong learning and was also eager to learn more about the challenges and opportunities experienced by LFCC students.

Bill served in a lead role on the 2018 LFCC presidential local and statewide search committees, as well as during the new president transition process. He was a platform member and speaker at President Kim Blosser's inauguration.

In 2020, Bill and his wife, Mary Costello Daniel, established the "William C. "Bill" Daniel ('91) Dual Enrollment Scholarship with the LFCC Educational Foundation as a tribute to his outstanding service to LFCC and his dedication to students throughout his 30-year career in education. Scholarship preference will be given to students attending Clarke County High School who are enrolled in college-level courses through LFCC and have financial need.

Prior to his studies at Lord Fairfax Community College, Bill served in the U.S. Navy. While at LFCC, he was president of the Student Government Association and was elected class president. In 1994, Bill graduated from the University of Virginia, having simultaneously earned a bachelor's degree in math and a master's degree in teaching.

He taught LFCC adult education courses at Automotive Industries in Strasburg followed by teaching math in Loudoun County Public Schools. Bill was named assistant principal at James Wood High School in 1998 and would hold that post until 2013, when he became the coordinator for data management for Frederick County Public Schools.

Nomination submitted by:

Pam McInnis

LFCC Board chair

January 2021



Lord Fairfax Community College Board Medallion of Recognition Nomination 2021

Donna Whitley-Smith

LFCC academic program partner and education advocate

Page County Public Schools, retired superintendent

Mrs. Donna Whitley-Smith retired as superintendent from Page County Public Schools in 2018 with over 40 years of service. She was an engaged superintendent who wanted the students in Page County to each *know* they could go to college and pursue a life after high school. During her time in Page County, she was very active in many facets of Lord Fairfax Community College. She came to events at the college that were held for students. She spoke at the LFCC Student Awards Ceremony over the course of several years, always stressing humility and resiliency. Each year she supported the LFCC "Evening under the stars" event, often funding other Page County administrator's participation (out of her pocket) to involve them in this event.

An avid supporter of the LFCC Workforce Solutions, Mrs. Whitley-Smith participated in numerous seminars and professional development opportunities, as well as contributed to the planning of many adult training opportunities. Along these same lines, Donna was also part of the original development team for the LFCC Consortium. This partnership between regional public school systems and Lord Fairfax Community College provided rich professional development opportunities for thousands of local educators, facilitated by LFCC.

In regards to high school students taking dual-enrolled courses, she devised a plan to expose counselors and teachers to everything that LFCC had to offer. Page County Public Schools Dual Enrollment participation skyrocketed under her leadership. On occasion, she was known to fund a class out of her pocket, for students that could not afford the tuition. To this day, numerous Page County high school students receive their Associate's Degree, weeks before receiving their high school diploma, a credit to Donna's initiative. Perhaps one of the greatest accomplishments of Mrs. Whitley-Smith's career was the 2016 addition of the Health Sciences Building at the Page County Technical Center. In a time when funds were tight, and doubt was high, Mrs. Whitley-Smith insisted on building this addition onto the existing Technical Center. This facility included science and nursing lab classrooms that bolstered credit opportunities for LFCC students.

Since her retirement, she has continued to support the students in Page County. As an involved citizen, she remains involved in local contributions towards scholarships for students who want to dual enroll. While her passion for education may have begun in Page County, LFCC and many, many students all benefitted from her commitment and understanding of how life changing education is.

Nomination submitted by:

Paul Johnson

LFCC board member representing Page County
January 2021



Lord Fairfax Community College Board Medallion of Recognition Nomination 2021

Rosanne Williamson

LFCC academic program partner and education advocate

Mountain Vista Governor's School, founding director

Dr. Rosanne Williamson is the founding director of Mountain Vista Governor's School (MVGS), which serves students in grades 10 through 12 from the school divisions of Fauquier, Culpeper, Rappahannock, Warren, Frederick, Clarke and Winchester City. The school, located at Lord Fairfax Community College (Fauquier campus and Middletown campus), has a rigorous college-level program specializing in math, science and technology with humanities and research strands. MVGS is completing its 14th year and has grown from 104 students to 211 diverse students. After completion of the 10th grade, students choose one of two specializations: Physics or Biology. In 2020, 92% of graduating seniors completed a credential with 47 earning a degree and 12 earning the Certificate in General Education at the time of high school graduation. Students are readily accepted at UVA, Virginia Tech, United States Coast Guard and Air Force Academies (among others), Princeton, VCU, and other in-state and out-of-state universities.

Dr. Williamson is a native of Rutherfordton, NC. Dr. Williamson graduated from Wofford College in Spartanburg, SC, with a teaching endorsement in English, grades 6-12. The military took her to Augusta, GA, where she taught middle school and high school, to Germany where she did military-contract teaching for soldiers, and to Fauquier County which led to an elementary school gifted and talented teaching position in Warrenton.

In 1995 she enrolled in the University of Virginia's Master's in Administration program beginning a 10-year odyssey toward a doctorate. A mother of four children, she became an assistant principal and principal in Fauquier County. In 1998 she completed her Master's Degree in Educational Administration, and in March 2005 she earned an Education Doctorate in Administration and Supervision with a concentration in Gifted Education from UVA.

In addition to leading the MVGS program, Dr. Williamson is an Associate Adjunct Professor at Shenandoah University, teaching classes required for teachers to get the DOE GT endorsement. We celebrate Dr. Roseanne Williamson's successful career and her retirement.

Nomination submitted by:

Brenda Byard

LFCC dean of early college and high school partnerships

January 2021

Lord Fairfax Community College Professor Emeritus Selection Policy

I. Background:

The establishment of the status of Professor Emeritus is authorized in paragraph 3.4.1.2 of the VCCS Policy Manual. It is intended to be granted to a retired person of faculty rank (usually Associate Professor or Professor) who has a minimum of ten years VCCS service. The purpose of the award is to honor meritorious and significant contributions to the college.

II. Procedures:

- A. Faculty can recommend retired colleagues at any time to the Faculty Council. Nominees must have been full-time faculty members for at least ten years. At least one full semester must have lapsed since the potential nominee held a full-time teaching position at the institution. If the next Spring Commencement ceremonies are the desired recognition time, the written recommendation should be submitted no later than the Council's October meeting.
- B. The Faculty Council will announce in the minutes of the October meeting the names of the nominee(s) and invite faculty comment to be received by the November meeting.
- C. The nomination(s) will be discussed and voted on by the Faculty Council by November 30. The results will be forwarded to the College President by December 7.
- D. The President will review the recommendation(s) and, if favorable, forward them to the College Board for its action. The President can ask a nominator or a Faculty Council member to present the nomination(s) to the Board.
- E. The number of nominations per year will not exceed two persons or 2% of the faculty strength whichever is greater.
- F. If the College Board approves the nomination, public acknowledgement will be made at the next scheduled Commencement. If the Board disapproves, the nomination will be returned to the Faculty Council.

III. Benefits:

All persons granted Professor Emeritus shall be extended the following considerations:

- A. Listing in the College catalog and other appropriate publications as professors emeriti.
- B. March at the head of the faculty in academic processions.
- C. Be included in all social and professional activities of the active faculty.

