



State Council of  
Higher Education for Virginia

# Agenda Book

January 13-14, 2014

Location:

SCHEV's Office  
Richmond, VA



State Council of Higher Education for Virginia  
*Advancing Virginia through Higher Education*

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**

**SCHEV Offices  
101 N. 14<sup>th</sup> St., 10<sup>th</sup> floor  
Richmond, Virginia**

**January 13, 2014  
2:30 p.m. – 3:30 p.m.**

**Strategic Planning Task Force**

1. Call to Order
2. Approval of Minutes [Page SP1](#)
3. Update on Request for Proposals for Strategic  
Plan Services [Page SP3](#)
4. Overview of Timeline and Work Plan [Page SP6](#)

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
STRATEGIC PLANNING TASK FORCE  
OCTOBER 28, 2013  
MINUTES**

Mr. Smith called the meeting to order at 4:05 p.m. the main conference room, 101 N. 14<sup>th</sup> Street, Richmond, Virginia.

Task force members present: Heywood Fralin, G. Gilmer Minor, Carlyle Ramsey, and Julious Smith

Task force members absent: Joann DiGennaro, Gene Lockhart, and Pamela Moran

Other Council members present: Gilbert Bland, Mary Haddad

Staff members present: Lee Andes, Peter Blake, Beverly Covington, Joe DeFilippo, Alan Edwards, Tod Massa, Kirsten Nelson, and Lee Ann Rung

**CHAIR'S REMARKS**

Mr. Smith indicated that the task force will act as a committee of the whole. As such, all members were encouraged to participate.

**REVIEW OF EXECUTIVE DIRECTIVE NO. 6 RESPONSE**

Mr. Smith reported that the Council's response to Executive Directive No. 6 has been submitted to the Secretary of Education by the October 1 deadline. Mr. Blake and Mr. Smith made a presentation to the Higher Education Advisory Committee, detailing the Council's efforts to get input from as many stakeholders as possible.

**DISCUSSION OF REQUEST FOR PROPOSAL FOR STRATEGIC PLAN SERVICES**

The Council will now begin the process of updating the systemwide strategic plan, including hiring a consultant. Mr. Smith reminded members that the Council has a statutory responsibility to update the systemwide strategic plan at least every six years. He reported that to assist in this effort, staff drafted a Request for Proposal (RFP) to begin the process of hiring a consultant. A copy of the draft RFP was included in the agenda book and Mr. Smith encouraged members to review the proposal and provide feedback before staff moves forward with the procurement stage. Ms. Haddad suggested that the consultant's environmental scan include a comparison between Virginia and other states with coordinating bodies. Mr. Blake said that could be stated in the procurement document before moving forward.

Mr. Fralin suggested that to better position the Commonwealth to stay ahead of the change curve, the consultant help the Council to better define areas in which the it could have an impact, particularly in certain rapidly changing areas such as online learning. Dr. Ramsey suggested that the consultant also address capacity building within a decentralized higher education system and capacity building within the Council's staff. Mr. Bland said the Council should also be addressing ways to better align with economic development, community colleges, and K12, particularly since the Council's newly appointed members represent these areas.

Members discussed the estimated cost of hiring a consultant and Mr. Blake agreed to keep the Council informed once the procurement process begins. Ms. Haddad suggested that paragraph A of the RFP specify higher education. Other notable additions to the RFP included adding a reference to online education or pedagogy to paragraph C of the document, and adding Council's involvement in research. Dr. Ramsey suggested that word "duties" in the first paragraph be changed to "trends" or "tasks" or left blank.

### **DISCUSSION OF TIMELINE FOR DEVELOPMENT OF STRATEGIC PLAN**

Mr. Blake informed the members that he would propose finalizing the RFP as soon as possible and ask that the Council hire a consultant prior to the next legislative session, while working within state procurement requirements. He anticipates having a final strategic planning document completed by October 2014. Dr. Ramsey felt it would be desirable to have a draft document by June 2014, if feasible.

In order to keep the process moving, it was decided that two members of the Executive Committee (likely Mr. Bland and Mr. Smith) work with staff to review all proposals that are submitted. In the interim, Mr. Blake will communicate with Mr. Smith on the procurement and hiring process. Mr. Smith reminded staff to keep the members informed about how the procurement process works related to the Freedom of Information Act (FOIA) so that the Council is properly conducting open and closed sessions in this process.

The meeting adjourned at 5:05 p.m.

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Julious Smith  
Chair

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Lee Ann Rung  
Manager, Executive & Council Affairs

# State Council of Higher Education for Virginia Agenda Item

**Item:** Strategic Planning Task Force Item #3 – Update on Request for Proposal for Strategic Plan Services

**Date of Meeting:** January 13, 2014

**Presenter:** Peter Blake, Director  
[peterblake@schev.edu](mailto:peterblake@schev.edu)

**Most Recent Review/Action:**

No previous Council review/action

Previous review/action

**Date:** September and October 2013

**Action:** On September 17, 2013, Council passed a resolution that authorized initiation of a search for a consultant to assist with the next statewide strategic plan for higher education and delegated authority to the Council chair and staff to determine how best to proceed.

**Review:** On October 28, 2013, the Task Force reviewed elements of a draft request for proposal (RFP) and provided feedback in advance of the formal issuance of the solicitation.

**Background Information/Summary of Major Elements:**

Following completion and transmission of its response to Executive Directive #6, Council turned its attention to development of the next statewide strategic plan for higher education. On September 17, 2013, Council approved a resolution authorizing initiation of a search for a consultant to assist with plan development and Council assessment and alignment; the resolution also delegated to the Council chair and staff the authority to determine how best to proceed.

On October 28 2013, the Task Force reviewed a draft consultancy document from staff that outlined a statement of need, a scope of work, evaluation criteria, and reporting and delivery requirements. Task Force members provided feedback on the document (see Minutes of 10/28/13 meeting) in advance of the issuance of a formal request for proposals through the Commonwealth's procurement system.

Subsequently, Council staff incorporated Task Force feedback into the information that was being re-worked to comply with the Commonwealth's procurement requirements for RFPs. Staff shared a draft RFP with Mr. Bland, Mr. Smith, and Noelle Shaw-Bell in the Attorney General's Office for review on November 8, 2013.

On November 22, 2013, following final revisions, the RFP was issued. The RFP included the following features:

- Consultancy work has three phases:
  - 1) analyses to inform the plan (i.e., environmental scanning, supply projection, needs (demands) assessment, gap analysis, and goal/strategy development);
  - 2) analyses and proposals to implement the plan (i.e., environmental scanning, organization audit, proposal development); and
  - 3) activities to complete the plan (i.e., preparation and dissemination).
- SCHEV reserves the right to award all of the consultancy work to one bidder or to award components to the work to different bidders.
- Consultancy work can be subcontracted to one or more subcontractors, including small-business contractors that may include woman- and/or minority-owned businesses.
- The deadline for receipt of proposals is January 13, 2014, at 2 p.m.
- The contract period is specified as being from on or about February 4, 2014, to on or about October 28, 2014.
- Council staff announced a pre-proposal conference for December 13, 2013, at 10 a.m., for all potential bidders. Council member Joey Smith attended the conference.

Per state protocols, the RFP was posted on the eVa procurement website, on the agency website, and in widely-accessible publications (the Richmond Times-Dispatch and the Washington Post on November 23 and the Richmond Free Press on November 27). Mr. Blake encouraged staff to refer the RFP to persons and organizations that could be potential bidders.

On November 25, 2013, Mr. Blake apprised the General and Professional Advisory Committee of the RFP and encouraged institutions to refer it to potential bidders.

On December 13, 2013, staff conducted the pre-proposal conference with potential bidders to review the solicitation and answer all questions. Council member Joey Smith participated in the conference. The RFP required all potential bidders to attend; no proposals will be accepted from bidders who did not attend. Twenty potential bidders attended either in person or by conference call.

As a result of matters raised in the pre-proposal conference, and per state protocols for addressing such matters, staff issued a formal addendum to the RFP on December 17, 2013. Ms. Shaw-Bell reviewed the document prior to its issuance. The addendum was posted on the eVa procurement website and SCHEV's website.

During the January 13 task force meeting, staff will provide a tally of proposals received by the deadline, which is 2 p.m. on that date. The unsealing of proposals will begin at 1 p.m. on January 14.

Proposals that meet all qualifying conditions will be evaluated on the following criteria:

- Experience and qualifications of the bidder and its personnel 25%
- Specific methodology and proposed work plan 35%
- Proposed price 20%
- Small business subcontracting plan 20%

SCHEV reserves the right to require an oral presentation from any bidder about their proposal.

Following review of all proposals and, if required, bidders' oral presentations, at least two proposals will be selected as fully qualified and best suited per the evaluation criteria above, and negotiations will be conducted. SCHEV reserves the right to request a best-and-final offer (BAFO) following the negotiations.

The date of award is expected to be on or about February 4, 2014.

**Materials Provided:**

The RFP and its Addendum are accessible on the homepage of SCHEV's website.

**Financial Impact:**

Staff has identified existing funds within the agency budget to pay the estimated cost of the contract. No additional costs are anticipated for the review of the proposals; staff involved in the review will participate as part of their normal duties.

**Timetable for Further Review/Action:**

Staff will keep all Council members apprised of the review and selection process. Mr. Smith and Mr. Bland will be involved directly.

**Resolution:**

None.

# State Council of Higher Education for Virginia Agenda Item

**Item:** Strategic Planning Task Force Item #4 – Overview of Timeline and Work Plan

**Date of Meeting:** January 13, 2014

**Presenter:** Peter Blake, Director  
[peterblake@schev.edu](mailto:peterblake@schev.edu)

**Most Recent Review/Action:**

No previous Council review/action

Previous review/action

**Date:** October 29, 2013

**Action:** No formal action

**Background Information/Summary of Major Elements:**

The Code of Virginia directs the Council to develop a statewide strategic plan for higher education. The specific language is found below:

Develop a statewide strategic plan that (i) reflects the goals set forth in subsection B of § 23-38.88 or (ii) once adopted, reflects the goals and objectives developed pursuant to subdivision B 5 of § 23-38.87:20 for higher education in the Commonwealth, identifies a coordinated approach to such state and regional goals, and emphasizes the future needs for higher education in Virginia at both the undergraduate and the graduate levels, as well as the mission, programs, facilities and location of each of the existing institutions of higher education, each public institution's six-year plan, and such other matters as the Council deems appropriate. The Council shall revise such plans at least once every six years and shall submit such recommendations as are necessary for the implementation of the plan to the Governor and the General Assembly.

The Council is in the process of retaining a consultant to help with this effort. Staff estimates that a final plan will be completed in time for Council action in September or October 2014.

**Materials Provided:**

None.

**Financial Impact:**

None.

**Timetable for Further Review/Action:**

Council will review the progress surrounding the strategic plan at every meeting in 2014.

**Resolution:**

None.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**

**SCHEV Offices  
101 N. 14<sup>th</sup> St., 9<sup>th</sup> floor  
Richmond, Virginia**

**January 13, 2014  
3:30 p.m. – 5:00 p.m.**

**Academic Affairs Committee**

1. Call to Order
2. Approval of Minutes (October 28, 2013) [Page A1](#)
3. Liaison Report
4. Action on Policies at Public Institutions [Page A6](#)
5. Action on Mission Statement Changes at  
Public Institutions [Page A12](#)
6. Action on Programs at Public Institutions [Page A23](#)
7. Annual Report on Transfers from Community  
Colleges to Four-Year Institutions [Page A55](#)
8. Briefing on Virginia Military Student Consortium [Page A71](#)

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
ACADEMIC AFFAIRS COMMITTEE  
OCTOBER 28, 2013  
MINUTES**

Mr. Lockhart called the meeting to order at 2:00 PM in the 10<sup>th</sup> Floor conference room of the SCHEV offices. Committee members present: Heywood Fralin, Julious Smith, Gene Lockhart, Johanna Chase.

Committee members absent: Joann DiGennaro, Pamela Moran

Staff members present: Joseph DeFilippo, Darlene Derricott, Sylvia Rosa-Casanova, Beverly Covington

**APPROVAL OF MINUTES**

On motion by Mr. Fralin and seconded by Ms. Chase, minutes from the September 16, 2013 meeting were approved unanimously.

**LIAISON REPORT**

Dr. DeFilippo provided a report on Academic Affairs activities:

1. Gear Up close out report was filed with the US Department of Education by the October 20 deadline.
2. OpenVA Digital Learning Resources conference was held at the Stafford campus of UMW on October 15. Staff is in process of writing up the results of the meeting, and will work with the planning group to develop recommendations for future action.
3. Staff is proceeding with the review of the State Policy on College Transfer. Following consultation with the State Committee on Transfer (SCT) at its October 3<sup>rd</sup> meeting, a survey has been developed and distributed to institutions. We'll use the collected information to work with the SCT on revisions to the State Policy. A revised policy should be available for Council's review in spring 2014.
4. In an effort to increase best practices across the state in serving our veterans in Virginia higher education institutions, **Old Dominion University will be hosting the first state-wide student veteran's conference on Friday, November 22.** The one-day conference will build collaboration between student veterans and those who work to serve them in all of our higher education institutions. SCHEV has been working in collaboration with the Virginia Department of Veteran Affairs to plan this event which is in line with Governor McDonnell's goal to have an active Student Veterans Association chapter at every college and university in Virginia.

## **ACTION ON POLICY ON THE OFFERING OF DUAL ENROLLMENT**

Dr. DeFilippo reviewed the background of the policy. A section of Code provides that SCHEV authorize four-year institutions to offer programming when this occurs in a community college's service area and the programming is "similar" to what is offered by the community college. The definition in the policy provides a broad characterization of dual enrollment and is not meant to be prescriptive. If courses are online, SCHEV does not have authority, but the policy recommends the four-year institution notify the community college. When SCHEV takes action under this policy, it will be done at the Council level.

On motion by Ms. Chase and seconded by Mr. Smith, the following resolution was approved unanimously to be forwarded to the full Council:

**BE IT RESOLVED THAT the State Council of Higher Education for Virginia approves the updated "*Virginia Public Higher Education Policy on the Offering of "Dual Enrollment" Courses in Public School Districts by Four-year and Two-year Institutions of Higher Education,*" effective immediately, and staff is authorized to promulgate it as soon as feasible.**

## **ACTION ON POLICY ON MISSION STATEMENT CHANGES**

Dr. DeFilippo reviewed the only change to the policy since the previous draft was discussed at the committee's September meeting. This revision delegates to the State Board for Community Colleges the approval of changes to individual community college mission statements. On motion by Mr. Smith and seconded by Mr. Fralin, the following resolution was approved unanimously to be forwarded to the full Council:

**BE IT RESOLVED THAT the State Council of Higher Education for Virginia approves the updated "Policy on Mission Statement Changes at Virginia Public Higher Education Institutions," effective immediately, and staff is authorized to promulgate it as soon as feasible.**

## **ACTION ON PROGRAM PRODUCTIVITY POLICY**

Dr. DeFilippo reviewed changes to the policy since the last draft was reviewed by the committee at its September meeting. On page A33, the qualitative criterion relating to the interdisciplinary nature of a program was changed to 50% from 75%. Mr. Lockhart asked about the timeline for review. Dr. DeFilippo said he would expect an interim report in March and final recommendations in May or July. The timeline could be affected by several factors, including a desire to give an institution more time to plan for substantive program changes. Mr. Lockhart asked about the process for an institution to appeal if it disagrees with a recommended closure. Dr. DeFilippo explained that the institution has a right to appeal to Council; a preliminary report in March would provide time for any appeals to occur in May or July.

On motion by Ms. Chase and seconded by Mr. Fralin, the following resolution was approved unanimously to be forwarded to the full Council:

**BE IT RESOLVED THAT the State Council of Higher Education for Virginia approves the updated “Virginia Public Higher Education Policy on Program Productivity,” effective immediately, and staff is authorized to initiate the process described therein.**

### **ACTION ON PRPGRAMS AT PUBLIC INSTITUTONS**

Ms. Robin Parker and Dr. Stephen Nash were in attendance from George Mason University. Dr. DeFilippo provided an overview of the proposed Master of Science in Data Analytics Engineering.

Mr. Smith asked about the projected number of graduates and the reallocation of faculty for the program. Dr. Nash from the GMU School of Engineering responded that it is an interdisciplinary program. Some courses will be offered in this program but may also be offered as electives in other programs. Regarding the projected graduates, they were conservative with estimates of number of students. Mr. Lockhart asked if the courses are offered already. Dr. Nash responded that some are, but not all.

On motion by Mr. Fralin and seconded by Mr. Smith, the following resolution was approved unanimously to be forwarded to the full Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science (M.S.) degree program in Data Analytics Engineering (CIP: 11.0802), effective Fall 2014.**

Dr. John Morello, Dr. Brian Rizzo, and Dr. Richard Finkelstein were in attendance from the University of Mary Washington. Dr. DeFilippo provided an overview of the proposed Master of Science in Geospatial Analysis. He explained the provisional nature of the recommended approval. Mr. Lockhart asked for clarification regarding what happens if the institution does not receive an appropriation for the program. Dr. DeFilippo said they would write us with an explanation of how they will mount the program without the requested funds.

On motion by Mr. Smith and seconded by Mr. Fralin, the following resolution was approved unanimously to be forwarded to the full Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants conditional approval to the University of Mary Washington to initiate a Master of Science (M.S.) degree program in Geospatial Analysis (CIP: 45.0702), effective fall 2014. This approval is conditioned on the University receiving funds necessary to initiate and sustain the program from the 2014 session of the General Assembly. If such funding is not secured, UMW must submit a plan to SCHEV documenting how requisite funds will be obtained from other**

**sources, in time for Council to consider final unconditional approval of the program at its May 2014 meeting.**

### **ACTION ON UNIVERSITY OF PIKEVILLE-APPALACHIAN COLLEGE OF OPTOMETRY**

The item regarding the Appalachian College of Optometry was removed from the agenda. The University of Pikeville has elected to pursue other opportunities. The agenda item may come up in the future if the Appalachian College of Optometry can find another institutional partner.

### **DISCUSSION OF SCHEV PROGRAM APPROVAL PROCESS**

Dr. DeFilippo introduced an outline of potential revisions to the program approval process. The revisions are intended to adjust the requirements to facilitate approvals while preserving SCHEV's duty in this area. The focus is on the required documentation regarding current and future state needs, student interest, employment opportunity, and duplication. Programs that are not approved typically fall short in one of these areas.

Mr. Lockhart said he feels it is important to get information about the costs. Ms. Chase said it seems reasonable that the institution has a fiduciary duty to express officially what a proposed program will cost. Mr. Fralin said if an institution is starting a program, it should have a responsibility to describe measures that will demonstrate the program's cost effectiveness. Mr. Smith said that in business, when you have a new product, you know what it will cost and what sales possibilities are, and it strikes him that the academic programs lack those projections. Mr. Fralin said that this will become more a topic of conversation as the state implements incentive funding. Mr. Lockhart said that he would want the information even if we move to a facilitated process.

Mr. Lockhart asked how we would communicate the changes to the provosts. Dr. DeFilippo said he had an upcoming meeting with IPAC, and would describe this discussion and perhaps form a working group.

Mr. Fralin asked for clarification on what SCHEV approves; for instance, did SCHEV approve the Math Emporium at VT? Dr. DeFilippo said no, Council did not approve the Math Emporium because its area of authority is centered on degree programs. Mr. Fralin said that SCHEV should be more involved in suggesting ways to deliver better education and maintain quality. Dr. DeFilippo said that staff does make suggestions and even strongly advises changes if we feel a program does not merit approval. Mr. Fralin said it is important to be an advocate because cost savings measures can be beneficial to the institutions. Mr. Smith asked what percentage of programs a facilitated approach would apply to. Dr. DeFilippo said he does not know at this point because the specific guidelines have not been developed. Dr. DeFilippo confirmed that he will be talking to IPAC in November and will make a report to Council in January.

## **DISCUSSION OF ACCREDITATION**

Mr. Lockhart introduced a discussion on accreditation and handed out a document outlining the relations among accreditors, the state, and the federal government. Dr. DeFilippo provided further explanation regarding accreditation bodies, which may be regional or national, but must be “recognized” by the U.S. Department of Education (USED). USED regulations relate to Title IV eligibility. Those regulations ensure financial stability of institutions and the proper management of taxpayer-supported funds. Among specific requirements of the Title IV regulations are that an institution must be authorized to operate by a state and it must be accredited by a recognized accreditor. In Virginia regulation authorization is called “certification,” and is focused on assuring minimal standards of quality and student protections. Accrediting bodies are focused more on assuring programmatic quality. Approximately \$2B per year comes to Virginia students under the different Title IV programs.

To operate in Virginia, an institution must be authorized by SCHEV. In order to remain authorized, a degree-granting institution must attain accreditation within six years. States and accreditors rely on each other for different purposes. Mr. Lockhart asked if we would want to try to get accreditation reports more systematically because it seems it would improve our knowledge of what is going on in the universities. Dr. DeFilippo said he would broach that with Mr. Blake.

The meeting was adjourned at 3:28 p.m.

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Gene Lockhart  
Chair

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Beverly Covington  
Policy Analyst

# State Council of Higher Education for Virginia Agenda Item

**Item:** Academic Affairs Committee, Item #4 – Action on Policies at Public Institutions

**Date of Meeting:** January 13, 2014

**Presenter:** Dr. Alan Edwards  
Director of Policy Studies  
[AlanEdwards@schev.edu](mailto:AlanEdwards@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Background Information/Summary of Major Elements:**

Within the State and Local Government Conflict of Interest Act, Paragraph A of Section 2.2-3106 prohibits state-government employees and employees of Eastern Virginia Medical School (EVMS) from having personal interests in any non-employment-related contracts with their employing state agencies.

However, exceptions are allowed as defined within Paragraphs B and C of Section 2.2-3106. Specifically:

*C. The provisions of this section shall not apply to:*

...

*8. Subject to approval by the relevant board of visitors, an employee's personal interest in a contract for research and development or commercialization of intellectual property between a public institution of higher education in Virginia or [EVMS] ... and a business in which the employee has a personal interest, if (i) the employee's personal interest has been disclosed to and approved by such public institution of higher education or [EVMS] ... prior to the time at which the contract is entered into; (ii) the employee promptly files a disclosure statement pursuant to § 2.2-3117 and thereafter files such statement annually on or before January 15; (iii) the institution has established a formal policy regarding such contracts, **approved by the State Council of Higher Education or,***

*in the case of [EVMS] ..., a formal policy regarding such contracts in conformity with any applicable federal regulations that has been approved by its board of visitors; and (iv) no later than December 31 of each year, the institution or [EVMS] ... files an annual report with the Secretary of the Commonwealth disclosing each open contract entered into subject to this provision, the names of the parties to each contract, the date each contract was executed and its term, the subject of each contractual arrangement, the nature of the conflict of interest, the institution's or [EVMS's] ... employee responsible for administering each contract, the details of the institution's or [EVMS's] ... commitment or investment of resources or finances for each contract, and any other information requested by the Secretary of the Commonwealth; (emphasis added)*

Council possesses no formal policy on the review of such institutional policies. SCHEV staff has found no records in the agency archives of any such Council approvals, nor of Council delegation of approval authority to staff or of staff approvals. At least three public institutions possess relevant contract-exception policies; although two of these policies carry SCHEV approval dates from 1992, at the time this agenda item was prepared, neither institution had located any records indicating whether the approvals came from Council or from agency staff.

Virginia Commonwealth University (VCU) maintains a contract-exception policy approved by its Board of Visitors in July 1992 and amended in May 2004. Current VCU administrators have operated under the assumption that the original 1992 policy carried "SCHEV" (either Council or staff) approval. However, in performing due diligence regarding a specific personnel matter and in preliminary considerations for an update to the policy, university staff realized in fall 2013 that "SCHEV" approval could not be documented internally. When SCHEV staff could not confirm prior Council/staff approval either, VCU staff immediately sought expedited review of VCU's existing policy; this request arrived one day after Council's October 2013 meetings.

Absent Council policy or procedures establishing explicit criteria for such reviews, SCHEV staff considered the VCU policy's reasonableness and compliance with the requirements and expectations of the State and Local Government Conflict of Interest Act, as well as the statutorily-allowable exceptions thereto. Staff found the VCU policy to be reasonable and in compliance with the COI Act.

As a result, and given the need for the university to act expeditiously on a personnel matter, SCHEV staff recommends that Council approve the attached VCU policy on contract exceptions.

Also, given the technical and idiosyncratic nature of such matters, staff recommends that Council formally delegate the review and approval or disapproval of such policies to the SCHEV director.

**Materials Provided:**

Virginia Commonwealth University

- “Procedures for Compliance with the Virginia State and Local Government Conflict of Interest Act Prohibited Contracts Exception”

**Financial Impact:** N/A

**Timetable for Further Review/Action:** N/A

**Resolutions:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval of the Virginia Commonwealth University policy, “Procedures for Compliance with the Virginia State and Local Government Conflict of Interest Act Prohibited Contracts Exception” as amended by the VCU Board of Visitors on May 21, 2004.

**BE IT FURTHER RESOLVED** that the State Council of Higher Education for Virginia delegates to the agency director the authority to review and approve or disapprove public institutions’ contract-exception policies related to § 2.2-3106(C)(8).

# **VIRGINIA COMMONWEALTH UNIVERSITY**

## **Procedures for Compliance with the Virginia State and Local Government Conflict of Interest Act Prohibited Contracts Exception**

- I. PURPOSE
- II. VIRGINIA LAW
- III. PROCEDURE
- IV. DISCLOSURE AND APPROVAL PROCESS
- V. APPEAL PROCESS
- VI. IMPERMISSIBLE CONFLICT OF INTEREST

### **I. PURPOSE**

The Virginia Commonwealth University Board of Visitors implements this policy to provide a framework within which the propriety and advisability of a proposed contract for research and development or intellectual property commercialization can be addressed. This policy applies to all employees of Virginia Commonwealth University.

### **II. VIRGINIA LAW**

Under the Virginia State and Local Government Conflict of Interest Act a prohibited conflict of interest arises for an employee of VCU when an employee, or a member of his/her immediate family, has a personal interest in a firm or business which contracts with VCU. A personal interest generally is defined as ownership of more than 3 percent of the equity or liability of the business or receipt of income or other commercial arrangement worth more than \$10,000 annually from the business, which accrues to the employee or a member of the employee's immediate family. Immediate family means (i) a spouse and (ii) any other person residing in the same household as the employee, who is a dependent of the employee or of whom the employee is a dependent. See Section 2.2-3101 of the Code of Virginia for a complete definition.

The Act exempts from its application personal interests in certain categories of contracts. In particular and for purposes of this policy, interests in research and development and intellectual property commercialization contracts are exempted provided the disclosure and approval requirements of the law are followed. Contracts covered by these guidelines include research agreements approved through the Office of Research and intellectual property licensing agreements with the University or an affiliated corporation.

### **III. PROCEDURE**

An employee's personal interest in such a contract between VCU and a business in which the employee or a member of his/her immediate family has a personal interest may be permissible if (1) the personal interest has been disclosed to, and the contract for research and development has been approved in writing by the President of the University, to whom the Board of Visitors

specifically delegates its authority under the State and Local Government Conflict of Interests Act, upon the recommendation of the Vice President for Research before the contract is entered into between the University and the business in which the employee has a personal interest; (2) a disclosure statement is filed with the Vice President for Research and the Secretary of the Commonwealth of Virginia in the form required by the Virginia State and Local Government Conflict of Interests Act; and (3) the employee thereafter files the aforementioned disclosure statement annually on or before January 15 of each year for the duration of the contract.

#### **IV. DISCLOSURE AND APPROVAL PROCESS**

Prior to the signing of a proposed contract by the appropriate VCU official, an employee shall fully disclose in writing the specific nature of the employee's personal interest in a sponsor's business. The disclosure shall be in the form of a letter or memorandum attached to the Disclosure of Interest Certification accompanying the research proposal which outlines the employee's personal interest and the benefits to be gained by the University from the proposed research and development contract. All employees with a personal interest in the proposed contract must disclose that personal interest. It is the responsibility of the principal investigator to inform all employees who will be involved in the contract of the disclosure requirements.

If the department chairperson is satisfied that the proposed contract will contribute to or enhance the University's research and educational programs and will not affect adversely the performance of the employee, approval shall be acknowledged by endorsing the internal approval coversheet. Should the Vice President for Research determine that the proposed research and development contract in which an employee may have a personal interest does not affect adversely the interests of the University, the Vice President for Research will recommend approval to the President.

Institutional approval of an original contract shall not be deemed approval of subsequent changes during the life of the contract unless such changes are also submitted for approval.

Should the Vice President for Research determine that the contract in which an employee has a personal interest has not contributed to the University's scholarly and educational missions, or has affected adversely either the performance of the employee or the interests of the University, he/she may initiate corrective action.

If the contract and personal interest disclosure statement are approved, the employee will be informed in writing by the Office of Research of the employee's obligation to file immediately all applicable forms identified in the Statement of Economic Interests, the disclosure statement required by the State and Local Government Conflict of Interests Act. The completed forms will be returned to and held by the Office of Research, in confidence, until disposition of the contract is known. If a contract is signed by the appropriate VCU official, the Office of Research will send the completed forms to Human Resources for forwarding to the Secretary of the Commonwealth. If a contract is not signed by the appropriate VCU official, the completed forms will be returned to the employee. The Statement of Economic Interests must be completed by the affected employee(s) annually thereafter on or before January 15 for the duration of the contract. Human Resources will be informed of the employee's need to file

such an annual disclosure and will forward to the employee the necessary forms for the life of the contract. This process for filing is provided as a convenience to the university community. It remains the responsibility of the individual employee to make the written disclosure as required by law.

Any required reports will be prepared by the Office of Research.

## **V. APPEAL PROCESS**

If approval is denied, the employee may appeal to the Conflict of Interest Review Committee (COIRC), a standing committee of five individuals drawn primarily from the membership of the research committees and appointed annually by the Vice President for Research on consultation with the chairs of the committees and the President of the Faculty Senate.

The COIRC will hear the appeal from the employee and the reasons for denial by the administrator. It may then call other witnesses and seek other information as deemed desirable. It shall make a recommendation to the President. The President will render the final decision.

## **VI. IMPERMISSIBLE CONFLICT OF INTEREST**

The law continues to define as an impermissible personal interest those situations in which the University currently has a signed research and development contract with a business and then an employee acquires a personal interest in the business. An employee contemplating entering into such an arrangement should seek advice from his/her attorney.

Approved by the Board of Visitors: July 16, 1992  
Amended by the Board of Visitors: May 21, 2004

# State Council of Higher Education for Virginia Agenda Item

**Item:** Academic Affairs Committee, Item #5 – Action on Mission Statement  
Changes at Public Institutions

**Date of Meeting:** January 13, 2014

**Presenter:** Dr. Joseph G. DeFilippo  
Director of Academic Affairs & Planning  
[JoeDeFilippo@schev.edu](mailto:JoeDeFilippo@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Background Information/Summary of Major Elements:**

Code of Virginia, § 23-9.6:1-2 charges Council with responsibility to “review and approve or disapprove any proposed change in the statement of mission of any presently existing public institution of higher education and to define the mission of all public institutions of higher education created after the effective date of this provision.” Presented here for Council consideration are mission statement changes for four public institutions: George Mason University, Richard Bland College, the University of Mary Washington, and the University of Virginia. Staff has determined that these mission statement changes fall under the category of “expansion,” according to Council policy, insofar as the new statement involves substantially changed wording and a minimal refocusing of the institution’s prior mission statement. In each case the institution has indicated that the proposed change does not represent a major departure from its established mission. Council’s approval of these changes does not constitute or imply approval of any specific budgetary action or alteration of the institutions’ degree program profile.

