



# Agenda Book

## May 17-18, 2021

Location: Virtual



## May 17-18, 2021, Council Meetings Agenda

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<b>I. Academic Affairs Committee, Monday, May, 17, 2021</b>	<b>1:30 p.m.</b>		
A. Call to Order		Mr. Ampy	
B. Approval of Minutes from the March 22 Academic Affairs Committee	1:30 p.m.	Mr. Ampy	5
C. Action on Programs at Public Institutions	1:40 p.m.	Dr. DeFilippo	9
D. Update on Transfer Virginia/Transfer Portal	2:00 p.m.	Dr. DeFilippo, Ms. Parker	20
E. Receipt of Report of the Staff Liaison to the Academic Affairs Committee	2:30 p.m.	Dr. DeFilippo	22
F. Motion to Adjourn	2:45 p.m.	Mr. Ampy	
<b>II. Resources and Planning Committee Monday, May 17, 2021</b>	<b>1:00 p.m.</b>		
A. Call to Order	1:00 p.m.	Ms. Harker	
B. Approval of Minutes from the March 22 Resources and Planning Committee	1:00 p.m.	Ms. Harker	26
C. Discussion of Base Adequacy and Other Current Funding Models	1:05 p.m.	Ms. Kang/ Dr. Zheng	29
D. Discussion of Cost and Funding Need Study	1:35 p.m.	Ms. Kang	32
E. Discussion of Budget Planning for the 2022-24 Biennial Budget	2:15 p.m.	Ms. Kang/ Ms. Kissal	37
F. Motion to Adjourn	2:45 p.m.	Ms. Harker	
<b>Private College Advisory Board Meeting, May 17, 2021 (see separate agenda)</b>	<b>3:00 p.m.</b>		
<b>III. Council Meeting Tuesday, May 18, 2021</b>			
A. Call to Order	9:00 a.m.	Ms. Connelly	
B. Approval of Minutes from the March 23 Education Session and Council Meeting		Ms. Connelly	40
C. Remarks on G3 from Megan Healy, Chief Workforce Advisor to the Governor and Glenn DuBois, Chancellor, VCCS	9:05 a.m.	Dr. Healy, Dr. DuBois	52
D. Discussion of the Office of Education Economics/Labor Market Alignment,	9:30 a.m.	Dr. Moret	54

Stephen Moret, President and CEO, Virginia Economic Development Partnership			
E. Update on COVID on the College Campus, from Jeff McClurken, Chief of Staff, University of Mary Washington	9:50 a.m.	Dr. McClurken	<b>56</b>
F. Report from the Agency Director	10:10 a.m.	Mr. Blake	<b>58</b>
G. Update on The Virginia Plan for Higher Education	10:20 a.m.	Ms. Salmon	<b>62</b>
Break	10:35 a.m.		
H. Report of the Academic Affairs Committee	10:50 a.m.	Mr. Ampy	
I. Report of the Resources and Planning Committee	11:10 a.m.	Ms. Harker	
J. Report on Council Officer Elections	11:30 a.m.	Ms. Arriaga, Mr. Light	<b>65</b>
K. Action on Resolution for Departing Council Members	11:45 a.m.	Ms. Connelly	
L. Receipt of Items Delegated to Staff	12:00 p.m.	Mr. Blake	<b>66</b>
M. Old Business	12:05 p.m.	Ms. Connelly	
N. New Business	12:05 p.m.	Ms. Connelly	
O. Receipt of Public Comment	12:10 p.m.	Ms. Connelly	
P. Closed Session	12:15 p.m.	Ms. Connelly	
Q. Motion to Adjourn	1:30 p.m.	Ms. Connelly	
<b><u>NEXT MEETING:</u> July 13, 2021, Virtual</b>			

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
ACADEMIC AFFAIRS COMMITTEE  
March 22, 2021  
DRAFT MINUTES**

Mr. Ampy called the meeting to order at 3:15 p.m., by electronic means, as prescribed in § 4-0.01 of the Code of Virginia. Committee members present: Ken Ampy, Chair; Alexandra Arriaga, Rosa Atkins, and Marianne Radcliff.

Committee members absent: Heywood Fralin and Carlyle Ramsey.

Staff members present: Peter Blake, Joseph G. DeFilippo, Jodi Fisler, Sandra Freeman, and Ashley Lockhart.

Mr. Ampy introduced and invited staff to present information on the following topics:

**APPROVAL OF MINUTES FROM THE January 11 ACADEMIC AFFAIRS COMMITTEE MEETING**

On motion by Ms. Atkins, seconded by Ms. Arriaga, the minutes from the January 11, 2021, Academic Affairs Committee meeting were unanimously approved.

Roll call:

Ampy – yea

Arriaga – yea

Atkins – yea

Radcliff – yea

4 yeas; the motion passes.

**ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS**

Dr. DeFilippo introduced both the action on a program at a public institution and action on bachelor degree programs in teacher education at a public institution. He described the proposed degree program for approval, Lord Fairfax Community College (LFCC), Associate of Science (A.S.) in Engineering (CIP: 14.0101) as a transfer program motivated by increased student interest in the engineering specialization in LFCC's AS in Science program. Dr. DeFilippo explained that the program received letters of support from major transfer destinations and detailed the credit requirements.

Dr. DeFilippo went on to introduce the Bachelor of Science in Education (B.S.Ed.) in Elementary Education (CIP: 13.1202) and the Bachelor of Arts in Education/Bachelor of Science in Education (B.A.Ed./B.S.Ed.) in Secondary Education (CIP: 13.1205) from Virginia Tech. He described the 2018 legislation that allowed undergraduate degrees in education, as well as the background regarding the differing degree types for the unitary degree program. Dr. DeFilippo also provided information regarding the facilitated process to address the teacher shortage in Virginia.

On motion by Ms. Radcliff, seconded by Ms. Arriaga, the following resolutions were approved to be forwarded to the full Council:

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to Lord Fairfax Community College to initiate an Associate of Science in Engineering degree program (CIP code: 14.0101), effective fall 2021.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to the Virginia Polytechnic and State University to implement the specified bachelor degree programs in teacher education, effective fall 2021:

**Bachelor of Science in Education (B.S.Ed.) in Elementary Education (13.1202)**

**Bachelor of Arts in Education/Bachelor of Science in Education (B.A.Ed./B.S.Ed.) in Secondary Education (13.1205)**

Roll call:

Ampy – yea

Arriaga – yea

Atkins – yea

Radcliff – yea

4 yeas; the motion passes.

#### **ACTION ON ORGANIZATIONAL CHANGE AT A PUBLIC INSTITUTION**

Dr. DeFilippo introduced the action on an organizational change at George Mason University. He described SCHEV's duty to approve organizational changes and how George Mason University's new college of engineering and computing falls under the category of a "complex" organizational change.

Kenneth Ball, Dean of the Volgenau School of Engineering at George Mason University, thanked the committee and Staff.

On motion by Arriaga, seconded by Ms. Radcliff, the following resolution was approved to be forwarded to the full Council:

**BE IT RESOLVED** that the State Council of Higher Education for Virginia approves the establishment of the College of Engineering and Computing at George Mason University, effective April 1, 2021.

Roll call:

Ampy – yea

Arriaga – yea

Atkins – yea

Radcliff – yea

4 yeas; the motion passes.

#### **ACTION ON PRIVATE POSTSECONDARY INSTITUTIONAL CERTIFICATION**

Dr. DeFilippo introduced the action on the certification of Bryant and Stratton College, and explained that its recertification by Council is necessary due to its change in status form for-profit to non-profit, which counts as a “change of ownership” in regulation.

Francis Fesler, President of Bryant and Stratton College, thanked Staff for their assistance with the process and described the circumstances of the change of ownership.

On motion by Ms. Radcliff, seconded by Ms. Arriaga, the following resolution was approved to be forwarded to the full Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Bryant and Stratton College to operate a degree-granting postsecondary institution at three locations (Hampton, Richmond and Virginia Beach) in the Commonwealth of Virginia, effective March 23, 2021.**

Roll call:  
Ampy – yea  
Arriaga – yea  
Atkins – yea  
Radcliff – yea  
4 yeas; the motion passes.

### **ACTION ON PROPOSED FINAL ENROLLMENT AGREEMENT REGULATIONS**

Dr. DeFilippo introduced the action on the proposed final enrollment agreement regulations, which stem from legislative action in 2017. He described the regulatory process incorporating the terms of enrollment as a consumer protection measure. There was some discussion regarding predatory practices at a small minority of schools, which motivated the legislation. Dr. DeFilippo explained that school compliance with the enrollment agreement regulations will become a part of the certification process and that institutions will be monitored for compliance.

On motion by Ms. Radcliff, seconded by Ms. Atkins, the following resolution was approved to be forwarded to the full Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia approves the Proposed Enrollment Agreement Final Regulations. Council further authorizes staff to make any necessary technical or formatting changes that may be necessary to put the regulations into final form.**

Roll call:  
Ampy – yea  
Arriaga – yea  
Atkins – yea  
Radcliff – yea  
4 yeas; the motion passes.

### **REVIEW OF PROGRAM ANNOUNCEMENTS FROM PUBLIC INSTITUTIONS**

Dr. DeFilippo introduced the review of program announcements from public institutions and explained the institutional comment process. He described in detail the program proposal and implementation timeline. There was brief discussion regarding the classification of a computer science degree at the University of Virginia, which was clarified by Dr. DeFilippo.

### **UPDATE ON GRADUATE OUTCOMES SURVEY**

Mr. Ampy introduced Dr. Jim Ellis from the VCU Survey and Research Laboratory (SERL) to provide an update on the Graduate Outcomes Survey. Dr. Ellis explained that the survey is currently in the production phase, wrapping up data collection by April 30, with a final report delivery date of June 30. He expects a total of 15,000 responses, despite the slowdown due to COVID-19. Dr. Ellis remarked that two thirds of respondents agreed to data linkage and one half of respondents are interested in participating in future surveys or events.

There was some discussion regarding the disaggregation of data by various demographics and the sampling of specific discipline groups.

### **RECEIPT OF REPORT FROM ACADEMIC AFFAIRS COMMITTEE STAFF LIAISON**

Dr. DeFilippo briefly commented on the work of Academic Affairs staff, including recent staff changes in PPE, the State Committee on Transfer, and legislative affairs.

### **ADJOURNMENT**

Mr. Ampy adjourned the meeting at 4:04 p.m.

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Kenneth Ampy  
Chair, Academic Affairs Committee

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Ashley Lockhart  
Staff, Academic Affairs

# State Council of Higher Education for Virginia Agenda Item

**Item:** #I.C - Academic Affairs – Action on Programs at Public Institutions

**Date of Meeting:** May 17, 2021

**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:**

**Purpose of the Agenda Item:** The purpose of this agenda item is to present three new proposed degree programs for approval, in accord with Council’s duty to “review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes” (Code of Virginia § 23.1-203).

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

*Programs Presented for Approval*

- George Mason University, Bachelor of Science (B.S.) in Recreation Management (CIP: 31.0301)
- George Mason University, Bachelor of Science (B.S.) in Sport Management (CIP: 31.0504)
- University of Virginia, Bachelor of Science (B.S.) in Statistics (CIP: 27.0501)

**Financial Impact:** See Program Summaries Below

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

**Relationship to Goals of the Virginia Plan for Higher Education:** Council’s consideration of this agenda item supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.
- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Improve the alignment between post-secondary academic programs and labor market outcomes.



**Resolutions:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Science degree program in Recreation Management (CIP Code: 31.0301), effective fall 2021.

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Science degree program in Sport Management (CIP Code: 31.0504), effective fall 2021.

**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 (B.S.) degree program in Statistics (CIP code: 27.0501), effective fall 2021.