Revision: 12/99

LFCC Professor Emeritus Nomination *(to be conferred 2021)*

Nominee: **Jim Crowley** *(posthumously)*
Retired, Professor of Biology, 2004-2019

I would like to nominate James Crowley posthumously for the distinction of Professor Emeritus. Dr. Crowley retired in the summer of 2019 and in his time he positively impacted many in the college community and made important contributions to the science program at LFCC.

Jim Crowley loved teaching. After a successful career in the pharmaceutical industry, Jim decided to pursue his lifelong love of educating future health care workers at Lord Fairfax Community College. He accepted an adjunct position teaching Anatomy and Physiology and Microbiology at both the Fauquier Campus and the Middletown Campus. When a fulltime position opened, Jim applied and was subsequently hired to teach fulltime at Middletown. Jim quickly became an integral member of the science department and his dedication to serving LFCC students was evident in his enthusiasm for teaching. His students were held to high standards, as Jim knew that the material he was teaching could someday save another person's life.

Jim was an out-of-the-box thinker and spearheaded a transfer program for promising Lord Fairfax science students in Pharmacogenomics with George Washington University. What I remember most about Jim was his quick wit and sense of humor. Jim brought both a sense of professionalism and lightheartedness to the science department and he is greatly missed.

Jim was encouraging and dedicated to the success of LFCC students, so much so that he regularly donated to a LFCC Foundation fund for nursing students struggling financially.

Jim was a friend and mentor to many and loved teaching at LFCC. He deserves the designation of Professor Emeritus, and it would mean a lot to his family.

Nomination submitted by:

Rachel Dodson

Associate Professor of Business Management and Administration; Faculty Senate chair
January 2021

LFCC Professor Emeritus Nomination *(to be conferred 2021)*

Nominee: Andrea Ludwick

Retired, Assistant Professor of Communication and Speech, 1974-2019

Professor Andrea Ludwick spent her entire teaching career of forty-five years at Lord Fairfax Community College. Armed with a Master of Art in College Teaching, Andrea came to Lord Fairfax Community College and dedicated herself to teaching students the importance of the humanities. During her tenure, she taught courses in freshman composition, drama, and public speaking, and she has taught generations of student families over the years.

Professor Ludwick is well known in the community for her enthusiasm in establishing and expanding her students' opportunities in the performing arts. She founded the College's forensics team, supporting their travel to competitions as well as presiding at home competitions. She started many annual events at LFCC like the fall dinner theatre productions, the Martin Luther King celebrations in January, and the popular Fairfax Follies in the spring. The College owes an enormous debt to Professor Ludwick for sponsoring these bonds between LFCC and the community.

As a teacher of communication, Professor Ludwick is remembered for her gift in giving LFCC students the courage to articulate their ideas to others. In this effort to inspire them, she taught them communication skills that are at the heart of the humanities—clarity, logic, language, and audience awareness. To practice these skills, her students had to listen to one another carefully, thereby developing another important ability—the capacity for empathy.

Professor Ludwick's dedication to the students and staff of this college is second to none. Over the years she has served on many faculty committees too numerous to mention and has achieved awards like the LFCC Distinguished Faculty Award in 1996 and the Medallion of Recognition in 2020. When she retired in 2019, a performing arts fund was established in honor of Professor Ludwick. She is indeed worthy of the honor of Professor Emeritus.

Nomination submitted by:

Rachel Dodson

Associate Professor of Business Management and Administration; Faculty Senate chair
January 2021

LORD FAIRFAX COMMUNITY COLLEGE
173 Skirmisher Lane
Middletown, VA 22645

RECOMMENDATION FOR COLLEGE BOARD

TO: LFCC College Board

FROM: Office of the President

DATE: January 2021

SUBJECT: Recommended Item for College Board Agenda

The following item is recommended for the Agenda of the next College Board meeting:

Information Item: ☐ or Action Item: ☒

Item Title for Agenda (be specific): Procedures for President's Evaluation

Initiating Administrator's Recommendation (If funding is involved, please indicate appropriate budget line item number and title.):

The proposal is that the President's evaluation process will be conducted the same as years prior. The President, Dr. Kim Blosser, will email the 2020-21 institutional priorities that were approved by the Chancellor to all board members by mid-March. At the April 2021 College Board meeting, Dr. Blosser will give a verbal progress report on these goals. An electronic survey (sample survey is attached) will be made available to all board members to provide feedback on the President's performance for the 2020-21 academic year. Board Chair Pam McInnis will review survey results and will draft a letter of evaluation to the Chancellor for board members to review. The letter of evaluation will be sent to the Chancellor in May 2021. This proposal requires the College Board's approval.

Attachments (List supporting documents.): Sample of President's Evaluation Electronic Survey

LFCC Board Presidential Evaluation 2021

Please take a moment to fill out this evaluation of Dr. Kim Blosser. Your contribution is very important. Please complete by 11:59 p.m. on Monday, April 26, 2021.

1. GENERAL ADMINISTRATION

	Excellent	Very Good	Good	Fair	No opportunity to observe
Management techniques and style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement in day-to-day operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. RELATIONSHIPS: Builds and maintains positive relationships with the College Board

	Excellent	Very Good	Good	Fair	No opportunity to observe
Builds and maintains positive relationships with the College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fosters board teamwork and common purpose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates an open mind to suggestions for improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. RELATIONSHIPS: Encourages Positive Relationships with Others

	Excellent	Very Good	Good	Fair	No opportunity to observe
Exhibits concern for the welfare of students and employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works with business community in order to understand workforce development employment requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocates the needs of the College to appropriate local and state officials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works with educational groups (public schools, universities, etc) to understand their needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. PERSONAL ATTRIBUTES: The President exhibits

	Excellent	Very Good	Good	Fair	No opportunity to observe
Communication Skills (defines problems and provides possible solutions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enthusiasm for College, mission and position	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrity and maintains a high standard of honesty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal growth and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sound and timely decision making skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A positive and professional image in the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A good work ethic and stamina to meet demands of the job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. PERSONNEL ADMINISTRATION

	Excellent	Very Good	Good	Fair	No opportunity to observe
Ensures the selection of high quality employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops leadership skills in employees and encourages leadership development among employees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively evaluates employee performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. FISCAL AND FACILITIES ADMINISTRATION

	Excellent	Very Good	Good	Fair	No opportunity to observe
Develops sound budget and operates within it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides appropriate oversight on College assets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains the buildings and grounds at all three LFCC locations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides appropriate information to the College Board on fiscal and facility issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops new funding sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. INSTRUCTIONAL LEADERSHIP

	Excellent	Very Good	Good	Fair	No opportunity to observe
Ensures educational programs meet the needs of the community, students, businesses and industries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensures that qualified individuals are in key academic leadership positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides for the development and improvement of academic and student success programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. GOALS

	Excellent	Very Good	Good	Fair	No opportunity to observe
Enrollment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affordability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workforce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Overall Evaluation: Areas of strengths:

10. Overall Evaluation: Recommendations for Improvement:

LORD FAIRFAX COMMUNITY COLLEGE
173 Skirmisher Lane
Middletown, VA 22645

RECOMMENDATION FOR COLLEGE BOARD

TO: Kimberly P. Blosser, President
FROM: Anne P. Davis, Vice President of Academic and Student Affairs
DATE: January 25, 2021
SUBJECT: Item Recommendation for College Board Agenda

The following item is recommended for the Agenda of the next College Board meeting:

Information Item: ☐ or Action Item: ☒

Item Title for Agenda (be specific): C&I Proposal #311 - Discontinue the Career Studies Certificate in American Sign Language (ASL). After discussions with the lead person (Cheri Martinez) over ASL, the CSC is not a credential that will help a student get a job in ASL in any capacity. Given that, there is no objective reason for this foreign language to be a "program" or have its own unique credential. If a student is interested in pursuing a degree in ASL, there is ample room in the General Studies degree to take ASL through the intermediate level and transfer to continue working in the discipline to gain the skills and credentials needed to work/teach in the ASL field.