Upon approval, staff will report Council’s action to the Governor and General Assembly, and the approved mission statement changes will take effect officially 30 days after the adjournment of the 2014 General Assembly.

**Materials Provided:**

- Table: Public Institution Mission Statement Changes for Approval—January 2014.

**Financial Impact:** N/A

**Timetable for Further Review/Action:** N/A

**Resolutions:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia approves the following mission statement for George Mason University, to take effect 30 days following adjournment of the 2014 General Assembly:

*A public, comprehensive, research university established by the Commonwealth of Virginia in the National Capital Region, we are an innovative and inclusive academic community committed to creating a more just, free, and prosperous world.*

**BE IT RESOLVED** that the State Council of Higher Education for Virginia approves the following mission statement for Richard Bland College, to take effect 30 days following adjournment of the 2014 General Assembly:

*To prepare students for university transfer through academically rigorous programs grounded in the liberal arts tradition of William & Mary and to expand access to college credentials through strategic partnerships, specialized programming, and scalable innovation.*

**BE IT RESOLVED** that the State Council of Higher Education for Virginia approves the following mission statement for the University of Mary Washington, to take effect 30 days following adjournment of the 2014 General Assembly:

*The University of Mary Washington is one of Virginia's outstanding public liberal arts universities, providing a superior education that inspires and enables our students to make positive changes in the world.*

*The University is a place where faculty, students, and staff share in the creation and exploration of knowledge through freedom of inquiry, personal responsibility, and service. UMW regards the provision of high-quality instruction as its most important function. The University offers a wide range of undergraduate and graduate programs focusing on both disciplinary and interdisciplinary studies. These academic programs afford students opportunities to integrate and apply their knowledge within broad educational experiences, to develop their professional interests, and to practice the habits of mind necessary for life-long learning. Through a professionally engaged faculty, the University supports ongoing research appropriate to the development of student abilities and faculty interests. It especially encourages the participation of undergraduates in research.*

*UMW's size, dedicated faculty, and historical commitment to fine teaching create an institutional culture where both undergraduate and graduate students benefit from strong connections with their faculty and multiple opportunities for active learning.*

*Located in Fredericksburg, between our nation's capital and the capital of the Commonwealth of Virginia, the University of Mary Washington is a nexus for engagement among diverse communities and is dedicated to supporting professional advancement and economic development and to improving the regional quality of life.*

*We fulfill our mission by fostering students' intellectual and creative independence, facilitating their immersion in local, regional, national, and international communities, and by inculcating the values of honor and integrity. UMW graduates are models of adaptive learning, personal achievement, responsible leadership, service to others, and engaged citizenship in a global and diverse society.*

**BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following mission statement for the University of Virginia, to take effect 30 days following adjournment of the 2014 General Assembly:**

*The University of Virginia is a public institution of higher learning guided by a founding vision of discovery, innovation, and development of the full potential of talented students from all walks of life. It serves the Commonwealth of Virginia, the nation, and the world by developing responsible citizen leaders and professionals; advancing, preserving, and disseminating knowledge; and providing world-class patient care.*

*We are defined by:*

- our enduring commitment to a vibrant and unique residential learning environment marked by the free and collegial exchange of ideas;*
- our unwavering support of a collaborative, diverse community bound together by distinctive foundational values of honor, integrity, trust, and respect;*
- our universal dedication to excellence and affordable access.*

**State Council of Higher Education for Virginia**  
**Table: Public Institution Mission Statement Changes for Approval—January 2014**

Institution	New mission statement	Previous mission statement
<p>George Mason University</p>	<p>A public, comprehensive, research university established by the Commonwealth of Virginia in the National Capital Region, we are an innovative and inclusive academic community committed to creating a more just, free, and prosperous world.</p> <p>[[Accompanying Vision Statement:</p> <p><b>OUR VALUES</b></p> <p><b>Our students come first</b>  Our top priority is to provide students with a transformational learning experience that helps them grow as individuals, scholars and professionals</p> <p><b>Diversity is our strength</b>  We include and embrace a multitude of people and ideas in everything we do and respect differences</p> <p><b>Innovation is our tradition</b>  We strive to find new and better ways to deliver on our mission while honoring time-tested academic values</p> <p><b>We honor freedom of thought and expression</b>  We protect the freedom of all members of our community to seek truth and express their views</p> <p><b>We are careful stewards</b>  We manage the economic and natural resources entrusted to us responsibly and sustainably</p> <p><b>We act with integrity</b>  We hold ourselves to the highest ethical standards as educators, scholars, students and professionals</p> <p><b>We thrive together</b>  We nurture a positive and collaborative community that contributes to the well-being and success of every member</p>	<p>George Mason University is innovative and entrepreneurial in spirit and utilizes its multi-campus organization and location near our nation's capital to attract outstanding faculty, staff and students. George Mason will:</p> <ul style="list-style-type: none"> <li>• Educate the new generation of leaders for the 21st century—men and women capable of shaping a global community with vision, justice, and clarity.</li> <li>• Encourage freedom of thought, speech, and inquiry in a tolerant, respectful academic setting that values diversity.</li> <li>• Provide innovative and interdisciplinary undergraduate, graduate, and professional courses of study that enable students to exercise analytical and imaginative thinking and make well-founded ethical decisions.</li> <li>• Nurture and support a highly qualified and entrepreneurial faculty that is excellent at teaching, active in pure and applied research, capable of providing a broad range of intellectual and cultural insights, and is responsive to the needs of students and their communities.</li> </ul> <p>Maintain an international reputation for superior education and public service that affirms its role as the intellectual and cultural nexus among Northern Virginia, the nation, and the world.</p>

Institution	New mission statement	Previous mission statement
	<p><b>THE MASON GRADUATE IS...</b></p> <p><b>...an engaged citizen:</b></p> <ul style="list-style-type: none"> <li>• ethically oriented and committed to democratic ideals</li> <li>• respectful of individual differences, rights and liberties</li> <li>• knowledgeable of important issues affecting the world</li> <li>• focused on the well-being of others, today and tomorrow</li> <li>• committed to building a just society</li> </ul> <p><b>...a well-rounded scholar:</b></p> <ul style="list-style-type: none"> <li>• thinks critically and creatively and demonstrates professional competence</li> <li>• possesses an inquisitive nature</li> <li>• appreciates science, humanities and the arts</li> <li>• skilled as a communicator</li> <li>• committed to lifelong learning</li> </ul> <p><b>...prepared to act:</b></p> <ul style="list-style-type: none"> <li>• innovative, resourceful and entrepreneurial; ready to do or create a job</li> <li>• interested and practiced in working with individuals from other cultures, backgrounds and perspectives</li> <li>• equipped to make positive and meaningful changes in society</li> </ul> <p><b>OUR COMMITMENTS</b></p> <p>The areas that will drive our attention, our innovation and our investments over the next decade</p> <p><b>Innovative learning</b></p> <ul style="list-style-type: none"> <li>• We will apply new and emerging learning technologies, environments and methods to improve learning effectiveness and student completion, and to better serve the evolving needs of students, working professionals, and public, private and nonprofit organizations</li> </ul> <p><b>Research of consequence</b></p> <ul style="list-style-type: none"> <li>• We will expand research as a central element of our mission; we will translate our discoveries into interventions and applications with social, cultural and economic impact</li> </ul> <p><b>Economic and cultural engine</b></p> <ul style="list-style-type: none"> <li>• We will act as a catalyst for the economic and cultural vibrancy of our region, as a growing source of talent in</li> </ul>	

Institution	New mission statement	Previous mission statement
	<p>high demand disciplines, as an incubator of business and social enterprises, as a hub of life-long learning, arts and athletics, and as a research and learning partner for public, private and nonprofit organizations</p> <p><b>Engagement with the world</b></p> <ul style="list-style-type: none"> <li>• We will prepare our students to thrive in a global context by infusing global awareness, citizenship values and learning opportunities across all fields; and we will partner with other organizations in solving global problems where our impact will be highest</li> </ul> <p><b>Sound investment</b></p> <ul style="list-style-type: none"> <li>• We will be a valuable investment for our students, taxpayers and donors by focusing on outcomes, operational efficiency and affordability. Specifically, we will: <ul style="list-style-type: none"> <li>◦ Expand the number of graduates, the career prospects for our graduates, the impact of our research, and the value we provide to our community</li> <li>◦ Be sensitive to trends in household income in making decisions about tuition and financial aid</li> </ul> </li> </ul> <p><b>Enriching work environment</b></p> <ul style="list-style-type: none"> <li>• We will invest in recruiting, retaining and developing talented and diverse faculty and academic and professional staff. We will prioritize the well-being of our community and will create a vibrant campus life in which all members can grow and thrive</li> </ul> <p><b>Foundation for the future</b></p> <ul style="list-style-type: none"> <li>• We will aggressively seek additional sources of funding through higher levels of philanthropy; expanded online, certificate and executive programs; research grants; and the commercialization of intellectual property</li> <li>• We will also increase our engagement with our alumni, strengthen the Mason brand nationally and internationally, and effectively communicate Mason's value to stakeholders throughout Virginia and the National Capital Region]]</li> </ul>	

Institution	New mission statement	Previous mission statement
Richard Bland College	<p>To prepare students for university transfer through academically rigorous programs grounded in the liberal arts tradition of William &amp; Mary and to expand access to college credentials through strategic partnerships, specialized programming, and scalable innovation.</p>	<p>Richard Bland College of The College of William and Mary in Virginia was founded in 1960. It is the Junior College of the Commonwealth of Virginia. The College offers a traditional curriculum in the liberal arts and sciences leading to the associate degree and other programs appropriate to a junior college. The curriculum is intended to allow students to acquire junior status after transferring to a four-year college, or to pursue expanded career opportunities. The College also recognizes its responsibility to serve the public by providing educational and cultural opportunities for the community at large.</p>
University of Mary Washington	<p>The University of Mary Washington is one of Virginia's outstanding public liberal arts universities, providing a superior education that inspires and enables our students to make positive changes in the world.</p> <p>The University is a place where faculty, students, and staff share in the creation and exploration of knowledge through freedom of inquiry, personal responsibility, and service. UMW regards the provision of high-quality instruction as its most important function. The University offers a wide range of undergraduate and graduate programs focusing on both disciplinary and interdisciplinary studies. These academic programs afford students opportunities to integrate and apply their knowledge within broad educational experiences, to develop their professional interests, and to practice the habits of mind necessary for life-long learning. Through a professionally engaged faculty, the University supports ongoing research appropriate to the development of student abilities and faculty interests. It especially encourages the participation of undergraduates in</p>	<p>The University of Mary Washington is committed to being a premier public institution of higher education, cultivating an environment of academic excellence, fostering lifelong learning, pursuing knowledge, and providing service to its constituent communities. The University provides the framework within which multiple colleges, schools, and affiliated organizations can accomplish their distinctive purposes. The University will be responsive to the changing needs of the student populations and the communities in which it thrives. All members of the University community—students, faculty, and staff—are expected to participate in service to the institution and encouraged to engage in service to the larger community and to society.</p> <p>The University's undergraduate, residential college of arts and sciences, Mary Washington College on the Fredericksburg campus, emphasizes excellence in liberal learning through freedom of inquiry, personal responsibility, and intellectual integrity. Instructional and experiential programs provide students a strong general</p>

Institution	New mission statement	Previous mission statement
	<p>research.</p> <p>UMW's size, dedicated faculty, and historical commitment to fine teaching create an institutional culture where both undergraduate and graduate students benefit from strong connections with their faculty and multiple opportunities for active learning.</p> <p>Located in Fredericksburg, between our nation's capital and the capital of the Commonwealth of Virginia, the University of Mary Washington is a nexus for engagement among diverse communities and is dedicated to supporting professional advancement and economic development and to improving the regional quality of life.</p> <p>We fulfill our mission by fostering students' intellectual and creative independence, facilitating their immersion in local, regional, national, and international communities, and by inculcating the values of honor and integrity. UMW graduates are models of adaptive learning, personal achievement, responsible leadership, service to others, and engaged citizenship in a global and diverse society.</p>	<p>education, an understanding of their responsibilities as citizens in the broader, diverse community, and the skills necessary for creative and productive lives. To achieve these goals the College requires its undergraduates to pursue broad studies in the arts, the humanities, and the sciences as a necessary supplement to a concentration in a particular field. The College regards the provision of high-quality instruction as its most important function. Through an active and professionally engaged faculty, the college supports ongoing research appropriate to the development of student abilities and faculty interests. It especially encourages the participation of undergraduates in research.</p> <p>The University's College of Graduate and Professional Studies on the Stafford campus supports lifelong learning, professional advancement, and regional economic development by providing accessible, quality education tailored to the needs of adult learners, professionals, and members of the business community. The College values integrity, open-mindedness, and fairness and has excellence in teaching as its highest priority. The faculty actively participate in the applied, intellectual, and scholarly developments of their academic disciplines and emphasize the integration of theory and practice in the classroom.</p>
University of Virginia	<p>The University of Virginia is a public institution of higher learning guided by a founding vision of discovery, innovation, and development of the full potential of talented students from all walks of life. It serves the Commonwealth of Virginia, the nation, and the world by developing responsible citizen leaders and professionals; advancing, preserving, and</p>	<p><u>Purpose</u> The central purpose of the University of Virginia is to enrich the mind by stimulating and sustaining a spirit of free inquiry directed to understanding the nature of the universe and the role of mankind in it. Activities designed to quicken, discipline, and enlarge the intellectual and creative capacities, as well as the aesthetic and ethical</p>

Institution	New mission statement	Previous mission statement
	<p>disseminating knowledge; and providing world-class patient care.</p> <p>We are defined by:</p> <ul style="list-style-type: none"> <li>• our enduring commitment to a vibrant and unique residential learning environment marked by the free and collegial exchange of ideas;</li> <li>• our unwavering support of a collaborative, diverse community bound together by distinctive foundational values of honor, integrity, trust, and respect;</li> <li>• our universal dedication to excellence and affordable access.</li> </ul>	<p>awareness, of the members of the University and to record, preserve, and disseminate the results of intellectual discovery and creative endeavor serve this purpose. In fulfilling it, the University places the highest priority on achieving eminence as a center of higher learning.</p> <p><u>Goals</u> The University of Virginia seeks to achieve its central purpose through the pursuit of the following specific goals:</p> <ol style="list-style-type: none"> <li>1. To offer instruction of the highest quality to undergraduates from all walks of life, not only by transmitting established knowledge and skills, but by fostering in students the habits of mind and character required to develop a generous receptivity to new ideas, from whatever source; a disposition for applying the most rigorous criticism to all ideas and institutions, whether old or new; an ability to test hypotheses and re-interpret human experience; and a desire to engage in a lifetime of learning.</li> <li>2. To sustain liberal education as the central intellectual concern of the University, not only in the curricula of the College of Arts and Sciences, but also as a foundation for the professional undergraduate programs.</li> <li>3. To educate men and women for the professions in certain undergraduate and in graduate programs leading to degrees in the School of Architecture, Business Administration, Commerce, Education, Engineering and Applied Science, Law, Medicine, and Nursing.</li> <li>4. To lead in the advancement and application of knowledge through graduate study and research</li> </ol>

Institution	New mission statement	Previous mission statement
		<p>and to disseminate the results among scholars and the general public.</p> <ol style="list-style-type: none"> <li>5. To attract and retain eminent faculty in order to provide the highest quality of instruction and leadership in research.</li> <li>6. To seek the ablest and most promising students, within the Commonwealth and without; and, in keeping with the intentions of Thomas Jefferson, to attend to their total development and well-being; and to provide appropriate intellectual, athletic, and social programs.</li> <li>7. To strive for diversity in the student body and in the faculty and to promote international exchange of scholars and students.</li> <li>8. To provide for students and faculty an atmosphere conducive to fellowship and understanding and to their constructive participation in the affairs of the University and the community at large.</li> <li>9. To expand educational opportunities for persons with special challenges such as minority status, physical disability, ethnic heritage, or insufficient financial resources.</li> <li>10. To engage in research in the medical sciences and to provide innovative leadership in health care and medical services in the local community, the Commonwealth, and the nation.</li> <li>11. To offer to the local community, the Commonwealth of Virginia, and the nation the various kinds of public service and intellectual and cultural activities which are consonant with the purposes of the University.</li> <li>12. To provide continuing education programs of the highest quality to the Commonwealth and the nation.</li> <li>13. To cooperate with and assist other colleges, educational institutions, and agencies, especially in</li> </ol>

Institution	New mission statement	Previous mission statement
		<p>the Commonwealth of Virginia, by making available to them the facilities of the University and the experience and counsel of its members so as to contribute to education in the Commonwealth and beyond.</p> <p>14. To establish new programs, schools, and degrees, and to undertake such research as the needs of the Commonwealth of Virginia and the nation may require.</p>

# State Council of Higher Education for Virginia Agenda Item

**Item:** Academic Affairs Committee Item #6 – Action on Programs at Public Institutions

**Date of Meeting:** January 13, 2014

**Presenter:** Dr. Joseph G. DeFilippo  
Director of Academic Affairs & Planning  
[JoeDeFilippo@schev.edu](mailto:JoeDeFilippo@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:** .

**Background Information/Summary of Major Elements:**

Program summaries for eight new degree programs at public institutions:

George Mason University

- Master of Science (M.S.) degree program in Management (CIP: 52.0101)

University of Virginia

- Bachelor of Professional Studies (B.P.S.) degree program in Health Sciences Management (CIP: 51.0701)
- Bachelor of Science in Education (B.S.Ed.) degree program in Youth and Social Innovation (CIP: 19.0706)

Virginia Polytechnic & State University

- Bachelor of Science (B.S.) degree program in Fish and Wildlife Conservation (CIP: 03.0601)
- Master of Arts in Education (M.A.Ed.) in Higher Education and Student Affairs (CIP: 13.0406)
- Bachelor of Science (B.S.) degree program in Packaging Systems and Design (CIP: 15.1503)

- Bachelor of Science (B.S.) degree program in Sustainable Biomaterials (CIP: 03.0509)
- Doctor of Philosophy (Ph.D.) degree program in Translational Biology, Medicine, and Health (CIP: 26.0102)

**Financial Impact:** Each of the proposed programs relies on some combination of internal reallocation, dedicated startup funds, and/or enrollment driven revenue streams. Each institution has certified that it will not seek funding from the General Assembly to initiate or sustain its proposed program.

**Timetable for Further Review/Action:** N/A

**Resolutions:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science (M.S.) degree program in Management (CIP: 52.0101), effective fall 2014.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Bachelor of Professional Studies (B.P.S.) degree program in Health Sciences Management (CIP: 51.0701), effective fall 2014.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Bachelor of Science in Education (B.S.Ed.) degree program in Youth and Social Innovation (CIP: 19.0706), effective fall 2014.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Fish and Wildlife Conservation (CIP: 03.0601), effective fall 2014.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Master of Arts in Education (M.A.Ed.) degree program in Higher Education and Student Affairs (CIP: 13.0406), effective fall 2014.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Packaging Systems and Design (CIP: 15.1503), effective fall 2014.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate

**a Bachelor of Science (B.S.) degree program in Sustainable Biomaterials (CIP: 03.0509), effective fall 2014.**

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Doctor of Philosophy (Ph.D.) degree program in Translational Biology, Medicine, and Health (CIP: 26.0102), effective fall 2014.**

**George Mason University**  
**Master of Science (M.S.) in Management**  
**(CIP: 52.0101)**

**Program Description**

George Mason University (GMU) is proposing the creation of a Master of Science (M.S.) degree program in Management to be initiated fall 2014. The program would be located in the School of Management. The program is designed as a full-time cohort model and seeks to achieve two primary goals: 1) to enhance students' knowledge of business disciplines, and 2) to build the capacity to influence others through application of business knowledge. The program would prepare graduates of non-business undergraduate degree programs for junior professional or supervisory roles. GMU states that the program would expose students to a range of business disciplines (e.g., accounting, economics, finance, management, and marketing) and educate them in the role of management in a global economy. Students would be required to complete a global residency course to experience a foreign culture first-hand and learn to function effectively in an international environment. GMU developed 12 new courses for the program. The proposed program would require 36 credit hours of graduate coursework, including a three-credit global residency requirement.

**Justification for the Proposed Program**

GMU asserts that as companies expand in the Commonwealth as well as nationally and globally, innovation of new systems and products requires an established source of well-trained, business educated employees. GMU noted that a report by Georgetown University's Center on Education and the Workforce reports that unemployment rates for non-business-related majors are relatively high, particularly in the Arts (11.1%), Humanities and Liberal Arts (9.4%), and Social Science (8.9%). The unemployment rate for graduate business degree holders is 4.2% (<http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/unemployment.final.update1.pdf>). In 2010, in a report produced by GMU's Center for Regional Analysis, it was projected that 49% of the 303,100 net new jobs in northern Virginia will require a bachelor's degree or higher level of education (Fuller, S. S., "Workforce Trends in an Occupational Forecast for Northern Virginia, 2010-2020," GMU Center for Regional Analysis). With regard to business-related occupations in the Northern VA area, data in the report indicate 42,000 (14%) of the net new jobs will be in business and financial operations occupations and 25,000 (8%) in management occupations. SCHEV data bear out that liberal arts graduates seeking basic business competencies, such as those imparted by the proposed program, are likely to realize significant long term gains in earning power.

**Student Demand**

In December 2011, GMU surveyed students enrolled in business courses offered in the undergraduate minor program in Business. When asked if the program was attractive, of the 28 respondents, six (approximately 21%) indicated "strongly agree" and 15 (approximately 54%) indicated "agree." When asked would they be willing to

start immediately, of the 28 respondents, five (approximately 18%) indicated “strongly agree” and five (approximately 18%) indicated “agree.”

In September 2012, GMU surveyed undergraduate students with a declared minor in Business. Of the 90 respondents, 25 (approximately 28%) indicated they were “very interested” in enrolling in the proposed program and 42 (approximately 47%) indicated they were “somewhat interested” in the proposed program. A final survey conducted in October 2013 indicated, among other things, that 77% of respondents (27) would be interested in enrolling in the program in its final form.

Enrollment projections show a full-time equated student enrollment (FTES) of 38.0 in the program’s first year (2014-15). The projections continue as follows: FTES 2015-16, 39.0; 2016-17, 40.0; and 2017-18, 41.0. GMU anticipates 31 graduates per year when the program meets maturity. If these enrollment and graduation projections are met, then this program will meet Council’s productivity/viability standards within five years, as required.

**Market/Employer Demand**

GMU contends that given its location, graduates of the proposed program would have access to employers such as federal policymakers, government officials, and business leaders in a variety of management fields including accounting, finance, telecommunications, information systems, national defense and security and aerospace. GMU noted that the proposed degree is not an option for employers to select when posting their positions. Thus for employment advertisements, the institution looked at employers who had the potential to hire their students based on job function and preferred degree-level. Relevant job categories included human resources, operations, management analysts, financial analysts, business developer, business analyst, and management consultant. Letters of support were submitted from businesses with a presence in northern Virginia.

GMU provided the following information from Bureau of Labor Statistics projections. Of the five occupation categories, four are projected to have substantially greater than average growth through 2020:

Relevant Job Titles	2010 Estimated	2020 Projected	2010-20 Change	2010-20 % change*
Financial Analyst	236,000	290,280	54,200	23%
Market Research Analyst	282,700	398,607	115,907	41%
Budget Analyst	62,100	68,310	6,210	10%
Management Analyst	718,800	876,936	158,136	22%
Financial Advisor	206,800	272,976	66,176	32%

\*avg for all occupations is about 11%

GMU provided job advertisements from employers who have recently hired graduates of similar programs—i.e., masters programs designed for recent graduates of non-business bachelor’s programs—at Wake Forest and UVA. These ads indicate that graduates would, in many cases, be competing against undergraduate business majors on the job market.

### **Issues of Duplication**

One public institution (UVA) offers a similar program, the MS in Commerce. GMU contends that its proposed program is similar in content and purpose to UVA's program, which requires 40 credit hours, offers two tracks (Financial Services and Marketing and Management), and includes a month-long global immersion course. GMU's program requires 36 credit hours and a three-credit global experience. The UVA program is not a perfect analogue, insofar as the proposed GMU program does not have specialization tracks, which SCHEV staff believes is a potential disadvantage to students. GMU has indicated that will consider developing tracks in the program once it has reached maturity and potential curricular revisions can be properly assessed.

### **Resource Needs**

The proposed program will be funded through reallocations within the School of Management and the institution, and normal enrollment driven revenue streams. GMU will charge the same premium tuition rate that applies to its MBA and MS in Accounting programs (\$836.50 per credit for in-state students, or approximately \$31,000 for the program). GMU affirms it will not seek additional state resources to initiate and sustain the program.

### **Board Approval**

The GMU Board of Visitors approved the proposed program on March 21, 2012.

### **Staff Comments and Recommendation**

In December 2012 and January 2013, SCHEV staff provided institutional representatives with feedback on the original program proposal, which was submitted on November 15, 2012. A revised proposal was submitted on March 4, 2013. After a second review, staff determined that the institution had not sufficiently demonstrated need for the proposed program. Following consultation with SCHEV staff, GMU engaged in a final revision effort in fall 2013. Elements of this revision included a title change, curriculum changes, and submission of more accurate evidence for employment opportunity. GMU also attests that approval has been secured on campus to allow up to 21 credits from the proposed program to be applied toward GMU's MBA program, so as to facilitate the ability of program graduates to pursue the more marketable MBA degree after gaining appropriate experience.

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science (M.S.) degree program in Management (CIP: 52.0101), effective fall 2014.**

**University of Virginia**  
**Bachelor of Professional Studies (B.P. S.) in Health Sciences Management**  
**(CIP: 51.0701)**

**Program Description**

The University of Virginia (UVA) is proposing the creation of a Bachelor of Professional Studies (BPS) degree program in Health Sciences Management to be initiated fall 2014. The proposed BPS is a part-time online degree-completion program for health professionals who have completed an applied associate degree in specified allied health science disciplines and have 60 transferrable credits. The program would be offered through the School of Continuing and Professional Studies. The purpose of the program is to prepare graduates for roles that require bachelor's level education in health care management and administration. The program curriculum is designed to develop competencies in communication, relationship management, health care knowledge, and business principles relevant to the health care industry.

The BPS in Health Sciences Management would require 120 credits, 60 at the associate level (before transfer to UVA) and 60 at UVA. In practical terms, most if not all graduates of the program will accumulate substantially more than 120 total credits, as the targeted applied associate degree programs typically require 65-70 credits, of which 60 at most will transfer in to UVA. The proposed upper division BPS curriculum will consist of 15 credits of general education, 30 credits of major core courses, and 15 credits of restricted electives. The program is designed so that students can complete the degree in a minimum of ten semesters (3.3 years) and a maximum of 21 semesters (7 years) following initial matriculation at UVA.

**Justification for the Proposed Program**

A 2008 report of the Institute of Medicine observes that, "as the population of seniors grows to comprise approximately twenty percent (20%) of the U.S. population, they will face a health care workforce that is too small and critically unprepared to meet their health needs. ... If our aging family members and friends are to continue to live robustly and in the best possible health, we need bold initiatives designed to explore ways to broaden the duties and responsibilities of workers at various levels of training" (<http://www.iom.edu/Reports/2008/Retooling-for-an-Aging-America-Building-the-Health-Care-Workforce.aspx>).

The proposed BPS provides a pathway for certified practitioners to gain bachelor's-level competencies required for managerial roles in the healthcare industry, and thus will facilitate meeting the growing need for health care leaders: "The demand for people to manage health care outstrips clinical needs.... Insurance companies and other health care organizations that hire...will also need managers of coders. HMOs, clinics and hospitals will also need multidisciplinary managers to help run their imaging centers, clinical labs and respiratory care centers" [http://www.washingtonpost.com/wpadv/specialsales/exec\\_education/where\\_jobs\\_are.html](http://www.washingtonpost.com/wpadv/specialsales/exec_education/where_jobs_are.html).

### **Student Demand**

In July and August 2012 the School of Continuing and Professional Studies surveyed 656 employees of the UVA Health System (104 responses) and 3618 students enrolled in VCCS allied health programs (160 responses). Of the UVA Health System employees, 40.4% indicated they would be “very likely,” and 32.7% “likely” to “apply/enroll in the [BPS] degree.” Of the VCCS student respondents, 43.8% indicated they would be “very likely,” and 33.1% “likely” to “apply/enroll in the [BPS] degree.”

Enrollment projections show a full-time equated student enrollment (FTES) of 15.0 in the program’s first year (2014-15). The projections continue as follows: FTES 2015-16, 28.0; 2016-17, 39.0; and 2017-18, 50.0. UVA anticipates 18 graduates per year beginning in 2018-19. If these enrollment and graduation projections are met, then this program will meet Council’s productivity/viability standards within five years, as required.

### **Market/Employer Demand**

Graduates of the proposed program will possess the skills and knowledge needed to fill management/administrative positions in health care and insurance organizations, the UVA Health System notably among them. The Bureau of Labor Statistics (BLS) projects that between 2010 and 2020 employment of medical and health services managers is expected to grow by 22% (<http://www.bls.gov/ooh/management/social-and-community-service-managers.htm>). The BLS notes that, “as the large baby-boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in the demand for medical services. This increase will in turn result in an increase in the number of physicians, patients, and procedures, as well as in the number of facilities. Managers will be needed to organize and manage medical information and staffs in the healthcare industry” (<http://www.bls.gov/ooh/Management/Medical-and-health-services-managers.htm>). The Virginia Employment Commission projects similar 2010-20 growth of 21.6%.

Among testimonials provided by potential employers of graduates, the UVA Health System has noted that “the demand for bachelor level allied health care professionals is critical to our growth. To advance allied health care professionals are required to have a bachelor’s degree. Even if an employee does not advance in management, the current health care environment requires employees to gain and keep ever advancing skills in health care, technology, and human relations.”

### **Issues of Duplication**

Bachelor’s programs in health administration/management are offered by four other institutions: GMU, JMU, NSU, and ODU. Of the four existent programs, only the ODU program is similar in its intended student audience and delivery methods. The proposed UVA BPS is more narrowly focused than any existing program, insofar as it is aimed only at students with a relevant applied associate degree and national certification as a health care technician, and is offered entirely online.

### **Resource Needs**

The proposed program will be funded through reallocations within the School of Continuing and Professional Studies and enrollment related revenue streams. Program initiation has been supported by the University Medical Center, Office of the Provost, and a grant from the American Council on Education. The School will use existing discretionary funds to support new expenses in the initiation year. Tuition revenue will also be used to support the program. The institution will not seek additional state resources to initiate and sustain the program.

### **Board Approval**

The UVA Board of Visitors approved the proposed program on September 20, 2013.