**George Mason University  
Bachelor of Science in Recreation Management  
(CIP 31.0301)**

**Program Description**

George Mason University (GMU) is proposing the creation of a Bachelor of Science (BS) degree program in Recreation Management to be initiated fall 2021. The proposed program will be administered by the School of Sport, Recreation, and Tourism Management in the College of Education and Human Development. Students enrolled in the proposed program will gain knowledge on the foundations of the recreation discipline, which include “planning, management, and administrative operations” in both public and private settings. Students will choose from one of three concentrations: Parks and Outdoor Recreation; Therapeutic Recreation; and Individualized Studies.

Graduates of the proposed program will be prepared to serve as professionals in the field of recreation management. Program graduates will have the skills to 1) describe the nature, scope, techniques, and processes used by professionals in the recreation field; 2) design, implement, and evaluate recreational programs; 3) analyze the effectiveness of recreational facilities and programs; 4) develop directed marketing plans for recreational programs and; 5) coordinate special projects for a recreation management organization.

The proposed program requires the completion of 120 credit hours. The core of the program consists of 51 credit hours of coursework including a 120 hour practicum and a 480-560 hour internship; internship hours vary by concentration area. Additionally, students must complete 37 credits of general education; 18 credits in a concentration; and 14 credits of electives. All courses in the proposed program are currently being offered by GMU.

**Justification for the Proposed Program**

GMU was originally approved to offer a BS in Education (BSEd) degree program in Health Education that contained teacher licensure tracks as well as several non-licensure tracks in related health/recreation disciplines. Over time, most of those tracks have developed into separate standalone degree programs, with the result that only specializations in Recreation Management and Sport Management currently remain. If the proposed program and the proposed BS in Sport Management are approved, GMU will close the BSEd in Health Education..

GMU states that the field of Recreation Management “involves the planning, implementation, management, and marketing of programs and facilities.” To support the establishment of the Parks and Outdoor Recreation and Therapeutic Recreation specializations as a standalone degree, GMU references a 2019 study that found “over 47% of all jobs in recreation require a bachelor’s degree, and that the Certified Park and Recreation Professional certifications (for which students graduating from a program accredited by the Council of Accreditation of Parks, Recreation, Tourism and Related Professions can sit) is particularly significant.” Consistent with the previous study, GMU cites data to the effect that “63.2% of recreation managers have a

bachelor's degree" (<https://www.zippia.com/recreation-manager-jobs/>). GMU further cites a study that surveyed park directors, in which "56% of respondents found recruitment and the training of qualified staff to be a significant, major, or huge challenge, while another 26% felt it was a problem, and 17% felt it was not a problem" ([https://media.rff.org/documents/RFF-BCK-ORRG UrbanSurvey.pdf](https://media.rff.org/documents/RFF-BCK-ORRG_UrbanSurvey.pdf)).

### **Student Demand**

GMU provided two sources of student demand. Enrollment data for the existing Parks and Outdoor, and Therapeutic Recreation specializations show an average enrollment of 53 students per year between fall 2015 and fall 2019. Enrollment ranged from 49 to 60 students. Additionally, GMU distributed a student interest survey to potential transfer students from Northern Virginia Community College (NVCC) during summer 2020. Students were asked about their likelihood of enrolling in a BS in Recreation Management. A total of twelve students responded to the survey. Of respondents, 83.3% were extremely or somewhat likely to enroll in the proposed program while only 12.5% were somewhat or extremely unlikely to enroll.

The summary of projected enrollment for the proposed program shows a headcount (HDCT) of 40 in the program's first year, rising to a HDCT of 77 by the target year. Enrollment projections show a full-time equated student enrollment (FTES) of 31 in the program's first year (2021-22). The projections continue as follows: FTES 2022-23, 35; 2023-24, 43; 2024-25, 51; and 2025-26, 59. GMU anticipates 29 graduates per year beginning in 2025-26. If projections are met, then this program will meet Council's productivity/viability standards within five years, as required.

### **Market/Employment Demand**

GMU indicates that graduates of the proposed program will be qualified to fill positions as recreation workers, recreation therapists, and recreation service managers. The U.S. Bureau of Labor Statistics (BLS) shows demand for recreation workers and recreation therapists is expected to grow "faster than the average for all occupations" between 2019-2029, or 10% and 8% respectively. (<https://www.bls/ooh/personal-care-and-service/recreation-workers.htm#tab-6>, <https://www.bls/ooh/healthcare/recreational-therapists.htm#tab-6>)

The Virginia Employment Commission (VEC) Market Information projects that between 2018 and 2028 employment of recreation workers and recreational therapists is expected to increase by 9.7% and 6.5% or 109 and 3 positions annually.

### **Issues of Duplication**

Two public institutions (ODU and RU) offer similar or related degree programs. ODU offers a 120-123 credit hour BS in Park, Recreation, and Tourism Studies; both programs share similarities in foundational coursework, program planning, leadership, administration, and program evaluation. ODU's program has a 34 credit core whereas the proposed program has a 51 credit core. ODU's program offers a concentration in Tourism Management while GMU has a standalone degree in Tourism and Events

Management. The proposed program offers a concentration in Individualized Studies that is not offered in the ODU program.

RU offers a 120 credit hour BA/BS degree program in Recreation, Parks and Tourism. Both programs offer a similar concentrations in Therapeutic Recreation and Outdoor Recreation, and both require a 12 credit internship. The number of credit hours of core coursework differs, with RU requiring a 34 credit hour core and GMU requiring a 51 credit hour core. RU's program has a concentration in Tourism and Special Events which is not offered as a concentration in the GMU program. The proposed program offers a concentration in Individualized Studies that is not offered in the RU program.

### **Resource Needs**

The Cost and Funding Sources to Initiate and Operate the proposed program was reviewed by SCHEV Finance Policy and Innovation staff. The institution will have adequate faculty resources to support the projected student enrollment in the degree program. Projected revenue from tuition and education and general fees will support the proposed program. GMU affirms that the institution will not seek additional state resources to initiate and sustain the degree program.

### **Board Approval**

The GMU Board of Visitors approved the proposed program on May 20, 2020.

### **Staff Recommendation**

Based on a review of the application, staff presents the **Bachelor of Science in Recreation Management degree program (CIP Code: 31.0301)** to the Academic Affairs Committee for approval.

The committee may vote to approve, disapprove, approve with condition, or table for future actions. If approved, adopt the following resolution and transmit it to Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Science degree program in Recreation Management (CIP Code: 31.0301), effective fall 2021.**

**George Mason University  
Bachelor of Science in Sport Management  
(CIP 31.0504)**

**Program Description**

George Mason University (GMU) is proposing the creation of a Bachelor of Science (BS) degree program in Sport Management to be initiated fall 2021. The proposed program will be administered by the School of Sport, Recreation, and Tourism Management in the College of Education and Human Development. The proposed program is designed to prepare students with the specific skills and contextual knowledge to plan, implement, and evaluate sports-related activities. The core of the program consists of 57 credit hours of sports management coursework focusing on the history, structure, and business of the sports industry. Within the core, students are required to complete a 12-credit hour internship.

Graduates of the proposed program will be prepared to serve as professionals in the field of sport management. Students completing the program will have the skills to 1) analyze and solve problems in the sports industry; 2) apply the principles of marketing, finance, communication, law, and governance in the sports industry; 3) demonstrate a working familiarity with sport management concepts and best practices through field experiences in a sports setting; 4) understand global dimensions of the sports industry; and 5) apply professional communications and technology skills in a sport setting.

The proposed program requires the completion of 120 credit hours: 37 credits of general education coursework; 57 credits of core coursework; 17 credits of unrestricted elective coursework; and nine credits of restricted elective coursework. All courses in the proposed program are currently being offered by GMU.

**Justification for the Proposed Program**

GMU was originally approved to offer a BS in Education (BSEd) degree program in Health Education that contained teacher licensure tracks as well as several non-licensure tracks in related health/recreation disciplines. Over time, most of those tracks have developed into separate standalone degree programs, with the result that only specializations in Recreation Management and Sport Management currently remain. If the proposed program and the proposed BS in Recreation Management are approved, GMU will close the BSEd in Health Education..

GMU states that the field of Sport Management “involves the design, implementation, management, and marketing of sports as an entertainment and as an activity in which people participate” and that specialty training is required. According to one cited source, “[a] bachelor’s degree is a crucial first step to prepare for a successful career in sports management” (<https://allbusinessschools.com/sports-management/degrees/>). GMU further cites the Society of Health and Physical Educators: “individuals who want to pursue a sport management careers should pursue an academic degree program that provides them with a thorough understanding of sport, business management,

and...practical work experiences related to managing sport organizations/events” (<https://www.shapeamerica.org/careersfields/sport-management.aspx>).

### **Student Demand**

GMU provided two sources of student demand. Enrollment data in the existing Sport Management specialization show an average enrollment of 161 students per year between fall 2015 and fall 2019. Additionally, GMU distributed a student interest survey to potential transfer students from Northern Virginia Community College (NVCC) during summer 2020. The survey was distributed to 125 NVCC students who participated in intercollegiate athletics as well as club sport participants. Thirty-six students responded. 77.8% answered that they were extremely or somewhat likely to enroll in the proposed program; 11.1% were somewhat or extremely unlikely to enroll.

The summary of projected enrollment for the proposed program shows a headcount (HDCT) of 60 in the program’s first year, rising to a HDCT of 114 by the target year. Enrollment projections show a full-time equated student enrollment (FTES) of 55 in the program’s first year (2021-22). The projections continue as follows: FTES 2022-23, 74; 2023-24, 97; 2024-25, 120; and 2025-26, 104. GMU anticipates 22 graduates per year beginning in 2025-26. If projections are met, the program will meet Council’s productivity/viability standards within five years, as required.

### **Market/Employment Demand**

GMU indicates that graduates of the proposed program will be qualified to fill positions in the sports industry. Employment announcements nationally and in Virginia show demand for bachelor-level academically trained personnel. Data specific to future employment demand were not available as the U.S. Bureau of Labor Statistics (BLS) and the Virginia Employment Commission (VEC) do not have a job category specific to “sport management.” However, data from the BLS show demand for three positions with similar skills and knowledge: Coaches and Scouts, Sales Managers, and Public Relations Specialists. The BLS projects that between 2019-2029 employment of Coaches and Scouts and Public Relations Specialists is expected to grow “faster than the average for all occupations” or 12% and 7% respectively; growth for Sales Managers is 4%, which is equal to the average for all occupations (<https://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm#tab-4>, <https://www.bls.gov/ooh/management/sales-managers.htm#tab-6>, <https://www.bls.gov/ooh/media-and-communication/public-relations-specialists.htm#tab-6>).

The VEC Labor Market Information projects that between 2018 and 2028 employment of Coaches and Scouts, Sales Managers, and Public Relations Specialists is expected to increase by 12%, 7%, and 8% respectively (92, 44, and 56 positions annually).

### **Issues of Duplication**

Three public institutions (JMU, ODU, and RU) offer similar or related degree programs. JMU offers a BS in Sport and Recreation Management. The proposed program differs

from JMU's program in that it has a broader focus, including recreation and hospitality management, and requires coursework in sport history and research methods. JMU's program requires students to complete a minor in Business while the proposed program does not.

ODU's BS in Sport Management offers a 46 credit hour core and shares course content with the proposed program in sport events, sport facilities, sport media/communications, sport law, sport finance, sport sales, sport marketing, and sport ethics. ODU's program has a joint focus on sports and recreation while the proposed program is solely focused on sports. The ODU program requires 15 credits of business coursework while the proposed program embeds the economics and finance of the sports industry into its core. The proposed program requires coursework in global perspectives, history, governance, and policy that are not required by ODU.

RU offers a BS degree in Sport Management with a 39 credit hour core. RU offers concentrations in Sports Administration and Coaching Management while the proposed program does not. The proposed program requires coursework in sport economics, sport governance and policy, sport communications, sport history, and the globalization of sports, which RU's program does not include this content.