Initiating Administrator's Recommendation (If funding is involved, please indicate appropriate budget line item number and title.) [Click or tap here to enter text.](#)

Attachments (List supporting documents): Approved C&I Proposal #311



Curricular Change Proposal

Preparer: Please complete the following curricular change proposal form, and be certain to respond to all areas that apply to your proposed changes, and be prepared to elaborate during your presentation to Curriculum and Instruction Committee (C&I).

New (courses/programs/prerequisites)

Revised

Discontinue

Proposed by:	Jay Gillispie
Email address and contact no.	jgillispie@lfcc.edu
Date:	December 9, 2020
Program(s) Affected:	American Sign Language (CSC)
Semester Change to Take Affect:	Fall 2021

1. Summary of proposed curricular change: <i>Discontinue the Career Studies Certificate in American Sign Language (ASL).</i>
2. Rationale for proposed change: <i>After discussions with the lead person (Cheri Martinez) over ASL, the CSC is not a credential that will help a student get a job in ASL in any capacity. Given that, there is no objective reason for this foreign language to be a "program" or have its own unique credential. If a student is interested in pursuing a degree in ASL, there is ample room in the General Studies degree to take ASL through the intermediate level and transfer to continue working in the discipline to gain the skills and credentials needed to work/teach in the ASL field.</i>
3. Impact of the proposed change on the following: <ul style="list-style-type: none"> A. Transferability and/or employability : N/A B. Personnel / Instructional load: N/A C. Scheduling of classes; N/A D. Overall credit hours in the program(s): <i>Program going away entirely</i> E. Instructional resources: N/A F. Facilities: N/A G. National, state, or regional associations: N/A H. SACSCOC accreditation / substantive change: <i>SACSCOC will be notified of program termination and the teach out plan.</i> I. Any students currently enrolled in the program (if applicable): <i>The ASL language classes (101, 102, 201, 202) will remain available because they can be used to fulfill foreign language general education requirements. The classes unique to the CSC and/or needed to complete it that are not able to be used as foreign language credit (ASL 125 & INT 130 for example) will be scheduled for 2 more years as a "teach out" to allow students in the program to complete if they want to do that.</i>
4. Input from curriculum advisory committee(s) (and other persons "in the field"): N/A
5. Examples from other colleges (if appropriate): N/A
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <u>Dr. James Gillispie, Dean</u> Signature of Proposer </div> <div style="width: 45%;"> <u>December 9, 2020</u> Date </div> </div>
Comments/Support by Dean/Provost:

<u>Dr. James Gillispie, Dean</u>	<u>December 9, 2020</u>
Signature of Dean/Provost	Date

7. Comments/Support by other Academic Deans/Provost where there will be an impact on another division and/or campus **(if appropriate)**: Approved at AA Deans Meeting

<u>AA Deans</u>	<u>January 12, 2021</u>
Signature of Dean/Provost	Date

This proposal, as stated and in terms of potential impact on other academic programs, has been reviewed by the Curriculum and Instruction Committee and the following action recommended:

XXApproved ____Disapproved _____Effective Date of Change

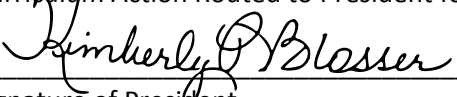
<u>Dr. Samuel Dillender</u>	<u>1/22/21</u>
Signature of C&I Chair	Date

Action by Vice President of Academic and Student Affairs:

XXApproved ____Disapproved

<u>Dr. Anne P. Davis</u>	<u>1/22/21</u>
Signature of Vice President	Date

Curriculum Action Routed to President for Review:

	<u>1/25/21</u>
Signature of President	Date

FOR INTERNAL USE ONLY:

Proposal Number Assigned: **#311**

Date: January 11, 2021

Curriculum Code Affected/Assigned (if new): _____

LORD FAIRFAX COMMUNITY COLLEGE
173 Skirmisher Lane
Middletown, VA 22645

RECOMMENDATION FOR COLLEGE BOARD

TO: Kimberly P. Blosser, President
FROM: Anne P. Davis, Vice President of Academic and Student Affairs
DATE: January 25, 2021
SUBJECT: Item Recommendation for College Board Agenda

The following item is recommended for the Agenda of the next College Board meeting:

Information Item: ☐ or Action Item: ☒

Item Title for Agenda (be specific): C&I Proposal #312 - This change is to discontinue the Surgical Technology Certificate. All catalog changes were done previously when the Surgical Technology AAS was presented so there are no changes to include here. This is driven by The Commission on Accreditation of Allied Health Programs (CAAHEP), which requires a minimum of an Associate Degree in Surgical Technology for all accredited programs. LFCC began the AAS degree in surgical technology in the fall of 2020 so there are currently no students in the certificate program. The Commission on Accreditation of Allied Health Programs (CAAHEP) requires a minimum of an Associate Degree in Surgical Technology for all accredited programs. **Certificate programs will be obsolete.** LFCC began the AAS degree in surgical technology in the fall of 2020. All changes have been made into the catalog.

Initiating Administrator's Recommendation (If funding is involved, please indicate appropriate budget line item number and title.) [Click or tap here to enter text.](#)

Attachments (List supporting documents): Approved C&I Proposal #312



Curricular Change Proposal

Preparer: Please complete the following curricular change proposal form and be certain to respond to all areas that apply to your proposed changes and be prepared to elaborate during your presentation to Curriculum and Instruction Committee (C&I).

New (courses/programs/prerequisites)

Revised

Discontinue

Proposed by:	Tina Putman & Kristina Simpson
Email address and contact no.	tputman@lfcc.edu
Date:	1/12/2021
Program(s) Affected:	Surgical Technology CSC
Semester Change to Take Affect:	Fall 2021

- Summary of proposed curricular change (please include a copy of the current and revised catalog to show curricular changes for all programs this proposal affects):

This change is to discontinue the Surgical Technology Certificate. All catalog changes were done previously when the Surgical Technology AAS was presented so there are no changes to include here. This is driven by The Commission on Accreditation of Allied Health Programs (CAAHEP), which requires a minimum of an Associate Degree in Surgical Technology for all accredited programs. LFCC began the AAS degree in surgical technology in the fall of 2020 so there are currently no students in the certificate program.

- Rationale for proposed change:

The Commission on Accreditation of Allied Health Programs (CAAHEP) requires a minimum of an Associate Degree in Surgical Technology for all accredited programs. **Certificate programs will be obsolete.** LFCC began the AAS degree in surgical technology in the fall of 2020. All changes have been made into the catalog.