### **Staff Comments**

1. The program was originally proposed by UVA with the title "Health Sciences." Staff is recommending Council approval with the title "Health Sciences Management," as this represents the curriculum and CIP code more accurately.
2. The program is an important development for UVA, which is to be applauded for its commitment to health care workforce needs of the Commonwealth. Staff notes that the 60 credit requirement for coursework completed directly through UVA is likely to lessen the impact of the program and prolong time to completion for students, all of whom are coming from associate degrees that require well more than 60 credits. In keeping with the needs of adult degree completion students, UVA may wish to consider moderating the 60 credit requirement.

### **Staff Recommendation**

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Bachelor of Professional Studies (B.P.S.) degree program in Health Sciences Management (CIP: 51.0701), effective fall 2014.**

**University of Virginia**  
**Bachelor of Science in Education (B.S.Ed.) in Youth and Social Innovation**  
**(CIP: 19.0706)**

**Program Description**

The University of Virginia (UVA) is proposing the creation of a Bachelor of Science in Education (BSED) degree program in Youth and Social Innovation to be initiated fall 2014. Designed to produce graduates who can design, implement, and manage innovative and effective services for youth, the proposed program focuses on the development of youth, youth programming and services, and issues of innovation in child development, social justice, youth violence, and education policy. Coursework in social change research methods, designing innovations for social change, learning and cognition, child growth and development, and social change policy will be required. The curriculum would prepare students to effectively engage youth in service settings (school, after-school programs, and community-based services and programs), critically analyze youth issues, and address social factors contributing to the development of issues affecting youth (e.g., youth violence). Students will have an opportunity to participate in an internship and integrate research training with service fieldwork. Graduates would possess the knowledge and skills to: 1) work with youth from varied backgrounds; 2) communicate effectively with staff, youth, and parents; 3) build, lead, and empower program volunteers; 4) manage and organize data; 5) design and implement evaluations; and 6) develop, implement, and evaluate social change applications for youth. To meet the curriculum requirements, UVA developed 12 new courses, of which 10 are major courses and two are restricted electives.

The BSED in Youth and Social Innovation will require 120 credit hours for graduation: 35 credit hours of major core coursework; nine credit hours of major elective coursework; 36 credit hours of area requirements in the Curry School of Education; six credit hours of competency coursework in writing; and 34 credit hours of elective coursework.

**Justification for the Proposed Program**

In 2008, it was reported that six major universities offered one or more levels of youth worker training and access [to higher education was] poor for many youth workers across the country. (<http://www.nextgencoalition.org/docs/youth-work-organizing-pathways.pdf>). In 2010, in an article published by the "Forum for Youth Investment," the authors noted youth services [is] a dangerously under "increasingly, the non group of well Moreover, "current estimates suggest that nearly 10 million children and youth participate in after million just in 4 "The authors stressed that "strong staff are the key to high quality youth programs, and that for programs to make a difference in kids' lives, they must be high quality" ([http://forumfyi.org/files/Strengthening\\_the\\_YD-AS\\_Workforce.pdf](http://forumfyi.org/files/Strengthening_the_YD-AS_Workforce.pdf)). In 2012, Dr. Fusco wrote that upon hire, the practitioner working with youth must understand young people, how to connect with them, how to promote

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their development, and how to engage them in positive ways. Further, “institutions of higher education are in a strong position to support the leadership of youth workers” (Fusco, D., Working in youth service organizations: The sphere of professional education. Howland symposium, May 3, 2012. Minneapolis, MN: University of Minnesota Extension). UVA declares that the proposed degree program would address the need for educated professionals who are prepared to be social innovators, to develop, lead, and research innovative initiatives targeting positive youth development, to lead and manage youth programs and services and to serve in various roles in recreational and social programs for youth.

UVA affirms that the institution is well-positioned to offer the BSED in Youth and Social Innovation. Faculty members integral to the proposed program have between six and thirty years of experience in research, service, and teaching innovations in youth programming, policy, and evaluation. Moreover, faculty has established relationships with local, national, and international service learning programs that focus on positive youth development. The programs will provide youth service filled placements or internships for students in the program. The Curry School of Education has research centers that focus on innovations in youth programming and education. The four centers – Youth-Nex: The UVA Center to Promote Effective Youth Development, the Center for the Advanced Study of Teaching and Learning (CASTL), the Center for Education Policy and Workforce Competitiveness, and the Center for Advanced Study of Teaching and Learning in Higher Education (CASTL-Higher Education) will provide “critical applied research fieldwork and internship opportunities for students.”

### **Student Demand**

Data for student enrollment in courses that will be available in the major’s restricted elective courses indicate student interest. In fall 2010, 61 students enrolled in Issues Facing Adolescent Girls; in fall 2011, 63 students enrolled in the course; and in fall 2012, 76 students enrolled in the course. In spring 2012, 21 students enrolled in Development and Prevention of Youth Violence and in spring 2013, 23 students enrolled in the course.

In the fall 2013, UVA surveyed undergraduate students who had not declared a major, a high school senior, and a community college student. Of the 116 respondents, 33 (approximately 28%) indicated that it was “highly likely” that they would consider majoring in the proposed program.

Six emails from potential students indicate student interest in the proposed program. One student wrote, “I believe that the [proposed program] is something that I would like to be a part of if given the opportunity. It has always been a passion of mine to work with youth...” Another student wrote, “The proposed [program] seems like a natural fit for me, and it is something I’m very passionate and excited about.” One student indicated that now that he/she has become “acquainted with the potential major, I cannot entertain the idea of declaring [a major] in anything else.”

Enrollment projections show a full-time equated student enrollment (FTES) of 15.0 in the program's first year (2014-15). The projections continue as follows: FTES 2015-16, 40.0; 2016-17, 55.0; and 2017-18, 65.0. UVA anticipates 15 graduates each year beginning in 2018-19. If these enrollment and graduation projections are met, then this program will meet Council's productivity/viability standards within five years, as required.

### **Market/Employer Demand**

Graduates of the proposed program will possess the skills and knowledge needed to fill positions in organizations and agencies (private and public) providing services and programs for children and youth. UVA noted that graduates of the proposed program "will be prepared to provide leadership, management, and research and evaluation services to organizations" such as Big Brothers/Big Sisters, the Boys and Girls Club, and after school programs. In Virginia and nationally, employment announcements indicate demand for bachelor-level personnel for positions as college and career coach, community development manager, job development specialist, program instructor, student advisor, and youth programs associate. Data specific to future employment demand was not available as the Bureau of Labor Statistics (BLS) and the Virginia Employment Commission, Virginia Workforce Connection (VAWC) do not have a job category for youth and social innovation. However, the Bureau of Labor Statistics (BLS) projects that between 2010 and 2020 employment of social and community services managers is expected to grow 26.7% (<http://www.bls.gov/ooh/management/social-and-community-service-managers.htm>). The BLS notes that a bachelor's degree in social work, urban studies, public administration, or a related field is the minimum requirement... Work experience is often needed to become a social and community service manager and is essential for those wishing to enter the occupation with a bachelor's degree. Lower-level management positions may require only a few years of experience." The Virginia Workforce Connection (VAWC) projects that between 2010 and 2020 employment of social and community services managers is expected to increase 20.9% or 1.9% annually (available at <http://www.vawc.virginia.gov/analyzer/default.asp>).

### **Issues of Duplication**

UVA would be the first institution in the Commonwealth to offer a BSED degree program in Youth and Social Innovation. No other institution offers a similar or related degree program.

### **Resource Needs**

The proposed program will be funded through reallocations within the Department of Human Services and the Curry School of Education. The School will use existing discretionary funds to support new expenses in the initiation year. Tuition revenue will also be used to support the program. Financial support for the program will not negatively affect existing programs in the Department or the School. The institution will not seek additional state resources to initiate and sustain the program.

**Board Approval**

The UVA Board of Visitors approved the proposed program on September 20, 2013.

**Staff Recommendation**

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Bachelor of Science in Education (B.S.Ed.) degree program in Youth and Social Innovation (CIP: 19.0706), effective fall 2014.**

**Virginia Polytechnic Institute and State University**  
**Bachelor of Science (B.S.) in Fish and Wildlife Conservation**  
**(CIP: 03.0601)**

**Program Description**

Virginia Polytechnic Institute and State University (VA Tech) is proposing the creation of a Bachelor of Science (BS) in Fish and Wildlife Conservation to be initiated fall 2014. The program would be located in the College of Natural Resources and Environment, Department of Fish and Wildlife Conservation. The purpose of the proposed program is to produce graduates with the requisite training to handle the full range of applied issues posed by exploitation of fishes and hunted species, protection of imperiled species, and management of nuisance or invasive species. The program would provide students with knowledge of theory and management practices that contribute to adaptive and effective fish and wildlife conservation. The curriculum will provide students with coursework in statistics, renewable natural resources management, population dynamics and estimation, human dimensions of fisheries and wildlife, and evolutionary biology. Students would have the opportunity to major in Fish Conservation or Wildlife Conservation. Students enrolled in the Fish Conservation major will be prepared for research and management of aquatic animals and ecosystems, including shellfish, endangered species, sport fish, and aquaculture fish. Coursework in ichthyology, fish ecology, fisheries management, ecology, and biological statistics would be required. Students enrolled in the Wildlife Conservation major will be prepared for research and management of terrestrial species; game birds and mammals; and other nongame birds, mammals, reptiles, and amphibians. Coursework in wildlife biology, wildlife field biology, wildlife field techniques, ornithology, plant taxonomy, and mammalogy would be required.

VA Tech noted that official accreditation is not required for the proposed program. However, the curriculum was developed from the guidelines for undergraduate degree programs by two professional societies, the American Fisheries Society and the Wildlife Society and “against the background of the respective societies’ certification requirements.”

The BS in Fish and Wildlife Conservation would require 120 credit hours for graduation and all students would complete: 17-18 credit hours of core coursework; 36 credit hours of general education coursework; 18 credits of restricted elective coursework; 6 credit hours for a communication requirement; and 15-20 credit hours of elective coursework. Students selecting a major in Fish Conservation would complete 20 credit hours of major coursework. Students selecting a major in Wildlife Conservation would complete 24 credit hours of major coursework.

**Justification for the Proposed Program**

VA Tech has offered the BS in Forestry and Wildlife with a major in Fisheries and Wildlife since 1976. In 1999, “the major branched into Fisheries Science and Wildlife Science.” Although students enrolled in the degree program complete the fish conservation curriculum or the wildlife conservation major, graduates receive a BS in Forestry and Wildlife. VA Tech declares that the expansion of the majors to the

proposed stand-alone degree program is needed “to produce graduates with the requisite training to handle the full range of applied issues posed by exploitation of fishes and hunted species, protection of imperiled species, and management of nuisance or invasive species.” Moreover, “advances in the science and practice of conservation and management are important for maintaining viable populations of all native wildlife species.” In June 2007, an article published by Royal Swedish Academy of Sciences stated that “it is almost universally recognized that the future of sustainable fisheries lies with much less fishing effort, lower exploitation rates, larger fish stocks, dramatic reduction in by-catch, increased concern about ecosystem impacts of exploitation, elimination of destructive fishing practices, and much more spatial management of fisheries” (Hilborn, R. “Moving to Sustainability by Learning from Successful Fisheries.” v35, (4).). A 2010 study noted “the future of the wildlife profession depends on its ability to respond to and circumvent growing disparities among citizens as the best-practices for wildlife management” (<http://onlinelibrary.wiley.com/doi/10.1111/j.1523-1739.2009.01374.x/full>). In 2013, concerning careers in wildlife conservation the Wildlife Society wrote, “a career in the wildlife field requires serious preparation and long hours of hard work to acquire knowledge and skills; there is strong competition for positions... Many of these careers have higher education requirements, so early preparation is important” ([www.wildlife.org/professional-development/careers](http://www.wildlife.org/professional-development/careers)).

### **Student Demand**

Student enrollment in the BS degree program in Forestry and Wildlife, Fish Conservation major demonstrates student demand. In fall 2009, 51 students were enrolled in the major; in fall 2010, 65 students were enrolled in the major; in fall 2011, 65 students were enrolled in the major; and in fall 2012, 53 students were enrolled in the major.

Student enrollment in the BS degree program in Forestry and Wildlife, Wildlife Conservation major demonstrates student demand. In fall 2009, 148 students were enrolled in the major; in fall 2010, 153 students were enrolled in the major; in fall 2011, 148 students were enrolled in the major; and in fall 2012, 160 students were enrolled in the major.

In spring 2013, VA Tech surveyed undergraduate students who had not declared a major. Of the 98 respondents, seven (approximately 7%) indicated that they were “very interested” in the proposed program; 27 (approximately 28%) indicated that they were “somewhat interested” in the proposed program.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 50.0 in the program’s first year (2014-15). The projections continue as follows: FTES 2015-16, 100.0; 2016-17, 150.0; and 2017-18, 200.0. VA Tech anticipates producing 45 graduates each year beginning in 2015-16. If these projections are met, this program will meet Council’s productivity/viability standards within five years, as required.

### **Market/Employer Demand**

VA Tech anticipates that the majority of graduates of the proposed degree program would go on to paid internships or entry-level permanent positions with state or federal government agencies, consulting firms, and nongovernmental organizations. Graduates will be qualified for various science- and management-related environmental fields and will fill positions such as fisheries and wildlife managers, fisheries and wildlife scientists, imperiled species recovery specialists, wildlife rehabilitation specialists, aquaculturists, and wildlife control specialists. Two letters of support were provided. In a letter from Virginia's Department of Game and Inland Fisheries, it was noted that "entry-level employment in fishery and wildlife management, such as those jobs filled within a state wildlife agency such as [DGIF] requires a bachelor's degree in fish and wildlife conservation, conservation biology, or a closely related field." Employment announcements indicate employment demand in Virginia, nationally for education coordinators, wildlife biologists, fisheries research assistants, and fish biologists. Data specific to future employment demand was not available as the Bureau of Labor Statistics (BLS) and the Virginia Employment Commission, Virginia Workforce Connection (VAWC) do not have a job category for fish and wildlife conservation. However, the BLS projects that between 2010 and 2020 employment of zoologists and wildlife biologists is expected to grow 7%. The BLS noted that zoologists and wildlife biologists need a bachelor's degree for entry-level jobs (<http://www.bls.gov/ooh/life-physical-and-social-science/zoologists-and-wildlife-biologists.htm>). The VAWC projects that between 2010 and 2020 employment of zoologists and wildlife biologists will increase 5.3% or 0.5% annually (available at: [www.vawc.virginia.gov/analyzer](http://www.vawc.virginia.gov/analyzer)). VA Tech believes that "job titles for positions [graduates would seek] are either missing or subsumed under more general categories such as 'Environmental scientist and specialists'." The BLS projects that between 2010 and 2020 employment of environmental scientists and specialists is expected to grow 19% (<http://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm>). The VAWC projects that between 2010 and 2020 employment of environmental scientists and specialists is expected to increase 21.8% or 2.0% annually (available at: [www.vawc.virginia.gov/analyzer](http://www.vawc.virginia.gov/analyzer)).

### **Issues of Duplication**

VA Tech would be the first public institution in Virginia to offer a BS degree program in Fish and Wildlife Conservation. One institution (ODU) offers a related degree program. ODU's program in ocean and earth sciences focuses on global systems that control environmental conditions. The proposed degree program differs in that it focuses on fisheries resources and conservation. No degree program in Virginia offers a focus on wildlife conservation.

### **Resource Needs**

The proposed program will be funded through reallocations within the Department of Fish and Wildlife Conservation. The institution does not anticipate adverse impacts on the Department. VA Tech affirms that it will not seek additional state resources to initiate and sustain the program.

### **Board Approval**

The VA Tech Board of Visitors approved the proposed program on June 3, 2013. VA Tech submitted the proposal to SCHEV on July 3, 2013.

### **Staff Recommendation**

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Fish and Wildlife Conservation (CIP: 03.0601), effective fall 2014.**

**Virginia Polytechnic Institute and State University**  
**Master of Arts in Education (M.A.Ed.) in Higher Education and Student Affairs**  
**(CIP: 13.0406)**

**Program Description**

Virginia Polytechnic Institute and State University (VA Tech) is requesting approval to establish a new Master of Arts in Education (MAEd) degree program in Higher Education and Student Affairs. The proposed program would be offered through the Department of Educational Leadership and Policy Studies within the School of Education. The proposed MAEd provides entry-level professionals with the knowledge, skills, values, and attitudes for a variety of student affairs positions in higher education. The program is an offshoot of a track that has been offered for years under VA Tech's master's in Educational Leadership & Policy Studies. Graduates from that track have been employed in positions at colleges and universities in residence life, student activities, student success, academic advising, new student orientation, leadership development, multicultural affairs, and career services, among others.

The MAEd curriculum would require a total of 48 credits, consisting of 21 credits in educational and professional foundations, six credits of research, 15 credits in a concentration, and a six credit cognate. There are no new courses included in the curriculum; all courses are currently being taught. Two required courses are offered on-line during the summer term between year 1 and year 2. On-line enrollment during the summer allows students to pursue student affairs internships at other colleges.

**Justification for the Proposed Program**

There is a body of evidence that the work of student affairs professionals directly contributes to student retention, particularly in residential college settings. In summarizing a body of research on student retention, one scholar (Tinto, V. *Completing college: Rethinking institutional action*. Chicago: The University of Chicago Press. 2012) highlights the critical role of engagement:

The fourth condition for student retention, perhaps the most important, is involvement, or what is now commonly referred as engagement.... The more students are academically and socially engaged with other people on campus, especially with faculty and student peers, the more likely (other things being equal) they will stay and graduate from college. During the critical first year, involvement serves as a foundation upon which subsequent student and faculty affiliations are built and academic and social memberships established. This appears to be true for all students, majority and minority alike, and applies even after controlling for background attributes (p. 64).

Effective student affairs professionals are therefore crucial for the achievement of the degree completion priorities of state and national policies, including, but not limited to TJ21 and President Obama's 2020 college completion goal.

### **Student Demand**

To demonstrate student demand for the proposed program, VA Tech presented: (i) data on student applications to the existing track under the master's in Educational Leadership & Policy Studies; and (ii) email inquiries from students interested in the proposed program. Since 2008, applications to the existing track have consistently approximated 50 per year; seven email inquiries from interested students were provided.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 11.0 in the program's first year (2014-15). The projections continue as follows: FTES 2015-16, 22.0; 2016-17, 21.0; and 2017-18, 22.0. VA Tech anticipates producing 10 graduates per year when the program reaches maturity. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

### **Market/Employer Demand**

To demonstrate employment demand for graduates of the proposed program, VA Tech provided information on positions attained by program graduates and advertisements for relevant positions. VA Tech asserts that "in recent years, all graduates of the master's HED track in higher education have had employment offers in the field by July 15."

Bureau of Labor Statistics projections for 2010-20 indicate that employment of postsecondary education administrators will grow by 19%. Virginia Employment Commission projections for the same period predict 29% growth.

### **Issues of Duplication**

Among Virginia public institutions, only UVA currently offers a standalone degree program in postsecondary student affairs. GMU and CWM offer tracks within existing programs that bear degrees of similarity to the proposed program.

### **Resource Needs**

VA Tech affirms that it will not seek additional state resources to initiate and sustain the program.

### **Board Approval**

The VA Tech Board of Visitors approved the proposed program on June 3, 2013. VA Tech submitted the proposal to SCHEV on July 3, 2013.

### **Staff Comments and Recommendation**

VA Tech's original submission was for a program with the title "Higher Education." SCHEV staff determined that the program's focus on student affairs administration—as evidenced by documentation provided in the proposal itself—indicates that the

program title should contain reference to student affairs. Thus, staff is recommending approval with the title Higher Education and Student Affairs.

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Master of Arts in Education (M.A.Ed.) degree program in Higher Education and Student Affairs (CIP: 13.0406), effective fall 2014.**

**Virginia Polytechnic Institute and State University**  
**Bachelor of Science (B.S.) in Packaging Systems and Design**  
**(CIP: 15.1503)**

**Program Description**

Virginia Polytechnic Institute and State University (VA Tech) is proposing the creation of a Bachelor of Science (BS) degree program in Packaging Systems and Design to be initiated fall 2014. The proposed cutting-edge degree program is designed to focus on the multidimensional aspects of packaging technology. The program will prepare students for careers in industries producing and utilizing packaging materials of all types. The curriculum would prepare students to evaluate packaging for both existing and new products, relate global environment issues to packaging practices and, implement strategies for improved packaging sustainability. The curriculum will expose students to coursework in industrial engineering, industrial design, chemistry, material science, and marketing. The program will require coursework in the principles of packaging, packaging law and regulation, behavior of sustainable biomaterials, packaging design global distribution, packaging distribution systems, and food and health care packaging. Graduates would possess the skills needed to: 1) design packaging; 2) optimize packaging processes; 3) design environmentally-appropriate packaging systems; and 4) develop the next generation of advanced technologies to support industries involved in packaging. To meet the curriculum requirements, VA Tech developed four new courses.

The BS in Packaging Systems and Design would require 120 credit hours of coursework: 39 credit hours of major coursework; 36 credit hours of general education coursework; six credit hours of coursework in chemical and physical science; three credit hours of statistics; a three credit hour technical writing skills course; 30 credit hours elective coursework; and three credit hour practicum.

**Justification for the Proposed Program**

VA Tech asserts that “the Commonwealth of Virginia has a strong and diverse packaging industry and, by virtue of its location serves as a transportation and logistics hub.” Further, “there is evidence that the field of packaging is growing and will require additional employees at all levels - including the BS recipient.” The proposed degree program “would move the Commonwealth into the educational forefront of [a] vital and expanding field.” In 2010, researchers reported that “the sustainable packaging market is growing much faster than the overall packaging industry, and is expected to double in size from \$88 million in 2009 to \$170 billion in 2014” (<http://www.environmentalleader.com/2010/01/05/pike-research-finds-global-sustainable-packaging-market-to-double-by-2014/>). In 2010, PricewaterhouseCoopers LLP published a report in which it was noted that “the packaging industry is increasingly being forced to consider how its products can be more sustainable.” ...“The focus on sustainable packaging is not going away and is likely to increase rather than diminish – it is being driven by the government and further regulation, and by the demands of retail customers who have competing and diverse packaging requirements” ([http://www.pwc.com/en\\_GX/gx/forest-paper-](http://www.pwc.com/en_GX/gx/forest-paper-)

[packaging/pdf/sustainable-packaging-threat-opportunity.pdf](#)). In September 2013, Package Print Worldwide reported that “growing customer demand and aspirations create opportunities and challenges for Fast Moving Consumer Goods (FMCG) manufacturers that have to redefine the methods of production, packaging, marketing and selling of products” (<http://www.packprintworld.com/news/news/shifting-demographics-reshaping-us-packaging-market>). In October, it was reported that “Sustainability has become just as important as the product itself for many companies ... Developments within [the] industry towards the use of renewable, biodegradable materials, and recyclable films are continuing apace” (<http://www.packprintworld.com/news/features/the-conversion-from-rigid-to-flexible-packaging>). VA Tech contends that the “demand and necessity for packaging materials and services related to virtually all industrial sectors dictates” a need for educated personnel. Graduates of the proposed program “will have the skills to combine traditional and advanced packaging technologies to develop renewable and sustainable packaging materials and designs which will permit optimization of both packaging processes and material use.”

### **Student Demand**

In spring 2013, VA Tech surveyed undergraduate students who had not declared a major. Of the 114 respondents, one student indicated that the proposed program would “definitely” be of interest; eight (approximately .07%) indicated that it was ‘highly likely’ that they would be interested in the proposed program; and 25 (approximately 22%) indicated it was “somewhat likely” that they would be interested in the proposed program.

Four emails from potential students shows interest in the proposed degree. Each of the students stressed the desire for the “packaging science students to branch out from underneath the Wood Science major and create a separate major for Packaging Systems and Design.” Two students noted the employment field and one wrote, “We want to be able to compete in the job industry with those guys [Michigan State students] and when we are looking for a packaging job and we say we’re Wood Science and Forest projects major with packaging science option that could throw them [employers] off.” The other student wrote that students are “being passed up by industry for a Michigan State student or a Clemson student because their degrees describe their education in a more accurate manner [and] this is currently a threat that I am currently worried about.”

Student enrollment in the BS in Forestry and Wildlife major, Packaging Science option demonstrates student demand. In fall 2011, 11 students were enrolled; in spring 2012, 13 students were enrolled; and in fall 2012, 21 students were enrolled in the option.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 20.0 in the program’s first year (2014-15). The projections continue as follows: FTES 2015-16, 40.0; 2016-2017, 60.0; and 2017-18, 80.0. VA Tech anticipates 16 graduates per year beginning in 2018-19. If these enrollment and graduation projections are met, this program will meet Council’s productivity/viability standards within five years, as required.

### **Market/Employer Demand**

Graduates of the proposed program would be prepared to enter such positions as packaging engineer, packaging specialist, packaging manager, packaging marketing/sales, and packaging development scientist. Graduates will possess the skills and knowledge needed to fill positions in government, private industry, and non-profit organizations. Letters of support indicate demand for the proposed program. In one letter, the Chief Executive Officer wrote, "this unique program, emphasizing a more systematic approach to designing the components of consumer and industrial products supply chains, will revolutionize supply chain design and significantly improve efficiency while reducing environmental impacts. We look forward to tapping into this resource in the future." In one letter, the curriculum was applauded and it was noted that it would be "extremely beneficial" for graduates seeking employment in the field. "The job market for Packaging, and in particular the 'packaging systems and design' area that [the program is] targeting is strong and it is growing." Employment advertisements (in Virginia and nationally) indicate need for bachelor-level graduates to provide packaging design support and project management, apply new and existing packaging technologies to innovative products, design testing and lead validation of breakthrough technologies in both laboratory and manufacturing levels, and conduct supply chain packaging modeling via the latest technology. Data specific to future employment demand nationally were not available as the Bureau of Labor Statistics (BLS) and the Virginia Employment Commission, Virginia Workforce Connection (VAWC) do not have a job category for packaging engineers, specialists, or managers.

### **Issues of Duplication**

VA Tech would be the first public institution in Virginia to offer a Bachelors degree program in Packaging Systems and Design. There are no other similar or related degree programs in the state. The proposed program would become the sixth degree program in the country.

### **Resource Needs**

The proposed program will be funded through reallocations in the Department of Sustainable Biomaterials. VA Tech affirms that the institution will not seek additional state resources to initiate and sustain the program.

### **Board Approval**

The VA Tech Board of Visitors approved the proposed program on June 3, 2013. VA Tech submitted the proposal to SCHEV on July 3, 2013.

### **Staff Recommendation**

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Packaging Systems and Design (CIP: 15.1503), effective fall 2014.

**Virginia Polytechnic Institute and State University**  
**Bachelor of Science (B.S.) in Sustainable Biomaterials**  
**(CIP: 03.0509)**

**Program Description**

Virginia Polytechnic Institute and State University (VA Tech) is proposing the creation of a Bachelor of Science (BS) in Sustainable Biomaterials to be initiated fall 2014. The program would be located in the College of Natural Resources and Environment, Department of Sustainable Biomaterials. Designed to supply industry professionals for the forest products and related industries, the proposed innovative degree program will educate students to create new, lasting, and value-added solutions for the benefit of human society and the environment. The goal of the program is to give students a strong technical foundation in understanding the properties of natural biomaterials as well as manufacturing and business tools to create products that society needs. The program would address societal changes that affect how sustainable materials are obtained and used with regard to manufacturing processes, market values and how businesses are developed. The curriculum will provide students with a foundation in natural biomaterials and how they affect the environmental life-cycle. The program will also train students and provide knowledge about innovations in business practices for marketing bio-based products.

Students would have the opportunity to pursue three track areas: Sustainable Enterprise, Creating Sustainable Society, and Sustainable Residential Structures. The tracks are designed to combine engineering, marketing, product design, process technology, and management. Students enrolled in the Sustainable Enterprise track will possess an understanding of leading edge business process methods to meet societal needs for green or natural products. Emphasis would be placed on the management of organizations that use, produce, or conserve natural products. Students enrolled in the Creating Sustainable Society track will possess an understanding of both society's increasing need for raw materials and energy and, how material and energy use affect the environment. Emphasis would be placed on developing the ability to make informed decisions about material and energy use. Students enrolled in the Sustainable Residential Structures track will possess an understanding of the building construction methods and design tools used to construct light-frame residential buildings. Emphasis would be placed on creating sustainable structures by the use of green building practices and methods.

The proposed degree program would require 120 credit hours of coursework: 30 credit hours of core coursework in sustainable biomaterials; 36 credit hours of general education coursework; 18-19 credit hours in a track area; and 35-36 credit hours of elective coursework.

**Justification for the Proposed Program**

VA Tech declares that the proposed program will enable graduates to make Virginia and the United States more competitive in the world economy through the innovative use of sustainable biomaterials from Virginia's forests and agricultural lands. In 2011,

Virginia Dominion Power announced its plan “to convert three Virginia power stations from using coal to biomass, a renewable energy source.” The Governor stated that “conversion of the units of biomass creates jobs and generates tax revenues that will have a positive impact on the environment. The majority of the biomass product being used – wood slash – is typically left on the ground after timber or logging operations are complete. So the state is now better utilizing a product that would normally go to waste” (<http://dom.mediaroom.com/index.php?s=26677&item=71785>). In 2011, the United States Department of Agriculture announced that “the U.S. Forest Service will actively look for opportunities to demonstrate the innovative use of wood as a green building material for all new structures of 10,000 square feet or more....” Moreover, the Secretary “directed the heads of all other USDA agencies to incorporate the Forest Service policy of using domestic sustainable wood products as the preferred green building material for all USDA facilities and buildings” (<http://www.usda.gov/wps/portal/usda/>). VA Tech contends that “to promote the wise use of sustainable biomaterials, the Commonwealth needs leaders trained at the undergraduate level to utilize, market, and manage products and services.” The proposed program “will serve the growing green sector, equip students with the skills and leadership necessary to be competitive, and help the Commonwealth maintain and expand its economic development and employment in this sector.”

### **Student Demand**

Student enrollment in the BS degree program in Forestry and Wildlife, Wood Science and Forest Products option demonstrates student demand. In fall 2009, 32 students were enrolled; in fall 2010, 28 students were enrolled; in fall 2011, 43 students were enrolled; and in fall 2012, 53 students were enrolled in the option.

In spring 2013, VA Tech surveyed undergraduate students who had not declared a major. Of the 114 respondents, two (approximately 2%) indicated that they were “definitely” interested in the proposed program; six (approximately 5%) indicated that it was “highly likely” that they would be interested in the proposed program; and 27 (approximately 24%) indicated that it was “somewhat likely” that they would be interested in the proposed program.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 20.0 in the program’s first year (2014-15). The projections continue as follows: FTES 2015-16, 39.0; 2016-17, 58.0; and 2017-18, 76.0. VA Tech anticipates having 18 graduates each year beginning in 2018-19. If these projections are met, this program will meet Council’s productivity/viability standards within five years, as required.