### **Resource Needs**

The Cost and Funding Sources to Initiate and Operate the proposed program was reviewed by SCHEV Finance staff. The institution will have adequate faculty resources to support the projected student enrollment in the degree program. Projected revenue from tuition and education and general fees will support the proposed program. GMU affirms that the institution will not seek additional state resources to initiate and sustain the degree program.

### **Board Approval**

The GMU Board of Visitors approved the proposed program on May 20, 2020.

### **Staff Recommendation**

Based on a review of the application, staff presents the **Bachelor of Science degree program in Sport Management (CIP Code: 31.0504)** to the Academic Affairs Committee for approval.

The committee may vote to approve, disapprove, approve with condition, or table for future actions. If approved, adopt the following resolution and transmit it to Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Science degree program in Sport Management (CIP Code: 31.0504), effective fall 2021.**

**University of Virginia  
Bachelor of Science (B.S.) in Statistics  
(CIP 27.0501)**

**Program Description**

The University of Virginia (UVA) is proposing the creation of a Bachelor of Science (BS) in Statistics to be initiated in fall 2021. The proposed program would be located in the College and Graduate School of Arts and Sciences, Department of Statistics. The purpose of the proposed program is to prepare students to serve as statistical programmers and data analysts in the public and private sectors. The proposed program will focus on providing students with in-depth knowledge and skills to understand data, uncertainty, and natural variation, and use evidence to solve complex problems. Students will also gain computational experience with data—image, text, and numeric—and be able to quantify and communicate results to stakeholders. Graduates of the proposed program will be qualified to address the statistics needs of an array of data-rich organizations, from research in the biological sciences to government, health and technology. Graduates also will be prepared to pursue graduate study in statistics and allied disciplines.

The proposed program would require 120 credit hours: 55 credit hours of general education coursework; 9-11 prerequisite credits; 27 credit hours of core coursework; 18 credits of additional coursework (in analysis and computation); and 9-11 credits of general electives. A capstone is required as part of the core. The capstone experience will culminate with the submission of a final report of approximately 25 pages and a formal presentation.

**Justification for the Proposed Program**

UVA contends that the proposed BS in Statistics will respond to current needs by preparing graduates who can leverage the value of quantitative information for multiple organizational purposes. Graduates of the proposed program will have the statistical knowledge and skills to benefit diverse industries in Virginia and across the U.S.

The ability to collect, analyze and communicate statistical information is essential to organizational efforts to better understand the needs of the constituencies they serve, make informed decisions and allocate resources, and address organizational challenges and opportunities. According to the Society for Human Resources Management publication, *Jobs for the Future: Data Analysis Skills* (November 2016): “More and more employers are recognizing the invaluable skills of statisticians in today’s data-intensive world... The growth in statistics represents a substantial and potentially historic transformation in our profession. We’re evolving from a field that traditionally has been relatively small to one that is increasingly visible throughout business and society” (<https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/pages/data-analysis-skills.aspx>, p. 21)

The proposed program reflects a movement toward offering statistics programs at the bachelor level to meet more widespread needs for statistical analysis. According to



Devan Mehrotra, Executive Director of the Biostatistics Department at Merck Research Laboratories: “People need statisticians, folks with the right level of training, who ask the relevant questions, who know how much data should be collected and know how to employ statistical principles... These days, even people with undergraduate degrees in statistics will have tremendous potential” (U.S. News & World Report, <https://money.usnews.com/careers/best-jobs/statistician>).

### **Student Demand**

UVA provided evidence of student demand for the proposed Bachelor of Science in Statistics in the form of emails from interested students.

The summary of projected enrollments for the proposed program shows a headcount (HDCT) of 28 in the program’s first year, rising to a HDCT of 50 by the target year. Enrollment projections show a full-time equated student enrollment (FTES) of 28 in the program’s first year (2021-22). The projections continue as follows: FTES 2022-23, 55.0; 2023-24, 55.0; and 2024-25, 55.0. UVA anticipates 26 graduates per year beginning in 2025-26. If projections are met, then this program will meet Council’s productivity/viability standards within five years, as required.

### **Market/Employer Demand**

UVA indicates that graduates of the proposed BS in Statistics will be qualified to fill positions in data-rich organizations, including business, consulting, defense, finance, insurance, and government. According to the Bureau of Labor Statistics (BLS), “[e]mployment of statisticians is projected to grow 35 percent from 2019 to 2029, much faster than the average for all occupations” (<https://www.bls.gov/OOH/math/mathematicians-and-statisticians.htm#tab-6>). The BLS projects that businesses will increasingly seek candidates with the knowledge and skills to “analyze the large amount of information and data collected. Statistical analyses will help companies improve their business processes, design and develop new products, and even advertise products to potential customers.”

The BLS projects that between 2019 and 2029 employment of statisticians is expected to grow “much faster than the average of all occupations” or 35% (ibid.). The VEC, Labor Market Information projects that between 2018 and 2028 employment of statisticians is expected to increase 32.4% or 41 positions annually (<https://viriniaworks.com/occupational-projections>).

### **Issues of Duplication**

Both George Mason University (GMU) and Virginia Tech (VT) offer BS in Statistics degrees that are similar to the proposed program. The GMU program requires students to select a concentration (applied statistics, mathematical statistics, or statistical analysis), whereas the proposed program will not offer sub-areas. The VT program differs from the proposed program in that it has a larger core (53 vs. 27 credits) and requires a capstone. In response to the Program Announcement for the proposed program, VT wrote (i) that it had not noticed increased student interest in statistics

despite BLS projected growth in job opportunities, and (ii) that the proposed program would not have a predictable negative effect on the VT BS in statistics.

### **Resource Needs**

The Cost and Funding Sources to Initiate Operate the proposed degree program was reviewed by SCHEV Finance staff. The institution will have adequate faculty resources to support projected student enrollment in the degree program. Projected revenue from tuition and, educational and general fees (E&G) will support the proposed program. UVA affirms the institution will not seek additional state resources to initiate and sustain the degree program.

### **Board Approval**

The UVA Board of Visitors approved the proposed program on September 11, 2020.

### **Staff Recommendation**

Based on a review of the application, staff presents the **Bachelor of Science (B.S.) degree program in Statistics (CIP: 27.0501)** to the Academic Affairs Committee for approval.

The Committee may vote to approve, disapprove, approve with condition, or table for future action. If approved, adopt the following resolution and transmit it to 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 (B.S.) degree program in Statistics (CIP code: 27.0501), effective fall 2021.**

# State Council of Higher Education for Virginia Agenda Item

**Item:** #I.D - Academic Affairs Committee – Update on Transfer Virginia/Transfer Portal

**Date of Meeting:** May 17, 2021

**Presenter:** Ms. Patricia Parker  
Project Director, Transfer Virginia  
VCCS/SCHEV  
[pparker@vccs.edu](mailto:pparker@vccs.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:** January 11, 2021

**Action:** The Academic Affairs Committee last received a briefing on Transfer Virginia activities in January 2021. The committee last acted on a policy item from 2018 legislation when it approved the pathway maps guidelines, also in January 2021.

**Purpose of the Agenda Item:** The purpose of this agenda item is to inform the Academic Affairs Committee of the current status of Transfer Virginia and the online transfer portal created by the 2018 transfer legislation.

**Background Information/Summary of Major Elements:** SCHEV and the Virginia Community College System (VCCS) are collaborating on a grant-supported project sponsored by the Aspen Institute, “Transfer Virginia,” which seeks to improve degree completion outcomes for transfer students through both policy and practice. Ms. Patricia Parker, project director of Transfer Virginia, will give an update on the current status of the project. Further, 2018 legislation addressed many aspects of transfer, including requiring the VCCS to create an online transfer portal, which would become a major source of public facing information on transfer. Ms. Parker is the leader of this effort as well and will provide a briefing on the current state of its progress toward implementation.

**Materials Provided:**

PowerPoint presentation will be provided at the meeting.

**Financial Impact:** N/A

**Timetable for Further Review/Action:** Updates will be provided on Transfer Virginia and other transfer-related activities periodically through 2022.

**Relationship to Goals of the Virginia Plan for Higher Education:** Council's consideration of this agenda item supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.
- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Improve the alignment between post-secondary academic programs and labor market outcomes.

**Resolution:** N/A

# State Council of Higher Education for Virginia Agenda Item

**Item:** #I.E Academic Affairs – Report of the Staff Liaison to the Academic Affairs Committee

**Date of Meeting:** May 17, 2021

**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:**

**Purpose of Agenda Item:**

Staff activities report.

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

N/A

**Materials Provided:**

“Report of the Staff Liaison to the Academic Affairs Committee,” by Dr. Joseph G. DeFilippo.

**Financial Impact:**

N/A

**Relationship to Goals of The Virginia Plan for Higher Education:**

N/A

**Timetable for Further Review/Action:**

N/A

**Resolution:**

N/A

Report of the Staff Liaison to the Academic Affairs Committee  
May 17, 2021

Dr. Joseph G. DeFilippo  
Director of Academic Affairs & Planning

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Private Postsecondary Education (PPE)

- The Private Postsecondary Education (PPE) section held its annual PPE Informational Summit virtually (April 27). More than 200 representatives from private institutions in Virginia logged on to hear SCHEV Director **Peter Blake**'s presentation on The Virginia Plan, which was followed by new PPE Director **Sandra Freeman**'s overview of new laws and regulations that affect Virginia's certified schools. Other topics discussed during the online event included recertification through the PPE Portal, virtual compliance audits, and the surety instrument requirement for certified schools.

In the afternoon, PPE staff facilitated breakout sessions for the attendees with representatives from the Virginia Board of Nursing, the Department of Professional and Occupational Regulation (DPOR), and the State Approving Agency for Veteran Education and Training (SAA).

PPE staff host the Summit annually to provide updates to the more than 300 schools it oversees and to facilitate more effective communication between SCHEV and regulated schools.

Virginia-SARA

- **Darlene Derricott** and **Emily Hils** hosted a Virginia-SARA webinar for Virginia's 73 participating SARA institutions (April 6). Staff started the webinar by updating participants on SCHEV, Southern Regional Education Board (SREB), and National Council for State Authorization Reciprocity Agreements (NC-SARA) operations in response to the ongoing COVID-19 pandemic. The webinar also included an overview of Virginia-SARA's updated website, procedural forms, and the SARA renewal application process. Webinar attendees were provided instructions for NC-SARA Data Reporting and organizational resources available to participating Virginia-SARA institutions. Participants were also notified that due to the ongoing pandemic, the Virginia-SARA Advisory Committee Meeting in November will be hosted virtually.

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Staff Activities and Recognition

Jodi Fisler

- Represented SCHEV at the second Global Virginia Summit, held online (March 25). Global Virginia is a coalition of K-20 educators, policymakers, workforce representatives and others committed to improving the global readiness of Virginia's students at all educational levels.
- Coordinated, along with members of the Virginia Educational Development Network, an online workshop for Virginia faculty (April 9). The 2-hour interactive

workshop, "Creating Equitable Learning Opportunities Through Transparent Assignment Design," was led by Dr. Mary-Ann Winkelmes, a recognized authority on transparency in teaching, and was attended by nearly 300 faculty from more than 30 public and private institutions across Virginia. The workshop planning team is organizing a number of follow-up faculty learning communities for this summer, as well as a research project on the effect of transparent teaching on student outcomes.

- Participated in the Learning Improvement Community's fourth Learning Improvement Summit, an invitation-only gathering of assessment and teaching professionals from across the U.S. (April 16-19).

#### Ashley Lockhart

- Convened the Disabilities Access to Higher Education Advisory Committee for a discussion on data collection for special populations and a presentation on The Virginia Plan for Higher Education (April 6). A small workgroup will continue to meet to advise on data collection.

#### Beverly Rebar

- Coordinated two workgroups for the implementation of legislation passed in the 2021 General Assembly, including HB 2021, concerning transparency of information regarding governing boards and public access to electronic meetings, and HB 1980, which established the Enslaved Ancestors College Access Scholarship and Memorial Program.
- Convened the Military Education Advisory Committee (MEAC), to hear updates on the Credits2Careers and Virginia Transfer portals and from the Department of Veterans Affairs (May 4). The group also discussed updating several SCHEV policies regarding military-related students.