- Impact of the proposed change on the following:

- Transferability and/or employability – No impacts on the college are anticipated.
- Personnel / Instructional load - No impacts on the college are anticipated.
- Scheduling of classes - No impacts on the college are anticipated.
- Overall credit hours in the program(s) -
- Instructional resources - No impacts on the college are anticipated.
- Facilities - No impacts on the college are anticipated.
- National, state, or regional associations - No impacts are anticipated.
- SACSCOC accreditation / substantive change - may need to be communicated to SACSCOC
- Any students currently enrolled in the program (if applicable) - No students are currently in the program so no teach out plan is needed.

- Input from curriculum advisory committee(s) (and other persons "in the field"):

The Program Advisory Council reviewed changes in 2019 and accepted changes to discontinue the Certificate program.

5. Examples from other colleges (if appropriate):
PVCC will be discontinuing their program as they institute the AAS degree in surgical technology.

Tina Putman 1/12/2021
Signature of Proposer Date

6. Comments/Support by Dean/Provost:

[Signature] 1/12/2021
Signature of Dean/Provost Date

7. Comments/Support by other Academic Deans/Provost where there will be an impact on another division and/or campus (**if appropriate**):

Approved at 1/12/21 Academic Affairs Deans Meeting.

A.A. Deans January 12, 2021
Signature of Dean/Provost Date

This proposal, as stated and in terms of potential impact on other academic programs, has been reviewed by the Curriculum and Instruction Committee and the following action recommended:

XX Approved Disapproved Effective Date of Change

Dr. Samuel Dillender 1/22/21
Signature of C&I Chair Date

Action by Vice President of Academic and Student Affairs:

XX Approved Disapproved

Dr. Anne P. Davis 1/22/21
Signature of Vice President Date

Curriculum Action Routed to President for Review:

Kimberly Blosser 1/25/21
Signature of President Date

FOR INTERNAL USE ONLY:

Proposal Number Assigned: **312**

Date: January 12, 2021

Curriculum Code Affected/Assigned (if new): _____

LORD FAIRFAX COMMUNITY COLLEGE
173 Skirmisher Lane
Middletown, VA 22645

RECOMMENDATION FOR COLLEGE BOARD

TO: Kimberly P. Blosser, President
FROM: Anne P. Davis, Vice President of Academic and Student Affairs
DATE: January 25, 2021
SUBJECT: Item Recommendation for College Board Agenda

The following item is recommended for the Agenda of the next College Board meeting:

Information Item: ☐ or Action Item: ☒

Item Title for Agenda (be specific): Approved C&I Proposal # 307 - Revise current Communication Studies & Theatre (CST) specialization to be a General Studies specialization instead of a Liberal Arts specialization. The General Studies (GS) pathway will allow the specialization to be amended to better fit into Communications (COMM) bachelor's degree programs, which are often Bachelor of Science degrees rather than Bachelor of Arts (BA) degrees. Being a GS specialization allows students more flexibility in courses taken to satisfy requirements for the COMM bachelor's degree than they have in the liberal arts pathway, which is much more suited to those pursuing the BA and therefore has requirements that are not needed or useful for many COMM majors, like foreign language. We also feel that having a specialization that is more geared to a traditional COMM degree will help attract students and grow the program.

Approval of this proposal will discontinue the Communications Specialist under Liberal Arts.

Initiating Administrator's Recommendation (If funding is involved, please indicate appropriate budget line item number and title.) [Click or tap here to enter text.](#)

Attachments (List supporting documents): Approved C&I Proposal #307



Curricular Change Proposal

Preparer: Please complete the following curricular change proposal form, and be certain to respond to all areas that apply to your proposed changes, and be prepared to elaborate during your presentation to Curriculum and Instruction Committee (C&I).

New (courses/programs/prerequisites)

Revised

Discontinue

Proposed by:	Cristy Stefnoski
Email address and contact no.	cstefnoski@lfcc.edu
Date:	October 15, 2020
Program(s) Affected:	Liberal Arts & General Studies
Semester Change to Take Affect:	Summer 2021

1. Summary of proposed curricular change: Revise current Communication Studies & Theatre (CST) specialization to be a General Studies specialization instead of a Liberal Arts specialization.
2. Rationale for proposed change: The General Studies (GS) pathway will allow the specialization to be amended to better fit into Communications (COMM) bachelor's degree programs, which are often Bachelor's of Science degrees rather than Bachelor's of Arts (BA) degrees. Being a GS specialization allows students more flexibility in courses taken to satisfy requirements for the COMM bachelor's degree than they have in the liberal arts pathway, which is much more suited to those pursuing the BA and therefore has requirements that are not needed or useful for many COMM majors, like foreign language. We also feel that having a specialization that is more geared to a traditional COMM degree will help attract students and grow the program.
3. Impact of the proposed change on the following:
 - A. Transferability and/or employability: Should improve transfer
 - B. Personnel / Instructional load: No change anticipated
 - C. Scheduling of classes: Some additional CST electives will be offered
 - D. Overall credit hours in the program(s): No real change -stays in 60-63 area
 - E. Instructional resources : No changes
 - F. Facilities: No changes
 - G. National, state, or regional associations: No changes
 - H. SACSCOC accreditation / substantive change: No changes
 - I. Any students currently enrolled in the program (if applicable): No changes
 - J. *****APPROVAL OF THIS PROPOSAL WILL DISCONTINUE THE COMMUNICATIONS SPECIALIST UNDER LIBERAL ARTS.*****

4. Input from curriculum advisory committee(s) (and other persons "in the field"): N/A

5. Examples from other colleges (if appropriate):

Cristy Stefnoski

October 15, 2020

Signature of Proposer

Date

Comments/Support by Dean/Provost:

Dr. James Gillispie, Dean

October 15, 2020

Signature of Dean/Provost

Date

7. Comments/Support by other Academic Deans/Provost where there will be an impact on another division and/or campus (if appropriate):

Approved at AA Deans Meeting

AA Deans

Signature of Dean/Provost

January 12, 2021

Date

This proposal, as stated and in terms of potential impact on other academic programs, has been reviewed by the Curriculum and Instruction Committee and the following action recommended:

☒ Approved

☐ Disapproved

Effective Date of Change

Dr. Samuel Dillender

1/22/21

Signature of C&I Chair

Date

Action by Vice President of Academic and Student Affairs:

☒ Approved

☐ Disapproved

Dr. Anne P. Davis

1/22/21

Signature of Vice President

Date

Curriculum Action Routed to President for Review:

Kimberly P. Blosser

1/25/21

Signature of President

Date

FOR INTERNAL USE ONLY:

Proposal Number Assigned: **307**

Date _____

Curriculum Code Affected/Assigned (if new): 650-02

Revised Catalog Page

(See highlighted areas for change from current specialization)

General Studies, Communications Specialization - Transfer, AA&S (650-02)

Designed for students who plan to transfer to a four-year institution to complete a ~~baccalaureate degree program, usually the bachelor of arts degree~~, in communications or related fields. Students in the communications specialization may wish to major in the following fields: communication, creative writing, journalism, mass media, popular culture, radio and telecommunications, speech or theatre arts.