### **Market/Employer Demand**

VA Tech contends that graduates of the proposed program would find employment opportunities in job sectors “dealing with forest products and wood engineering.” Graduates would be qualified to pursue positions such as engineered wood specialist, export wood products trader, technical specialist, and project engineer-lumber manufacturing. Employment announcements indicate demand for bachelor-level

personnel nationally. Letters from industry indicate a need for academically trained graduates. In one letter, the Executive Director noted “all of our staff hires have been trained by our organization because we have observed a shortage of higher education to support our needs.” In another letter, the owner of an architecture company wrote, “from our experience there is a great unmet need for people appropriately trained in all aspects of the green building industry and particularly in green building materials.” Data specific to future employment demand in Virginia and nationally were not available as the Bureau of Labor Statistics (BLS) and the Virginia Employment Commission, Virginia Workforce Connection (VAWC) do not have a job category for sustainable biomaterials. However, data for a related category shows employment demand in Virginia but nationally, employment demand will be lower than the average for all occupations. The BLS projects that between 2010 and 2020 employment of conservation scientists and foresters is expected to grow 5% (<http://www.bls.gov/ooh/Life-Physical-and-social-science/conservation-scientists.htm#tab-6>). It is noted however that conservation scientists and foresters typically need a bachelor’s degree in forestry or a related field. The VAWC projects that between 2010 and 2020 employment of conservation scientists and specialists is expected to increase 19.9% or 1.8% annually (available at: [www.vawc.virginia.gov/analyzer](http://www.vawc.virginia.gov/analyzer)).

### **Issues of Duplication**

VA Tech would be the first public institution to offer a Bachelor of Science degree program in Sustainable Biomaterials. No public institution offers a similar or related degree program. VA Tech noted that no comparable degree program exists in the country.

### **Resource Needs**

The proposed program will be funded through reallocations of existing resources within the Department of Sustainable Biomaterials. VA Tech affirms that the reallocations will not have an adverse impact on the Department. The institution will not seek additional state resources to initiate and sustain the program.

### **Board Approval**

The VA Tech Board of Visitors approved the proposed program on June 3, 2013. VA Tech submitted the proposal to SCHEV on July 3, 2013.

### **Staff Recommendation**

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Bachelor of Science (B.S.) degree program in Sustainable Biomaterials (CIP: 03.0509), effective fall 2014.**

**Virginia Polytechnic Institute and State University**  
**Doctor of Philosophy (Ph.D.) Translational Biology, Medicine, and Health**  
**(CIP: 26.0102)**

**Program Description**

Virginia Polytechnic Institute and State University (VA Tech) is proposing the creation of a Doctor of Philosophy in Translational Biology, Medicine and Health to be initiated in fall 2014. Administered through the Graduate School, the proposed program would be led by an intercollege group of faculty from VA Tech's Blacksburg campus, the VA Tech Carilion Research Institute, and the VA Tech Carilion School of Medicine. The proposed integrative and innovative program is designed to prepare biomedical and health scientists who understand the broader translational and health implications of their work. The program will focus on the homeostatic processes that maintain health throughout the lifespan of humans and animal models, at the molecular, cellular, organ system, individual and societal levels, and the interactions that lead to pathological outcomes. The curriculum would include diverse translational topics and students would complete coursework in translational biology, medicine, and health, scientific logic and analysis, professional development and ethics, and research experience in translational biology, medicine, and health. Students will have the opportunity to hone their translational expertise through coursework and dissertation research in one of six focus areas: 1) neuroscience; 2) cancer; 3) immunity and infectious disease; 4) metabolic and cardiovascular science; 5) development, aging, and repair; and 6) health implementation science. Graduates of the program would be prepared to accelerate the pace of biomedical and health-related discoveries, and their translation into effective technologies, treatments, and policies for implementation. VA Tech has developed 12 new courses for the program.

At a minimum, the program would require 100 credit hours beyond the Bachelor's degree: 23 credit hours of core coursework; eight credit hours of coursework in a selected focus area; three credit hours of elective coursework; and 63 credit hours for research and dissertation.

**Justification for the Proposed Program**

VA Tech and the External Reviewers affirm that the proposed program addresses a growing demand for "enhanced biomedical and health-related research, with a greater emphasis on more efficient translation of scientific discoveries into effective preventions, diagnostics, and treatments." In 2005, Dr. Elias Zerhouni wrote, "although we have made every effort to provide the support functions for translational and clinical research, there is a call for training in a wider range of skill sets that span the biomedical and behavioral sciences and make use of far more advanced and more complex resources and methods than ever before" (Zerhouni, EA. "Translational and Clinical Science-Time for a New Vision." *New England Journal of Medicine*. Oct13; 353(15); 1621-3.). In 2009, Andrews et al. wrote "we need an array of innovative investigators whose expertise spans all disciplines of basic discovery and medical science. Beyond the rigorous research education essential for all scientists, translational scientists...must understand the processes by which discoveries turn into therapies... [Moreover], translational research will lead to better health for people.

(Andrews, N. et al. "Translational Careers." Science. May 15, 2009.). The National Institutes of Health's (NIH) Clinical and Translational Science Award (CTSA) "supports collaborative research teams that develop, demonstrate and disseminate innovative methods and technologies to advance basic discoveries into effective health solutions for patients." Currently, there are 62 medical research institutions in 31 states and the District of Columbia that are active members of the CTSA Consortium. These institutions are working together to speed the translation of research discoveries into improved health (<http://www.ncats.nih.gov/files/factsheet-ctsa.pdf>). VA Tech asserts that the proposed program "will develop students as critical and innovative researchers and thought leaders, so they may identify and address the complex challenges for improving human health."

The External Reviewers' Report included strengths of the proposed program and emphasized its "unique emphasis on early immersion in translational biology," "strong support from senior leadership" and, "a strong leadership team." The Reviewers wrote that the program "puts VA Tech in a nation-leading position" as there is "an overwhelming national and even international consensus that training programs in the biomedical sciences need to be reengineered to both develop and nurture scientists who can navigate the translational spectrum." Moreover, "the quality of the program is exemplary, as evidenced by receipt of a recent NIH Director's BEST award." "Strong infrastructure and state-of-the-art facilities" were noted as strengths as the program would utilize a plethora of resources including: the Virginia Tech Carilion Research Institute, the Virginia Maryland Regional College of Veterinary Medicine, the Virginia Bioinformatics Institute at VA Tech, Virginia Tech Carilion School of Medicine, three colleges, and the School of Biomedical Engineering and Science. The Reviewers "strongly and enthusiastically endorse" the Translational Biology, Medicine, and Health (TBMH) degree program.

### **Student Demand**

In spring 2013, VA Tech surveyed two groups of students: 1) undergraduate students majoring in Biological Sciences, Biochemistry, Psychology, and Nutrition, Foods, and Exercise and 2) students participating in undergraduate and post-baccalaureate STEM-H research programs for underrepresented students. Of the 291 respondents, 117 (approximately 40%) indicated that "theoretically, they would be very interested" in applying for the proposed degree; 95 (approximately 33%) indicated that "theoretically, they would be moderately interested" in applying for the proposed program.

Nine emails from potential students indicate student interest in the proposed program. One student wrote, "I am extremely interested in this program and I was wondering where I could find more information." Another student commented, "I am highly interested in the proposed [program] and would like to be added to the mailing list .... I look forward to updates regarding this program."

The summary of projected enrollments for the proposed program shows a headcount (HDCT) of 60 in the program's first year, rising to a HDCT of 120 by the target year. Enrollment projections for the proposed program show a full-time equated student

enrollment (FTES) of 30 in the program's first year (2014-15). The projections continue as follows: FTES 2015-16, 60.0; 2016-17, 90.0; and 2017-18, 120.0. VA Tech anticipates having 22 graduates each year beginning in 2018-19. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

### **Market/Employer Demand**

Graduates of the proposed program would be qualified to fill the need for doctoral-level scientists in academia, government agencies, and private laboratories. Employment announcements indicate demand (in Virginia and nationally) for doctoral-level professionals to fill positions as translational scientists, faculty, clinical scientists, cancer research scientists, senior scientific managers, directors, and researchers. Data specific to future employment demand was not available as the Bureau of Labor Statistics (BLS) and the Virginia Employment Commission, Virginia Workforce Connection (VAWC) do not have a job category for translational scientist. However, the BLS projects that between 2010 and 2020 employment of medical scientists is expected to grow "much faster than average" or 36% (<http://www.bls.gov/ooh/Life-Physical-and-Social-Science/Medical-scientists.htm>). The BLS notes that medical scientists "conduct research aimed at improving overall human health [and] plan and direct studies to investigate human diseases, and methods to prevent and treat them." The BLS projects that employment of postsecondary teachers is expected to grow "about as fast as the average for all occupations" or 17% (<http://www.bls.gov/ooh/Education-Training-and-Library/Postsecondary-teachers.htm>). The Virginia Workforce Connection (VAWC) projects that between 2010 and 2020 employment of medical scientists is expected to increase 43.2% or 3.7% annually (available at: <http://www.vawc.virginia.gov/>).

### **Issues of Duplication**

Two public institutions (ODU and VCU) offer a related and similar program, respectively. ODU's program is related in that it covers information related to responsible conduct of research and includes research rotations. VA Tech notes that ODU's program does not appear to have a strong emphasis on translational science and there is no required core coursework in translational science. VCU's program is similar to the proposed program in that it focuses on translational research and emphasizes aspects of research design and technology. However, VCU's program emphasizes clinical research and the core courses are weighted toward techniques, methodology, and experimental/clinical trial design and regulations. VA Tech affirms that the proposed program differs in that it is not as focused on clinical research and, the core courses are weighted toward instructing on the physiological processes underlying healthy function and disease.

### **Resource Needs**

The proposed program will be funded primarily through institutional reallocations, with additional resources from tuition revenue generated by the program. None of the

reallocations will have a negative effect on existing programs. The institution will not seek additional state resources to initiate and sustain the degree program.

**Board Approval**

The VA Tech Board of Visitors approved the proposed program on June 3, 2013.

**Staff Recommendation**

Based on a thorough review of the application, staff recommends that the Academic Affairs Committee adopt the following resolution and transmit it to the Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Doctor of Philosophy (Ph.D.) degree program in Translational Biology, Medicine, and Health (CIP: 26.0102), effective fall 2014.**

# State Council of Higher Education for Virginia Agenda Item

**Item:** Academic Affairs Committee – Item #7 – 2013 Report on Transfers from  
Community Colleges at Virginia Public Four-Year Institutions

**Date of Meeting:** January 13, 2014

**Presenter:** Dr. Joseph G. DeFilippo  
Director of Academic Affairs & Planning  
[JoeDeFilippo@schev.edu](mailto:JoeDeFilippo@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Background Information/Summary of Major Elements:**

Code of Virginia § 23-9.2:3.02 C states:

The State Council of Higher Education for Virginia shall submit an annual report to the Senate Committee on Education and Health and the House Committee on Education specifying the total number of transfer students each institution of higher education admitted, enrolled, and graduated from institutions within the Virginia Community College System.

The attached report fulfills the above requirement. It is presented for Committee discussion and feedback to inform subsequent policy development and implementation.

**Materials Provided:**

- *Transfers from Community Colleges at Virginia Public Four-Year Institutions (December 2013)*

**Financial Impact:** N/A

**Timetable for Further Review/Action:** N/A

**Resolution:** N/A

***State Council of Higher Education for Virginia:***  
***Transfers from Community Colleges at Virginia Public Four-Year***  
***Institutions***  
***December 2013***

The State Council of Higher Education for Virginia shall submit an annual report to the Senate Committee on Education and Health and the House Committee on Education specifying the total number of transfer students each institution of higher education admitted, enrolled, and graduated from institutions within the Virginia Community College System. (Code of Virginia § 23-9.2:3.02 C)

## I.

As required by Code of Virginia § 23-9.2:3.02 C, this annual report provides cohort-based information about transfers from Virginia community colleges to public four-year institutions for the five year period concluding with the 2009-10 academic year. SCHEV has been producing similar reports since 2008, and the 2009 through 2012 reports are available on the SCHEV website (<http://www.schev.edu/reports/reportsindex.asp>). Since the mid-2000's a number of changes have occurred in Virginia's higher education law and policy, and in the data resources available to assess the effectiveness of the commonwealth's higher education system. Instances of such changes include the passing of the *Restructured Higher Education Financial and Administrative Operations Act of 2005* ("Restructuring") and the *Virginia Higher Education Opportunity Act of 2011* ("TJ 21"), the development of Guaranteed Admissions Agreements between the community college system and public four-year institutions, the creation of a longitudinal data system linking K-12, higher education, and post-graduation employment, and the provision of a richer set of data on the SCHEV website than ever before. Accordingly, this year's report will also make reference to outcomes data available on the SCHEV website; comparable transfer outcomes reported from 2008-12; and institutions' current six-year enrollment plans as they relate to transfer capacity. The purpose of this additional context is to enable a look back at where Virginia has been with regard to transfer outcomes, where it is now, and where it is likely to be going in the near to intermediate future. There is strong interest among legislators, policy makers, and the general public in effective and affordable paths to bachelor's degree completion, and the mandate to prepare this report annually is one indication of that interest. The technical information presented here represents just one aspect of a complex set of interconnected factors that influence the fortunes of transfer students. These include trends in tuition and fees, admissions competitiveness of institutions, and efforts within K-12 and higher education to improve student outcomes, particularly the readiness of students to perform well at each successive stage of education. Within this context, transfer is not a simple linear phenomenon; it is more like a subset of pieces in a very large and constantly shifting puzzle.

## II.

The direct topic of this report is trends in bachelor's degree completion by transfers from community colleges at public four-year institutions. While this is an important, indeed a crucial outcome, it is just one of a number of relevant outcomes. Additional contextual data has been made available on the SCHEV website with the launch of the "College to University" website at <http://research.schev.edu/>. The site contains transfer feedback reports that provide

extensive information on the numbers of students transferring from two-to-four-year institutions, demographic data about transfers, and post-transfer outcomes.

SCHEV is also now required by code to collect and make available wage and debt data for college graduates. The Post-Completion Wages of Graduates reports <http://research.schev.edu/apps/cms/> provide wage data, by degree program, for graduates of Virginia's colleges, including community colleges. The Graduate Debt reports <http://research.schev.edu/apps/info/Reports.Guide-to-the-Graduate-Debt-Reports.ashx?NS=Reports> provide information on the number of graduates with loans, and the amount borrowed by domicile status, gender, and race over the previous five years.

### III.

Three tables included in Appendix A of this report provide information on graduation outcomes of transfers from Virginia community colleges to public four-year institutions, by cohort, from 2005-06 to 2009-10. Each table indicates the number of community college students who transfer each year, then breaks them down according to whether they graduated from the four-year institution in two, three, or four years, or whether they had not yet within four years. The number of community college transfers *admitted* to four-year institutions is not provided because institutions do not report admissions data to SCHEV.

#### A. Students transferring with a “transfer” associate degree.

**For details, by college, see Appendix A, Table 1: Enrollment and Time to Baccalaureate Degree VCCS Transfers with Associate Degrees, Baccalaureate Credit, 2005-06—2009-10)**

From 2005-06 to 2009-10:

- the number of community college transfers with earned “transfer” associate degrees enrolling in bachelor’s degree programs increased from 1,350 to 1,937, or **43%**;
- of the total number (7,927) of community college transfers with an earned “transfer” associate degree during this period, **70%** (5,546) completed a bachelor’s degree within 4 years after transferring;
- more transfer students completed a bachelor’s degree within 3 years (2,663) than within either 2 (1,950) or 4 (933) years.

#### B. Students transferring with an “applied” associate degree.

**For details, by college, see Appendix A, Table 2: Enrollment and Time to Baccalaureate Degree VCCS Transfers with Associate Degrees, Occ./Tech Credit, 2005-06—2009-10)**

From 2005-06 to 2009-10:

- the number of community college transfers with applied associate degrees enrolling in bachelor's degree programs increased from 182 to 201, or **10%**;
- of the total number (987) of community college transfers with the earned applied associate degree during this period, **55%** (541) completed a bachelor's degree within 4 years;
- more transfer students completed a bachelor's degree within 3 years (230) than within either 2 (198) or 4 (113) years.

Note: Applied associate degrees are not designed for transfer to bachelor's programs. However, some students with these types of degrees do opt to transfer to four-year institutions. As these numbers suggest, the scale of such transfer to public four-year institutions in Virginia remains small.

### C. Students transferring without an earned associate degree.

**For details, by college, see Appendix A, Table 3: Enrollment and Time to Baccalaureate Degree VCCS Transfers Without Degrees 2005-06—2009-10**

From 2005-06 to 2009-10:

- the number of community college transfers without earned associate degrees enrolling in bachelor's degree programs increased from 3,453 to 4,206, or **22%**;
- of the total number (18,720) of VCCS transfers without an earned associate degree, **59%** (11,015) completed the baccalaureate degree within 2, 3, or 4 years;
- more transfer students completed a bachelor's degree within 3 years (5,271) than within either 2 (2,624) or 4 (3,120) years.

### D. Summary Observations

During the period covered in this report, a majority of community college students who transferred to public four-year institutions did so without an earned associate degree—18,720 out of 27,634 (**68%**). The second largest category of transfers have earned transfer associate degrees (7,927=**29%**), followed by applied associate degrees (987=3%). There has been a slight but consistent trend toward a proportional increase in transfers with the transfer associate degree. From 2005-06 to 2009-10, the proportion of these students increased from 27% to 30% of the total number of community college transfers. This trend is very welcome, since those who have completed a transfer associate degree have the highest probability of earning a bachelor's degree after transferring, at 70%—as opposed to 59% for those transferring without a degree, and 55% for those transferring with an applied associate degree.

#### IV.

TJ 21 established a goal for college completion in the commonwealth, providing that Virginia's public institutions are committed to "conferring approximately 100,000 cumulative additional undergraduate degrees on Virginians" by 2025. An effective statewide system of student transfer is integral to achieving this goal.

SCHEV has been preparing these transfer outcomes reports since 2008; a look back at past reports provides confirmation of certain notable trends.

- Each year's report since 2008 shows a significant increase in the total number of transfers, with the greatest percentage increases among those with the transfer associate degree. This is a positive development for the sake of efficiency and student success, as we know that the most decisive predictor of a transfer student's success at completing a bachelor's degree is first to complete a transfer associate degree.
- Transfers with applied associate degrees have remained at relatively low and consistent levels (~200) throughout the periods covered by these reports. This itself is indicative of a certain kind of persisting efficiency.
- Transfers without any associate degree have remained the largest group throughout the periods covered by this report, though this group has been chipped away at proportionately, due to much larger percentage growth in transfers who have completed a transfer associate degree.
- Rates of bachelor's degree completion following transfer.
  1. For transfers who *have* completed a transfer associate degree, the percentage who complete a bachelor's degree within four years has inched upward, from 68% to 70%.
  2. For transfers who *have not* completed an associate degree, the percentage who complete a bachelor's degree within four years has inched upward, from 56% to 59%.

#### Observation

These trends are welcome, but there seems to be a certain degree of "stickiness" in the bachelor's completion rates, especially in comparison to notable progress by community colleges in getting more students to complete the transfer associate degree. It may be advisable to focus future research efforts on the causes of the relative lack of progress in seeing more of these students through to completion of the bachelor's degree. At the least, this indicator should receive close monitoring as future reports are prepared.

#### V.

*Appendix B: Six-Year Plans—Transfer Enrollment Growth* shows growth, and planned growth, in new transfer enrollment at public four-year institutions, from 2000 to 2019. 2000-12 are actual data; 2013-19 are from institutions' six-year plans as submitted to SCHEV in

2013. The six-year plan figures show that four-year institutions, taken altogether, anticipate growth in their incoming transfer classes of 16% from 2012 to 2019. This growth is consistent with TJ 21 completion goals. It will bear monitoring to ensure ongoing sufficient capacity for community college and Richard Bland transfers.

## Appendix A: Transfer Outcomes Tables

The Appendix A Tables provided here present information about community college transfers to four-year institutions with, and without, the associate degree in the fall terms of 2005, 2006, 2007, 2008, and 2009. The 2009-10 cohort is the last reported here because it is the last one to have the full range of four years to graduate. Any students who did not complete the baccalaureate degree within four years after transfer are reported under the designation “*still enrolled/DNG (did not graduate)*.” These students are dropped from the analysis from that point on.

**Table 1: Enrollment and Time to Baccalaureate Degree  
VCCS Transfers with Associate Degrees, Baccalaureate Credit  
2005-06 – 2009-10**

Institution	Time to degree at 4 year	Year					Total
		0506	0607	0708	0809	0910	
Christopher Newport University	2 years	7	3	5	3	7	25
	3 years	3	7	7	6	9	32
	4 years	0	0	1	4	2	7
	still enrolled/DNG	4	2	4	1	6	17
Christopher Newport University Total		14	12	17	14	24	81
College of William and Mary	2 years	12	15	24	19	26	96
	3 years	17	11	15	15	14	72
	4 years	0	2	2	2	3	9
	still enrolled/DNG	4	6	6	6	5	27
College of William and Mary Total		33	34	47	42	48	204
George Mason University	2 years	71	78	84	103	98	434
	3 years	108	105	118	139	171	641
	4 years	31	34	54	58	58	235
	still enrolled/DNG	77	95	108	129	160	569
George Mason University Total		287	312	364	429	487	1879
James Madison University	2 years	37	26	33	37	35	168
	3 years	78	68	57	62	80	345
	4 years	14	23	14	20	24	95
	still enrolled/DNG	37	29	38	26	30	160
James Madison University Total		166	146	142	145	169	768
Longwood University	2 years	13	16	10	9	12	60
	3 years	25	16	22	17	10	90
	4 years	3	4	6	3	9	25
	still enrolled/DNG	12	13	9	11	17	62
Longwood University Total		53	49	47	40	48	237
Norfolk State University	2 years	4	0	1	3	0	8
	3 years	9	5	6	4	5	29
	4 years	2	5	2	1	2	12
	still enrolled/DNG	12	12	8	8	13	53
Norfolk State University Total		27	22	17	16	20	102
Old Dominion University	2 years	41	52	48	65	59	265
	3 years	71	93	83	105	117	469
	4 years	36	42	43	51	51	223
	still enrolled/DNG	132	126	156	124	160	698
Old Dominion University Total		280	313	330	345	387	1655
Radford University	2 years	22	32	27	31	32	144
	3 years	28	35	27	42	35	167
	4 years	6	7	6	5	12	36
	still enrolled/DNG	19	14	12	10	27	82
Radford University Total		75	88	72	88	106	429

Institution	Time to degree at 4 year	Year					Total
		0506	0607	0708	0809	0910	
University of Mary Washington	2 years	21	18	19	22	22	102
	3 years	12	17	11	15	25	80
	4 years	3	4	6	7	4	24
	still enrolled/DNG	11	12	14	16	21	74
University of Mary Washington Total		47	51	50	60	72	280
University of Virginia	2 years	23	38	50	64	60	235
	3 years	20	11	23	19	31	104
	4 years	6	10	5	5	6	32
	still enrolled/DNG	9	8	18	16	22	73
University of Virginia Total		58	67	96	104	119	444
University of Virginia's College at Wise	2 years	6	8	13	6	10	43
	3 years	6	9	8	6	11	40
	4 years	2	5	1	2	3	13
	still enrolled/DNG	6	6	7	10	9	38
University of Virginia's College at Wise Total		20	28	29	24	33	134
Virginia Commonwealth University	2 years	23	28	31	32	38	152
	3 years	55	36	61	69	71	292
	4 years	27	33	22	31	28	141
	still enrolled/DNG	65	65	73	80	99	382
Virginia Commonwealth University Total		170	162	187	212	236	967
Virginia Military Institute	2 years	0	0	0	0	0	0
	3 years	0	0	0	1	0	1
	4 years	1	0	0	0	0	1
	still enrolled/DNG	0	0	1	0	0	1
Virginia Military Institute Total		1	0	1	1	0	3
Virginia State University	2 years	1	2	3	2	2	10
	3 years	3	2	2	2	6	15
	4 years	3	0			4	7
	still enrolled/DNG	4	1	8	1	3	17
Virginia State University Total		11	5	13	5	15	49
Virginia Tech	2 years	30	34	48	42	54	208
	3 years	47	55	57	72	55	286
	4 years	9	4	20	14	26	73
	still enrolled/DNG	22	22	21	25	38	128
Virginia Tech Total		108	115	146	153	173	695
Total		1350	1404	1558	1678	1937	7927

**Table 2: Enrollment and Time to Baccalaureate Degree  
VCCS Transfers with Associate Degrees, Occ/Tech Credit  
2005-06 – 2009-10**

Institution	Time to degree at 4 year	Year					Total
		0506	0607	0708	0809	0910	
Christopher Newport University	2 years	0	0	0	1	0	1
	3 years	0	0	0	0	0	0
	4 years	1	0	0	0	0	1
	still enrolled/DNG	1	1	1	0	2	5
Christopher Newport University Total		2	1	1	1	2	7
College of William and Mary	2 years	0	0	0	0	0	0
	3 years	0	0	0	0	0	0
	4 years	0	0	0	0	0	0
	still enrolled/DNG	0	0	0	0	0	0
College of William and Mary Total		0	0	0	0	0	0
George Mason University	2 years	5	3	9	5	8	30
	3 years	8	7	9	9	7	40
	4 years	5	7	2	3	5	22
	still enrolled/DNG	8	22	13	13	14	70
George Mason University Total		26	39	33	30	34	162
James Madison University	2 years	0	1	0	2	2	5
	3 years	2	2	1	1	0	6
	4 years	1	1	0	1	0	3
	still enrolled/DNG	1	1	0	0	2	4
James Madison University Total		4	5	1	4	4	18
Longwood University	2 years	1	2	0	2	1	6
	3 years	1	2	3	0	0	6
	4 years	0	0	0	0	0	0
	still enrolled/DNG	0	2	1	2	0	5
Longwood University Total		2	6	4	4	1	17
Norfolk State University	2 years	1	1	1	1	3	7
	3 years	2	0	1	1	4	8
	4 years	1	1	2	2	3	9
	still enrolled/DNG	0	3	4	4	8	19
Norfolk State University Total		4	5	8	8	18	43
Old Dominion University	2 years	8	7	8	1	4	28
	3 years	9	13	16	17	14	69
	4 years	8	15	8	9	7	47
	still enrolled/DNG	46	36	49	36	38	205
Old Dominion University Total		71	71	81	63	63	349
Radford University	2 years	8	18	7	9	9	51
	3 years	12	8	8	9	7	44
	4 years	1	1	1	2	2	7
	still enrolled/DNG	4	8	9	6	9	36
Radford University Total		25	35	25	26	27	138

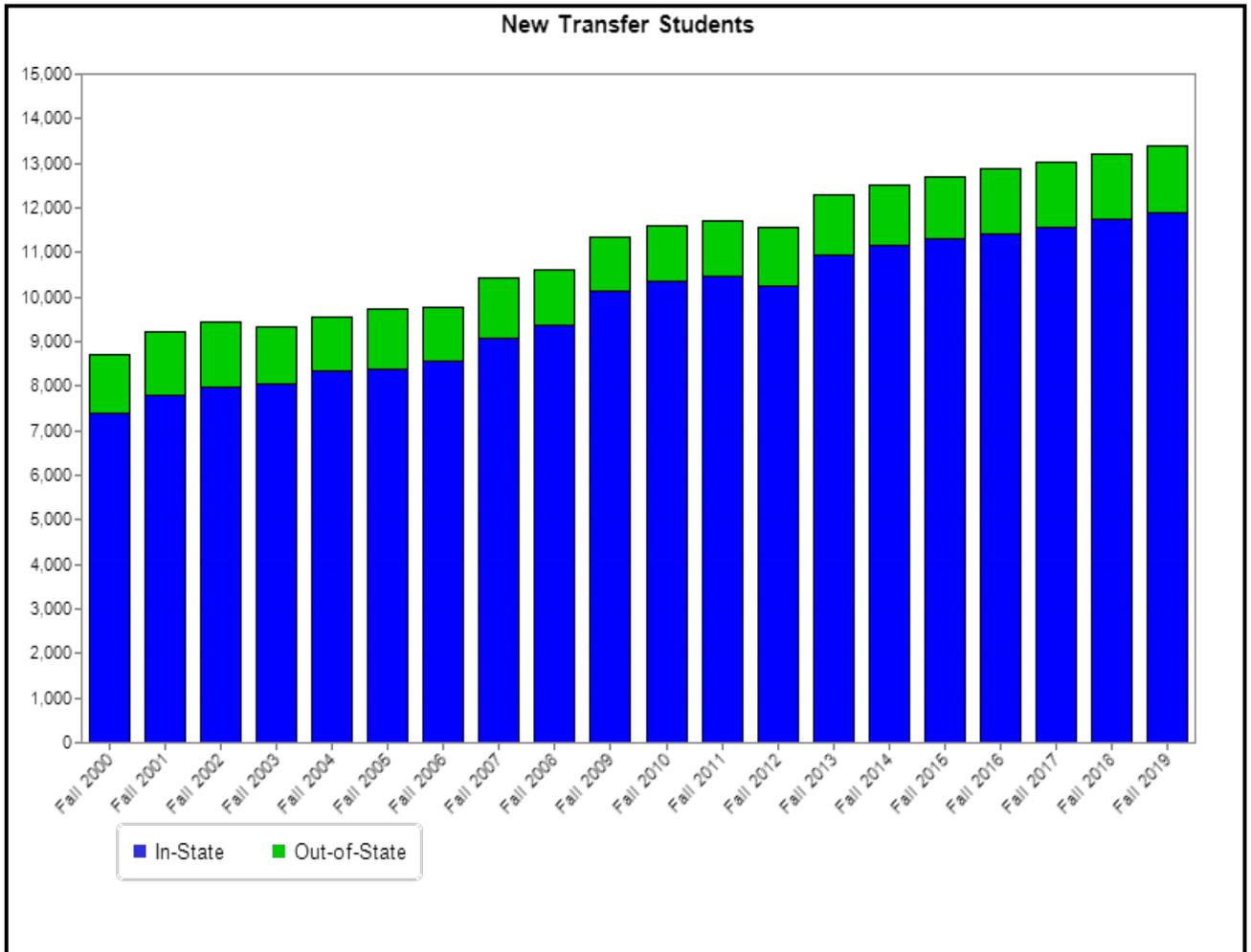
Institution	Time to degree at 4 year						Total
		0506	0607	0708	0809	0910	
University of Mary Washington	2 years	2	1	0	2	2	7
	3 years	1	3	2	1	1	8
	4 years	0	1	2	0	1	4
	still enrolled/DNG	0	5	1	1	2	9
University of Mary Washington Total		3	10	5	4	6	28
University of Virginia	2 years	1	3	4	0	1	9
	3 years	1	0	1	0	0	2
	4 years	1	0	0	0	0	1
	still enrolled/DNG	0	0	0	1	0	1
University of Virginia Total		3	3	5	1	1	13
University of Virginia's College at Wise	2 years	1	3	0	0	0	4
	3 years	2	0	0	0	2	4
	4 years	0	0	1	0	0	1
	still enrolled/DNG	2	1	2	0	3	8
University of Virginia's College at Wise Total		5	4	3	0	5	17
Virginia Commonwealth University	2 years	6	12	9	9	6	42
	3 years	7	7	3	11	10	38
	4 years	4	5	1	4	3	17
	still enrolled/DNG	17	11	14	14	17	73
Virginia Commonwealth University Total		34	35	27	38	36	170
Virginia Military Institute	2 years	0	0	0	0	0	0
	3 years	0	0	0	0	0	0
	4 years	0	0	0	0	0	0
	still enrolled/DNG	0	0	0	0	0	0
Virginia Military Institute Total		0	0	0	0	0	3
Virginia State University	2 years	1	1	1	1	1	5
	3 years	0	0	1	0	0	1
	4 years	0	0	1	0	0	1
	still enrolled/DNG	1	2	4	1	1	9
Virginia State University Total		2	3	7	2	2	16
Virginia Tech	2 years	1	0	2	0	0	3
	3 years	0	1	1	2	0	4
	4 years	0	0	0	0	0	0
	still enrolled/DNG	0	0	0	0	2	2
Virginia Tech Total		1	1	3	2	2	9
Total		182	218	203	183	201	987