#### Paul Smith

- The State Committee on Transfer (SCT) met via video conference and Dr. Smith provided an update on the status of the Uniform Certificate of General Studies (April 15). Additional agenda items included an informational session by the Virginia Community College System on the G3 initiative, followed by an open conversation on the sharing of student transcripts between two- and four-year institutions. The SCT normally meets twice a year in the Spring and Fall, but the meeting schedule and format have been adjusted to accommodate social distancing guidelines. Instead of a single full-day meeting the SCT has held several shorter video conferences and will hold the final Spring meeting on May 6.

#### Academic Affairs Staff:

##### *Public Sector Academic Affairs*

Dr. Joseph G. DeFilippo, Director, Academic Affairs & Planning  
Ms. Darlene Derricott, Senior Coordinator, Academic Services  
Dr. Jodi Fisler, Associate for Assessment Policy & Analysis  
Ms. Emily Hils, Academic Programs and Services Specialist

Ms. Ashley Lockhart, Coordinator for Academic Initiatives  
Dr. Monica Osei, Associate Director for Academic Programs & Instructional Sites  
Ms. Beverly Rebar, Senior Associate for Academic & Legislative Affairs  
Dr. Paul Smith, Senior Associate for Student Mobility Policy & Research

*Private Postsecondary Education*

Mr. Richard Cole, Certification Specialist  
Ms. Sandra Freeman, Director, Private Postsecondary Education  
Ms. Kathleen Kincheloe, Compliance Specialist  
Ms. Monica Lewis, Fiscal Specialist  
Ms. Jacqueline Noggins, Administrative Assistant  
Mr. Alfonso Wells, Compliance Investigator  
Ms. Sylvia Rosa-Casanova, Senior Associate for Private Postsecondary Education



**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
RESOURCES AND PLANNING COMMITTEE  
MARCH 22, 2021  
DRAFT MINUTES**

Ms. Harker called the meeting to order at 3:15 p.m. by electronic means, as prescribed in § 4-0.01 of the Code of Virginia. Committee members present Victoria Harker, Chair, Marge Connelly, Thaddeus Holloman, Henry Light, Tom Slater and Katharine Webb.

Staff members present Lee Andes, Peter Blake, Jean Huskey, Wendy Kang, Erin McGrath, Kristin Whelan and Yan Zheng.

**DISCUSSION OF HIGHER EDUCATION FUNDING FROM THE 2021 GENERAL ASSEMBLY**

Ms. Kang discussed the education funding resulting from the 2021 General Assembly session. For the most part, higher education funding was restored to pre-pandemic levels and several encouraging additions were included. There may be additional changes. The reconvene session is scheduled for April 7 and the governor can release a new budget anytime up to seven days ahead of the reconvene date,

Funding for institutions was the same in the house and the senate meaning the conference budget may involve less compromise. The funding included reallocated pre-pandemic funds as well as additional funds. Ms. Kang highlighted the \$40 million in one-time pandemic cost relief, an additional \$40 million in COVID relief funding for testing. Investments in financial aid remain the same but with a \$22 million one-time investment. Also included is a 5% salary increase that should be in place by July 1.

SCHEV specific items in the budget include investments in the Guidance to Postsecondary Success program, the Innovative Internships program and funds to support the VEDP partnership to support workforce development. There are also funds to support a cost study and development of a financial aid application portal.

Overall there is significant investment in financial aid and support for pandemic costs. Staff is already thinking ahead to next year's budget and will be providing draft ideas to Council in September.

**DISCUSSION OF THE SIX-YEAR PLAN PROCESS**

Dr. Huskey discussed the 6-year plan process with Council members. She described this year as a development year and the plans and discussions that happen within the process help inform institutional strategies and expected costs. SCHEV develops and distributes the criteria and coordinates the OpSix meetings. Peter Blake serves in the OpSix group and staff additionally consults with several groups including IPAC and FAC.

Council members suggested adding questions to the template that will allow us to see pandemic-related costs. They also suggested questions that will allow us to see one-

term vs. recurring costs. Council also stressed the importance of including the six equity questions in the template. Members would like interim email updates throughout the six-year plan process.

## **DISCUSSION OF MAJOR PROJECTS IMPACTING RESOURCES AND PLANNING IN 2021**

Ms. Kang highlighted the upcoming Resources and Planning projects for 2021.

The planned and funded cost study will address the need to update the base adequacy funding model and the need to align the goals with The Virginia Plan and to identify measures for efficiency and effectiveness. Over the rest of 2021, staff will interview stakeholders, procure a contract, review data, share workplan with joint sub-committee and deliver an interim report in December.

Council members suggested a multi-stakeholder steering committee. They also expressed interest in a base adequacy primer in an educational meeting.

Ms. Kang shared two financial aid projects the Resources and Planning committee has ahead of them for 2021. The first will be expanding financial aid to certain undocumented students. This will mean that the state is administering two financial aid models. Staff will seek to make the new application as seamless as possible so that these newly eligible students will have the same access to the state financial aid process.

Ms. McGrath joined the meeting to discuss new access initiatives. The state has started the process to contract with a vendor that will provide us with a look at what other states are doing with regard to access. The vendor will also assist in developing branding and creating a student-focused website in support of this initiative. SCHEV is also seeking to strengthen develop its partnership with the VDOE by creating shared goals and regular meetings. The GEARUP program is in its last year of the 7-year funding of the grant that supports the program. Staff will be reapplying for the grant to renew the funding this year.

Ms. Kang also shared staff efforts to ensure data transparency and improved reports available on the website. These activities will be reviewed to be sure that they align with the goals of The Virginia Plan. Council members requested an email alert when new reports are published.

In addition to the projects discussed, Ms. Kang also listed the following upcoming projects: launch of loan ombudsmen course, review of the financial award letters and an update to the capital outlay review process.

## **MOTION TO ADJOURN**

The Chair adjourned the meeting at 4:45 p.m.

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Victoria Harker  
Committee Chair

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Kristin Whelan  
Interim Director, Executive and Board Affairs

# State Council of Higher Education for Virginia Agenda Item

**Item:** #II.C. - Resources and Planning Committee – Discussion of Base Adequacy and Other Current Funding Models

**Date of Meeting:** May 17, 2021

**Presenter:** Wendy Kang  
Director of Finance Policy & Innovation  
[WendyKang@schev.edu](mailto:WendyKang@schev.edu)

Yan Zheng  
Assistant Director of Finance Policy  
[YanZheng@schev.edu](mailto:YanZheng@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of Agenda Item:** The purpose of this agenda item is to provide an overview of Virginia’s current funding model, which assesses the funding needs for basic operations at the public institutions, and other state special funding allocations in recent years. SCHEV staff will give a presentation and an overview of base adequacy, current funding goals and other funding models.

**Background:**

**Base Adequacy Funding Model**

The current Virginia Higher Education Funding Guidelines (also known as “base adequacy”) were established in 2000 with the help of a national consultant and the participation of various stakeholders in Virginia such as members of the General Assembly, state agencies including SCHEV, and presidents, provosts and financial administrators from institutions.

The purpose of the funding guidelines is to determine an institution’s base level of funding to meet its mission and to allocate “adequate” funds in a rational and equitable way. The guidelines produce a minimal (i.e., “base”) amount of required funding. Institutions often seek additional resources to provide a higher level of service than the funding guidelines allow.

Major factors involved in the calculation include the following items:

- student enrollment by discipline (e.g. engineering, history and nursing) and student level (undergraduate, master’s and doctoral),
- student-faculty ratio (calculated based on the enrollment by discipline)
- blended faculty salary (a mix of full-time and part-time faculty),
- percent of fringe benefit spending to other non-fringe spending,
- add-ons for support service programs by institution type based on national norms.

The model first estimates the instructional cost at an institution by calculating the number of required faculty based on its student enrollment by discipline and level and student-faculty ratio. It then calculates the costs of faculty salaries and required staff support in instruction. Afterward, the model applies the cost rate and adjustment factor for each of the support service programs to the instructional cost to estimate the cost of that support service program. Adding the costs of all five Educational and General (E&G) areas generates the “base adequacy” funding need for an institution.

The funding guidelines establish a total base amount for each institution. Subsequent policy actions determine the appropriate share of the total base amount that should come from the state general fund and from student tuition and fees.

The Code of Virginia directs SCHEV to maintain the base adequacy model and present information by institution to the Governor and the General Assembly. As of 2019, all institutions were at or above the base funding need calculated by the base adequacy funding formula.

### **Current Funding Goals**

In addition to the base adequacy calculation, the state also has two funding goals. The first is for the state general fund to provide 67% of the calculated funding need. The second is to provide sufficient funds for institutions to set faculty salaries at the 60<sup>th</sup> percentile of a selected peer group. Staff will share updates of current figures in these two areas.

### **Other Funding Methods in Virginia**

To advance the state goals and needs, in recent years, the Commonwealth has provided public institutions with state funding for specific outcomes. Examples include \$28.4 million to increase STEM-H degrees; \$31.8 million for a Tech Talent Investment Fund; \$13.5 million for the New Economy Workforce Grant Program at community colleges for noncredit workforce training; and \$38.5 million for tuition-free community college in career and technical fields. These high-priority initiatives are in addition to funds for base operations.

In addition, the Virginia Community College System that administers the 23 community colleges in the Commonwealth uses a funding allocation model that applies 20% of the funding based on outcomes. The Commonwealth also assesses institutions through [Institutional Performance Standards](#) every two years.

### **Language in the 2021 General Assembly Special Session 1**

While institutions are at or above the base funding need, higher education has changed dramatically over the last 20 years. The Commonwealth has experienced two recessions resulting in state general fund reductions for institutions. Institutions also have experienced changes in student demographics, instructional delivery modes and program offerings.

Consequently, the current state funding model is outdated and in need of a fresh perspective. Furthermore, decisions about the allocation of state general fund or tuition policy often are driven primarily by individual institutional requests or short-term necessities.

To address these and other concerns, the Governor and the General Assembly approved language in the 2021 General Assembly Special Session 1 directs SCHEV to review and make recommendations regarding the “methodologies to determine higher education costs, funding needs, and appropriations....” The study will also will seek ways to align state funding with the goals of The Virginia Plan for Higher Education.

**Materials Provided:** None.

**Financial Impact:** None.

### **Relationship to Goals of The Virginia Plan for Higher Education:**

This background is part of the cost and funding needs study. The allocation of state resources directly supports the affordability goal of The Virginia Plan and addresses these specific strategies:

- Align tuition and fees, financial aid and state appropriations such that students have broader access to postsecondary education opportunities regardless of their ability to pay.
- Update and reform funding models and policies to improve equity, affirm return on investment and encourage increased and consistent levels of state funding.
- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.

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

**Resolution:** None.

# State Council of Higher Education for Virginia Agenda Item

**Item:** #II.D. - Resources and Planning Committee – Discussion of Cost and Funding Need Study

**Date of Meeting:** May 17, 2021

**Presenter:** Wendy Kang  
Director of Finance Policy & Innovation  
[WendyKang@schev.edu](mailto:WendyKang@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of Agenda Item:** The purpose of this agenda item is to provide a status report of the cost and funding study.

**Background:** The 2021 General Assembly provided \$300,000 in general fund for SCHEV to lead the study of costs and funding needs for Virginia public higher education institutions. The General Assembly originally appropriated this funding in 2020, but the funding remained unallotted due to the COVID pandemic.

The state’s higher education funding model (also known as “base adequacy”) was last updated in 2000. Much has changed over the last 20 years.

At the request of SCHEV, the 2021 General Assembly included a review of higher education costs to assess Virginia public postsecondary funding and spending, make national comparisons and recommend methods to allocate limited public resources that align with state goals of access, affordability and equity. The Appropriation Act included \$300,000 to support the study. The complete budget language can be found [here](#).