First Semester: (15)

SDV 100 (1)
ENG 111 (3)
MTH Elective (3)
CST 100 (3)
ITE 115/119 (3)
PED/HLT (1-3) *

Second Semester: (15)

ENG 112 (3)
History Elective (3)
Humanities Elective (3)
Social Science Elective (3)
CST 110 (3) **

Third Semester: (16)

Literature Elective (3)
Science with a Lab (4)
CST Elective (3)
Social Science Elective (3) ***
Transfer Elective (3) ****

Fourth Semester: (16)

Science with a Lab (4)
CST Elective (3)
CST Elective (3)
Transfer Elective (3) *****
Transfer Elective (3) *****

Program Total: 62 Credits

Changes from Current and Explanation:

*This is revised to be 3 since 1 – 2 credit PED/HLT will not satisfy gen. ed requirements in this area. Schools still requiring this as a gen. ed., have 3 credit classes to fulfill it.

**Minor change. Current path says “communication elective” but this is more specific since students pursuing a COMM degree can take CST 100 & 110 for that bachelor’s degree and have them count as separate courses.

***Current pathway has HIS/PLS (I actually forget why) but this matches the GS pathway for a “social science” to be in this slot...can be any social science.

****Since this is going to be a GS degree, and no longer a Liberal Arts degree, the Transfer Elective is taking the place of the foreign language requirement here. COMM programs are often BS degrees, while the Liberal Arts degree is more constructed for those pursuing a BA. BS programs do not require foreign language.

*****Takes the place of the specific “global studies” elective in the current Liberal Arts specialization and substitutes the Transfer Elective to match the GS degree

*****Takes the place of the 2nd foreign language requirement in the Liberal Arts specialization and substitutes the Transfer Elective to match the GS degree.

College and Campus Names Workgroup
Final Report – College Name

Brief History of the Virginia Community College System (VCCS)

While the first community colleges began opening in the United States in the early 1900's, Virginia did not begin studying these educational institutions until the mid-1900's. The movement early on had been for four-year colleges and universities to open satellite junior colleges, which offered essentially freshman and sophomore level courses designed to transfer into a bachelor's degree. In other states, technical colleges opened to offer training programs that were not intended to transfer to a bachelor's degree but were instead intended to provide students a path to a career. After years of studying what should be created in Virginia, in 1966, the Virginia General Assembly passed the "Godwin Bill", introduced by Governor Mills Godwin, to create a comprehensive system of community colleges that were designed to provide both college-level transfer programs, adult education, and training programs that led to careers.

One of the first community colleges to become part of the state system was Northern Virginia. Northern Virginia had previously been the Northern Virginia Technical College, established in 1964, and was renamed in 1966 to become part of the VCCS. Other colleges that are now part of the system were junior colleges belonging to the University of Virginia, Virginia Tech, or the College of William and Mary. The majority, like Lord Fairfax Community College, had to be established and built from the ground up. This process of establishing all 23 of the community colleges in Virginia took place from 1966 until the last college, J. Sargeant Reynolds, opened in 1972.

History of Region 15 College – the naming of Lord Fairfax Community College

Because no technical or junior college existed in service region designated as Region 15, a new campus would need to be built. Region 15 had been established as encompassing the city of Winchester, a part of Fauquier County, and all of Page, Clarke, Warren, Shenandoah, Rappahannock, and Frederick counties. At the time, much of the central and southern portion of Fauquier County was part of Germanna Community College's service region. It was not until

1992 that all of Fauquier County became part of the Lord Fairfax Community College service region.

One of the first pieces of business for the newly created Region 15 board was to establish the name of the new community college. A review of the board minutes from 1969 revealed that they had attempted to find a name consistent with the manner in which other Virginia community colleges had been named, either based on a geographic location or based on an individual with some historical significance to the area or to the establishment of the college. The college board discussed this through the summer and on August 20, 1969, passed a resolution to submit the name Lord Fairfax Community College to the State Board for Community Colleges.

The College Board pointed out to the State Board that most of the likely geographical names such as Shenandoah or Massanutten, or names of famous persons such as Stonewall Jackson or John Marshall, had already been used by other institutions. However, just previous to the college naming, the local planning district that encompassed Page, Warren, Clarke, Shenandoah, and Frederick counties and the city of Winchester, had been named the Lord Fairfax Planning District. This provided the college board an opportunity to name the college after an individual with a link to the region's colonial heritage.

While the college board had made their recommendation, the State Board was concerned about having Fairfax in the name and the potential confusion with Fairfax County in the Northern Virginia Community College service region. The State Board asked the college board to reconsider this name on three occasions and sent it back without acting on it at two of their meetings. At the third State Board meeting, when members of the local college board attended the meeting, the State Board agreed provided the word "Lord" was always included. In an interview given by the first President, Dr. William McCoy, he answered the question of how the college got its name by saying:

The college board selected this name because they wanted something that had a relationship to tradition and antiquity. They wanted something common to all counties the community college would serve. The thing most common and that had the greatest historical precedent was that all the land had been owned by

Lord Fairfax: thus the reason that the college board chose this name. On the promise of board member Wilkie Hunt that we would never leave the Lord out of Lord Fairfax, the state board finally approved the name in 1969.

Deliberations about the name Lord Fairfax Community College

History of Thomas 6th Lord Fairfax

The workgroup established to review the college and campus names began its work by reviewing the history of how the college name came to be and to learn more about the history of Thomas 6th Lord Fairfax. In the writings and historical references to Thomas 6th Lord Fairfax, the following facts about him as a person were documented:

- Thomas the 6th Lord Fairfax was born at Leeds Castle, England, in 1693.
- Thomas Fairfax was the eldest son and heir of the 5th Lord Fairfax and his wife Catherine, who was granddaughter of John Culpeper.
- By 1719, Thomas the 6th Lord Fairfax was the heir to Leeds Castle as well as a proprietary grant of land that was located between the headwaters of the Rappahannock and the Potomac. This would become known as the Northern Neck Proprietary.
- Those living on the approximately 5.5million acre proprietary paid 'quit-rent' to Thomas 6th Lord Fairfax.
- By 1742, Thomas 6th Lord Fairfax permanently located to Virginia and settled in White Post, which is in Clarke County. His estate was named Greenway Court.
- Thomas 6th Lord Fairfax hired a surveyor named George Washington to help establish boundaries in the Blue Ridge and northern Shenandoah Valley region. Lord Fairfax became a mentor to George Washington, and he made many trips to Greenway Court.
- Thomas 6th Lord Fairfax supported George Washington as he rose to political prominence.
- During the revolutionary war, Thomas 6th Lord Fairfax was a Loyalist and accepted the brand of 'recusant', likely because he feared Leeds Castle and other British estates may have been taken.

- Thomas 6th Lord Fairfax lived as a bachelor at Greenway Court until his death on December 9, 1781, at the age of 89. He was buried at Christ Church in Winchester.
- Upon his death, Thomas 6th Lord Fairfax bequeathed 97 enslaved blacks to Bryan Fairfax and to Denny, Bryan, and Philip Martin.