**Table 3: Enrollment and Time to Baccalaureate Degree  
VCCS Transfers Without Degrees  
2005-06 – 2009-10**

Institution	Time to degree at 4 year						Total
		0506	0607	0708	0809	0910	
Christopher Newport University	2 years	8	2	5	3	7	25
	3 years	7	15	14	20	17	73
	4 years	6	7	18	13	11	55
	still enrolled/DNG	11	19	17	22	22	91
Christopher Newport University Total		32	43	54	58	57	244
College of William and Mary	2 years	7	8	8	10	14	47
	3 years	8	16	10	10	12	56
	4 years	1	6	4	1	4	16
	still enrolled/DNG	4	3	7	7	3	24
College of William and Mary Total		20	33	29	28	33	143
George Mason University	2 years	152	129	159	183	164	787
	3 years	211	230	238	284	342	1305
	4 years	116	140	136	139	158	689
	still enrolled/DNG	291	306	297	286	354	1534
George Mason University Total		770	805	830	892	1018	4315
James Madison University	2 years	25	27	8	14	30	104
	3 years	71	85	71	71	68	366
	4 years	36	37	31	31	42	177
	still enrolled/DNG	52	64	50	31	49	246
James Madison University Total		184	213	160	147	189	893
Longwood University	2 years	7	12	11	10	14	54
	3 years	27	23	17	21	26	114
	4 years	14	18	22	15	13	82
	still enrolled/DNG	29	32	37	24	23	145
Longwood University Total		77	85	87	70	76	395
Norfolk State University	2 years	4	5	9	5	1	24
	3 years	14	19	15	15	16	79
	4 years	16	10	12	17	13	68
	still enrolled/DNG	79	85	94	96	115	469
Norfolk State University Total		113	119	130	133	145	640
Old Dominion University	2 years	48	49	83	57	80	317
	3 years	162	140	202	177	196	877
	4 years	80	102	107	110	139	538
	still enrolled/DNG	354	336	411	358	421	1880
Old Dominion University Total		644	627	803	702	836	3612
Radford University	2 years	49	40	33	33	40	195
	3 years	117	116	93	98	113	537
	4 years	77	61	62	70	54	324
	still enrolled/DNG	114	89	106	121	105	535
Radford University Total		357	306	294	322	312	1591

Institution	Time to degree at 4 year	0506	0607	0708	0809	0910	Total
		University of Mary Washington	2 years	16	16	13	
	3 years	41	30	25	28	22	146
	4 years	10	8	7	10	9	44
	still enrolled/DNG	29	38	20	38	35	160
University of Mary Washington Total		96	92	65	94	84	431
University of Virginia	2 years	38	42	58	58	62	258
	3 years	41	41	48	51	53	234
	4 years	13	9	15	23	23	83
	still enrolled/DNG	23	28	30	38	42	161
University of Virginia Total		115	120	151	170	180	736
University of Virginia's College at Wise	2 years	8	11	5	3	3	30
	3 years	17	13	8	11	16	65
	4 years	9	3	6	7	10	35
	still enrolled/DNG	31	27	22	24	30	134
University of Virginia's College at Wise Total		65	54	41	45	59	264
Virginia Commonwealth University	2 years	91	87	99	113	108	498
	3 years	122	128	141	187	208	786
	4 years	111	120	108	132	132	603
	still enrolled/DNG	342	352	335	305	393	1727
Virginia Commonwealth University Total		666	687	683	737	841	3614
Virginia Military Institute	2 years	0	0	0	0	0	0
	3 years	0	2	1	1	1	5
	4 years	9	4	5	4	7	29
	still enrolled/DNG	6	2	7	7	5	27
Virginia Military Institute Total		15	8	13	12	13	61
Virginia State University	2 years	6	4	3	3	2	18
	3 years	3	2	8	10	9	32
	4 years	9	15	9	14	12	59
	still enrolled/DNG	35	29	53	26	30	173
Virginia State University Total		53	50	73	53	53	282
Virginia Tech	2 years	33	31	49	35	38	186
	3 years	97	117	123	130	129	596
	4 years	49	70	72	63	64	318
	still enrolled/DNG	67	63	86	104	79	399
Virginia Tech Total		246	281	330	332	310	1499
Total		3453	3523	3743	3795	4206	18720

## Appendix B: Six-Year Plans—Transfer Enrollment Growth



In-State HC			Out-of-State HC		
Year	(n)	(%)	(n)	(%)	(n)
Fall 2000	7,407	85.2%	1,288	14.8%	8,695
Fall 2001	7,805	84.6%	1,425	15.4%	9,230
Fall 2002	7,977	84.4%	1,469	15.6%	9,446
Fall 2003	8,040	86.2%	1,283	13.8%	9,323
Fall 2004	8,326	87.1%	1,233	12.9%	9,559
Fall 2005	8,385	86.3%	1,329	13.7%	9,714
Fall 2006	8,572	87.7%	1,197	12.3%	9,769
Fall 2007	9,089	87.1%	1,351	12.9%	10,440
Fall 2008	9,375	88.4%	1,235	11.6%	10,610
Fall 2009	10,146	89.3%	1,213	10.7%	11,359
Fall 2010	10,341	89.3%	1,245	10.7%	11,586
Fall 2011	10,457	89.3%	1,253	10.7%	11,710
Fall 2012	10,243	88.7%	1,301	11.3%	11,544
Fall 2013	10,945	89.0%	1,353	11.0%	12,298
Fall 2014	11,169	89.1%	1,360	10.9%	12,529
Fall 2015	11,291	88.9%	1,404	11.1%	12,695
Fall 2016	11,416	88.7%	1,457	11.3%	12,873
Fall 2017	11,568	88.7%	1,473	11.3%	13,041
Fall 2018	11,736	88.7%	1,489	11.3%	13,225
Fall 2019	11,899	88.8%	1,507	11.2%	13,406

# State Council of Higher Education for Virginia Agenda Item

**Item:** Academic Affairs Committee Item #8 – Briefing on Virginia Military Student Consortium

**Date of Meeting:** January 13, 2014

**Presenter:** Dr. Joseph G. DeFilippo  
Director of Academic Affairs & Planning  
[JoeDeFilippo@schev.edu](mailto:JoeDeFilippo@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Background Information/Summary of Major Elements:** Governor McDonnell's proposed 2014-16 budget provides funding for a multi-institution consortium to provide improved services and programs to veterans at participating Virginia institutions. Participating institutions/organizations are James Madison University, Old Dominion University, University of Virginia, Virginia Community College System, Virginia Tech, and SCHEV.

**Materials Provided:** Materials will be provided at the meeting.

**Financial Impact:** N/A

**Timetable for Further Review/Action:** N/A

**Resolution:** N/A

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**

**101 N. 14<sup>th</sup> Street, 10<sup>th</sup> floor  
Richmond, Virginia**

**January 13, 2014  
3:30 p.m. – 5:00 p.m.**

**TJ 21 Implementation Committee**

1. Call to Order and Announcements
2. Approval of Minutes (October 28, 2013) [Page TJ1](#)
3. Discussion of Governor's Introduced Budget [Page TJ5](#)
4. Discussion of the 2014 General Assembly Session [Page TJ20](#)
5. Update on Fall 2013 Headcount Enrollment [Page TJ21](#)
6. Overview of Incentive Funding Models [Page TJ26](#)

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
TJ21 IMPLEMENTATION COMMITTEE MEETING  
OCTOBER 28, 2013  
MINUTES**

Mr. Haner called the meeting to order at 2:05 p.m. in the SCHEV main conference room, 101 N. 14<sup>th</sup> Street, Richmond, Virginia. Council members present: Martin Briley, Mary Haddad, Stephen Haner, G. Gilmer Minor, Gary Nakamoto, Carlyle Ramsey.

Council member absent: none

Staff members present: Lee Andes, Peter Blake, Alan Edwards, Dan Hix, Kirsten Nelson, Lee Ann Rung, and Yan Zheng.

**APPROVAL OF MINUTES**

On a motion by Mr. Minor and seconded by Ms. Haddad, the minutes from the September 16, 2013, 2013, meeting was approved unanimously:

*Action on 2014-16 Systemwide Operating Budget*

Mr. Haner provided an overview of General Assembly actions and invited Mr. Hix to review the materials in detail. Mr. Blake stated that staff's recommendations attempted to address funding needed to address items in the TJ21 legislation, while keeping the recommendations reasonable. Mr. Hix answered questions from members.

Mr. Haner asked Mr. Lambeth for his input on the Tuition Assistance Grant (TAG) recommendation. Mr. Lambeth expressed thanks from the private institutions for SCHEV's support of TAG over the years. He hoped that SCHEV would consider recommending \$3,300 per student in both years of the biennium, while preserving the aspirational goal of \$3,700.

There was some discussion of the proposed expansion of the two-year transfer grant program and Mr. Haner reminded members that funding for this program is in addition to TAG. Ms. Ellen Davenport indicated that the Virginia Community College System (VCCS) supports the program.

On motion by Ms. Haddad and seconded by Mr. Minor, the following motion was approved unanimously with **two amendments**. First, Mr. Minor requested an amendment to increase the TAG award to \$3,250 in the first year, changing the total amount in the first year to \$3.8 million. This amendment was seconded by Mr. Nakamoto and approved on a vote of 5-1. Mr. Briley suggested a second amendment to provide more specifics and stress more public-private collaborations under the TJ21 initiatives. The second amendment was seconded by Dr. Ramsey and approved unanimously. The remainder of the resolution was unchanged. Mr.

Haner requested that staff rework the resolution to reflect the approved amendments. He also said that the resolution would reflect technical adjustments that might occur prior to transmittal to the Governor and General Assembly. As modified, the Committee adopted the following resolution:

**BE IT RESOLVED** that the State Council of Higher Education for Virginia recommends that additional operating budget appropriations be provided for the 2014-16 biennium for:

- **Faculty salaries, \$23.7 million from the general fund and \$24.1 million in nongeneral funds in FY2015 and \$48.2 million from the general fund and \$49.0 million in nongeneral funds in FY2016 for additional salary increases for teaching and research faculty;**
- **Operation and maintenance of new facilities, \$8.7 million from the general fund and \$8.6 million in nongeneral funds in FY2015 and \$12.7 million from the general fund and \$12.3 million in nongeneral funds in FY2016;**
- **Undergraduate student financial aid, \$12.9 million from the general fund in FY2015 and \$24.9 million from the general fund in FY2016;**
- **Graduate student financial aid, \$3.6 million from the general fund in FY2015 and \$5.3 million from the general fund in FY2016;**
- **Higher Education Equipment Trust Fund debt service, \$13.5 million from the general fund in FY2016;**
- **Access and retention, \$21.9 million from the general fund and \$16.5 million in nongeneral funds in FY2015 and \$43.8 million from the general fund and \$33.0 million in nongeneral funds in FY2016;**
- **Tuition moderation, \$9.0 million from the general fund in FY2015 and (\$9.0 million) reduction in nongeneral funds in FY2015 and \$18.0 million from the general fund and (\$18.0 million) reduction in FY2016;**
- **Completion and efficiency, \$21.9 million from the general fund in FY2015 and \$43.8 million from the general fund in FY2016.**
- **TJ21 initiatives (i.e., high-demand programs, STEM-H degrees, public-private collaborations, and serving underrepresented populations), \$11 million from the general fund and \$11 million in nongeneral funds in FY2015 and \$22 million from the general fund and \$22 million in nongeneral funds in FY2016.**
- **Virtual Library of Virginia, \$1.9 million from the general fund in FY2015 and \$2.2 million from the general fund in FY2016.**

- Tuition Assistance Grant, \$3.8 million from the general fund in FY2015 and \$6.4 million from the general fund in FY2016.
- Two Year Transfer Grant, \$8.8 million from the general fund in FY2015 and \$10.0 million from the general fund in FY2016.
- Virginia Military Survivor and Dependent Education Program, \$50,000 from the general fund in FY2015 and \$250,000 from the general fund in FY2016.
- Fund for Excellence and Innovation, \$1.0 million from the general fund in FY2015 and \$1.5 million from the general fund in FY2016.
- SCHEV initiatives, \$1.6 million from the general fund in FY2015 and \$1.2 million from the general fund in FY2016.

The Council also approved the following capital outlay budget recommendation for 2014-16:

**BE IT RESOLVED** that the State Council of Higher Education for Virginia recommends the appropriation of \$98,177,400 annually from the general fund to the Maintenance Reserve Program for higher education institutions in the 2014-16 Biennium.

**BE IT FURTHER RESOLVED** that the State Council of Higher Education for Virginia calculates a need for \$3,170,522,768 from the general fund and \$433,673,925 from nongeneral funds and debt proceeds to support the capital outlay needs of the Commonwealth's system of public higher education.

**ALSO BE IT RESOLVED** that the State Council of Higher Education for Virginia recommends that priority for debt authorization be provided for the Maintenance Reserve Program.

*Discussion of 2014-16 Systemwide Capital Outlay Budget*

1. Maintenance Reserve

Mr. Hix explained the current system for maintenance reserve and reviewed the chart on page TJ42. A motion was made by Mr. Nakamoto, seconded by Dr. Ramsey and approved unanimously to be forwarded to the full Council:

**BE IT RESOLVED** that the State Council of Higher Education for Virginia recommends the appropriation of \$98,177,400 annually from the general fund to the Maintenance Reserve Program for higher education institutions in the 2014-16 Biennium.

## 2. New Capital Outlay

Mr. Haner reminded members that the Council does not recommend spending the stated amounts, but confirms that based on certain criteria; the institutions meet the priority for debt authorization. On a motion by Dr. Ramsey and seconded by Mr. Nakamoto, the following resolution was approved unanimously to be forwarded to the full Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia calculates a need for \$3,169,408,558 from the general fund and \$433,330,925 from nongeneral funds and debt proceeds to support the capital outlay needs of the Commonwealth's system of public higher education.**

**BE IT FURTHER RESOLVED that the State Council of Higher Education for Virginia recommends that priority for debt authorization be provided for the Maintenance Reserve Program.**

### **UPDATE FROM THE HIGHER EDUCATION ADVISORY COMMITTEE (HEAC)**

Mr. Blake reported on the October 24 meeting and reviewed the agenda of topics that were addressed. He also informed members that Messrs. Smith and Minor made a presentation at that meeting. Mr. Blake distributed a letter from the Secretary of Education SOE regarding the HEAC recommendations, which included a recommendation that additional funding for the 2014-16 biennium be allocated to institutions in the following manner: 50% for performance incentives related to TJ21 legislation, and 50% for student financial aid and operational support.

### **ADJOURNMENT**

The meeting was adjourned at 3:45 p.m.

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Steve Haner  
Committee Chair

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Lee Ann Rung  
Manager for Executive and Council Affairs

# State Council of Higher Education for Virginia Agenda Item

**Item:** TJ21 Implementation Committee Item #3 – Discussion of Governor's Introduced Budget

**Date of Meeting:** January 13, 2014

**Presenter:** Dan Hix, Finance Policy Director, [DanHix@schev.edu](mailto:DanHix@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Background Information/Summary of Major Elements:**

On December 13, 2013, Governor McDonnell introduced his budget for the 2014-2016 biennium. It includes \$184.7 million for higher education operations and financial aid, and an additional \$9.8 million for systemwide budget items within SCHEV's budget, for a total of \$194.5 million. In all but a few areas, the budget for the second year of the biennium is the same as the budget for the first year of the biennium.

The Governor's introduced budget allocates funds to most of the Council's highest priorities. Looking at FY2015 only, the introduced budget provides \$91.6 million, or about 70 percent of the Council's FY 2015 recommendation.

**Materials Provided:** Detailed summaries of the Governor's introduced budget are attached.

**Financial Impact:** The Governor's proposed additional funding would increase higher education institutions' E&G appropriations by over 4% annually. When including the adjustments from central appropriations which include primarily the annualized employees' salaries, funding distribution of statewide performance budgeting system, the cardinal system, auto liability and workers compensation, the institutions' E&G budget will be increased by over 9% per year.

**Timetable for Further Review/Action:** None.

**Resolution:** None.

**Preliminary Summary of  
Major Items in the Governor's Introduced Budget  
for Higher Education in the 2014-16 Biennium  
(General Fund)**

Item	2014-16 Budget for Operations
<b>(A) Formula-derived Operating Budget for All Institutions</b>	
<b>(a) Base Operation and Student Financial Aid</b>	
Increase base funding for operational costs	\$6.75 million per year. Provide funding for institutions to meet at least 92% of the guidelines. <ul style="list-style-type: none"> <li>▪ NSU -- \$1.35 million per year</li> <li>▪ ODU -- \$5.4 million per year</li> </ul>
Increase undergraduate financial aid	\$14,175,000 per year.  The goal is to move institutions toward the 40% of the Partnership model. Each institution gets an annual additional funding of \$100,000. Institutions below the 40% of the Partnership model get additional funding.
Increase graduate financial aid	\$1,575,000 per year.  Provide additional funding to institutions with a research function, and funding distribution is based on the SCHEV recommendation and methodology.
<b>(b) Performance-Based Incentive Funding</b>	
In-state undergraduate enrollment growth	\$10.5 million per year. <ul style="list-style-type: none"> <li>▪ Support the provisions of the TJ21 legislation.</li> <li>▪ Based on projected enrollment growth between FY2014 and FY2016.</li> <li>▪ Funding amount equals the proposed TAG amount of \$3,300 per FTE for 4-year institutions and \$2,300 per FTE for 2-year institutions.</li> </ul>
Degree incentives	\$31.5 million per year.  Funding is distributed based on the HEAC workgroup model led by the college presidents with modification by SCHEV staff. The model rewards institutions for their efforts to graduate students, especially graduate students in STEM majors and in underrepresented groups.
Performance-based initiatives	\$3,425,181 in FY2015 and \$3,724,891 in FY2016.  Funding items came from institutions' budget requests which are based on their 2013 six-year plans.
<b>(B) Other Operating Budget for All Institutions</b>	
HEETF	▪ Provide the same amount of annual allocation as the FY2014

	<p>level (\$39.2 million) to support equipment replacement, including computers for instruction and specialized research equipment. Debt service is estimated at \$10.2 million in FY2016.</p> <ul style="list-style-type: none"> <li>▪ Institutions may not get the reimbursement of their FY2014 expenditures till the first quarter of FY2015, depending on final 2014 General Assembly budget actions.</li> </ul>
Virtual Library of Virginia (VIVA)	\$1,474,764 in FY2015 and \$1,645,249 in FY2016.
Tuition Assistance Grant (TAG)	\$3.1 million per year to increase the award amount from \$3,100 up to \$3,300 in FY2016.
Research initiatives	<p>\$7,275,000 per year, of which</p> <p>GMU: \$500,000 per year for applied research in simulation modeling and gaming  ODU: \$975,000 per year for Center for Bioelectrics  UVA: \$1 million per year for cancer research  UVA: \$1 million per year for Ultrasound Center of Excellence  VCU: \$1 million per year for cancer research  VCU: \$650,000 per year for Parkinson’s Disease Center  VT: \$1,650,000 for neurological and life science research  VIMS: \$500,000 per year for Chesapeake Bay fisheries</p>
Veteran and Military Education Consortium (JMU, ODU, UVA, VCCS, VT, SCHEV)	<p>Establish a higher education consortium to help military personnel and veterans apply previous military training and education towards completing existing bachelor’s degree and professional certificate programs.</p> <ul style="list-style-type: none"> <li>▪ Each participating institution is provided funding of \$46,000 in FY2015 and \$175,000 in FY2016</li> <li>▪ SCHEV administers the consortium with 2 FTE positions. \$341,525 in FY2015 and \$161,890 in FY2016</li> </ul>
Interest earnings and credit card rebates	<p>Continue funding for interest earnings and credit card rebates</p> <ul style="list-style-type: none"> <li>▪ Interest earning (\$3.7 million) per year</li> <li>▪ Credit card rebates (\$1.8 million) per year</li> </ul>
Salary bonus	<ul style="list-style-type: none"> <li>▪ A contingent bonus up to two to three percent, depending on employees’ performance evaluation for full-time state employees including higher education faculty on December 1, 2014</li> <li>▪ Employees receiving a ranking of “meet expectations” on their most recent performance evaluation will be eligible for a one-time bonus of up to two percent of their base pay.</li> <li>▪ Employees receiving a ranking of “exceeds expectations” on their most recent performance evaluation will be eligible for a one-time bonus of up to three percent of their base pay.</li> <li>▪ In order for the two percent bonus to be paid, statewide discretionary unspent general fund appropriations on June 30,</li> </ul>

	<p>2014, must meet or exceed twice the general fund cost of the bonus</p> <ul style="list-style-type: none"> <li>▪ In order for the additional one percent (to reach a total of three percent) bonus to be paid, a combination of revenues exceeding the official revenue forecast and statewide discretionary unspent general fund appropriations on June 30, 2014 must meet or exceed twice the general fund cost of that portion of the bonus.</li> <li>▪ Each agency will be responsible for funding the bonus out of its unspent discretionary appropriations.</li> </ul>
Resource Reallocation	Institutions are required to make an annual 2% resource reallocation of their general fund appropriations for E&G toward objectives of TJ21 (see language below).
Health insurance premium	<ul style="list-style-type: none"> <li>▪ Premiums for single coverage employees will increase approximately \$3 per month in both FY2015 and FY2016.</li> <li>▪ Premiums for family coverage employees will increase approximately \$10 per month in FY2015 and \$13 per month in FY2016.</li> </ul>
VRS rate	VRS rate will be 12.33% for state employees, excluding the 5% employee portion. (Currently it is 8.76%)
<b>(B) Institution-Specific Operating Budget</b>	
GMU	<ul style="list-style-type: none"> <li>▪ \$125,000 per year to support O&amp;M at the Hylton Center</li> <li>▪ \$250,000 in FY2015 for research equipment.</li> </ul>
JMU	\$264,000 in FY2016 for expansion of 4-VA Partnership
ODU	<ul style="list-style-type: none"> <li>▪ \$750,000 per year to enhance information technology infrastructure</li> <li>▪ \$586,250 per year for online program for students who have completed degree requirements</li> <li>▪ \$500,000 per year to expand offerings by the Commonwealth Graduate Nursing Consortium</li> <li>▪ Eliminate the second year planning fund of (\$125,000) for a study on the feasibility of a public health school jointly with EVMS.</li> </ul>
RU	\$187,781 in FY2015 and \$198,431 in FY2016 for Mobile Innovation Learning Lab
UVA	\$106,000 in FY2015 and \$153,000 in FY2016 for higher education procurement cooperative.
VCU	<ul style="list-style-type: none"> <li>▪ \$219,375 per year for Commonwealth Center for Advanced Logistics.</li> <li>▪ \$325,000 per year for participation in the Mid-Atlantic Research Infrastructure Alliance Network (MariaNet).</li> </ul>
VCCS	\$2.5 million for workforce-related initiatives.
VMI	\$250,000 per year for unique military activities.
VT-extension	O&M funding, \$1,149,966 in FY2015 and \$1,173,129 in FY2016
EVMS	\$1.0 million per year to support medical education

Institute for Advanced Learning and Research	\$1.6 million to advance manufacturing in cooperation with Danville Community College.
Jefferson Lab	\$4.6 million to support the efforts to host the new federal electron collider project.
NCI	\$440,037 per year for workforce development program
SVHEC	\$300,000 per year for workforce development program
SWHEC	\$95,327 per year for workforce development program
RHEC	\$343,000 per year to enhance recruitment, retention and degree completion
<b>(C) Language</b>	
Funding for enrollment growth, degree incentives and base funding	Language included in institutions' E&G budget  "Out of this appropriation, \$XXX the first year and \$XXX the second year from the general fund is designated to support the institution's approved six-year plan, consistent with the objectives of the Higher Education Opportunity Act of 2011."
Resource Reallocation	Language included in institutions' E&G budget  "The university shall reallocate two percent each year of its FY2014 general fund appropriation for educational and general programs for strategies that service to advance the objectives of the Higher Education Opportunity Act of 2011. The amounts to be reallocated for this purpose are estimated at \$XXX the first year and \$XXX the second year. These reallocations are in addition to previous reallocations implemented by the institution in the 2012-14 biennium. Specific programs and strategies for these reallocations shall be documented in the institution's six-year plan."
Implementing the TJ21 Legislation (General Provision 4-10.00)	The language delineates the principles for providing funding to higher education institutions consistent with the funding elements identified under the Virginia Higher Education Opportunity Act of 2011. (See attachment)
Higher Education Procurement Cooperative (General Provision 4-10.00.a & 4-10.00.b)	<ul style="list-style-type: none"> <li>▪ Section 4-10.00.a establishes the Higher Education Procurement Cooperative to provide a formal network and structure to aggregate and leverage individual higher education institutional procurement requirement and resources to obtain financial advantage from cooperative procurement.</li> <li>▪ Section 4-10.00.b delineate a specific process for funding the elements identified under the Higher Education Opportunity Act of 2011.</li> </ul>

<b>Item</b>	<b>2014-16 Budget for Capital Outlay</b>
Maintenance Reserve	<ul style="list-style-type: none"> <li>▪ Provide a total annual funding of \$39.2 million to higher education institutions and affiliates.</li> <li>▪ Institutions are given flexibility to choose projects and report to DPB on the spending at year end.</li> </ul>
Equipment funding	Provide funding in central accounts to be disbursed to agencies and institutions of higher education for equipment purchases related to previously authorized capital projects (\$20.6 million)
Planning funds	Due to a private donation, authorizes planning funds for a project at Lord Fairfax Community College
Capital outlay package	No major capital outlay package for higher education in the 2014-16 biennium.

## **§ 4-10.00 IMPLEMENTING VIRGINIA HIGHER EDUCATION OPPORTUNITY ACT OF 2011**

a. The Higher Education Opportunity Act of 2011 (HEOA) or "Top Jobs Act" has as one of its three areas of focus, reformed based investment to include development of collaborative initiatives among the Commonwealth's public and private non-profit institutions of higher education, as well as implementation of operational efficiencies that allow for the redirection of resources to meet high priority needs reflected in the HEOA. To advance the objectives of the "Top Jobs Act" there is hereby authorized the establishment of the Higher Education Procurement Cooperative ("the Procurement Cooperative"). The Procurement Cooperative is a consortium of non-profit public four-year and two-year institutions and independent non-profit private institutions of higher education in the Commonwealth of Virginia. Its purpose is to provide a formal network and structure to aggregate and leverage individual higher education institutional procurement requirements and resources to obtain financial advantage from cooperative procurement. The Procurement Cooperative will be organized under the umbrella of the Virginia Association of State College and University Purchasing Professionals (VASCUPP). It will be governed by a Leadership Council comprised of twelve members as follows: representatives from the six public doctoral institutions; three representatives elected from among the nine four-year public comprehensive institutions and Richard Bland College (two-year institution); two representatives of the Virginia Community College System appointed by the Chancellor; and one representative of the private non-profit institutions appointed by the Council of Independent Colleges in Virginia, Inc. Public non-profit institutions of higher education that are not members of VASCUPP are authorized to use the cooperative contracts negotiated by the Procurement Cooperative without prior approval of the Division of Purchases and Supply of the Department of General Services.

b. The following language more specifically delineates the process for providing funding to higher education institutions consistent with the funding elements identified under the Virginia Higher Education Opportunity Act of 2011:

1. For any general fund support provided to institutions of higher education beyond the budgeted general fund appropriation in the education and general, financial aid and sponsored programs, 30 percent shall be directed to base operations and financial aid to help maintain affordability at the institutions, and 70 percent to performance objectives including enrollment growth, incentive funding and initiatives to help achieve the goals and objectives of the "Top Jobs Act". Within this broader framework, the following allocation percentages shall be used:

a) Nine percent for base operations support, with a goal to ensure every institution of higher education is meeting at least 92 percent of the base adequacy calculation.

b) Twenty-one percent for financial aid, with an emphasis towards addressing middle income students and supporting work study programs;

c) Fourteen percent for enrollment growth. Such funding should be spread proportionately to each institution of higher education with enrollment growth of undergraduate Virginians;

d) Forty-two percent for incentive funding, recognizing the accomplishments of institutions in meeting the goals and objectives of the "Top Jobs Act"; and,

e) Fourteen percent for research and other initiatives to recognize the importance of research to innovation and economic development in Virginia and to support institution-specific efforts to enhance student retention, graduation, and other "Top Jobs Act" goals and objectives.

2. For base funding support, the allocation shall be spread among institutions based on the most recent iteration of the base adequacy model, as calculated by the State Council of Higher Education for Virginia;

3. The calculation for enrollment growth of undergraduate Virginians for which any funding shall be prorated as follows: i) For four-year institutions, the amount provided per student shall equal the amount awarded to students under the Tuition Assistance Grant (TAG) Program for private institutions; ii) For two-year institutions, the amount provided per student shall be \$1,000 less than the TAG grant award; and iii) The difference in enrollment between the most recent year for which there is actual enrollment data as compared to the highest of the next two years of projected enrollment growth shall be used to calculate enrollment growth.

4. For incentive funding, the model circulated by the college presidents to the 2011 Higher Education Advisory Committee (Advisory Committee) shall be used to distribute the allocated funding. This model distributes funding proportionately to those schools that graduate the most students, and which have a greater percentage of students that graduate with science, technology, engineering, math or health care majors, as well as graduating more underrepresented students. This model can be adjusted for identified improvements as recommended by the Advisory Committee in the future.

5. The allocation for financial aid funding is intended to enhance affordability for both low-income and middle-income students and their families, as well as for enhancement of work study programs. It shall be spread among the institutions of higher education based on the State Council of Higher Education for Virginia's Partnership Model. The funding provided shall be distributed appropriately to address each institution's funding shortfall, with a goal of providing additional resources to those institutions showing the greatest shortfall in the Partnership Model. For purposes of this funding, the federal percent-of-poverty index used to define low and middle income families is as follows: Low income would fall below 200 percent; and middle income would be in the range of 200 to 400 percent. Institutions shall report annually on their implementation of this policy via the six-year planning process established under the "Top Jobs Act".

6. The funding allocated for research initiatives shall be provided for efforts included in an institution's six-year plan, that will result in matching grant or investment funding equal to at least two times the amount of state support over a three-year period, or which will result in the commercialization of a product. Institutions receiving funding shall also provide an annual report being submitted to the Governor, Secretaries of Finance, Education, Technology and Commerce and Trade, as well as the Chairmen of the House Appropriations and Senate Finance Committees, and the Director, Department of Planning and Budget, identifying the institution's research accomplishments, including the return on the Commonwealth's investment.