In the past two months, SCHEV staff interviewed various stakeholders and received their feedback regarding concerns and expectations of the upcoming cost study. The interview results laid the foundation for the staff to write the request for proposal (RFP). The RFP provided deliverables and guidelines for the potential contractor to conduct the study as follows:

**Deliverable 1: Review of funding policies:** The contractor shall assess national practices related to the funding of public higher education and compare these practices to Virginia’s current funding model to identify strengths and opportunities for improvement. The review in Deliverable 1 is expected to be more qualitative, while the cost-review data in Deliverable 3 is expected to be more quantitative.

The analyses shall answer the following questions:

**National review**

- Which funding strategies used in other states are most successful?
- What type(s) of funding do these states provide, in the areas of base support, outcomes-related funding and funding for specific initiatives?
- What cost areas do these states support (salaries, support services, operation and maintenance of plant, equipment, capital outlay, etc.)?
- How do states differentiate costs based on: types of students served; levels of degrees offered (undergraduate, graduate, first professional, certificate); types of programs offered (such as liberal arts versus STEM); types of institutional affiliations/forms/missions (research, medical school, military institution, HBCU); and alignment of programs/offering to workforce needs or other areas?
- How do the models adapt to changes in instruction, enrollment or other areas?
- What amount or percentage of funding do these states provide compared to overall costs?
- What funding goals have states set related to higher education, and how are these funding goals aligned with statewide goals/needs?
- What are the strengths and areas of opportunity of various models?
- What is the relationship to tuition and fees, financial aid and state funding? How do these models balance funding with affordability and cost?
- How do states assess or communicate a “return on investment” to stakeholders, such as policymakers, students/parents and other funders?

**Virginia review**

- What are the major funding policies and legislation that govern current state funding to public higher education? (Note: SCHEV staff will provide background. The contractor should be familiar with these policies to help identify legislation and budget-language changes that may be needed at the end of the study.)
- What are the findings from state reviews, including the reports of the Joint Legislative Audit and Review Commission and the Auditor of Public Accounts? What has been implemented, and what should be revisited? (Note: SCHEV staff will provide these studies and include updates of activities completed to date. The contractor is expected to gain additional insight through potential interviews with stakeholders.)
- How well is the current funding system aligned with the goals of the Virginia Plan for Higher Education, and what should be improved?
- What is Virginia’s history of state-level funding and spending?



- What is the relationship between state funding for operations and financial aid, and how does this relationship relate to increases in tuition and fees?
- How has the current cost share policy/goal met the needs of the Commonwealth? Should the state consider other options?

**Deliverable 2: Efficiency and effectiveness review:** With the assistance of SCHEV staff and a workgroup of representatives from public institutions and state stakeholders, the contractor shall survey and compile Virginia institutions' practices related to efficiency and effectiveness in their operations.

The contractor shall research other states' and institutions' practices for efficiency and effectiveness; and assess and identify opportunities for mitigating costs, increasing financial efficiencies, and incorporating current best practices employed by Virginia institutions and other institutions nationwide. These analyses shall answer the following questions:

- What are the most effective state and national practices related to measures of efficiency and effectiveness?
- What has Virginia and its public institutions implemented to promote efficiency and effectiveness? Do quantifiable and transparent data exist to support these efforts? (Note: In 2017, SCHEV staff compiled a preliminary list of practices related to efficiencies in various areas, but the list is not comprehensive and does not quantify the impact.) How do these efforts affect quality and cost?
- How have or will recent changes in institutional operations, such as increased use of technology and distance learning, impacted efficiency and effectiveness?
- What additional strategies can lead to greater efficiency and effectiveness?
- What is the feasibility of implementing additional models of shared services in Virginia?

**Deliverable 3: Identification of trends in costs and determination of estimated costs for higher education:** With the assistance of SCHEV staff and a workgroup with representatives from public institutions and state agencies, the contractor shall review funding and costs related to public higher education. The data shall include state appropriations (general fund and non-general fund), as well as expenditures and peer comparisons on a total and per-student basis. These data are expected to help create benchmarks for determining reasonable costs and serve as a baseline for how the state might provide future funding. (Note: SCHEV staff will compile these data and review them with institutions prior to the start of the contract. SCHEV expects the contractor to focus on the analysis of these data and to document these costs with institutions.)

- What are the ideal metrics to measure public higher education's costs, and what is a reasonable cost (in total, for a state, for a student, for an institution)?
- How do Virginia institutional costs, including salaries, compare nationally, in terms of peer groups and individual institutions of similar size and mission?

- What are the unique needs of institutions, and how do they impact current and future costs (examples include institution size, types of students served, types of programs offered, types of degrees offered, medical school affiliation, level of research, HBCU, etc.)?
- What, if any, data limitations exist currently in Virginia related to cost measurement?
- How have changes in enrollment historically affected funding, and how will they affect funding in the next 10 years or 20 years?
- What are the best methods of sharing cost data to support transparency? (Note: SCHEV has an extensive research website and plans to expand the data to include funding and costs.)

**Deliverable 4: Recommendations for a new funding model:** With the assistance of SCHEV staff and a workgroup with representatives from institutions and state agencies, the contractor shall create or modify a funding model or models. The proposed model(s) should consider the following:

- Current and future student demographics, enrollments, instructional delivery modes and programmatic offerings.
- Funding needs to meet statewide goals, including The Virginia Plan for Higher Education to be equitable, affordable and transformative and alignment workforce needs goals of the Virginia Plan.
- Unique needs and mission of institutions and how they compare to peer institutions.
- Higher education operations, with an emphasis on efficiency and effectiveness while maintaining quality.
- The impact of financial aid, tuition and fees and student's ability to pay.
- Equity and fairness of funding.
- If/when full funding is not available, strategies to allocate limited resources, such as funding for base costs, new funding and aspirational goals and strategies if/when state budget cuts are required.

The funding model(s) should include: (1) basic cost and aspirational funding goals for higher education; (2) documentation as to how cost and funding amounts are calculated; (3) reporting and data publication requirements to ensure transparency of funding; (4) legislative proposals and state-budget changes that needed to support the funding strategy; and (5) a timeline for implementation.

SCHEV staff issued the RFP on April 28. Proposals are due May 28. The contractor is expected to start on July 1, 2021.

**Materials Provided:** None.

**Financial Impact:** None.

**Relationship to Goals of The Virginia Plan for Higher Education:**

This initiative supports the affordability goal and is one component of the following strategies:

- Align tuition and fees, financial aid and state appropriations such that students have broader access to postsecondary education opportunities regardless of their ability to pay.
- Update and reform funding models and policies to improve equity, affirm return on investment and encourage increased and consistent levels of state funding.
- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.

**Timetable for Further Review/Action:** Staff will provide ongoing updates throughout the project which is expected to continue until July 1, 2022

**Resolution:** None.

# State Council of Higher Education for Virginia Agenda Item

**Item:** #II.E. - Resources and Planning Committee – Discussion of Budget Planning for the 2022-24 Biennial Budget

**Date of Meeting:** May 17, 2021

**Presenter:** Wendy Kang  
Director of Finance Policy & Innovation  
[WendyKang@schev.edu](mailto:WendyKang@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of Agenda Item:** The purpose of this agenda item is to begin discussions with Council members regarding the SCHEV policy and budget development process for the 2022-24 biennium. In addition, Carol Kissal, [Senior Vice President](#) of Administration and Finance at George Mason University. Ms. Kissal currently serves as the chair of the College and State University Business Officers (CCSBO). She will share the funding need perspectives based on recent meetings with institution business officers across the state.

**Background:**

SCHEV is responsible for providing budget and policy recommendations as set forth in section § 23.1-208 of the Code of Virginia:

*A. The Council shall develop policies, formulae, and guidelines for the fair and equitable distribution and use of public funds among the public institutions of higher education, taking into account enrollment projections and recognizing differences and similarities in institutional missions. Such policies, formulae, and guidelines shall include provisions for operating expenses and capital outlay programs and shall be utilized by all public institutions of higher education in preparing requests for appropriations. The Council shall consult with the Department of Planning and Budget in the development of such policies, formulae, and guidelines to ensure that they are consistent with the requirements of the Department of Planning and Budget.*

*B. Not less than 30 days prior to submitting its biennial budget request to the Governor, the governing board of each public institution of higher education shall transmit to the Council such selected budgetary information relating to its budget request for maintenance and operation and for capital outlay as the Council shall reasonably require. The Council shall analyze such information in light of the Council's plans, policies, formulae, and guidelines and shall submit to the Governor recommendations for approval or modification of each institution's request together with a rationale for each such recommendation. The Council shall make available to the General Assembly its analyses and recommendations concerning institutional budget requests.*

In addition, SCHEV also is required to provide funding calculations related to operational funding needs (referred to as “base adequacy”) that include operational costs and costs to reach the faculty salary goal of meeting the 60th percentile for an institution’s peer group.

In prior years, funding recommendations primarily focused on the following core areas:

- Basic operations and faculty salaries
- Capital and equipment
- Operation and maintenance (for routine operations) and maintenance reserve (for larger maintenance projects)
- Financial aid
- Additional funding needs to be aligned with The Virginia Plan for Higher Education.

During the meeting, SCHEV will request Council member discussion based on the new goals and strategies related to the Virginia Plan for Higher Education to be equitable, affordable and transformative. Some recent topic areas include technology/broadband access, student support and mental health services and equity in funding.

**Materials Provided:** None.

**Financial Impact:** None.

**Relationship to Goals of The Virginia Plan for Higher Education:**

This initiative supports the affordability goal and is one component of the following strategies:

- Align tuition and fees, financial aid and state appropriations such that students have broader access to postsecondary education opportunities regardless of their ability to pay.
- Update and reform funding models and policies to improve equity, affirm return on investment and encourage increased and consistent levels of state funding.
- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.

**Timetable for Further Review/Action:** Staff will provide ongoing updates throughout the project which is expected to continue until July 1, 2022

**Resolution:** None.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
COUNCIL EDUCATIONAL SESSION  
MARCH 22, 2021  
MINUTES**

Ms. Connelly called the virtual meeting to order at 2:00 p.m. Council members present: Ken Ampy, Alexandra Arriaga, Victoria Harker, Thaddeus Holloman, Henry Light, Stephen Moret, Marianne Radcliff, Carlyle Ramsey, Tom Slater and Katharine Webb.

Council members absent: Heywood Fralin and Stephen Moret.

Staff members present Tom Allison, Peter Blake, Paula Robinson and Kristin Whelan.

Deb Love from the Office of the Attorney General was also in attendance.

**PRESENTATION ABOUT EQUITY-MINDED POLICY ANALYSIS**

Paula Robinson and Tom Allison presented the Council with a framework to apply questions of equity to questions that the Council addresses.

They presented six questions for equity-minded policy creation. The questions are as follows:

1. Do the state and institutions frame the success of underserved and underrepresented students as its responsibility? At a high level, yes but it is not the focus of every choice. An example of including this question in decision-making is the University of Richmond's recent commitment to cover the unmet need of all Richmond public school graduates who gain admission to UR.
2. Are language choices reinforcing stereotypes based on race, gender, income and language? Language that doesn't explicitly states the student it is serving makes it difficult to connect to students in need.
3. Are data systemically disaggregated by race and ethnicity for policy planning and development? Broad terms like underserved need to be broken down so that we are clear on who the policy would serve and the goals of the policy.
4. Could the policy cause a disproportionate impact to specific groups based on other factors? Thoughtfully target policies so that they don't inadvertently negatively impact other groups.
5. Are the needs of students from racial, ethnic and indigenous communities consistently included in the policy? Virginia's statewide policy on broadband importantly focuses on rural infrastructure but research shows that the widest of the digital divide occurs in computer ownership.
6. How is the case for equity framed? Economic well-being, demographic shifts and/or moral imperative? All of these elements need to be a part of the case.

Council members expressed an interest to apply these questions to the six-year plan process and to partner with k-12 education to create an equity-minded continuum in policymaking.