Brand Research regarding the college name

The college hired a brand research firm to complete an overall brand assessment of the college to correspond with the 50th anniversary and the launch of a new strategic planning effort. As part of this research, the college worked with the firm to ask questions related to the name of the college.

The Brand Research Study was conducted in two phases, a qualitative phase that involved interviews and virtual focus groups with a small sample of students, employees, and community members, followed by a quantitative survey phase. The results of the qualitative phase were used to develop the questions used on the survey in phase two.

During the qualitative phase, the researchers found the following themes to focus on in the quantitative survey:

- When asked about Thomas 6th Lord Fairfax without any background knowledge about him:
 - Most students tended not to think about the name at all and said it factored little in their decision-making in terms of where to attend college
 - Most students picked a college because it met their needs in terms of access and/or programs
 - Students said they'd like to learn more about historical namesakes
- When employees and community members were asked the same unaided questions about the college's name:
 - They didn't give much thought to the college name
 - Some assumed he must have given the land where the college is located in Middletown


- When given more information about Thomas 6th Lord Fairfax, students didn't immediately condemn him due to the time in which he lived but applauded the college for looking into the name and understood why it was important to do so.
- Both students and supporters suggested that funding for a renaming could be used to add more programs and student support services.
- In general, the overall impression from the qualitative phase was that the participants didn't care that much about the name but applauded the college for addressing it as a potential issue.
- In a final section, a question was asked about the potential for geographical confusion. The researchers found that some students were confused about the vicinity of the college to Fairfax County, particularly during their initial college search if they were not from the service area. For those who have lived here their entire lives or have been living here for a period of time, they are not confused.

The second phase of the brand research was a quantitative survey, which served to focus on and further investigate issues raised in the qualitative phase. This survey was administered to 314 residents of our service region who were 17 or older and who indicated they had an awareness of Lord Fairfax Community College. Because this survey was administered only to people living in the LFCC service region, questions about geographical confusion were not asked. A summary of those results is as follows:

- Most are not familiar with the person, Thomas 6th Lord Fairfax (76% rated this 1 or 2, with 1 being not very familiar).
- Prior to providing any historical information, 11% rated their familiarity with Thomas 6th Lord Fairfax as a 5 or 4, with 5 being very familiar. Of those, non-whites were significantly less familiar than white respondents.
 - Of the 11% who indicated they were familiar with Thomas 6th Lord Fairfax, 61% rated their impression of him a 4 or a 5, with 5 being very positive. 36% were neutral.

- The survey then gave respondents a short biographical paragraph about Thomas 6th Lord Fairfax and asked if their opinion had changed. Overall, 61% indicated their impression didn't change, while 29% indicated they had a more negative impression.
 - Non-white respondents (55%) were significantly more likely to have a more negative impression than white respondents(24%)
- The survey asked if respondents were supportive of a name change, both before the biographical information and after.
 - Before the biographical information was presented, 14% were supportive of a name change and after the biographical information was presented, 33% indicated they were supportive
 - Non-white respondents (61%) were significantly more supportive of a name change than white respondents (29%)
- Copied below is the summary of key naming measures provided by SIR, the brand research firm:

Summary of key naming measures							
MEASURE	Total	Race		Age		Affiliated w/LFCC	
		White-only	Non-White	17-38	39+	Yes	No
Familiar with Lord Fairfax	11%	12%	4%	9%	12%	17%	7%
Aware LF owned slaves	18%	19%	6%	14%	23%	18%	18%
Support for name change (before LF background shared)	14%	13%	14%	19%	9%	19%	12%
Support for name change (after LF background shared)	33%	28%	61%	40%	26%	36%	32%

Statistically larger, 95% confidence 

Workgroup consensus regarding the name Lord Fairfax Community College

The workgroup discussed the college's namesake, Thomas 6th Lord Fairfax, and the results from the Brand Research Study. In addition to examining the namesake and the brand findings,

the charge to the workgroup was to determine if our name is consistent with our mission and values, and to then provide recommendations to the college and the board if additional information should be gathered from outside of the workgroup.

The workgroup's consensus regarding the name was that if we were being asked to name the Region 15 college today, Lord Fairfax Community College would not be chosen. The rationale for that conclusion is as follows:

- Thomas 6th Lord Fairfax is a minor historical figure and is not well known in our service region.
- In reviewing the historical record of Thomas 6th Lord Fairfax, there isn't a persuasive story that can be told about how his life might somehow align with our mission, or how it could inspire our students.
- While his propriety included more than five million areas encompassing the entire service region and far beyond, he was originally selected because of his home in Clarke County, and because the board struggled to find another name that had some relationship with our entire service region.
- The State Board noted the concern about geographical confusion with Fairfax County. In the qualitative phase of the Brand Research Study, that confusion was only present for those living outside of the service region. Anecdotally, workgroup members who work at the Fauquier Campus or who have recently been hired at LFCC have noted confusion from students and others when they first hear the name Lord Fairfax.
- The original board noted that part of their rationale for the name was the local planning district, which includes 6 of our 8 jurisdictions in the northern valley, had recently been named the Lord Fairfax Planning District. However, in 2001, the Lord Fairfax Planning District Commission submitted and received approval for a request to "replace 'Lord Fairfax' with a more geographically identifiable description of the region contained in the Commission". The Commission received approval to change to the Northern Shenandoah Valley Regional Commission.
- When the college was formed in 1970, the first location was in Middletown and the majority of the students traveled to Middletown from the counties located in the

northern Valley (see Appendix A). Even as late as fall 1990, only 120 students from Fauquier County and 47 from Rappahannock County were enrolled at LFCC, representing only 6% of the total credit enrollment. Over the next decade as a new campus was established and LFCC took all of Fauquier into its service region, enrollment from that area grew. By Fall 2019, Fauquier County and Rappahannock County represented 24% of LFCC's total credit enrollment. It, therefore, made sense in 1969 to select a name that had been used more frequently in the northern valley, but it's doubtful that would be the case today.

- When the community college system was formed in Virginia, it was designed to be comprehensive in nature and provide both college transfer degrees as well as certificates and degrees designed to help students in the workplace. All of these programs were offered for credit until 1999, when the General Assembly of Virginia passed a law requiring the Virginia Community College System to be responsible for coordinating workforce training at the postsecondary level. Beginning with this new law, community colleges began offering non-credit programs, customized training for businesses, and a myriad of other training programs designed specifically for local workforces. The comprehensive nature of the community college changed from only offering traditional credit-bearing programs to offering a variety of both for-credit and not-for-credit options. Today, if the college was just opening, the commitment to being agile and ready to respond to workforce needs, as well as providing direct pathways to bachelor's degrees, would likely not result in choosing the current namesake.