7. Funding allocated for other initiatives shall be directed towards efforts identified by institutions of higher education in their six-year plans that best meet the goals and objectives of the "Top Jobs Act" legislation. These initiatives should be vetted through the six-year planning process as established under the "Top Jobs Act", and should be requested as discrete decision packages through the budget development process.

#### **§ 4-11.00 STATEMENT OF FINANCIAL CONDITION**

Each agency head handling any state funds shall, at least once each year, upon request of the Auditor of Public Accounts, make a detailed statement, under oath, of the financial condition of his office as of the date of such call, to the Auditor of Public Accounts, and upon such forms as shall be prescribed by the Auditor of Public Accounts.

#### **§ 4-12.00 SEVERABILITY**

If any part, section, subsection, paragraph, sentence, clause, phrase, or item of this act or the application thereof to any person or circumstance is for any reason declared unconstitutional, such decisions shall not affect the validity of the remaining portions of this act which shall remain in force as if such act had been passed with the unconstitutional part, section, subsection, paragraph, sentence, clause, phrase, item or such application thereof eliminated; and the General Assembly hereby declares that it would have passed this act if such unconstitutional part, section, subsection, paragraph, sentence, clause, phrase, or item had not been included herein, or if such application had not been made.

#### **§ 4-13.00 CONFLICT WITH OTHER LAWS**

Notwithstanding any other provision of law, and until June 30, 2014, the provisions of this act shall prevail over any conflicting provision of any other law, without regard to whether such other law is enacted before or after this act; however, a conflicting provision of another law enacted after this act shall prevail over a conflicting provision of this act if the General Assembly has clearly evidenced its intent that the conflicting provision of such other law shall prevail, which intent shall be evident only if such other law (i) identifies the specific provision(s) of this act over which the conflicting provision of such other law is intended to prevail and (ii) specifically states

that the terms of this section are not applicable with respect to the conflict between the provision(s) of this act and the provision of such other law.

**§ 4-14.00 EFFECTIVE DATE**

This act is effective July 1, 2014.

**ADDITIONAL ENACTMENTS**

2. That no provision of this act shall be construed or interpreted to cause the expiration of any provision of Chapter 896 of the Acts of Assembly of 2007 pursuant to the 22nd enactment of such Chapter.

3. That the provisions of the first enactment of this act shall expire at midnight on June 30, 2016. The provisions of the second enactment of this act shall have no expiration date.

**Comparison of SCHEV and the Governor's Budget Recommendations for 2014-16 Biennium  
(General Fund Only)**  
(In Millions)

Item	2014-15		2015-16		Biennial Total	
	SCHEV	Governor	SCHEV	Governor	SCHEV	Governor
<b>(A) Base Operation Funding</b>						
Faculty recruitment and retention	\$23.7		\$48.2		\$71.9	
Operation and maintenance of new facilities	\$8.7	\$1.3	\$12.7	\$1.3	\$21.4	\$2.6
Undergraduate financial aid	\$12.9	\$14.7	\$24.9	\$14.7	\$37.8	\$29.4
Graduate financial aid	\$3.6	\$1.9	\$5.3	\$1.9	\$8.9	\$3.8
Higher Education Equipment Trust Fund (debt service)			\$13.5	\$10.2	\$13.5	\$10.2
<b>Subtotal</b>	<b>\$48.9</b>	<b>\$17.9</b>	<b>\$104.6</b>	<b>\$28.1</b>	<b>\$153.5</b>	<b>\$46.0</b>
<b>(B) Incentive Funding</b>						
Access and retention	\$21.9	\$17.3	\$43.8	\$17.3	\$65.7	\$34.5
Tuition moderation	\$9.0		\$18.0		\$27.0	
Completion and efficiency	\$21.9	\$31.5	\$43.8	\$31.5	\$65.7	\$63.0
TJ21 initiatives <sup>1</sup>	\$11.0	\$20.0	\$21.9	\$21.3	\$32.9	\$41.2
<b>Subtotal</b>	<b>\$63.8</b>	<b>\$68.7</b>	<b>\$127.5</b>	<b>\$70.0</b>	<b>\$191.3</b>	<b>\$138.7</b>
Subtotal for Operating Budget	\$96.2	\$70.0	\$201.9	\$81.5	\$298.1	\$151.5
Subtotal for Financial Aid	\$16.5	\$16.6	\$30.2	\$16.6	\$46.7	\$33.2
<b>Total</b>	<b>\$112.7</b>	<b>\$86.6</b>	<b>\$232.1</b>	<b>\$98.1</b>	<b>\$344.8</b>	<b>\$184.7</b>
<b>(C) Systemic Budget Items within the SCHEV Budget</b>						
Virtual Library of Virginia (VIVA)	\$1.9	\$1.5	\$2.2	\$1.6	\$4.1	\$3.1
Tuition Assistant Grant (TAG)	\$3.8	\$3.1	\$6.4	\$3.1	\$10.2	\$6.2
Two-year transfer grant	\$8.8		\$10.0		\$18.8	
Va military survivor and dependent education program	\$0.1	\$0.1	\$0.2	\$0.1	\$0.3	\$0.1
Fund for excellence and innovation	\$1.0		\$1.5		\$2.5	
SCHEV initiatives <sup>2</sup>	\$1.6	\$0.3	\$1.2	\$0.2	\$2.8	\$0.5
<b>Total</b>	<b>\$17.1</b>	<b>\$4.9</b>	<b>\$21.5</b>	<b>\$4.9</b>	<b>\$38.6</b>	<b>\$9.8</b>
<b>Grand Total</b>	<b>\$129.8</b>	<b>\$91.6</b>	<b>\$253.6</b>	<b>\$103.0</b>	<b>\$383.4</b>	<b>\$194.5</b>

Notes:

1. The Governor's budget includes funding for performance-based initiatives, research initiatives, workforce development and other initiatives.
2. SCHEV column includes funding for military student support initiatives, research fellows program, e-content matching grant, technology fellows program, and staff support for TJ 21 initiatives. The Governor's column includes the funding to SCHEV for the veteran education consortium.

**Summary of the Governor's Introduced Budget for 2014-15  
(General Fund Only)**

Educational and General Programs															
Inst	Base Adequacy	Enrollment Growth	Degree Incentives	Performance-based Initiatives	Institution-specific	Central Appropriations (CA)*	Total E&G	% Increase (excl CA) over FY2014 E&G	% Increase over FY2014 E&G	Undergraduate Financial Aid	Graduate Financial Aid	Research	Workforce Development Programs	Other Inst-Specifics	Total Additions
CNU		\$189,063	\$745,184	\$241,120		\$1,514,795	\$2,690,162	4.8%	11.0%	\$100,000					\$2,790,162
CWM		\$328,184	\$787,878	\$259,096		\$2,445,666	\$3,820,824	3.6%	10.0%	\$100,000	\$72,322				\$3,993,146
GMU		\$1,794,311	\$3,292,644		\$125,000	\$6,150,491	\$11,362,446	4.5%	9.8%	\$3,150,000	\$376,910	\$500,000		\$250,000	\$15,639,356
JMU		\$873,970	\$2,471,312	\$383,132	\$46,000	\$4,624,746	\$8,399,160	5.4%	12.0%	\$100,000					\$8,499,160
LU		\$153,391	\$577,752	\$95,683		\$1,467,407	\$2,294,233	3.5%	9.7%	\$365,000					\$2,659,233
NSU	\$1,350,000		\$678,435	\$688,293		\$1,877,148	\$4,593,876	6.7%	11.4%	\$195,000					\$4,788,876
ODU	\$5,400,000	\$1,274,323	\$2,766,965		\$1,882,250	\$4,656,491	\$15,980,029	10.9%	15.4%	\$1,600,000	\$220,992	\$975,000			\$18,776,021
RU		\$970,285	\$1,236,602	\$356,815	\$187,781	\$2,564,790	\$5,316,273	6.3%	12.2%	\$199,000					\$5,515,273
UMW		\$627,831	\$686,941	\$95,810		\$1,410,039	\$2,820,621	7.1%	14.2%	\$600,000					\$3,420,621
UVA		\$1,095,137	\$2,071,443		\$152,000	\$4,410,441	\$7,729,021	2.8%	6.5%	\$100,000	\$387,660	\$2,000,000			\$10,216,681
UVAW		\$74,912	\$250,501	\$84,411		\$680,493	\$1,090,317	3.2%	8.4%	\$350,000					\$1,440,317
VCU		\$845,432	\$3,386,891		\$544,875	\$10,212,492	\$14,989,690	3.1%	9.7%	\$634,000	\$245,695	\$1,650,000			\$17,519,385
VMI			\$174,594	\$213,607		\$743,048	\$1,131,249	4.7%	13.6%	\$100,000				\$250,000	\$1,481,249
VSU		\$737,309	\$535,360		\$60,000	\$1,170,416	\$2,503,085	4.4%	8.3%	\$1,061,127					\$3,564,212
VT		\$588,592	\$3,444,138	\$46,000		\$9,343,158	\$13,421,888	2.9%	9.6%	\$100,000	\$271,420	\$1,650,000			\$15,443,308
RBC		\$243,652	\$151,720	\$257,214		\$220,152	\$872,738	11.9%	15.9%	\$100,000					\$972,738
VCCS		\$703,608	\$8,241,640		\$46,000	\$16,441,406	\$25,432,654	2.6%	7.5%	\$5,820,873			\$1,375,000		\$32,628,527
<b>Inst Total</b>	<b>\$6,750,000</b>	<b>\$10,500,000</b>	<b>\$31,500,000</b>	<b>\$2,721,181</b>	<b>\$3,043,906</b>	<b>\$69,933,179</b>	<b>\$124,448,266</b>	<b>4.2%</b>	<b>9.6%</b>	<b>\$14,675,000</b>	<b>\$1,575,000</b>	<b>\$6,775,000</b>	<b>\$1,375,000</b>	<b>\$500,000</b>	<b>\$149,348,266</b>
VIMS											\$354,991	\$500,000			\$854,991
VT-Ext	\$1,149,966				\$110,000		\$1,259,966								\$1,259,966
VSU-Ext					\$110,000		\$110,000								\$110,000
EVMS	\$1,000,000						\$1,000,000								\$1,000,000
Jeff Lab														\$1,700,000	\$1,700,000
IALR													\$1,052,040		\$1,052,040
SVHEC													\$300,000		\$300,000
SWHEC													\$95,327		\$95,327
RHEC														\$343,000	\$343,000
NCI													\$440,037		\$440,037
HEETF															\$0
SCHEV															\$0
_Agency															\$0
TAG										\$3,088,548					\$3,088,548
VIVA														\$1,474,764	\$1,474,764
Va Military Survivors										\$50,000					\$50,000
Veterans' ed consort														\$341,525	\$341,525
<b>Grand Total</b>	<b>\$8,899,966</b>	<b>\$10,500,000</b>	<b>\$31,500,000</b>	<b>\$2,721,181</b>	<b>\$3,263,906</b>	<b>\$69,933,179</b>	<b>\$126,818,232</b>			<b>\$17,813,548</b>	<b>\$1,929,991</b>	<b>\$7,275,000</b>	<b>\$3,262,404</b>	<b>\$4,359,289</b>	<b>\$161,458,464</b>

Note: \*The major component of the central appropriations is the annualized faculty and classified employees' salaries of \$69.5 million.

**Summary of the Governor's Introduced Budget for 2015-16  
(General Fund Only)**

Educational and General Programs															
Inst	Base Adequacy	Enrollment Growth	Degree Incentives	Performance-based Initiatives	Institution-specific	Central Appropriations (CA)*	Total E&G	% Increase (excl CA) over FY2014 E&G	% Increase over FY2014 E&G	Undergraduate Financial Aid	Graduate Financial Aid	Research	Workforce Development Programs	Other Inst-Specifics	Total Additions
CNU		\$189,063	\$745,184	\$263,013		\$1,521,741	\$2,719,001	4.9%	11.1%	\$100,000					\$2,819,001
CWM		\$328,184	\$787,878	\$348,206		\$2,449,685	\$3,913,953	3.8%	10.2%	\$100,000	\$72,322				\$4,086,275
GMU		\$1,794,311	\$3,292,644		\$125,000	\$6,175,255	\$11,387,210	4.5%	9.8%	\$3,150,000	\$376,910	\$500,000			\$15,414,120
JMU		\$873,970	\$2,471,312	\$402,872	\$439,000	\$4,634,676	\$8,821,830	6.0%	12.6%	\$100,000					\$8,921,830
LU		\$153,391	\$577,752	\$191,366		\$1,473,454	\$2,395,963	3.9%	10.1%	\$365,000					\$2,760,963
NSU	\$1,350,000		\$678,435	\$706,319		\$1,885,925	\$4,620,679	6.8%	11.4%	\$195,000					\$4,815,679
ODU	\$5,400,000	\$1,274,323	\$2,766,965		\$1,886,250	\$4,663,903	\$15,991,441	10.9%	15.4%	\$1,600,000	\$220,992	\$975,000			\$18,787,433
RU		\$970,285	\$1,236,602	\$372,660	\$198,431	\$2,574,919	\$5,352,897	6.4%	12.3%	\$199,000					\$5,551,897
UMW		\$627,831	\$686,941	\$117,250		\$1,414,978	\$2,847,000	7.2%	14.4%	\$600,000					\$3,447,000
UVA		\$1,095,137	\$2,071,443		\$328,000	\$4,422,566	\$7,917,146	2.9%	6.6%	\$100,000	\$387,660	\$2,000,000			\$10,404,806
UVAW		\$74,912	\$250,501	\$84,411		\$682,744	\$1,092,568	3.2%	8.4%	\$350,000					\$1,442,568
VCU		\$845,432	\$3,386,891		\$544,875	\$10,226,846	\$15,004,044	3.1%	9.7%	\$634,000	\$245,695	\$1,650,000			\$17,533,739
VMI			\$174,594	\$213,607		\$745,841	\$1,134,042	4.7%	13.6%	\$100,000				\$250,000	\$1,484,042
VSU		\$737,309	\$535,360			\$1,171,844	\$2,444,513	4.2%	8.1%	\$1,061,127					\$3,505,640
VT		\$588,592	\$3,444,138		\$175,000	\$9,361,050	\$13,568,780	3.0%	9.7%	\$100,000	\$271,420	\$1,650,000			\$15,590,200
RBC		\$243,652	\$151,720	\$275,115		\$221,397	\$891,884	12.3%	16.3%	\$100,000					\$991,884
VCCS		\$703,608	\$8,241,640		\$175,000	\$16,327,202	\$25,447,450	2.7%	7.5%	\$5,820,873			\$1,095,000		\$32,363,323
<b>Inst Total</b>	<b>\$6,750,000</b>	<b>\$10,500,000</b>	<b>\$31,500,000</b>	<b>\$2,974,819</b>	<b>\$3,871,556</b>	<b>\$69,954,026</b>	<b>\$125,550,401</b>	<b>4.3%</b>	<b>9.7%</b>	<b>\$14,675,000</b>	<b>\$1,575,000</b>	<b>\$6,775,000</b>	<b>\$1,095,000</b>	<b>\$250,000</b>	<b>\$149,920,401</b>
VIMS											\$354,991	\$500,000			\$854,991
VT-Ext	\$1,173,129				\$110,000		\$1,283,129								\$1,283,129
VSU-Ext					\$110,000		\$110,000								\$110,000
EVMS	\$1,000,000						\$1,000,000								\$1,000,000
Jeff Lab														\$2,900,000	\$2,900,000
IALR													\$585,829		\$585,829
SVHEC													\$300,000		\$300,000
SWHEC													\$95,327		\$95,327
RHEC														\$343,000	\$343,000
NCI													\$440,037		\$440,037
HEETF															\$10,200,000
SCHEV															\$0
Agency															\$0
TAG										\$3,088,548					\$3,088,548
VIVA														\$1,645,249	\$1,645,249
Va Military Survivors										\$50,000					\$50,000
Veterans' ed consort														\$161,890	\$161,890
<b>Grand Total</b>	<b>\$8,923,129</b>	<b>\$10,500,000</b>	<b>\$31,500,000</b>	<b>\$2,974,819</b>	<b>\$4,091,556</b>	<b>\$69,954,026</b>	<b>\$127,943,530</b>			<b>\$17,813,548</b>	<b>\$1,929,991</b>	<b>\$7,275,000</b>	<b>\$2,516,193</b>	<b>\$5,300,139</b>	<b>\$172,978,401</b>

Note:\*The major component of the central appropriations is the annualized faculty and classified employees' salaries of \$69.5 million.

## Higher Education Equipment Funding (in bond proceeds)

<b>Institution</b>	<b>Project Title</b>	<b>FY2015</b>
CWM	Renoate Tyler Hall	\$1,195,000
VT	Construct Classroom Building	\$4,061,000
LU	Construct University Technology Center	\$590,000
JMU	Renoate West Wing, Rockingham Hospital	\$1,383,000
VCU	Construct and Renovate Information Commons and Libraries	\$4,860,000
RBC	Renovate Ernst Hall	\$1,500,000
GMU	Expand the Central Utility Plan, Fairfax Campus	\$175,000
VCCS	Acquire/Construct Motorsports/Workforce Development Center, Patrick Henry	\$1,500,000
	Renovate Main Hall, Middletwo Campus, Lord Fairfax	\$625,000
	Renovate Building B, Parham Road Campus, J. Sargeant Reynolds	\$372,000
	Renovate Reynolds Academic Building, Loudon Campus, Northern Virginia	\$1,500,000
	Renovate Bayside Building, Virginia Beach Campus, Tidewater	\$2,884,000
	<b>Total</b>	

Source: DPB CSSBO Presentation (12-16-2013)

# State Council of Higher Education for Virginia Agenda Item

**Item:** TJ21 Implementation Committee Item #4 – Discussion of 2014 General Assembly Session

**Date of Meeting:** January 13, 2014

**Presenter:** Kirsten Nelson, SCHEV Director of Communications and Government Relations

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Background Information/Summary of Major Elements:** Ms. Nelson will provide an overview of legislative issues affecting higher education in the 2014 General Assembly session.

**Materials Provided:**

- A handout will be provided at the meeting.

**Financial Impact:** N/A

**Timetable for Further Review/Action:** N/A

**Resolution:** N/A

## State Council of Higher Education for Virginia Agenda Item

**Item:** TJ21 Implementation Committee Item #5 – Update on Fall 2013 Headcount Enrollment

**Date of Meeting:** January 13, 2014

**Presenter:** Tod Massa, Director of Policy Research and Data Warehousing  
[todmassa@schev.edu](mailto:todmassa@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:** September 17, 2013

**Action:** Council approved the enrollment projections and degree estimates of the public and private institutions.

**Background Information/Summary of Major Elements:**

Across the nation we have heard that college enrollments are down. In Virginia, the enrollment files have been submitted and locked by the four-year institutions, both public and private, and we can now review the situation. VCCS enrollments are typically not made final until mid-January, thus the two-year colleges are not part of this analysis. Using the E41: Change in Enrollment report we can observe the following highlights:

Overall enrollment at the public four-year institutions is flat from fall 2012 with an increase of 27 students from 214,640 to 214,667. Looking a little deeper we see that undergraduate enrollment is up by 1,517 students to 168,239. Graduate enrollment is down from 42,825 students to 41,436 students, a difference of 1,389. Only three institutions had increases in graduate enrollment – William & Mary, Radford, and Virginia State. Enrollment in first professional programs is down by 101 students to 4,992.

Overall enrollment at the private, nonprofit institutions is up from 129,950 students to 132,175, a difference of 2,225 students or 1.7%. Much of the increase is due to the continued growth at Liberty University. Despite an increase of 1,331 undergraduate students at Liberty, overall undergraduate enrollment increased by only 553 students across private, nonprofit institutions. Graduate enrollment increased from 36,358 to 37,924 students and first professional enrollment declined from 7,537 to 7,643 students.

## How much of these gains and losses attributable to in-state and out-of-state students?

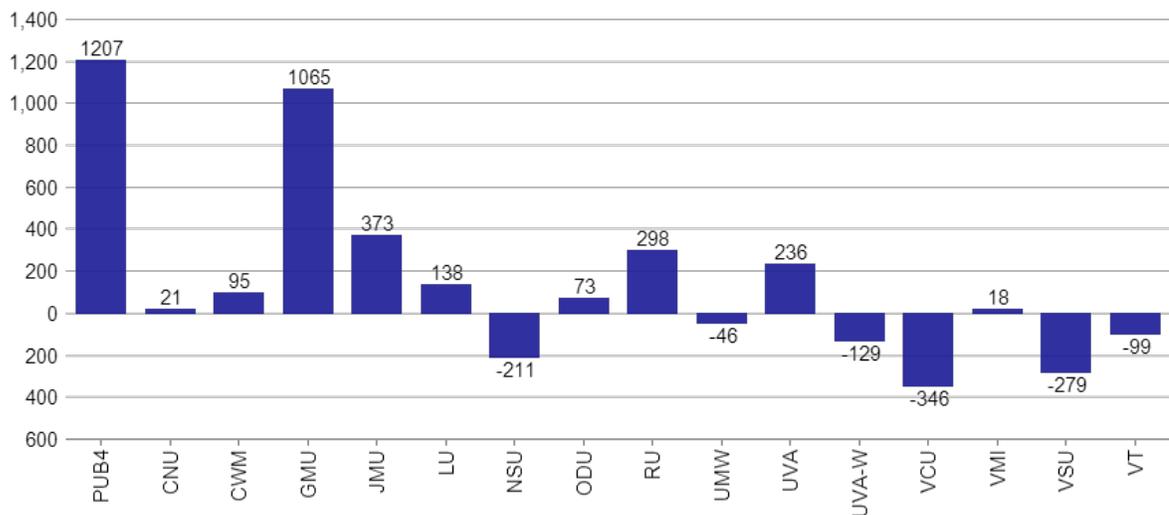
At the public institutions, both groups of students increased at the undergraduate level. In-state undergraduate enrollment increased by 1,190 students, or just 0.9%, to 137,328. Out-of-state enrollment increased by 327 students, just over 1%, to 30,911.

Undergraduate enrollment of in-state students at the private institutions increased by 12 students to 31,555 students while out-of-state undergraduate enrollment increased by 541 (1.0%) to 53,806 students. Again, this growth is attributed to an increase of 744 students at Liberty.

## Which institutions were most significantly impacted for in-state undergraduates?

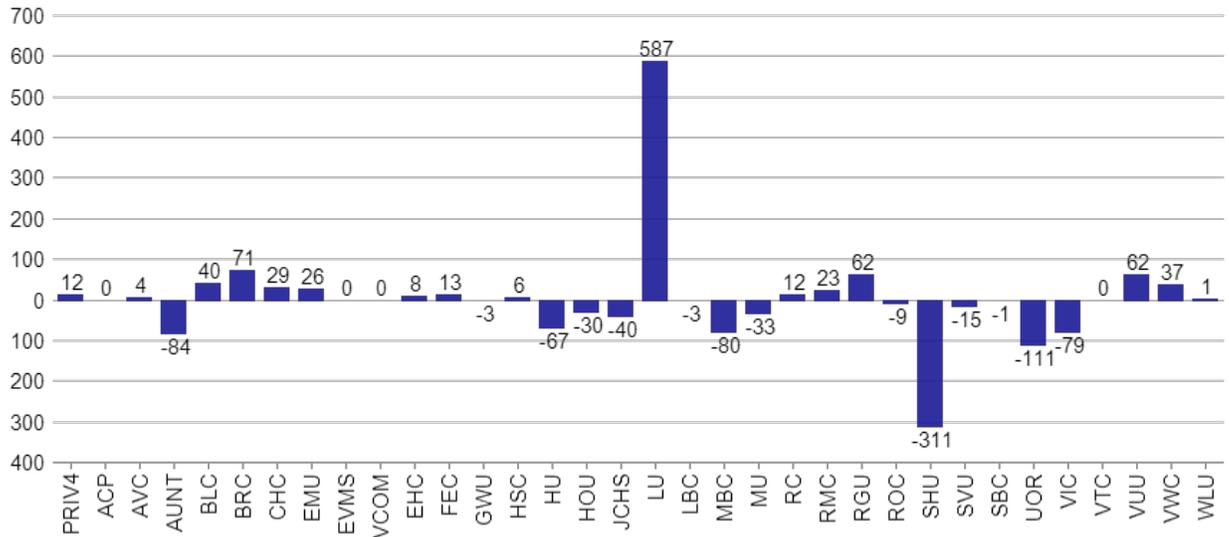
The first two charts below detail the institutional differences in the enrollment growth from fall 2012. In the first chart, we compare enrollment changes at the public institutions. Nine institutions - Christopher Newport, William & Mary, George Mason, James Madison, Longwood, Old Dominion, Radford, University of Virginia, and Virginia Military Institute - experienced enrollment growth in a range from 18 to 1,065 students. The six remaining institutions dropped between 46 and 346 students each. The largest decrease was at Virginia Commonwealth University.

Public Four-year Colleges and Universities, Changes in Fall Headcount Fall 2012 - Fall 2013  
In-State Undergraduate Students



Of the 29 private, nonprofit institutions with undergraduate enrollments, 16 reported enrollment increases of 1 to 587 students. As noted previously, the most significant growth was at Liberty University. The remaining 13 institutions reported decreases between 1 and 311 with the largest decrease at Shenandoah University.

**Private Four-year Colleges and Universities, Changes in Fall Headcount Fall 2012 - Fall 2013  
In-State Undergraduate Students**



**What sub-groups of students most influenced the enrollment changes?**

Of the 1,207 increase in-state undergraduates at public four-year institutions, 446 were new transfer students compared to a decrease of 127 first-time-in-college (FTIC) students. The remainder of the enrollment increase is attributable to continuing students.

At the private institutions, there were 167 new in-state transfers with an increase of 39 FTIC students. Combining these figures with a loss of 194 continuing in-state undergraduates results in the net gain of 12 students mentioned above.

Enrollment of new graduate students, both in-state and out-of-state, at the public institutions is down from 2012, for a combined decrease of 859 students. At the private institutions there was also a decrease in new graduate students (a total of 485), but an increase of 2,051 continuing graduate students resulted in the net increase of 1,566 graduate student enrollment.

**How do current enrollments compare to institutional projections approved by Council at the September meeting?**

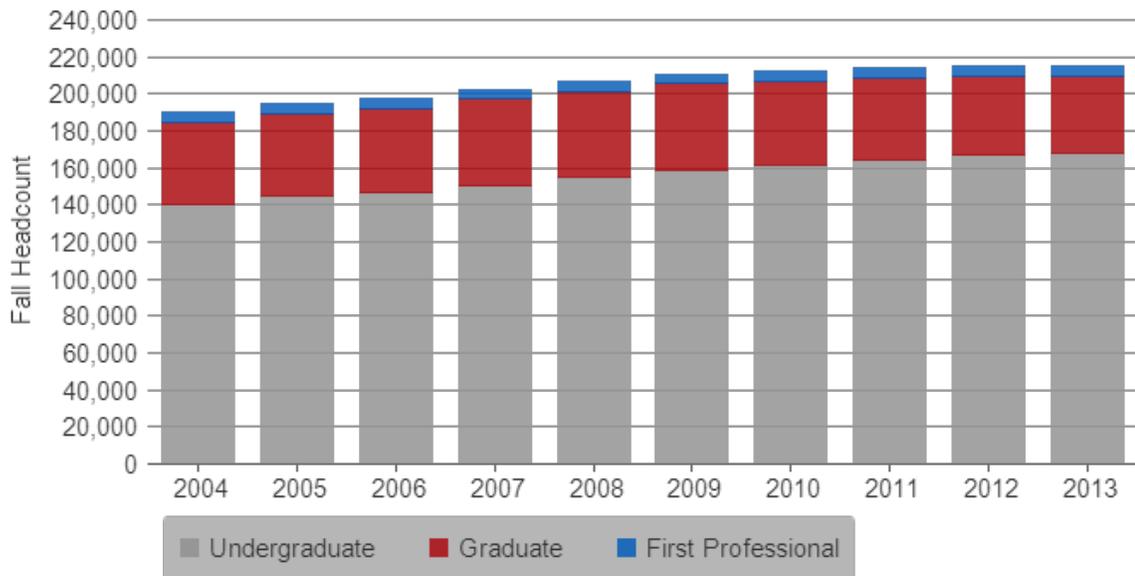
Total enrollment at the public four-year institutions is 778 students below projections. Six institutions had enrollment below projections. They are Norfolk State (11), Old Dominion (98), Mary Washington (189), University of Virginia (495), and Virginia Commonwealth (591). The remaining institutions exceeded their projections by 10 to 102 students. If we look only at projections of in-state undergraduates, only Norfolk State (34), Old Dominion (137), University Virginia College at Wise (37), and Virginia Commonwealth (423) were below their enrollment projections.

Only William & Mary (47), Norfolk State (14), Radford (37), and Virginia State (37) met or exceeded their projections for graduate students. These institutions, Norfolk State (15), Radford (43), and Virginia State (29), also met or exceeded their projections for in-state graduate students.

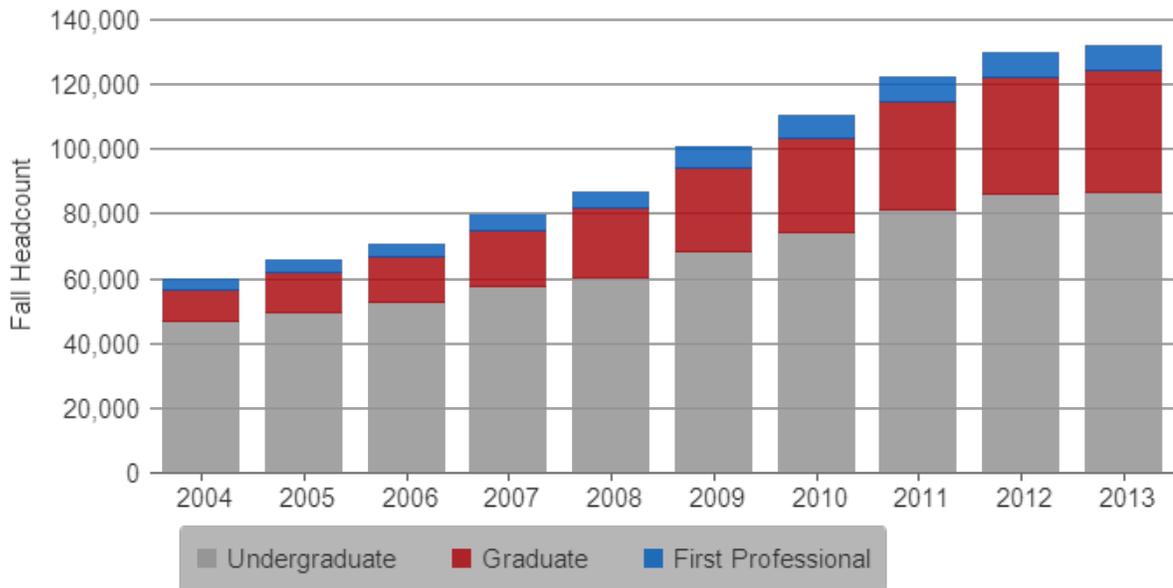
Overall, the total enrollment at the private institutions exceeded projections by 6,832 students. While much of this is due to Liberty (4,863), eight other institutions also met or exceeded their projections: Bluefield (10), Bridgewater (75), Christendom (12), Eastern Mennonite (59), Ferrum (31), Regent (321), Shenandoah (282), Virginia Union (352). The increased enrollment at many of these same colleges was from in-state undergraduates, despite the fact actual enrollment of in-state undergraduates was below projections by 402 students. Liberty led the way with 320 students above projections, with Bridgewater (43), Christendom (21), Eastern Mennonite 912), Ferrum (39), Marymount (48), Randolph-Macon (48), Regent (11), Shenandoah (152), and Virginia Union (25) enrolling more students than projected.