**MOTION TO ADJOURN**

The meeting adjourned at 3:00 p.m.

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Katharine Webb  
Council Secretary

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Kristin Whelan  
Interim Director, Executive and Board Affairs



**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
COUNCIL MEETING (VIRTUAL)  
MARCH 23, 2021  
DRAFT MINUTES**

Ms. Connelly called the meeting to order at 9:00 a.m. Council members present Ken Ampy, Alexandra Arriaga, Rosa Atkins, Marge Connelly, Victoria Harker, Thaddeus Holloman, Henry Light, Stephen Moret, Marianne Radcliff, Carlyle Ramsey, Tom Slater and Katharine Webb.

Council member absent Heywood Fralin.

Staff members present Tom Allison, Peter Blake, Joseph DeFilippo, Alan Edwards, Wendy Kang, Tod Massa, Beverly Rebar, Paula Robinson, Emily Salmon, Lynn Seuffert, Paul Smith and Kristin Whelan.

Deb Love and Ramona Taylor from the Office of the Attorney General were also in attendance.

Ms. Connelly explained that due to a change in legislation during the pandemic, the Council is now able to conduct its business remotely without a quorum assembled in person. She also noted that the meeting was being recorded as required by 2020 Acts of Assembly, Chapter 1283, item 4.0.01.g. A copy of the recording will be posted on the SCHEV website.

**APPROVAL OF MINUTES**

On a motion by Ms. Connelly and seconded by Mr. Slater, the minutes of the January, 11, 2021, SCHEV Council meeting were approved unanimously (12-0) in block after a roll call vote.

**REMARKS FROM JOHN BRODERICK, PRESIDENT OF OLD DOMINION UNIVERSITY**

Mr. Blake introduced President Broderick. President Broderick discussed the many changes that have occurred at Old Dominion University (ODU) during his 13-year tenure as President.

ODU has one of the most diverse campuses in the country and they pride themselves on its record of student success and partnerships with the broader community. Twenty-five percent of the student body is affiliated with the military. From the onset of the pandemic, the school was uniquely prepared for and comfortable with distance learning. ODU developed a distance learning model in the 1970s.

ODU has taken advantage of its location to build, with William & Mary and the Virginia Institute of Marine Sciences, the Commonwealth Center for Recurrent Flooding. ODU has partnered with many companies to support their employee training needs.

The Stowe Entrepreneurial Center helps foster student interest and ideas. The Monarch Way is a campus retail store where student entrepreneurs sell their products and also acts as a learning lab.

During his time at ODU, President Broderick has led the way for transformation on campus. With an emphasis on STEM education, the campus has added many new buildings including the Barry Arts Center as well as the Stowe Center.

### **REMARKS FROM JAMES LANE, VIRGINIA SUPERINTENDENT OF PUBLIC EDUCATION**

Ms. Connelly introduced Dr. Lane and provided an update from the Virginia Department of Education (VDOE). He discussed the department's work on the Roadmap to Equity project. The VDOE defines equity as eliminating the predictability of student outcomes based on race, gender, zip code, ability, economic status or language spoken at home.

Dr. Lane also introduced the 5 C's for college readiness and Virginia's equity 5 C's as illustrated on the VDOE's Equity compass. The five components are as follows; culturally responsive, courageous leadership, curriculum reframing, compassionate care for students and families and continuous reflection. The department has created an audit tool to help schools determine if they are centering equity.

Discussion in the meeting led to the Council expressing a desire to create a statewide equity goal for student attainment post high school graduation. It is a moral and economic imperative for the shared goals of SCHEV and the VDOE be the success of students in school and life.

### **UPDATE ON VIRGINIA LEARNS**

Dr. Atkins updated the Council on Virginia Learners, the plan to navigate from virtual learning to in-person learning. The workgroup is tasked with developing recommendations, best practices and resources to help students and staff impacted by the pandemic. The workgroup will release a report in the next several weeks and be published for school divisions to use.

### **REMARKS FROM TOM HARNISCH, VICE PRESIDENT FOR GOVERNMENT RELATIONS, STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION**

Tom Allison introduced Dr. Tom Harnisch to discuss the changes at the federal level around issues of equity in education. He touched on the changes at the Department of Education, a review of the American Rescue Plan and matters of interest at the state level.

The change in leadership at the Department of Education with a new Secretary of Education and team will affect the policy priorities and implementation of policies. Dr. Miguel Cardona was named the Secretary of Education has a background in k-12 leadership and has also served as an adjunct professor. Cindy Martin is the Deputy Secretary and she also has a background in k-12 education. The Undersecretary of

Education, James Kvaal, will be the point person for higher education policy. While awaiting confirmation, he remains president of the Institute for College Access and Success. He will encourage a state-federal partnership and concentrate on policy development. Michelle Asha Cooper, acting assistant secretary for postsecondary education/ deputy assistant secretary for higher education programs will focus on policy implementation.

The American Rescue package includes investments in broadband and SNAP benefits including extended eligibility for students who qualify for work-study. Pell-eligible students will qualify for broadband assistance. The package closes the 90/10 loophole to include veteran's benefits in the 90% threshold. Students who have made borrower defense claims and have had their loans forgiven will not be taxed on the on the forgiveness total for the next 5 years. The total of the package is \$1.9 trillion. State and local governments have been awarded \$350 billion. The Higher Education Relief Fund (HERF) is nearly \$40 billion. Included in the items that can be covered under the HERF fund are lost revenues, reimbursements for expenses, technology, faculty and staff training payroll and grants to students.

The state policy trends include a movement toward free college programs which brings in a broader pool of students and piques the interest of students who have not considered college before. Virginia's higher education funding has been stronger than other states in recent years but remains below the national average. Trending topics on college campuses include free speech, Chinese influence on campus, payments to college athletes and immigration.

## **RECEIPT OF REPORT FROM THE AGENCY DIRECTOR**

Mr. Blake highlighted the following in his presentation:

**Fall enrollment:** In October, SCHEV released a [report](#) on college and university early enrollment estimates. We now have updated information for all institutions. We have published an Insight on final fall enrollment figures, which can be found [here](#).

**General Assembly session.** The 2021 General Assembly session concluded March 1. Staff previously sent Council members a summary of the budget. More details can be found in agenda item III.C. of the Resources and Planning Committee on page **64**. Included in this item is a list of legislation (**pages 112-119**) that the General Assembly passed as well as a table outlining SCHEV's new duties (**see pages 120-121**). Staff will review this information at the meeting.

**Outstanding Faculty Awards:** On December 11, SCHEV and Dominion Energy announced the recipients of the 2021 Outstanding Faculty Awards. We celebrated the recipients with a virtual awards ceremony March 2. Council member Ken Ampy introduced the recipients and Council chair Marge Connelly offered closing remarks. Thanks to the Council members who helped select the recipients, participated in the virtual event or who attended the pre-ceremony virtual reception.

**General Professional Advisory Committee/Council of Presidents:** The presidents continue having regular phone calls with much of the discussion related to COVID-19 preparations and responses, the recently completed legislative session and the 2021 gubernatorial campaign. We resumed our regular GPAC meetings in February. Council chair Marge Connelly led a discussion around The Virginia Plan, which the presidents endorsed. Also, Secretary of Finance Aubrey Layne and Secretary of Education Atif Qarni spoke about the Commonwealth's financial condition and upcoming priorities for higher education.

**Virginia Military Institute:** During the 2021 Special Session, the Governor and General Assembly approved \$1 million "to conduct an independent, third-party investigation of the culture, traditions, policies and practices of the Virginia Military Institute. The investigative team shall report its findings and recommendations to the State Council of Higher Education for Virginia." SCHEV managed the procurement process and the contract with the entity that is conducting the investigation, [Barnes & Thornburg](#). The firm issued its first report February 4 and its second report March 8. The reports can be found [here](#).

**Innovative Internship Fund and Program:** After the announcement by the Chamber of Commerce of the new V-TOP branding, logo and website during the October Council meeting, the Chamber released the Virginia Employer Readiness Toolkit: A Blueprint to Develop Quality Internship Opportunities for Virginia's Talent Pipeline in December. Companies have expressed appreciation for the toolkit, and Virginia's colleges and universities are using it in their work with employer partners. The General Assembly approved additional funding for the program for next year, for a total of \$2 million. SCHEV expects to use the funding for regional initiatives, new grant competitions and additional activities to support the readiness of companies, students and institutions. Finally, discussions are underway for the imminent launch of regional pilot initiatives in two GO Virginia regions: Region 2, which includes Roanoke, Blacksburg and Lynchburg, and Region 4, which is the Richmond Metro area. Additional information is included in the attached report, which can be found on **pages 122-127**.

**The Virginia Plan update:** Included with this report, starting on **page 128**, is a summary of activities that have occurred since the January Council meeting and next steps. Staff will review with Council at the March meeting. Emily Salmon updated the Council on her current work with The Virginia Plan ambassadors.

**Staff updates:** We have named Sandra Freeman as Private Postsecondary Education Director. This unit deals with private and out-of-state public institutions that must be certified to operate in Virginia. She has been the interim director since Sylvia Rosa-Casanova retired last year. Ms. Rosa-Casanova has returned to SCHEV in a part-time role. We also recently added a part-time staff member, Sam Ratcliffe, in the newly renamed Strategic Planning and Policy Studies group. Dr. Ratcliffe will be working with the Innovative Internship program. We also will be employing our own intern to work in that unit, Carley Strausser, a student at Christopher Newport University.

## **PRESENTATION FROM THE STUDENT ADVISORY COMMITTEE**

Tom Allison introduced members, Anirban Mahanty, VCU, Reena Medvarapu, Virginia

Tech, Eric Munro, VMI and Tiffany Williams, ODU, of the Student Advisory Committee (SAC) who presented a report on current conditions and topics of interest on Virginia college campuses. The SAC chose to create two sub-committees this year, policy and advocacy and campus engagement. Students were most interested in mental health issues, COVID and college affordability. SAC is also working to standardize and formalize some of the practices that have evolved in the committee due to the pandemic.

The policy and advocacy subcommittee discussed financial aid appropriations, eligibility for undocumented students, experiential learning and vaccination distribution. While the students have been encouraged by the progress in the General Assembly, they recognize that there is still an unmet need for a large number of low-income families. They would like to advocate for change at a federal level for eligibility for undocumented students. The SAC proposes to expand the Virginia Talent and Opportunity Partnership and create new partnerships to give students more access to internships. Finally, they proposed a statewide campaign to appeal to vaccine-hesitant college students.

The campus engagement efforts seek to raise awareness of mental health and food insecurity issues on campus. The SAC seeks to elevate awareness using social networking platforms, student organizations and parent networks. They implemented the 50 in 5 Initiative where faculty, staff and university leadership were given the names of 5 students to call and check in with over a one week period as the fall semester approached. They also suggest institutions utilize social media platforms, leadership in student organizations and parent networks for updates to students lessen the number of emails sent to students and increase the likelihood that students will get the message. The SAC would like to utilize these proposed methods of communication to promote mental health programs and encourage students to use SNAP benefits.

## **REPORT FROM COMMITTEES**

### **Academic Affairs Committee**

#### *Action on Programs at a Public Institution*

Mr. Ampy provided background information on the following programs. The three resolutions were voted on together in one block. Mr. Ampy explained the new program approval process wherein programs are grouped and motioned for Council approval. Ms. Harker seconded the motion and it was passed unanimously after a roll call vote (12-0).

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Lord Fairfax Community College to initiate an Associate of Science in Engineering degree program (CIP code: 14.0101), effective fall 2021.**

*Action on Bachelor Degree Programs in Teacher Education at a Public Institution*

**BE IT RESOLVED** that the State Council of Higher Education for Virginia grants approval to the Virginia Polytechnic and State University to implement the specified bachelor degree programs in teacher education, effective fall 2021:

**Bachelor of Science in Education (B.S.Ed.) in Elementary Education  
(13.1202)**

**Bachelor of Arts in Education/Bachelor of Science in Education (B.A.Ed./B.S.Ed.)  
in Secondary Education (13.1205)**

*Action on Organizational Change at a Public Institution*

Mr. Ampy presented the following resolution for approval. The motion was seconded by Dr. Moret and approved unanimously after a roll call vote (12-0).