While the workgroup had consensus on the question of whether to name the college Lord Fairfax today, there was not consensus on whether the college should be renamed after fifty years. The concerns expressed about renaming included:

- There was no compelling case brought forward by others outside of the State Board Resolution that asked us to review our names.
- The results of the survey and qualitative portion of the Brand Research Study varied in showing there's a need to change the name; however, there are significant differences

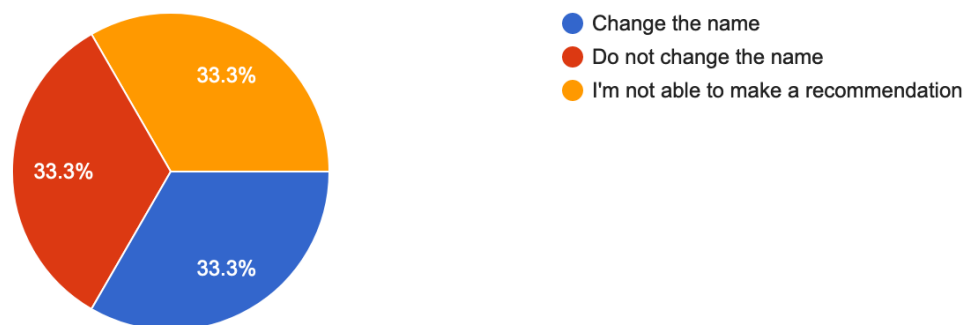
in responses as individuals learn about Thomas 6th Lord Fairfax and between white and non-white respondents.

- The college is very well thought of in the region and alumni and current and former employees have a great affinity for Lord Fairfax Community College. Some on the workgroup worried that renaming could have a negative impact on people’s affinity for the college.
- There has been no student driven effort to investigate and/or change the name. Like above, some workgroup members were concerned about the risk of renaming and whether it could have a negative impact on the college overall.

In a vote taken by the workgroup, the recommendation to rename was split (see chart below). There are workgroup members who clearly support a name change, workgroup members who don’t believe a compelling case has been made to rename the college, and those who are uncertain.

After reflecting on our discussions and what we found out from the history of our namesake and the brand study, what recommendation would you offer the local College Board?

9 responses



Comments provided from the workgroup were similar to the voting results. One workgroup member commented: “It’s an opportunity to rebrand with some name that’s more appropriate and more effective”, while another stated “The effort/hassle/expense in a change far outweighs the community concern.” A third member’s comments were similar to the two

above, where they weren't sure if there was enough reason to change but could support a rebranding effort if it was good for the college and our communities. The last comment summed up the sentiment of the entire workgroup, which has more to do with our mission, regardless of our name: "Continue to make LFCC the best community college in the state of Virginia and a place that students will want to attend for years to come to help them reach their goals and to better their lives."

Considerations and Rationale for the College Board Vote

Not to Rename

If the College Board votes not to rename, the rationale would be as follows:

- The case wasn't made that there's a compelling reason to make the change.
- The public outcry over changing the name could cause more harm than keeping the current name.
- LFCC has a great reputation in the community and the potential harm from renaming is an unknown risk.
- Without a compelling case and push from the community, the name change could be considered an overstep without a good justification (perhaps seen as political).
- Students and the community at large are not aware of this potential renaming, so additional outcry could exist if they were aware.

To Rename

If the College Board votes to rename, the rationale would be as follows:

- The name Lord Fairfax no longer reflects where we're going in the next fifty years, since it does not tell a compelling historical story, nor does it geographically reflect our large service region.
- The renaming is a proactive step to address not only complaints that could arise in the future but also an opportunity to create a more appropriate brand name that reflects our students, our mission, and our future.
- This is an opportune time to find another name and rebrand because of other activities already happening at the College: 50th anniversary (celebration of the past and eye on the next 50 years), development of a new strategic plan, currently in the process of a website re-design, and re-opening after COVID into a more virtual world of programs and services.
- Community colleges overall, and LFCC specifically, have changed a great deal in the last 50 years. We are competing with colleges and universities around the nation who offer

online programs so our name must project an image of what we want to be for our students.

- If we know that even a portion of our students may be offended by the name, it's better to be proactive and rename rather than potentially lose students who our employers need to have trained for their workforce.
- A rebranding would allow the College to select a name that removes any confusion caused by the geographical reference to Fairfax.
- An overall college rebranding would lead to more attention and could perhaps generate greater enrollments in the future.

Next Steps

Should the board vote to leave the college name Lord Fairfax Community College, the administration will review the findings from the Brand Research Study and make any needed changes to the logo, tagline, and website. The college has reviewed the initial findings and will work on strategies to address areas the study found could help the college improve our brand identity. Additionally, the college will complete the strategic plan and share the draft with the College Board for feedback. Regardless of our name, the college will complete the other projects this year including an overall marketing plan and plan for repopulating our campuses in the post-COVID era.

Should the board vote to start the process of a name change, the college will complete our work with SIR and engage one of their recommended partners who specializes in creating or recreating brand names. The process to investigate and select a new name would take several months. It would involve identifying several potential names and having input from community members, students, and employees. Each name would be vetted in terms of historical significance but also with respect to trademarks, domain name availability, and many other aspects of selecting a new name. The college would work to have a recommended new name to present to the college board by the September board meeting.