In general, the ten year trend appears healthy at both public institutions, and private institutions, in the aggregate.

### 10 Most Recent Years of Fall Headcount Total Public Four-year Institutions



## 10 Most Recent Years of Fall Headcount Total Private, NonProfit, Four-year Institutions



There is a great deal of institutional variation that can be explored on the SCHEV Research site. In general, most of the institution-level variation from the enrollment projections is reasonable and to be expected. Staff remains optimistic that the Commonwealth will meet the goal 100,000 cumulative additional degrees awarded to in-state undergraduates by 2025.

Additional detail can be found at:

**E41: Change in Enrollment report**

[http://research.schev.edu/enrollment/institutional\\_growth\\_comparisons.asp](http://research.schev.edu/enrollment/institutional_growth_comparisons.asp)

**E41: Change in Fall Headcount, Detail**

[http://research.schev.edu/enrollment/E42\\_report.asp](http://research.schev.edu/enrollment/E42_report.asp)

**Financial Impact:** Financial impacts are dependent upon final statewide targets established.

**Timetable for Further Review/Action:** As Council desires.

**Resolution:**

None/Informational only

# State Council of Higher Education for Virginia Agenda Item

**Item:** TJ21 Implementation Committee Item #6 – Overview of Incentive Funding Models

**Date of Meeting:** January 13, 2014

**Presenter:** Peter Blake, Director  
[peterblake@schev.edu](mailto:peterblake@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:** October 29, 2013

**Action:** The Council approved budget recommendations that used incentive funding models.

**Background Information/Summary of Major Elements:**

In its recent operating budget recommendation, the Council recommended a total of \$164.3 million in incentive funds for the biennium. Of the total, the Council recommended that 40 percent be allocated for access and retention; 40 percent for completion and efficiency; and 20 percent for TJ21 initiatives. This agenda item provides additional details on the funding models.

**Materials Provided:**

Descriptions of performance incentive models.

**Financial Impact:**

None.

**Timetable for Further Review/Action:**

Council will make budget recommendations for the second year of the 2014-16 biennium later this year, usually in September and October.

**Resolution:**

None.

## **Incentives for Progression, Completion, Underrepresented Populations and High-Demand Programs**

The model assigns points (see table) for each Associate and Bachelor degree awarded over a three year period – 2009-10 through 2011-12. Extra points are assigned for degrees: awarded in a STEMH (Science, Technology, Engineering, Mathematics, and Health professions) area, earned within 100% of time-to-degree (four years for Bachelor, two years for Associate, and within three years for a transfer student), and awarded to a student from an under-represented population (minority, Pell recipient, over age 25 at time of entrance, or from locality with low college attendance).

Points are assigned based on actual degrees awarded (Volume) and on number of additional degree awarded each year (Improvement). Institutions that awarded less degrees in a year compared to the previous year are assigned a value of zero for improvement in that year.

## **Incentives for Efficiency and Graduation Rate**

Institutions can earn or lose ten percent of their points based on performance on two additional areas: Revenues per Degree rank against a set of similar public institutions across the nation and improvement in their graduation rate over a three-year period.

2013 Incentive Funding Allocation Model							
Points assigned for each Associate or Bachelor Degree Awarded							
	Quartile (by size)	Four-Year			Two-Year (RBC & VCCS)		
		2011-12	2010-11	2009-10	2011-12	2010-11	2009-10
<b>Degrees (In-State Degrees - Associate and Bachelor)</b>	Smallest	12.00	8.00	4.00	7.20	4.80	2.40
	Second	11.25	7.50	3.75			
	Third	10.50	7.00	3.50			
	Largest	9.75	6.50	3.25	5.85	3.90	1.95
<b>STEMH (In-State Degrees - Associate &amp; Bachelor)</b>	Smallest	9.00	6.00	3.00	4.95	3.30	1.65
	Second	8.25	5.50	2.75			
	Third	7.50	5.00	2.50			
	Largest	6.75	4.50	2.25	4.05	2.70	1.35
<b>Graduation within 100% (In-State Degrees - Associate &amp; Bachelor - Native &amp; Transfer)</b>	Smallest	6.00	4.00	2.00	3.60	2.40	1.20
	Second	5.25	3.50	1.75			
	Third	4.50	3.00	1.50			
	Largest	3.75	2.50	1.25	2.25	1.50	0.75
<b>URP (In-State Degrees - Associate &amp; Bachelor)</b>	Smallest	6.00	4.00	2.00	3.60	2.40	1.20
	Second	5.25	3.50	1.75			
	Third	4.50	3.00	1.50			
	Largest	3.75	2.50	1.25	2.25	1.50	0.75
Revenues per Degree Rank Below Median	If both true, then +10%. If only one true, then 0%. If both false, then -10%.						
Graduation Rate: Current 3yr Avg=> previous 3yr Avg?							

## Incentives for Access and Enrollment Student to Faculty Ratios, by Level and Discipline

Discipline	Lower	Upper	Master's/ Professional	Doctoral
<b>Group 1</b>				
Area Studies	24	18	11	9
Business & Management	24	18	11	9
Interdisciplinary Studies	24	18	11	9
Library Science	24	18	11	9
Military Science	24	18	11	9
Public Affairs	24	18	11	9
Social Sciences	24	18	11	9
Study Abroad	24	18	11	9
<b>Group 2</b>				
Communications	20	14	10	8
Education	20	14	10	8
Home Economics	20	14	10	8
Letters	20	14	10	8
Mathematics	20	14	10	8
Psychology	20	14	10	8
<b>Group 3a</b>				
Agric. & Natural Resources	18	11	9	7
Arch. & Env. Design	18	11	9	7
Computer /Info. Sci.	18	11	9	7
Fine and Applied Arts	18	11	9	7
Foreign Languages	18	11	9	7
Bus. & Com. Tech.	18	-	-	-
Data Processing Tech.	18	-	-	-
Public Serv. Tech.	18	-	-	-
Remedial Education	18	-	-	-
<b>Group 3b</b>				
Biological Sciences	18	11	8	6
Engineering	18	11	8	6
Physical Sciences	18	11	8	6
<b>Group 4</b>				
Health Professions <sup>1</sup>	12	10	7	5
Pharmacy	-	-	6	-
Health & Paramed. Tech.	10	-	-	-
<b>Other</b>				
Mech. & Engr. Tech.	13	-	-	-
Natural Science Tech	14	-	-	-

<sup>1</sup> Excludes medicine, dentistry, and veterinary medicine.  
Incentive Funding Models

Law	-	-	17	-
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**Instructional Faculty Costs ("FIC")**  
Salary and benefits of full-time and part-time faculty and graduate teaching assistants.

**Student / Faculty Ratio x Student FTE by academic discipline and Student level**

Average Salary of  
(a) Appropriated salary for Teaching and Research (T&R) Faculty;  
(b) Fixed part-time faculty salary, and  
(c) Graduate Assistant salary as a % of part-time faculty salary weighted by the budgeted faculty FTEs in these categories.

**Non-Faculty Instructional Costs ("NFIC")**  
Support staff, instructional material, and equipment.

Faculty Cost x NFIC Rate (40%)

**Fringe Benefits**

3-year average of % fringe spending to total expenditures in programs 101-10, 1010-20 and 10-30

**Community Education, Research, and Public Service**

Based on institutional budget for these programs

**Total Direct Cost**

**Academic Support**

[(Direct cost) x Academic Support Rate] + Adjustment Factor

**Student Services**

\$ per Headcount Student + Adjustment Factor

**Physical Plant**

{[Sum of (Direct Cost, Academic Support Cost and Student Services Cost)] x Physical Plant Rate} + Adjustment Factor

**Institutional Support**

{[Sum of (Direct Cost, Academic Support Cost and Student Services Cost)] x Physical Plant Rate} x Institutional Support Rate} + Adjustment Factor

**Total Indirect Cost**

**Total E & G Cost = Direct + Indirect Costs**

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
**SCHEV Offices**  
**101 N. 14<sup>th</sup> St., 9<sup>th</sup> floor**  
**Richmond, Virginia**  
**January 14, 2014**  
**9:00 a.m.**

**Meeting Agenda**

*(Note: Some items from the January 14 meeting agenda may be addressed before adjournment of the January 13 meetings)*

- |  |            |  |
|--|------------|--|
| Call to Order and Announcements  | 9:00 a.m.  |  |
| 1. Public Comment Period   |            |  |
| 2. Approval of Minutes<br>(October 29, 2013, Executive Committee)<br>(October 29, 2013, Council meeting) |            | <a href="#">Page E1</a><br><a href="#">Page 1</a>      |
| 3. Remarks by President Teresa Sullivan, University of Virginia  | 9:10 a.m.  |  |
| 4. Director's Report   | 9:40 a.m.  | <a href="#">Page 10</a>                                |
| 5. Report from Academic Affairs Committee:   | 9:55 a.m.  |  |
| a. Action on Policies at Public Institutions   |            | <a href="#">Page A6</a>                                |
| b. Action on Mission Statement Changes at Public Institutions  |            | <a href="#">Page A12</a><br><a href="#">Page A23</a>   |
| c. Action on Programs at Public Institutions   |            |  |
| d. Annual Report on Transfers from Community Colleges to Four-Year Institutions                          |            | <a href="#">Page A55</a><br><a href="#">Page A71</a>   |
| e. Briefing on Virginia Military Student Consortium  |            |  |
| BREAK  | 10:30 a.m. |  |
| 6. Report from TJ21 Implementation Committee:  | 10:45 a.m. |  |
| a. Discussion of Governor's Introduced Budget  |            | <a href="#">Page TJ5</a><br><a href="#">Page TJ20</a>  |
| b. Discussion of the 2014 General Assembly Session   |            | <a href="#">Page TJ21</a><br><a href="#">Page TJ26</a> |
| c. Update on Fall 2013 Headcount Enrollment  |            |  |
| d. Overview of Incentive Funding Models  |            |  |
| 7. Report from Strategic Planning Committee:   | 11:30 a.m. |  |
| a. Update on Request for Proposals for Strategic Planning Services                                       |            |  |
| b. Overview of Timeline and Work Plan  |            |  |
| 8. Report from Planning Group on Public and Private Partnerships for Research                            | 12:00 p.m. |  |

- |                             |            |                         |
|-----------------------------|------------|-------------------------|
| 9. Items Delegated to Staff | 12:15 p.m. | <a href="#">Page 12</a> |
| 10. New Business            | 12:20 p.m. |                         |
| 11. Adjournment             | 12:30 p.m. |                         |

NOTE: All meeting times are approximate and may vary slightly.

**NOTE:**

Materials contained in this Agenda Book are in draft form and intended for consideration by the Council at its meeting (dated above), and may not reflect final Council action. For a final version of any item contained in these materials, please visit the Council's website at [www.schev.edu](http://www.schev.edu) or contact Lee Ann Rung at [LeeAnnRung@schev.edu](mailto:LeeAnnRung@schev.edu)

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
EXECUTIVE COMMITTEE MEETING  
OCTOBER 29, 2013  
MINUTES**

Mr. Bland called the meeting to order at 8:20 a.m. in the 10<sup>th</sup> floor conference room, 101 N. 14<sup>th</sup> Street, Richmond, Virginia.

Committee members present: Gilbert Bland, Mary Haddad, Stephen Haner, Gene Lockhart, G. Gilmer Minor, and Julious Smith

Committee members absent: none

Other Council member present: Carlyle Ramsey

Staff members present: Peter Blake, Alan Edwards, Tod Massa, Kirsten Nelson, and Lee Ann Rung

**ANNOUNCEMENT**

Mr. Bland announced that he would add an executive session to the full Council agenda to discuss personnel matters.

**DISCUSSION OF GOALS FOR THE YEAR**

Mr. Bland expressed his gratitude to members and staff for their work over the past year in addressing the goals of the TJ21 legislation and for establishing the Council's goals. He said he was pleased with the new committees that have been established. He asked each committee chair to discuss the goals and activities that will be addressed over the next year.

Mr. Lockhart reported on the items from the October 28 Academic Affairs committee, including a new proposal for processing program approvals. The proposal would establish a facilitated approval process prior to boards of visitors' approval. Staff is working with the Instructional Programs Advisory Committee (IPAC) on how this new process would work. Mr. Lockhart indicated that the Academic Affairs Committee will add a discussion document to each meeting agenda. At the October 28 meeting, the committee discussed the relationship between SCHEV, the institutions, and accrediting agencies. The committee will discuss research at the January meeting. In response to a request from Mr. Bland about Council members' participation in the advisory committees (IPAC, GPAC, etc), Mr. Blake suggested that committee chairs were welcome to attend meetings from time to time, but should limit attendance to no more than two members at each meeting.

Mr. Haner reported on the TJ21 Implementation Committee and said that the October 28 meeting was spent reviewing the Council's proposed budget recommendations.

The committee will take an in-depth review of each of the TJ21 goals. He felt the Council remain flexible but suggested that the Council prepare a report card on the TJ21 legislation next year.

Mr. Smith reported on the work of the Strategic Planning Task Force and indicated that the process to hire a consultant is on a fast track. It was decided that Mr. Bland and Mr. Smith would work with staff to interview consultants, and that final selection would be made with the support of the full Council. Mr. Smith indicated that the process for hiring a consultant will be inclusive and he expects that the consultant will interview each Council member individually in addition to getting buy-in from other stakeholders.

### **DISCUSSION OF UPCOMING LEGISLATIVE SESSION**

Mr. Bland asked members to consider ways in which the Council can position itself to be essential and more engaged in the legislative session. Mr. Lockhart suggested that the Council prepare a document that provides further details on the items included in the response to Executive Directive No. 6 and provide it to the new Governor as soon as possible after the election.

### **DISCUSSION OF SPECIAL PROJECTS**

Mr. Bland expressed his interest in moving forward with Del. Landes' legislation to further develop the Boards of Visitors. He would like to create a signature leadership institute and asked for feedback on this idea. Mr. Minor and Ms. Haddad felt it was a good idea but suggested that presidents and rectors be included.

Mr. Bland expressed a desire to take advantage of the new Council members' perspectives in K12 and economic development and to include these perspectives in the strategic plan.

The meeting adjourned at 9:00 a.m.

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Gilbert Bland  
Chair

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Lee Ann Rung  
Manager, Executive & Council Affairs

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
COUNCIL MEETING  
OCTOBER 29, 2013  
MINUTES**

Mr. Bland called the meeting to order at 9:05 a.m. in the SCHEV main conference room, 101 N. 14<sup>th</sup> Street, Richmond, Virginia. Council members present: Gilbert Bland, Johanna Chase, Heywood Fralin, Mary Haddad, Stephen Haner, Gene Lockhart, G. Gilmer Minor, Pamela Moran, Gary Nakamoto, Carlyle Ramsey, and Julious Smith

Council members absent: Martin Briley, Joann DiGennaro

Staff members present: Lee Andes, Peter Blake, Beverly Covington, Joseph DeFilippo, Alan Edwards, Dan Hix, Tod Massa, Kirsten Nelson, Lee Ann Rung, and Yan Zheng. Noelle Shaw-Bell from the Office of the Attorney General was also in attendance.

**PUBLIC COMMENT**

No requests for public comment were received in advance of the meeting.

**APPROVAL OF MINUTES**

On a motion by Mr. Smith and seconded by Ms. Chase, the minutes from the September 10, 2013, and September 17, 2013, meetings were approved unanimously.

**REMARKS BY PRESIDENT JOHN DEVER**

Ms. Haddad introduced John Dever, President, Thomas Nelson Community College, and read his biographical information. President Dever spoke about the value that community colleges add to the higher education system in Virginia. He thanked the Council for its guidance in the transfer process and for giving institutions leeway to stay true to their mission while still being accountable for results. He also indicated that the guaranteed admission agreements have been an integral part of the Higher Education Restructuring Act. He felt that without SCHEV's coordinating role as an "honest broker," the efforts would have been piecemeal and fragmentary. Dr. Dever stressed the importance of the two-year transfer grant, and urged Council to continue to support funding for this program.

He discussed the importance of workforce development and of providing support for education and training at all levels of the economic spectrum, including funding for qualified non-credit training. Dr. Dever also stressed the importance of increasing

full-time faculty at Virginia's community colleges, and concluded by answering questions from members.

## **DIRECTOR'S REPORT**

Mr. Blake reviewed the report which was included in the agenda materials. Other items highlighted from the report were:

Boards of visitors' orientation. Mr. Blake indicated that there was a good turnout of new board members and rectors at the orientation session. Survey results from the attendees will be provided at a later date. Mr. Bland expressed his gratitude to the staff and reported that the speakers at the event were outstanding.

Data on student debt. Mr. Massa provided a demonstration showing the updated information that is available on the SCHEV website and indicated that it is another tool for parents and students when making decisions about higher education. Mr. Fralin suggested that the Council determine the best way to use the data to inform members of the General Assembly about the increase in student debt and demonstrate how state funding affects student debt. Dr. Moran asked if staff could provide information comparing current debt to inflation dollars and the percentage of current students who carry debt compared to a decade ago.

## **JOINT LEGISLATIVE AUDIT AND REVIEW COMMITTEE (JLARC) UPDATE**

Mr. Blake introduced Justin Brown, from JLARC who spoke about the current study that is underway to address HJ108. Mr. Brown thanked SCHEV staff for cooperating in this effort. He reviewed the study mandate and explained the unifying theme, i.e., factors driving costs in public higher education in Virginia. There will be a series of detailed reports released in stages. He reviewed the results of the two reports that have been released and directed members to the JLARC website for more detail. Mr. Brown answered questions from members. The final three studies will be in the areas of instruction and research; administrative efficiency (yet to be defined); and strategies and options. An exposure draft of the study will be sent to SCHEV staff and others prior to its release.

The Chair called for a break at 10:30. The meeting resumed at 10:40.

## **COMMITTEE REPORTS**

### **TJ21 Implementation Committee**

#### *Action on 2014-16 Systemwide Operating Budget*

Mr. Haner reviewed the items from the Committee and reminded members that these recommendations will be transmitted to the Governor as he considers the release of his budget. Once the new Governor is elected, he will have opportunity to

amend the budget. Mr. Haner commended staff for developing the recommendations. He mentioned that the Committee recommended an increase to TAG over what was originally included and indicated that the revised amount was reflected in the amended resolution. He explained the recommendation for the two-year transfer grant, which would allow eligible students to complete their four-year degree at two-year college prices. Members felt that if passed by the General Assembly, this would become groundbreaking legislation that would have a major impact on higher education. Mr. Haner continued to review and discuss each line item on page TJ27.

The Committee's motion was seconded by Dr. Ramsey and the following resolution was approved unanimously:

**BE IT RESOLVED** that the State Council of Higher Education for Virginia recommends that additional operating budget appropriations be provided for the 2014-16 biennium for:

- **Faculty salaries, \$23.7 million from the general fund and \$24.1 million in nongeneral funds in FY2015 and \$48.2 million from the general fund and \$49.0 million in nongeneral funds in FY2016 for additional salary increases for teaching and research faculty;**
- **Operation and maintenance of new facilities, \$8.7 million from the general fund and \$8.6 million in nongeneral funds in FY2015 and \$12.7 million from the general fund and \$12.3 million in nongeneral funds in FY2016;**
- **Undergraduate student financial aid, \$12.9 million from the general fund in FY2015 and \$24.9 million from the general fund in FY2016;**
- **Graduate student financial aid, \$3.6 million from the general fund in FY2015 and \$5.3 million from the general fund in FY2016;**
- **Higher Education Equipment Trust Fund debt service, \$13.5 million from the general fund in FY2016;**
- **Access and retention, \$21.9 million from the general fund and \$16.5 million in nongeneral funds in FY2015 and \$43.8 million from the general fund and \$33.0 million in nongeneral funds in FY2016;**
- **Tuition moderation, \$9.0 million from the general fund in FY2015 and (\$9.0 million) reduction in nongeneral funds in FY2015 and \$18.0 million from the general fund and (\$18.0 million) reduction in FY2016;**
- **Completion and efficiency, \$21.9 million from the general fund in FY2015 and \$43.8 million from the general fund in FY2016.**
- **TJ21 initiatives (i.e., high-demand programs, STEM-H degrees, public-private collaborations, and serving underrepresented populations),**

**\$11 million from the general fund and \$11 million in nongeneral funds in FY2015 and \$22 million from the general fund and \$22 million in nongeneral funds in FY2016.**

- **Virtual Library of Virginia, \$1.9 million from the general fund in FY2015 and \$2.2 million from the general fund in FY2016.**
- **Tuition Assistance Grant, \$3.8 million from the general fund in FY2015 and \$6.4 million from the general fund in FY2016.**
- **Two Year Transfer Grant, \$8.8 million from the general fund in FY2015 and \$10.0 million from the general fund in FY2016.**
- **Virginia Military Survivor and Dependent Education Program, \$50,000 from the general fund in FY2015 and \$250,000 from the general fund in FY2016.**
- **Fund for Excellence and Innovation, \$1.0 million from the general fund in FY2015 and \$1.5 million from the general fund in FY2016.**
- **SCHEV initiatives, \$1.6 million from the general fund in FY2015 and \$1.2 million from the general fund in FY2016.**

*Discussion of 2014-16 Systemwide Capital Outlay Budget*

1. Maintenance Reserve

The Committee's motion was seconded by Dr. Ramsey and the following resolution was approved unanimously:

**BE IT RESOLVED that the State Council of Higher Education for Virginia recommends the appropriation of \$98,177,400 annually from the general fund to the Maintenance Reserve Program for higher education institutions in the 2014-16 Biennium.**

2. New Capital Outlay

The Committee's recommendation was seconded by Mr. Nakamoto and the following resolution was approved unanimously. Mr. Smith stressed the importance of exploring online learning in an effort to reduce spending on bricks and mortar:

**BE IT RESOLVED that the State Council of Higher Education for Virginia calculates a need for \$3,170,522,768 from the general fund and \$433,673,925 from nongeneral funds and debt proceeds to support the capital outlay needs of the Commonwealth's system of public higher education.**

**BE IT FURTHER RESOLVED** that the State Council of Higher Education for Virginia recommends that priority for debt authorization be provided for the Maintenance Reserve Program.

*Update from the Higher Education Advisory Committee (HEAC)*

Mr. Haner distributed copies of the letter from the Secretary of Education summarizing the advisory committee recommendations, which included additional funding for the 2014-16 biennium allocated to institutions in the following manner: 50% for performance incentives related to TJ21 legislation, and 50% for student financial aid and operational support.

Academic Affairs Committee

Mr. Lockhart asked Dr. DeFilippo to review the action items from the Committee. Dr. DeFilippo distributed revised versions of the action items to members. The Committee's recommendations on the following items were seconded by Mr. Minor and approved unanimously in block:

*Action on Policy on the Offering of Dual Enrollment Courses*

**BE IT RESOLVED** that the State Council of Higher Education for Virginia approves the updated "*Virginia Public Higher Education Policy on the Offering of "Dual Enrollment" Courses in Public School Districts by Four-year and Two-year Institutions of Higher Education,*" effective immediately, and staff is authorized to promulgate it as soon as feasible.

*Action on Policy on Mission Statement Changes*

**BE IT RESOLVED** that the State Council of Higher Education for Virginia approves the updated "*Policy on Mission Statement Changes at Virginia Public Higher Education Institutions,*" effective immediately, and staff is authorized to promulgate it as soon as feasible.

*Action on Policy on Program Productivity Review*

**BE IT RESOLVED** that the State Council of Higher Education for Virginia approves the updated "*Virginia Public Higher Education Policy on Program Productivity,*" effective immediately, and staff is authorized to initiate the process described therein.

*Action on Programs at Public Institutions*

Dr. DeFilippo provided a brief explanation of the program and the committee's recommendation was seconded by Ms. Chase and approved unanimously:

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Master of Science

**(M.S.) degree program in Data Analytics Engineering (CIP: 11.0802), effective fall 2014.**

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants conditional approval to the University of Mary Washington to initiate a Master of Science (M.S.) degree program in Geospatial Analysis (CIP: 45.0702), effective fall 2014. This approval is conditioned on the University receiving funds necessary to initiate and sustain the program from the 2014 session of the General Assembly. If such funding is not secured, UMW must submit a plan to SCHEV documenting how requisite funds will be obtained from other sources, in time for Council to consider final unconditional approval of the program at its May 2014 meeting.**

*Action on Private and Out-of-State Postsecondary Education Institutional Certifications*

Dr. DeFilippo explained that Pikeville College withdrew its application. Therefore, the Committee did not act on the resolution that was included in the agenda materials.

*Discussion of Potential Revisions to SCHEV Program Approval Process*

Mr. Lockhart said in an effort to hasten the approval process, the Committee reviewed a fast track approach for certain programs to be approved prior to boards of visitors approval if the program is within the institution's mission and meets certain criteria. He indicated that there was good discussion in the Committee and the proposal will be presented to the Instructional Programs Advisory Committee (IPAC) before it is brought to the Council in January for further discussion and/or approval.

Mr. Lockhart informed the Council that he has requested that the Academic Affairs Committee meetings include a general discussion paper on a particular topic. The topic at the October 28 meeting dealt with the relationship between accrediting agencies, institutions, and SCHEV. He agreed to continue to keep the Council informed of the Committee's discussion topics, and welcomed input from other members.

Strategic Planning Task Force

Mr. Smith said this Committee was originally established to include 5-6 members, but will now function as a Committee of the whole. As such, all members were encouraged to participate. He reminded the members that the Council's response to Executive Directive No. 6 has been completed and submitted. Mr. Smith and Mr. Bland provided a report to the Higher Education Advisory Committee on SCHEV's response to Executive Directive No. 6, which was well received. The next step is for the Council to update the systemwide strategic plan for higher education. As discussed in September, the goal is to hire a consultant by the end of this year and to have the plan completed no later than September-October 2014. Mr. Smith reported that he will work with Mr. Bland and Mr. Blake to review the proposals from prospective consultants, in consultation with the entire Council. He anticipates that

the consultant will gather input from all members before approaching other stakeholders. The process will likely involve multiple meetings over the next 7-8 months. Mr. Bland expressed his gratitude to Mr. Smith for his leadership on Executive Directive No. 6 and the strategic planning process.

### **ITEMS DELEGATED TO STAFF**

Mr. Blake noted the categories of recent actions taken by staff as delegated by the Council. As required, a copy of these actions is attached to the minutes.

### **ACTION ON AMENDMENTS TO COUNCIL BYLAWS**

Mr. Blake said the amendments were technical in nature and were summarized on the first page of the document. This item was presented for information at the September meeting. On motion by Dr. Ramsey and seconded by Mr. Minor the following resolution was approved unanimously:

**BE IT RESOLVED that the State Council of Higher Education for Virginia, pursuant to the SCHEV Bylaws Section Eight, following presentation in writing and discussion at the September 17, 2013, Council meeting, and following a three-quarters vote of the total Council membership at the October 29, 2013, SCHEV Council meeting, adopts the amended version of the SCHEV Bylaws dated October 29, 2013.**

### **NEW BUSINESS**

Mr. Blake reported that the Research Forum planning group will meet on December 3 in Richmond. Staff will send a meeting notice to the planning group members.

Mr. Bland indicated that the Executive Committee met prior to the Council meeting and discussed the Council's goals for the next year.

### **CLOSED SESSION**

At 11:40 a.m., Mr. Bland read the attached motion which stated that in accordance with Virginia Code § 2.2-3711(A)(1), the Council adjourned to closed session for the purposes of addressing personnel issues related to alignment and new hires. The motion was made by Mr. Haner, seconded by Ms. Haddad and approved unanimously. Noelle Shaw-Bell and Mr. Blake were asked to participate in the closed session.

The Council returned in open session at 12:00 noon and Mr. Smith read the attached Freedom of Information Act Certification. The certification forms were signed by all members present and are attached to these minutes.

## **ADJOURNMENT**

Mr. Blake reminded members that the next meeting will be held January 13-14, 2014, at the SCHEV offices.

The meeting was adjourned at 12:01 p.m.

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Mary Haddad  
Secretary

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Lee Ann Rung  
Manager for Executive and Council Affairs

## Items Delegated to Director/Staff

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council’s “Policies and Procedures for Program Approval and Changes,” the following items were approved as delegated to staff:

### Program Actions

Institution	Degree/Program/CIP	Effective Date
Old Dominion University	Certificates: Modeling and Simulation: Health Sciences (Grad) (51.9999); Occupational Safety (Grad) (51.2206); Autism (Grad) (13.1013); Applied Behavior Analysis (Grad) (13.1099); Military Children and Families (Grad) (13.9999); and Modeling and Simulation: Education and Training (Grad) (13.0501).	Immediately
Mountain Empire Community College	Change the CIP code of the Associate of Applied Science degree program in Energy Technology (15.0901) to the Associate of Applied Science degree program in Energy Technology (15.0599).	Fall 2013

**State Council of Higher Education  
Director's report  
January 14, 2014**

***Board of visitors training event survey:*** Board of visitors training took place October 21 and 22. We briefed Council members on the event at the last meeting. Enclosed in this agenda book is a summary of the survey of participants. We will use the information to help design future board training. Lee Rung, manager for executive and council affairs, recently completed and submitted a report to the Governor and the General Assembly as required in §23-9.14:1 of the *Code of Virginia*. It noted that 31 of the 41 new appointments attended the training session. New appointees have two years to participate in the training.

***Deferred Action for Childhood Arrivals:*** A recent lawsuit challenges the Council's policy on eligibility for in-state tuition. We will provide additional detail at the meeting.

***APA audit:*** The Auditor of Public Accounts is in the process of auditing the SCHEV for fiscal years 2012 and 2013. Ellie Boyd, budget and finance director, is coordinating the staff's response to questions and all communications with the APA. The final report should be completed by February 2014.

***Postsecondary institution ratings system:*** The National Center for Education Statistics invited Tod Massa, policy research and data warehousing director, to serve as a national expert at a technical symposium on Postsecondary Institution Ratings Systems. The U.S. Department of Education has begun to investigate the efficacy of a ratings system to advance institutional accountability while also enhancing consumer access to useful information. The symposium will take place January 22, 2014.

***JLARC meeting:*** At its December 9 meeting, JLARC received a report, "Review of Academic Spending and Workload at Virginia's Public Higher Education Institutions." A copy of the key findings and executive summary is enclosed.

***POPE regulations:*** We recently received the Governor's approval to post for public comment revised regulations for private and out of state postsecondary education institutions. The changes are designed primarily to strengthen consumer protections for students attending institutions subject to regulation. The new regulations become effective February 3.