**BE IT RESOLVED** that the State Council of Higher Education for Virginia approves the establishment of the College of Engineering and Computing at George Mason University, effective April 1, 2021.

*Action on Private Postsecondary Institution Certification*

Mr. Ampy presented the following resolution for approval. The motion was seconded by Ms. Harker and approved unanimously after a roll call vote (12-0).

**BE IT RESOLVED** that the State Council of Higher Education for Virginia certifies Bryant and Stratton College to operate a degree-granting postsecondary institution at three locations (Hampton, Richmond and Virginia Beach) in the Commonwealth of Virginia, effective March 23, 2021.

Mr. Ampy presented the following resolution for approval. The motion was seconded by Dr. Moret and approved unanimously after a roll call vote (12-0).

**BE IT RESOLVED** that the State Council of Higher Education for Virginia certifies Bryant and Stratton College to operate a degree-granting postsecondary institution at three locations (Hampton, Richmond and Virginia Beach) in the Commonwealth of Virginia, effective March 23, 2021.

*Action on Final Enrollment Agreement Regulations*

Mr. Ampy presented the following resolution for approval. The motion was seconded by Mr. Light and approved unanimously after a roll call vote (12-0).

**BE IT RESOLVED** that the State Council of Higher Education for Virginia approves the Proposed Enrollment Agreement Final Regulations. Council further authorizes staff to make any necessary technical or formatting changes that may be necessary to put the regulations into final form.

## Resources and Planning Committee

### *Discussion of Higher Education Funding from the 2021 General Assembly*

Staff presented an overview of outcomes from the General Assembly budget. The higher education funding that resulted is very student-focused. Tom Allison updated the committee on the federal stimulus and the committee discussed the 5% salary increases. Virginia remains relatively low on the scale of faculty pay in the country.

### *Discussion of the Six-Year Plan Process*

Dr. Huskey discussed the six-year plan process. Council members encouraged a method to capture one-time versus recurring costs. They also encouraged wrapping equity into the process.

### *Discussion of Major Projects Impacting Resources and Planning in 2021*

There five major projects that staff will be focusing on in 2021 including, a cost study, the expansion of state funds to certain undocumented students which will require a web portal; the simplification of state need-based financial aid; an access initiative to raise awareness of postsecondary options; and ensuring data transparency. SCHEV staff is also working on the newly passed Enslaved Ancestors College Access Memorial Program.

## **RECEIPT OF ITEMS DELEGATED TO STAFF**

Mr. Blake noted that the delegated items included in the agenda materials did not require additional discussion. A copy of the delegated items is attached to the minutes. Ms. Connelly requested Council members contact her and Mr. Blake with any topics members would like to see on the agenda in the next couple of meetings.

## **OLD BUSINESS**

None.

## **NEW BUSINESS**

Ms. Connelly expressed the need for a review of the base adequacy calculation for the Council members.

## **RECEIPT OF PUBLIC COMMENT**

Ms. Connelly announced that no requests for public comment were submitted to staff in advance of the meeting.

## **CLOSED SESSION**

On a motion by Ms. Connelly and seconded by Mr. Holloman, Council moved that, pursuant to Virginia Code § 2.2-371 I(A)(I), the State Council for Higher Education of Virginia convened in a closed meeting for the purposes of addressing personnel issues related to SCHEV's Director. The motion was approved unanimously (12-0) in block after a roll call vote.

Upon resumption of the Council meeting, Ms. Connelly presented the following resolution for approval. After a roll call vote, the resolution passed unanimously (12-0).

**We convened today in a Closed Meeting pursuant to a recorded vote on the motion above and in accordance with the Freedom of Information Act. Section 2.2-3711 of the Code of Virginia requires that SCHEV certify that, to the best of each member's knowledge (i) only public business matters lawfully exempt from open meeting requirements under this chapter and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed or considered.**

**Any member who believes there was a departure from these requirements shall so state prior to the vote, indicating the substance of the departure that, in his or her judgment, has taken place. The statement of the departure will be recorded in the minutes.**

Ms. Connelly presented the following resolution that was seconded by Ms. Harker and approved unanimously after a roll call vote (12-0):

## **MOTION TO ADJOURN**

The chair adjourned the meeting at p.m.

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Katharine Webb  
Council Secretary

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Kristin Whelan  
Interim Director, Executive and Board Affairs



## Items Delegated to Director/Staff

Pursuant to the Code of Virginia, § 23.1-203 and Council’s “*Policies and Procedures for Program Approval and Changes*,” the following items were approved/not approved as delegated to staff:

### Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
College of William and Mary in Virginia	<b>Certificate Programs Approved:</b> Initiate the following new Certificate Programs: <ul style="list-style-type: none"> <li>• Post-Professional in Special Education, 6-12 (13.1019)</li> <li>• Post-Professional in Special Education, K-6 (13.1017)</li> </ul>	Fall 2021
George Mason University	<b>Facilitated Staff Approval:</b> Master of Science degree program in Finance (52.0801)	Fall 2021
George Mason University	<b>Program Name Change Not Approved:</b> Change the name of the Master of Science degree program from Telecommunications (11.0901) to Network Engineering (11.0901)	February 4, 2021
James Madison University	<b>Program Modification Approved:</b> Modify the credit hours of the Master of Science in Athletic Training degree program in Athletic Training (51.0913) from 72-73 credit hours to 60-61 credit hours	Summer 2021
James Madison University	<b>CIP Code Change Approved:</b> Change the CIP code of the Bachelor of Science degree program in Quantitative Finance from 52.0899 to 27.0305	Fall 2021
University of Virginia	<b>Facilitated Staff Approval:</b> Bachelor of Arts degree program in Applied Statistics (27.0601)	Fall 2021
University of Virginia	<b>Certificate Program Approved:</b> Graduate Certificate in Special Education – General Curriculum (13.1001)	Spring 2021
Virginia Polytechnic Institute and State University	<b>Certificate Program Approved:</b> Graduate Certificate in Science, Technology, and Engineering in Policy (44.0501)	Summer 2021
Virginia Polytechnic Institute and State University	<b>CIP Code Changes Approved:</b> Change the CIP Code of the following programs: <ul style="list-style-type: none"> <li>• Graduate Certificate in Applied Statistics from 27.0304 to 27.0601</li> </ul>	Summer 2021

Institution	Degree/Program/CIP	Effective Date
	<ul style="list-style-type: none"> <li>• Graduate Certificate in Homeland Security Policy from 43.0302 to 43.0301</li> <li>• Master of Arts in Data Analysis and Applied Statistics from 27.0304 to 27.0601</li> </ul>	

Pursuant to the Code of Virginia, § 23.1-203 and Council's "*Policies and Procedures for Program Approval and Changes*," the following items were reported:

### Discontinued Programs

Institution	Degree/Program/CIP	Effective Date
George Mason University	<p><b>Program Discontinuances:</b> Discontinue the following degree programs:</p> <ul style="list-style-type: none"> <li>• Master of Arts in Computer Game Design (10.0304) [Council Approval: March 18, 2014]</li> <li>• Master of Arts in Graphic Design (50.0409) [Council Approval: January 12, 2010]</li> </ul>	Summer 2021
University of Virginia	<p><b>Program Discontinuation:</b> Discontinue the Undergraduate Certificate in Accounting (52.0301)</p>	Summer 2021
Virginia Polytechnic Institute and State University	<p><b>Program Discontinuation:</b> Discontinue the Graduate Certificate in Marriage and Family Therapy (42.2811)</p>	Summer 2021

Pursuant to the Code of Virginia, Section § 23.1-211 and Council's "*Commonwealth of Virginia Policy on the Reciprocal Authorization of Distance Education and Related Activities*," the following item is approved as delegated to staff:

### National Council for State Authorization Reciprocity Agreements (NC-SARA) Approvals

Institution	Effective Date
Virginia Military Institute	February 8, 2021

# State Council of Higher Education for Virginia Agenda Item

**Item:** #III.C – Council – Remarks on G3 from Dr. Megan Healy and Dr. Glenn DuBois

**Date of Meeting:** May 18, 2021

**Presenter:**

Dr. Megan Healy, Chief Workforce Advisor, Office of the Governor  
megan.healy@governor.virginia.gov  
Dr. Glenn Dubois, Chancellor, Virginia Community College System

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

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

The 2021 General Assembly established and funded Get Skilled, Get a Job, Give Back (G3) – a new program covering tuition and fees at public associate degree-granting institutions for low- and middle-income students pursuing degrees and certificates in high-demand fields. The budget funded the program at \$34.5 million for FY 2022. The program was originally funded in FY 2021, but funds were unallotted due to the COVID-19 academic.

G3 resembles and differs from “free college” programs in other states. Similarities include relying on existing federal and state funds, making new G3 funds the “last dollar” in covering tuition and fees. Many states also limit the program to Associate degree-granting institutions. G3 distinguishes itself from other programs by providing a textbook stipend and an additional Student Support Incentive Grant of up to \$2,250 per year to help Pell students who are enrolled full-time pay for living expenses. SCHEV included G3 in its budget recommendations as a strategy to increase credentials in high demand fields and was closely involved in early estimates and design of the program. SCHEV is required to work with the community colleges to provide annual reporting on the progress of the program.

**Materials Provided:** N/A

**Financial Impact:** N/A

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

**Relationship to Goals of The Virginia Plan for Higher Education:**

The G3 program directly address all three goals of the Virginia Plan for Higher Education. Eliminating tuition and fees lowers costs to students, thus addressing the Virginia Plans' "Affordable" goal. Community colleges tend to have lower graduation rates, so to the extent that reduced costs and the Student Support Incentive Grant helps students succeed, the G3 program addresses the "equitable" goal of closing access and completion gaps. Each G3-eligible program must also be designated as aligned with workforce demand, thus addressing the "Transformative" goal of expanding prosperity.

**Resolution:** N/A

# State Council of Higher Education for Virginia Agenda Item

**Item:** #III.D. – Council - Discussion of the Office of Education Economics/Labor Market Alignment

**Date of Meeting:** May 18, 2021

**Presenter:** Dr. Stephen Moret  
President and CEO, Virginia Economic Development Partnership  
moret@vedp.org

**Most Recent Review/Action:**

No previous Council review/action

Previous review/action

Date:

Action:

**Purpose of Agenda Item:** The purpose of this agenda item is to provide Council with more information on a piece of relevant 2021 legislation and begin discussion of SCHEV's roles in the creation and operation of the Office of Education and Labor Market Alignment.

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

In July 2020, Council's "Report on SCHEV's Higher Education and Workforce Alignment Project" recommended a strengthening of the higher education and workforce alignment ecosystem in Virginia. The research underpinning the report found one component of a strong ecosystem to be a "clear owner" of the "data translation and partnerships" function.

In the Regular and Special Sessions of the 2021 General Assembly, bills were proposed and amended to create (under various names) an office to fulfill the functions recommended in SCHEV's alignment report.

In spring 2021, the General Assembly passed, and Governor Northam signed, legislation creating an office to fulfill the functions above. For FY 2022, the state budget allocates \$500,000 to VEDP for these purposes.

As amended, § 2.2-2238 of the *Code of Virginia* now charges the Virginia Economic Development Partnership Authority with the additional duty and responsibility to:

*Establish an Office of Education and Labor Market Alignment (the Office) to coordinate data analysis on workforce and higher education alignment and translate data to partners. The Office shall partner with the State Council of Higher Education for Virginia, institutions of higher education,*

*the Virginia Department of Education, the Virginia Employment Commission, GO Virginia, and other relevant entities to offer resources and expertise related to education and labor market alignment.*

**Materials Provided:** Dr. Moret will have a PowerPoint presentation to frame and illustrate his remarks. SCHEV staff will make the presentation available after the meeting.