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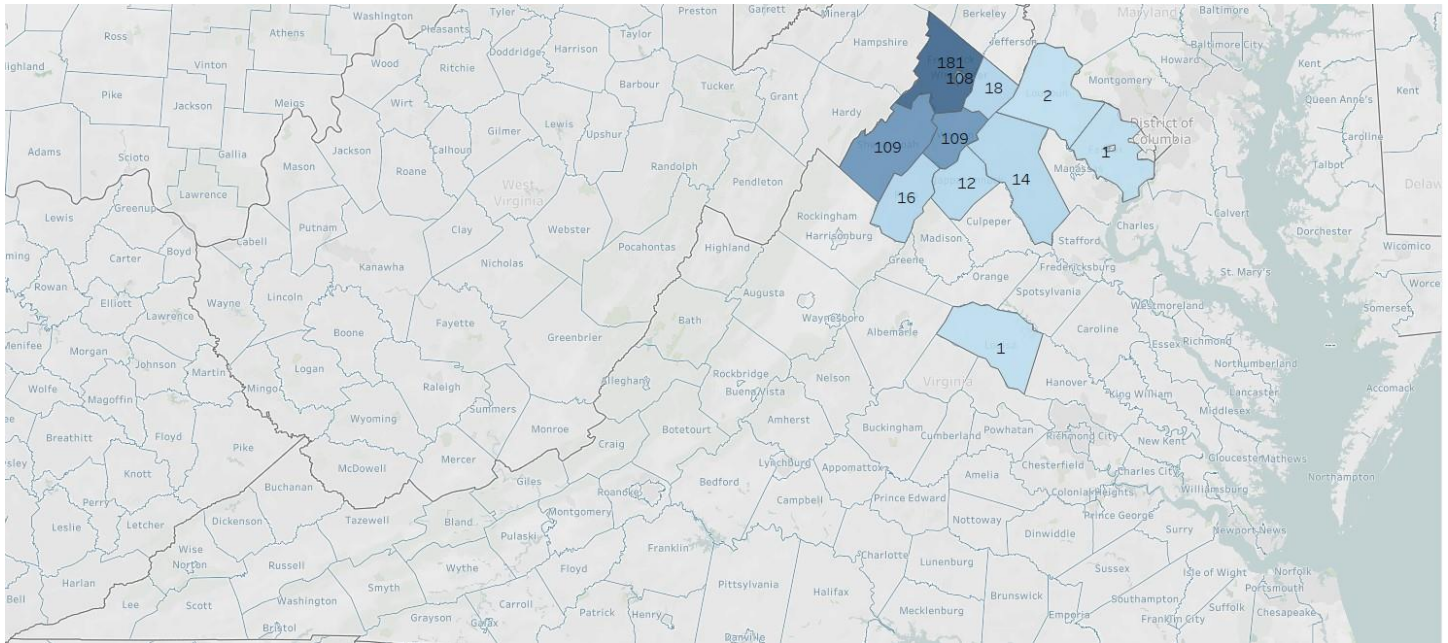
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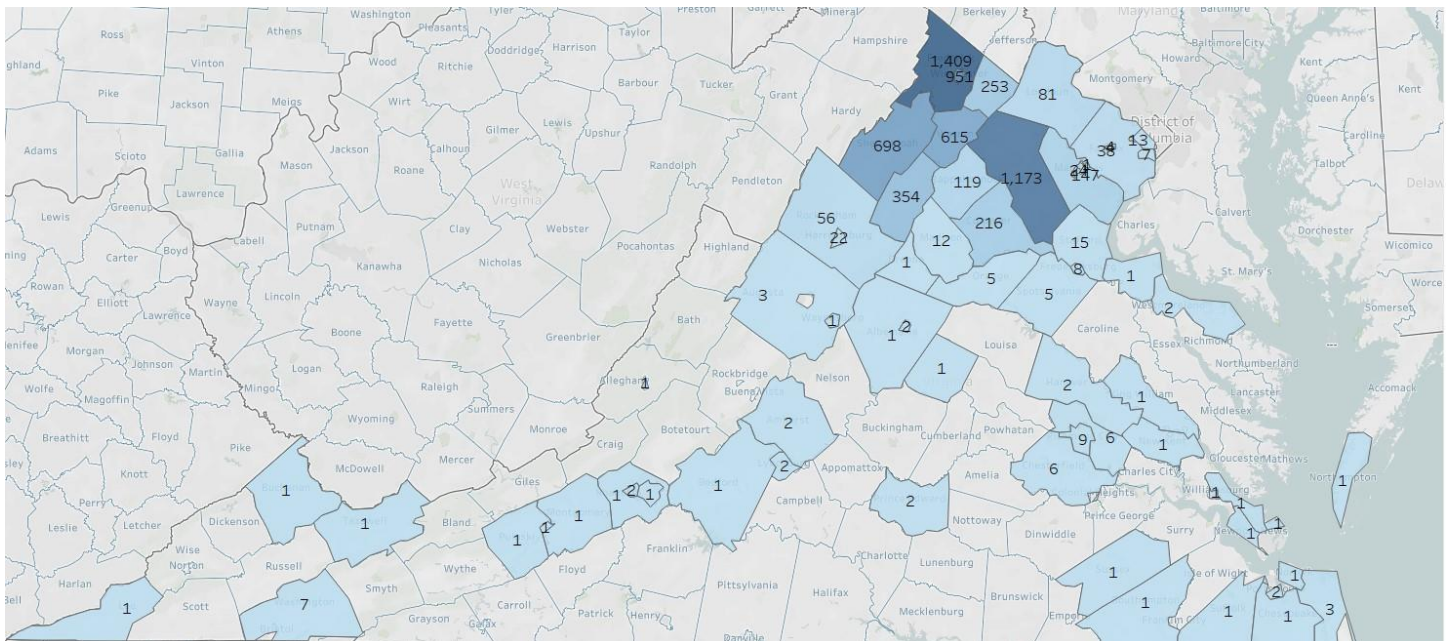
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LFCC Fall 1970 Enrollment



LFCC Fall 2020 Enrollment



QUARTERLY PERFORMANCE UPDATE



FY21Q2: OCTOBER - DECEMBER 2020

Welcome to 2021! The New Year brings a new location to LFCC Workforce programs! Beginning January 4th, LFCC Workforce will offer face-to-face classes at the beautiful new Luray Page Center - Jenkins Hall. A total of four classes -- Certified Clinical Medical Assisting, Phlebotomy, HVAC, and the popular Heavy Equipment Operator (HEO) program -- will be offered at the new location starting in January and February. All four of these programs are eligible for Fast-Forward funding, which covers 66% of the cost of tuition for Virginia residents! Other funding options also exist for these programs which can cover the remainder of tuition for most students who have Virginia Domicile.



HIGHLIGHTS



Onsite Employer Training Program with Local Employer

The Workforce Corporate Training team launched an on-site employer training program for Powell's Plumbing in Winchester, VA. Powell's made the huge leap to invest in training their own employees. Powell's partnered with Workforce Solutions to offer classes once a week in the Plumbing apprenticeship program for 11 of their employees. Nine of the 11 employees are Virginia residents and qualify for the FastForward credential grant, saving Powell's over \$14,000 in training costs!

The Heavy Equipment Operator Programs Provides an Opportunity for a Second Chance



In partnership with the Prince William County Parole and Work Release unit, Workforce Solutions launched the popular Heavy Equipment Operator Class to a cohort of six work release individuals at the LFCC Vint Hill center on Saturday, December 5th. The accelerated boot camp will run through the winter. The Heavy Construction Contractors Association (HCCA) and their member employers have already stepped up to guarantee job interviews to all students during the last weekend of classes. We are thrilled to be helping these individuals start a new chapter in their lives!

LFCC Workforce Solutions Receives an International Award at the 2020 LERN Annual Virtual Conference

The LFCC Workforce team was recently awarded an international top honor in November. During the 2020 LERN Annual Virtual Conference in November, the team was nominated for the "Best Performance Management Practices" category and took home the international award for the recently instituted *Quarterly Performance Update Newsletter*. The communication instrument was launched in July 2020 and serves as a mechanism to keep the senior leadership of LFCC apprised of the strategic, financial, and programmatic developments in the unit. LERN (Lifelong Education Resource Network) is the world's largest association in continuing education and lifelong learning.



"Information That Works!"

ADDITIONAL UPDATES & INITIATIVES

New Year, New Credentials!

Four new credentials were submitted in November and December for "Complete 2021" status and have received Chancellor approval for the Workforce Credential Grant funding to make them FastForward eligible. The four new credentials are:

- Carpentry Level 1 (NCCER)
- Fundamentals of Mechanical Systems (NC3)
- AC Electrical Fundamentals (NC3)
- Fundamentals of Fluid Power – Pneumatics (NC3)

Overcoming the Odds! 100% CCMA Completion Rate!

Workforce healthcare lead instructor, Janet Mayes, achieved a 100% National Health Association Certified Clinical Medical Assisting certification pass rate for her students this past fall semester. Additionally, her Phlebotomy students also achieved a 100% pass rate. Due to the challenges of COVID in the healthcare setting, and the delicate availability of clinicals and labs, this is a remarkable accomplishment. Many of these students have already been placed in local healthcare jobs!

10 Years of Developing Leaders Worth Following!

The LFCC Workforce Corporate Training team is marking the 10-year anniversary of the Leadership Institute. The program is a cohort of new and emerging leaders from the business community who develop and grow their understanding and application of leadership skills. Over the past 10 years, 217 leaders have completed the 10-month interactive regional program resulting in. These leaders have, in turn, sent an additional 35 leaders in their organization succession planning efforts to cultivate their own internal leadership team talent. The next institute cohort begins in April 2021.