***Outstanding faculty awards:*** On December 5, the selection committee chose the 12 recipients for the 2014 Outstanding Faculty Awards, sponsored by Dominion. Names of the recipients will be released next week. Council members Johanna Chase and Carlyle Ramsey served on the selection committee and will present the awards at the ceremony on Thursday, February 20, during a luncheon at the Jefferson Hotel. Recipients also will be introduced on the floor of the House of Delegates.

***Student Advisory Committee:*** Eighteen students attended the first meeting of this year's committee. Three themes emerged from the students: state funding for higher education; faculty retention; and availability of financial aid. Attendees elected Philip Blevins from Appalachian School of Law as chair and Esther Newman of the University of Mary Washington as vice chair. At the next meeting, members will discuss SAC's role in the 2014 General Assembly session.

***Staff activities:*** SCHEV recently hired Joseph Crook as a certification specialist and Ashley Myers as coordinator of executive and board affairs. We are in the process of hiring up to three additional full-time staff to fill vacancies. SCHEV held its staff agency service awards ceremony December 3. Council member Gil Minor was the keynote guest. Council members Mr. Minor and Joey Smith attended the SCHEV holiday luncheon. Thanks to the Council member for providing dessert for the staff.



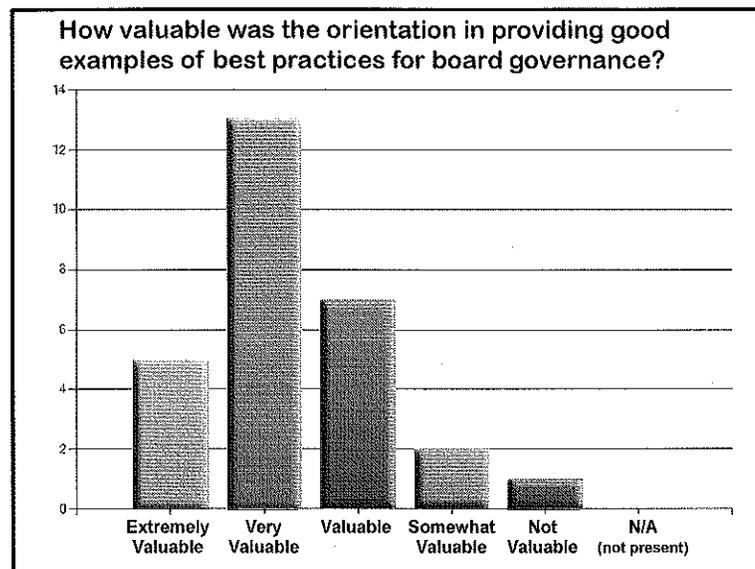
# Survey Results for the 2013 SCHEV Boards of Visitors Orientation

The annual SCHEV Boards of Visitors (BOV) Orientation was held in Richmond on October 21-22, 2013. Of the 41 newly appointed BOV members who attended the Orientation, 28 responded to an electronic survey following the event. The results below are from those 28 responses.

Legislation passed by the 2013 General Assembly, made attendance at the Orientation mandatory for newly appointed BOV members within their first two years of service. The legislation also includes a number of specific competencies that are to be addressed at the Orientation. These competencies are reflected in the survey questions.

Participants were asked a series of multiple choice questions which appear in the graphs below. Two open-ended questions were also asked. Please note that in the case of many similar answers, a representative choice was made.

Many of the participants also made general comments such as "great session" or "very informative." Several respondents also expressed the following sentiment, "I was not real excited about attending this orientation, but it was very well done and exceeded my expectations."



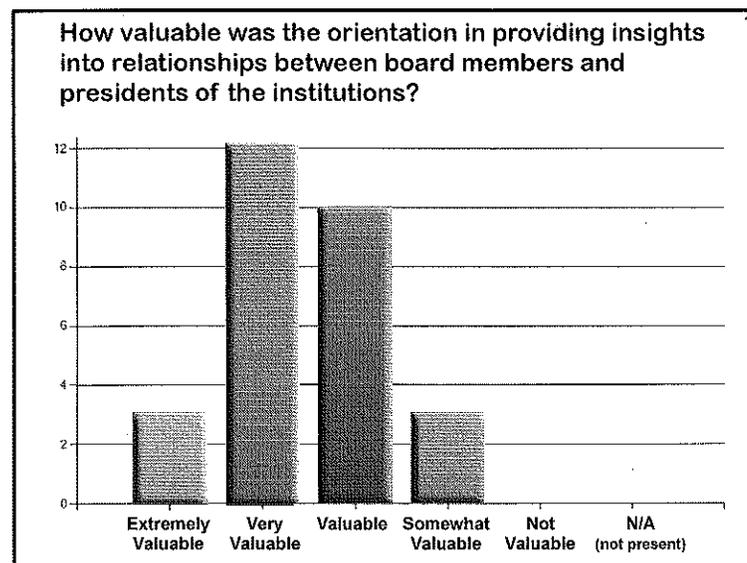
## Do you have any comments or suggestions for future orientations?

"Get the BOV members of the state together for more than just an orientation... would be very beneficial to making sure the 'state' system works together to meet the goals outlined in legislation."

"Suggest forum for BOV to share strategies, ideas, etc. Would be helpful to get best of breed."

"All members should have to go and current members that haven't gone need to go."

"Budget process and details were not addressed. All that was mentioned was the need for a 6-year plan."



"Suggest a mock budgeting workshop so we could break into small groups and work together on a budget."

"Some of the information could have been done by webinar. This would allow the orientation plus socializing to be half a day."

"I would recommend that the topics should be focused on state laws and federal requirements. How a board and president interact should not be a part of the program. The BOV is the president's boss and the personality of the BOV will determine how the BOV and the president will interact. It is the Rectors responsibility to set the tone of their BOV members and how they work with the president."

"The Monday afternoon session, in particular the comments of the Secretaries, would have been more effective/understandable if they were later in the agenda (i.e., after the Farrell and Duval presentations, at least)."

"It was very nice for the Governor to come to, and speak at, the Mon pm reception... thought his comments were very good and helpful."

"Could have saved a lot of time with the intros of speakers...usually just reading the materials that we already had read on the website."

"Would be good if you could make this a one day event."

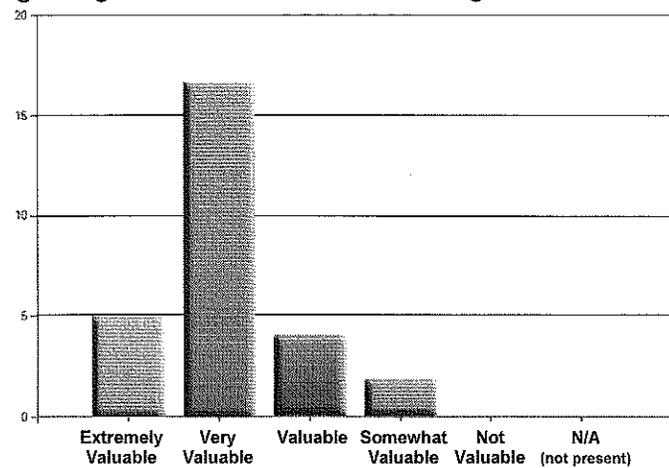
"May be helpful in the future to have a session broken up that separates the small and big universities. Small group sessions are always a plus."

"Suggest breakout sessions for something to create dialog in small groups. Something to get the dialog going at each table in a deeper and more meaningful way."

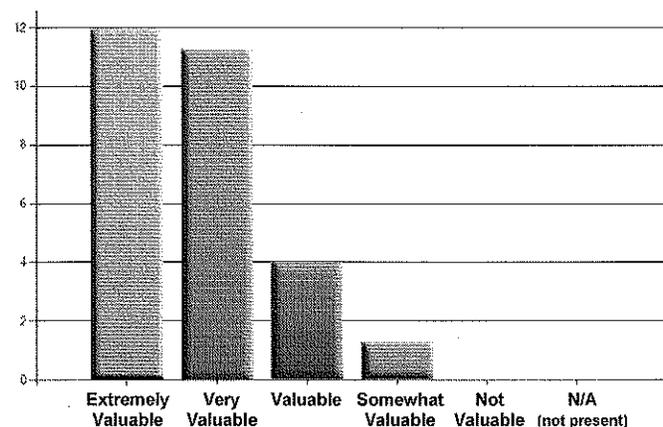
"Found it valuable to meet Gil Brand, Peter Blake, and the SCHEV staff as well as several college presidents (Steger, Kyle, Cabrera) and rectors (George Martin from UVa.)."

"The FOIA session was enlightening and meeting Ron Forehand was beneficial."

**How valuable was the orientation in providing information regarding national and state issues in higher education?**



**How valuable was the orientation in explaining a board member's obligations under the Virginia Freedom of Information Act?**



## How else might SCHEV help to educate and support newly appointed board members?

"Not sure you need a speaker at lunch. It would have been a good time to process information presented at the evening reception and morning sessions."

"Send out several of the documents described in the sessions (electronically, if possible) such as the report of the Higher Ed Commission, report from Va. Chamber of Commerce, AGB paper referred to, etc."

"More interaction about the legislation passed which affects higher education."

"Get liability insurance for BOV members."

"A communication line for further questions - an email address for questions by BOV members."

"Use technology."

"Let us know about special alerts."

"An online program would be helpful."

"A quarterly news letter or executive summary would be helpful in keeping BOV informed and up to date on new laws and other states and federal requirements."

"Would be a good idea to share the bios of all the appointees to university and college boards, so we can better know who's involved, increasing the opportunities for networking and best practice sharing."

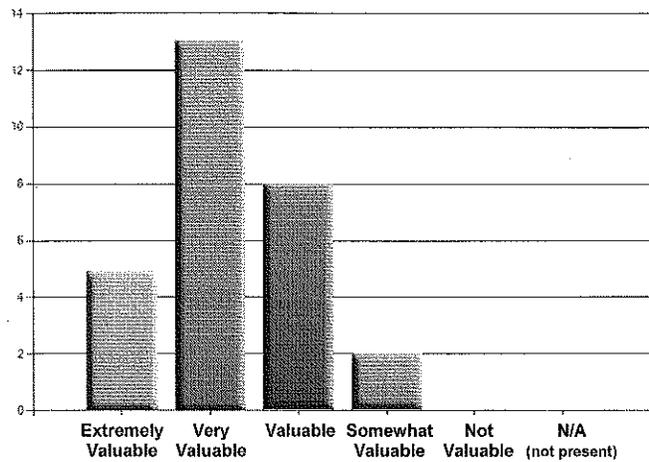
"I think sending specific articles throughout the year would be helpful."

"The reception with the Governor was fabulous."

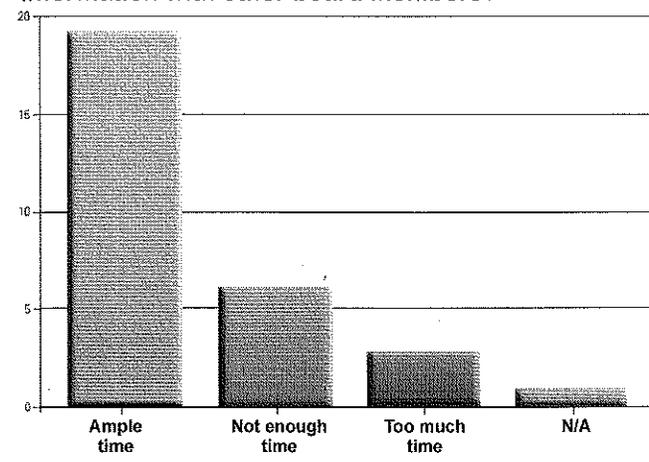
"If TJ 21 is REALLY the law of the land- should not ALL boards be following its intensions?"

"I will keep you posted as I evolve!"

How valuable was the orientation in explaining institutional ethics and conflicts of interest?



Was there sufficient time to meet and exchange information with other board members?



State Council of  
Higher Education for Virginia

# JLARC Report Summary:

## Review of Academic Spending and Workload at Virginia's Public Higher Education Institutions

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### Key Findings

- A major driver of rising faculty costs in recent years has been growth in the number of faculty to keep pace with increasing student enrollment. Faculty salaries in Virginia fall below State and national benchmarks of competitiveness, and the State's process to compare faculty salaries could be improved. (Chapter 2)
- Tenured and tenure-track faculty are teaching marginally less than in previous years. Teaching loads are generally consistent with national averages. (Chapter 3)
- Instruction is increasingly provided by higher cost research schools and in more costly STEM-H disciplines. The State's emphasis on STEM-H will likely continue to increase costs. (Chapter 5)
- Academic research benefits students and the local economy. It also results in nearly \$300 million in additional costs at Virginia's research institutions, some of which is funded by tuition and fees. (Chapter 6)
- Institutions spent over \$3 billion on the construction and renovation of academic facilities between FY 2005 and FY 2012, during which time State policies for capital planning were not consistently followed. Instructional space per student and research space per \$1 million in research activity increased during this time. (Chapter 7)

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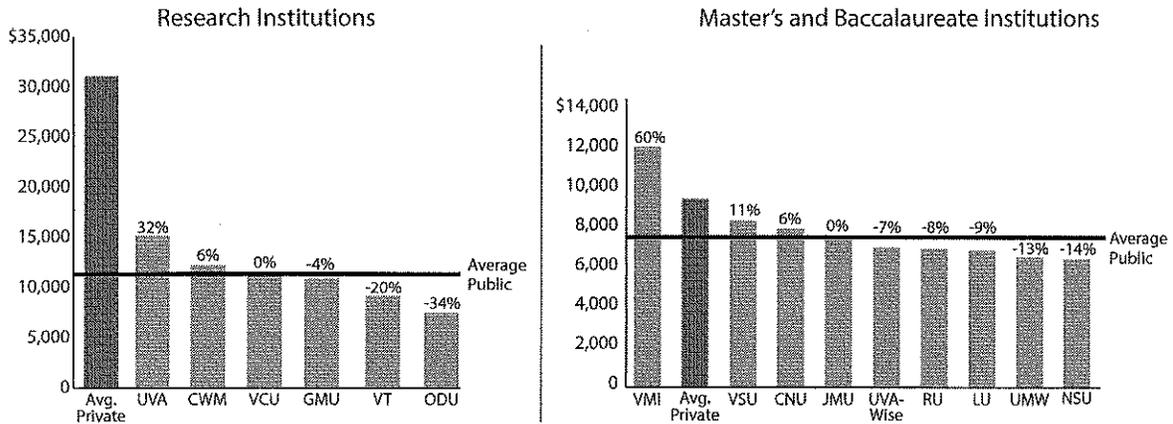
House Joint Resolution 108 (2012) directs the Joint Legislative Audit and Review Commission (JLARC) to study the cost efficiency of Virginia's institutions of higher education and to identify opportunities to reduce the cost of public higher education. The overarching intent of the resolution is, amid substantial increases in tuition and fees, to assess the major drivers of cost at Virginia's 15 public higher education institutions (Appendix A).

Given the scope of this review, a series of reports will be completed under HJR 108 during 2013 and 2014. This third report in the series addresses instructional and research spending. This report includes six recommendations. Broader options and recommendations for improving efficiency and managing costs will be included in the final report of the series. These will address major academic, administrative, and auxiliary enterprise concerns identified in the series.

### Spending On Instruction and Research is Substantial but Not Above National Averages

Virginia's higher education institutions collectively spent over \$2.4 billion on instruction and research in FY 2011. Instructional spending per student at most Virginia institutions is at or below the average for public institutions nationwide. Similarly, Virginia ranked 37th among states in academic research expenditures per capita. Whereas the national average for higher education research spending per capita was \$207 in FY 2011, it was \$159 per capita in Virginia.

### Instructional Spending Per FTE Student is At or Below the National Average For Public Institutions at Most Virginia Institutions (FY 2011)



Note: Percentages indicate differences from national average for public institutions.

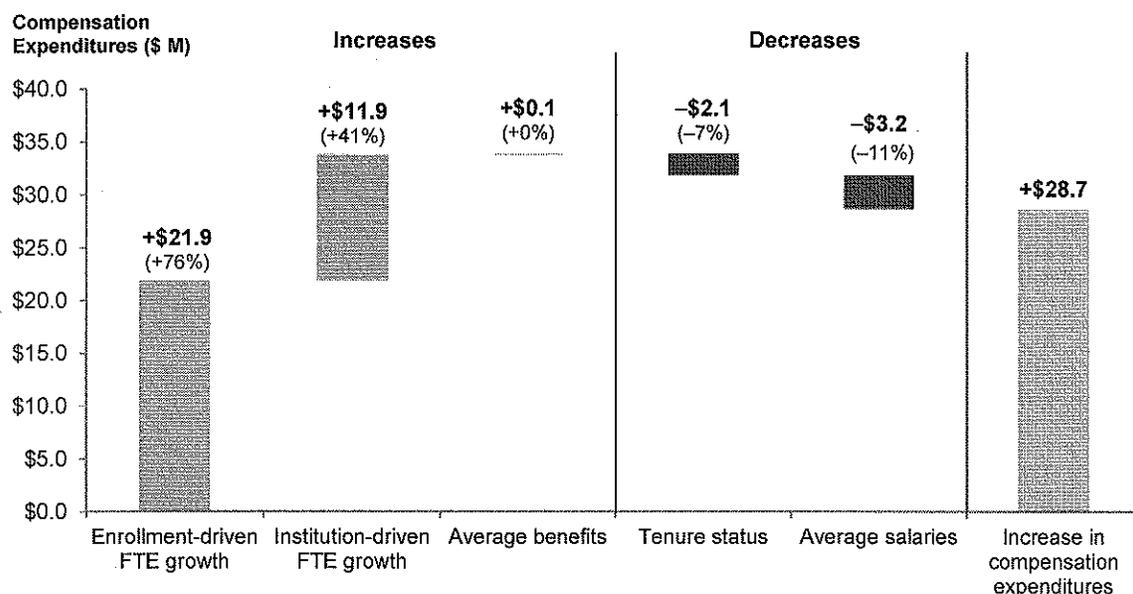
Source: JLARC Staff Analysis of National Center for Education Statistics data.

### Institutional Spending on Faculty Increased, But Largely To Keep Pace with Enrollment Growth

Virginia's institutions spent \$1.4 billion on faculty salaries and benefits in FY 2012, which represents their largest instructional expenditure. Between FY 2005 and FY 2012, spending on compensation increased by 17 percent in constant dollars. However, the increase in spending on faculty compensation was largely driven by increases in the number of faculty needed to accommodate student enrollment growth at Virginia's institutions.

At master's and baccalaureate institutions, enrollment-driven faculty FTE growth led to \$21.9 million in increased compensation expenditures. Some institutions also added faculty to decrease student-faculty ratios or reduce instructional workloads. This resulted in \$11.9 million in increased compensation expenditures. A decline in average salaries (in constant dollars) and a decrease in

**Increase In Faculty FTEs Accounted For Majority of Increased Compensation Spending At Master's and Baccalaureate Institutions (FY 2005–FY 2012)**



Note: Data shown are for T&R faculty at CNU, JMU, RU, UMW, UVA-W, and VMI combined. LU, NSU, and VSU were unable to provide complete compensation expenditures for FY 2005 and are excluded. Enrollment growth measured by student credit hours. Numbers may not add due to rounding. Expenditures are in constant 2011 dollars.

Source: JLARC staff analysis of institutionally reported data and SCH data provided by SCHEV.

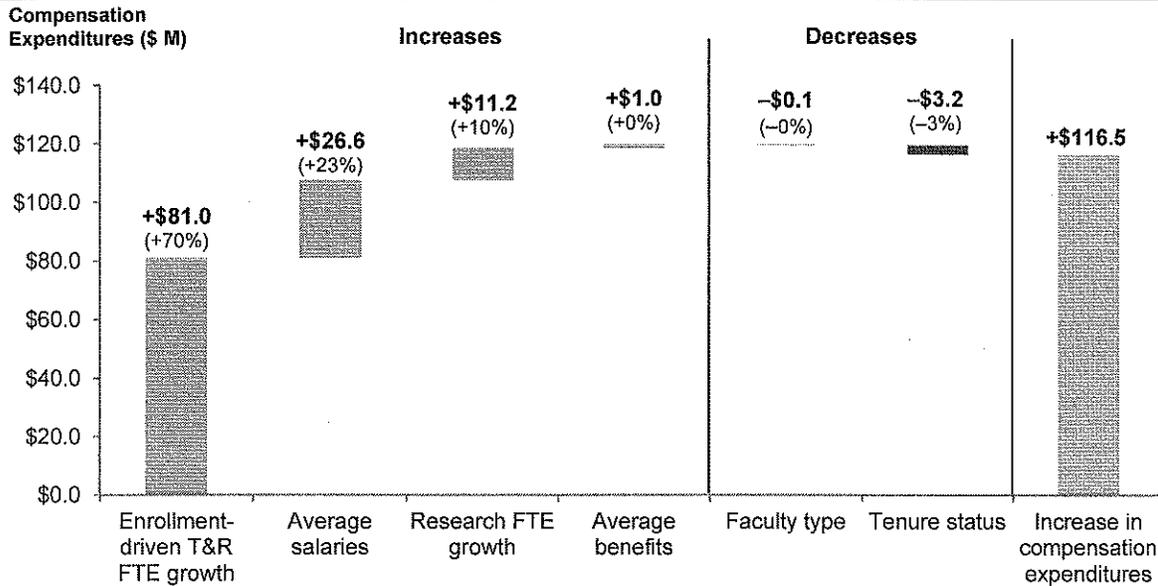
the proportion of tenured and tenure-track faculty helped slow the growth in spending at master's and baccalaureate institutions.

At research institutions, enrollment-driven FTE growth accounted for \$81.0 million in increased compensation expenditures. Rising average salaries at research institutions and increased numbers of research faculty also contributed to a combined \$37.8 million in increased compensation expenditures. A decrease in the proportion of tenured and tenure-track faculty helped slow the growth in spending at research institutions (see next page).

**Average Faculty Salaries Fall Substantially Below State's Policy Goal, and the Process to Compare Faculty Salaries Could Be Improved**

Virginia has a faculty salary goal of meeting the 60th percentile of each institution's State-approved peer group. However, the public four-year institutions have collectively attained the 60th percentile goal only three times during the past 24 years. Only one institution met this goal in FY 2012. Comparisons of faculty salaries in Virginia to faculty salaries nationwide reveal similar findings. Consequently, faculty salaries do not appear to be an area in which institutions can become significantly more cost efficient.

**Also Increase in Faculty FTEs Due To Enrollment Growth Accounted For Majority of Increased Compensation Spending At Research Institutions (FY 2005–FY 2012)**



Note: Data shown are for T&R and research faculty at GMU, ODU, UVA, and VT combined. CWM and VCU were unable to provide complete compensation expenditures for FY 2005 and are excluded. Part-time benefit expenditures at VT are excluded, as VT was unable to provide FTE for recipients. Numbers may not add due to rounding. Enrollment growth measured by student credit hours. Expenditures are in constant 2011 dollars.

Source: JLARC staff analysis of institutionally reported data and SCH data provided by SCHEV.

There are several improvements that the State should make to compare and fund faculty salaries. The report recommends that appropriated salaries be re-based against actual average salaries. Salary benchmarking should also be done at the discipline level rather than institution-wide to facilitate more precise and relevant salary comparisons.

**Some Virginia Institutions Have Increased Reliance on Contingent Faculty, But Overall Reliance Is Still Lower Than National Average**

Contingent faculty include both non-tenure-track faculty and supplemental faculty, such as adjunct faculty. These faculty are typically less expensive than tenured and tenure-track faculty because they are paid less and, in the case of supplemental faculty, do not receive benefits. In FY 2012 contingent faculty comprised 37 percent of faculty in Virginia, which is considerably less than the national average. While the proportion of contingent faculty has remained relatively consistent statewide, some institutions have increased their reliance on contingent faculty. Although this strategy accommodates enrollment growth while constraining instructional spending, its effects on instructional quality are uncertain.

**Faculty Spend More Time on Research and Less Time on Teaching and Service**

Full-time faculty in Virginia reported working an average of 54 hours per week in 2013 statewide. This is comparable to the weekly hours worked by faculty in Virginia in 1996. However, faculty reported spending more time on research and less time on teaching and service activities than in the past.

**Faculty Report Spending More Time on Research and Less Time on Teaching and Service Activities in 2013 Than in 1996**

	Teaching	Research	Service
1996 <sup>a</sup>	33 hours	9 hours	13 hours
2013	28 hours	17 hours	9 hours

Note: Data represents full-time teaching and research faculty.

<sup>a</sup> Professional development activities, which accounted for 2.9 hours and were originally categorized as research activities in the 1996 survey, are recategorized as service activities in this figure for consistency with the 2013 survey.

Source: JLARC staff analysis of a 2013 JLARC staff survey of Virginia faculty and a 1996 SCHEV staff survey of Virginia faculty.

**Tenured and Tenure-Track Faculty Are Teaching Marginally Less Than Previously**

Changes in faculty composition and faculty teaching loads can impact the extent to which students are taught by a given type of faculty member. Teaching loads have declined marginally for tenured and tenure-track faculty at most institutions. This decrease combined with the slight increase in the proportion of contingent faculty has resulted in a modest decline in the percentage of student credit hours taught by tenured and tenure-track faculty, particularly at research institutions. Still, average faculty teaching loads across all faculty types in Virginia are not consistently above or below national averages.

**Instruction Is Increasingly Provided by Higher Cost Research Institutions in More Costly STEM-H Disciplines**

The majority of recent enrollment growth at Virginia’s institutions has occurred at the six research institutions. Growth in instruction at research institutions accounted for 65 percent of the increase in total instructional spending at Virginia’s institutions between FY 2005 and FY 2012. Although inflation-adjusted instructional spending per student credit hour actually declined by two percent at research institutions between FY 2005 and FY 2012, average instructional spending per student credit hour is approximately 50

percent higher at research institutions than at master's and baccalaureate institutions.

Statewide, the share of total instruction taking place in higher cost science, technology, engineering, math, and health (STEM-H) disciplines also increased somewhat between FY 2005 and FY 2012. The trend toward higher cost STEM-H programs will likely continue with the emphasis on STEM-H in Virginia and nationwide.

### **Academic Research Yields Many Benefits But Costs Institutions Nearly \$300 Million**

In FY 2011, Virginia's six research institutions spent approximately \$1.2 billion on research and development activities. Undergraduate and graduate students benefit from research activity at their institutions, and academic research increases employment and economic activity. However, research also leads to institutional costs, and institutions fund over one-fifth of academic research activity statewide. While institutions receive large amounts of funding from external sponsors, such as the federal government, funding from sponsors typically does not cover the full direct and indirect costs of research projects. Additionally, institutions undertake research efforts that do not receive external funding. In FY 2011, Virginia's research institutions incurred nearly \$300 million in research costs. These costs were covered through a variety of funding sources, including tuition and fees paid by students.

### **Institutions Spent Substantially To Increase Instructional and Research Space Without Following State Capital Processes**

A State capital planning process, which includes higher education, was established in 2008. Since its adoption, this process does not appear to have been consistently followed by higher education institutions. SCHEV also has a prioritization process for higher education capital planning, which has had limited influence on which projects receive funding. Deviations from established capital planning processes have coincided with substantial expenditures on construction (\$2.5 billion) and renovation (\$901 million) of instructional and research space between FY 2005 and FY 2012. Through this spending, instructional space per student increased seven percent at master's and baccalaureate institutions and four percent at research institutions. Research space increased by 17 percent per \$1 million in research activity at research institutions.

Following established capital processes will be important given institutions' recent requests for \$6.5 billion in State-supported capital projects between FY 2014 and FY 2020. In addition, SCHEV has space utilization guidelines, which help inform the prioritization process. The instructional space guidelines are based on standards that are nearly 40 years old and do not reflect current

uses of instructional space. The guidelines also significantly overestimate the amount of research space needed. The report recommends that SCHEV's space utilization guidelines be updated to adequately measure the current use of space and plans for future use of space.

## State Council of Higher Education for Virginia Agenda Item

**Item:** #9 – Items Delegated to Staff

**Date of Meeting:** January 14, 2014

**Presenter:** Peter Blake, Director  
[peterblake@schev.edu](mailto:peterblake@schev.edu)

**Most Recent Review/Action:**

No previous Council review/action

Previous review/action

**Date:** March 20, 2002, July, 2002, September 2006

**Action:** The Council approved delegation of certain items to staff

**Background Information/Summary of Major Elements:**

Council delegated certain items to staff for approval and reporting to the Council on a regular basis.

**Materials Provided:**

Program actions approved:

- University of Mary Washington
- Virginia Commonwealth University
- Virginia State University

Program actions reported:

- Old Dominion University

Organizational Changes / Off-campus Instructional Sites

- Old Dominion University
- Radford University
- Virginia Commonwealth University

**Financial Impact:** N/A

**Timetable for Further Review/Action:** N/A

**Resolution:** N/A

### Items Delegated to Director/Staff

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Program Approval and Changes," the following items were approved as delegated to staff:

#### Program Actions

Institution	Degree/Program/CIP	Effective Date
University of Mary Washington	Discontinue the Bachelor Professional Studies degree program (30.9999). [Program Approved: March 25, 1999].	Summer 2016
Virginia Commonwealth University	Discontinue the Master of Science degree program in Athletic Training (51.0913). [Program Approved: March 13, 2007].	Spring 2014
Virginia State University	Change the program title from a Bachelor of Science in Industrial and Logistics Technology (15.0612) to a Bachelor of Science in Information and Logistics Technology (15.0612); and  Increase the total credit hours from 120 to 121 for the BS in Information and Logistics Technology (CIP Code: 15.0612).	Spring 2014

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Program Approval and Changes," the following items were reported:

Institution	Degree/Program/CIP	Effective Date
Old Dominion University	Initiate Graduate Certificate program in Maritime History (54.0199).	Fall 2013
Old Dominion University	Initiate Graduate Certificate program in Modeling and Simulation: Human Factors Psychology (42.2813).	Fall 2013
Old Dominion University	Initiate Graduate Certificate program in Molecular Diagnostics (51.1099).	Fall 2013

Old Dominion University	Initiate Graduate Certificate program in Nurse Educator (51.3817).	Fall 2013
Old Dominion University	Initiate Graduate Certificate program in Nurse Executive (51.3802).	Fall 2013

Pursuant to the Code of Virginia, Section 23-9:6:1 and Council's "Policies and Procedures for Internal and Off-Campus Organizational Changes," the following items were approved as delegated to staff:

### **Organizational Changes / Off-campus Instructional Sites**

<b>Institution</b>	<b>Change / Site</b>	<b>Effective Date</b>
Old Dominion University	Establish the College of Continuing Education located at ODU's off-campus Virginia Beach site, 1881 University Drive, Virginia Beach, Virginia. The creation of the College is to establish a central administration and location for continuing education courses. Non-credit continuing education offerings and undergraduate and graduate certificate programs will be administered through the College.	February 1, 2014
Radford University	Establish a new off-campus instructional site located at Carilion Roanoke Community Hospital, 101 Elm Avenue, 8th Floor-Suite 8A, Roanoke, Virginia.	January 1, 2014
Virginia Commonwealth University	Rename the School of Mass Communications to the <b>Richard T. Robertson School of Media and Culture</b> .	January 18, 2014