**Financial Impact:** N/A

**Timetable for Further Review/Action:** At the discretion of Council.

**Relationship to Goals of The Virginia Plan for Higher Education:**

This initiative supports the plan's Transformative goal to expand prosperity. It fits directly with this goal's supporting strategy to improve the alignment between postsecondary academic programs and labor market outcomes. In the long term, it will contribute to a second strategy – supporting experiences that improve students' employment outcomes, income and community engagement.

**Resolution:** NA

# State Council of Higher Education for Virginia Agenda Item

**Item:** Item III-E – Council – Update on COVID on the College Campus

**Date of Meeting:** May 18, 2021

**Presenter:** Dr. Jeffrey McClurken  
Professor and Chief of Staff, University of Mary Washington  
jmmclurk@umw.edu

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Purpose of Agenda Item:** The purpose of this agenda item is to update Council on COVID-related matters on institutions' campuses in spring 2021.

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

Dr. Jeff McClurken (see next page for a brief bio) serves as Chair of the Public Higher Education COVID Directors Working Group and is the point of contact on COVID-related matters between public institutions of higher education and the Virginia Department of Health and the Department of Education. He coordinates information flow regarding testing, vaccinations, guidance and other pandemic-resultant issues impacting students, faculty, staff and campuses. Dr. McClurken will provide Council with information regarding COVID's impacts on such topics as student learning/academic progress, commencements, fall admissions, vaccine requirements and institutions' plans for summer and fall operations.

**Materials Provided:** None.

**Financial Impact:** N/A

**Timetable for Further Review/Action:** At the discretion of Council.

**Relationship to Goals of The Virginia Plan for Higher Education:** In framing the current and future context of higher education in the Commonwealth, this update encompasses all of the plan's goals and strategies.

**Resolution:** N/A

**Jeffrey W. McClurken** is Professor of History and American Studies and Chief of Staff to the President at the University of Mary Washington, where he also oversees the Office of Events and the Department of Information Technologies. He previously served as Department Chair and as the Special Assistant to the Provost for Teaching, Technology and Innovation. Dr. McClurken received a Virginia Outstanding Faculty Award from SCHEV in 2014.



In 2020-2021, Dr. McClurken co-led UMW's COVID-19 Implementation Team; since November 2020, he also has led Virginia's Public Higher Education COVID Director Working Group. Dr. McClurken's research areas include the history of the Civil War, veterans, families, the Pinkertons, mental institutions, the 19th-Century American South, and the digital humanities. He regularly runs workshops on teaching with technology for faculty at other institutions and at national and regional conferences. Dr. McClurken sits on the review board for the *Journal of Interactive Technology and Pedagogy* and is the Digital History Reviews editor for the *Journal of American History*, the flagship journal in the field. He co-chairs the inaugural Digital History Working Group for the American Historical Association. His PhD in American History is from Johns Hopkins University.



# State Council of Higher Education for Virginia Agenda Item

**Item:** #III.F. – Council – Report of the Agency Director

**Date of Meeting:** May 18, 2021

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

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action  
Date:  
Action:

**Purpose of Agenda Item:**

The purpose of this agenda item is to inform Council of recent and upcoming work in which staff is involved.

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

**Materials Provided:** Report of the Agency Director.

**Financial Impact:** N/A

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

**Relationship to Goals of The Virginia Plan for Higher Education:** N/A

**Resolution:** N/A

**State Council of Higher Education  
Director's report  
May 18, 2021**

**General Professional Advisory Committee/Council of Presidents:** At the April meeting, we heard from Barry DuVal, president and CEO of the Virginia Chamber on the development of the Chamber's strategic plan, [Blueprint Virginia 2030](#). Also, Secretary of Education Atif Qarni led a discussion on support for Asian American and Pacific Islander (AAPI) students. He was joined by Carla Okouchi, chair of the education subcommittee of the [Virginia Asian Advisory Board](#), and Nina Ha, director of the Asian Cultural Awareness Center at Virginia Tech. Chair Connelly, VCU President Michael Rao and I presented information on the legislative study of funding models for colleges and universities. Finally, staff members Wendy Kang and Jean Huskey provided an update on the upcoming six-year plan process.

**Blueprint Virginia 2030 Advisory Committee meeting:** The Virginia Chamber has embarked on a new strategic plan process, which will culminate with a presentation of the plan to the new Governor in December. I am one of 50+ individuals serving on an advisory committee. Information about regional meetings can be found [here](#).

**PPE Summit:** SCHEV's Private Postsecondary Education (PPE) section held its annual PPE Informational Summit virtually on April 27. This year, more than 200 representatives from private institutions in Virginia logged on to hear Peter Blake's presentation on The Virginia Plan, which was followed by new PPE Director Sandra Freeman's overview of new laws and regulations that impact Virginia's certified schools. Other topics discussed during the online event included recertification through the new PPE portal, virtual compliance audits and the surety instrument requirement for certified schools. In the afternoon, PPE staff facilitated breakout sessions for the attendees with representatives from the Virginia Board of Nursing, the Department of Professional and Occupational Regulation (DPOR), and the State Approving Agency for Veteran Education and Training (SAA).

**Lumina TIE quarterly call:** On Wednesday, April 21, SCHEV staff participated in a [Talent, Innovation and Equity \(TIE\) grant](#) partner meeting with our Lumina grant officers. During the meeting, SCHEV staff, along with our partners from the Governor's Cabinet, shared progress that the state has made towards advancing objectives related to the grant. Staff presented information on SCHEV's organizational development, the equity-minded policy training for Council members, the new statewide strategic plan ([Pathways to Opportunity](#)) and highlights from the legislative session (Guidance to Postsecondary Success initiative, G3, the requirement for state agencies to create a diversity, equity and inclusion plan, a study of funding models and state aid for undocumented students).

**G3 announcement.** I was pleased to attend the formal bill-signing ceremony for the Governor’s G3 initiative (Get Skilled, Get a Job, Give Back) at Northern Virginia Community College. Council members will hear more about the program at the May meeting.

**V-TOP newsletter:** At the end of April, we launched a new, monthly newsletter for the Virginia Talent + Opportunity Partnership (V-TOP) program (recall that V-TOP is our new brand for the Innovative Internship Fund and Program). The V-TOP communications intern, Carley Strausser, developed the newsletter under the supervision of Laura Osberger. The V-TOP newsletter will be the primary source for news about the program; profiles of initiatives created by employers and educators; and articles from Virginia and around the nation regarding internships and experiential learning. The first newsletter is on the website [VirginiaTOP.org](http://VirginiaTOP.org). It also is accessible here: <https://mailchi.mp/6713d829f67a/inaugural-vtop-newsletter>. To subscribe, scroll to the end and click on the link to the sign-up form.

**COVES Policy Fellow:** In April, SCHEV responded to an invitation from the Virginia Academy of Science, Engineering and Medicine ([VASEM](#)) to submit a proposal to become a host office for the Commonwealth of Virginia Engineering and Science (COVES) Policy Fellows program. In May, VASEM will select 10 hosts from 13 invitees (legislative offices, executive agencies and prominent companies and nonprofits) to offer projects that provide hands-on experience in public service and policymaking to a cohort of 10 COVES Policy Fellows (current STEM-H graduate students and postdoctoral researchers at participating Virginia universities). Policy Fellows will perform such tasks as researching, drafting, and revising relevant legislation and policies. As of this writing, interviews were in progress; Council will receive an update on May 18.

**Virginia Military Institute:** During the 2021 Special Session, the Governor and General Assembly approved \$1 million “to conduct an independent, third-party investigation of the culture, traditions, policies and practices of the Virginia Military Institute. The investigative team shall report its findings and recommendations to the State Council of Higher Education for Virginia.” SCHEV managed the procurement process and the contract with the entity that is conducting the investigation, [Barnes & Thornburg](#). The firm issued its [first report](#) February 4 and its [second report](#) March 8, which were progress reports and did not include findings or recommendations. The final report is due in June.

**Staff survey on returning to the office:** More than half of SCHEV staff members are comfortable returning to the office, but over 60% of them would prefer to work remotely three or four days a week. We will continue to review our options and have plans that allow for safe and effective staff interactions. One response seemed to capture the spirit of the survey responses: “Let’s think out of the box and really consider what is best for staff for work-life balance, health, work quality

and what will make SCHEV a preferred state government place to work for both retention and recruitment.”

***Definition of “equity”:*** Through a collaborative internal process, SCHEV drafted and adopted a definition of equity. “Maximizing the potential of all students and employees in higher education by targeting resources based on identified needs and circumstances and eliminating barriers that limit opportunities and success.” With this definition in place, there is now a common understanding in all SCHEV references, from The Virginia Plan for Higher Education to [our statement of values](#) and all communications in between.

***SCHEV Talk:*** April’s SCHEV talk featured Melissa Faircloth, director of the American Indian and Indigenous Community Center at Virginia Tech. Staff members have created a comprehensive list of speakers and other opportunities for learning and engagement through 2021.

# State Council of Higher Education for Virginia Agenda Item

**Item:** #III. G. Measuring Success of The Virginia Plan

**Date of Meeting:** May 18, 2021

**Presenter:** Emily Salmon,  
Senior Associate for Strategic Planning and Policy Studies

**Most Recent Review/Action:**

No previous Council review/action

Previous review/action

Date: January 11, 2021

Action: Adoption of recommended strategies supporting The Virginia Plan's goals and direction for SCHEV staff to continue to develop measures and targets as well as actions.

**Purpose of Agenda Item:**

This agenda item summarizes the measures to assess progress toward achieving the goals, vision and overall target of [Pathways to Opportunity: The Virginia Plan for Higher Education](#) as well as the next steps in this effort. The five measures assess attainment, enrollment, awards, borrowing and wages. The measures relate to specific goals. See more under the "Materials" section of this agenda item.

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

During the January Council meeting, SCHEV staff presented the draft Plan and its 10 supporting strategies for input. The Plan, with the incorporated feedback, was officially released in mid-February. SCHEV staff have spent much of the past three months communicating The Plan, its goals and strategies to various stakeholders and audiences. Also during that time, ongoing work within SCHEV has focused on refining the targets, obtaining baseline data and developing a dashboard for the five measures.

**Materials Provided:**

- The Virginia Plan Measures Table.

Measures to Assess Goal Fulfillment			
Goals	Measure	Definition	Target
Goal 1 - Equitable: Close access and completion gaps.	Attainment	Percent of 25- to 64-year-olds with a postsecondary degree or credential	Close gaps in attainment of selected groups
	Enrollment	Fall headcount of public and private undergraduates	Close enrollment gaps of selected groups to reflect the population
Goal 2 - Affordable: Lower costs to students.	Awards	Undergraduate degrees and credentials produced each year	Close award gaps of selected groups to reflect enrollment
	Borrowing	Average debt of graduates	Close gaps in borrowing of selected groups
Goal 3 - Transformative: Expand prosperity.	Wages	Graduates' wages 10 years after graduation	Close gaps in earnings of selected groups

The Virginia Plan encompasses all of higher education. Developing The Plan amidst the COVID-19 pandemic and persistent inequities, stakeholders expressed the need to prioritize students and student success over all else that is measured. Therefore, the five measures focus specifically on students and student success. Each of the five measures corresponds to one of the three goals of The Plan with the recognition that the goals are interconnected.

SCHEV recognizes the importance of other contributions and factors such as state funding and return on investment. These various factors will be monitored as related indicators.

Data for each of the five measures have been disaggregated by race/ethnicity, region, income and gender. Data can be obtained at the state level, by Go Virginia region, program level and institution and will be available on SCHEV's Virginia Plan dashboard. Current higher education data limitations exist regarding students with disabilities and English language learners. SCHEV is working to address these data limitations.

- Measuring Success presentation.

The accompanying presentation will guide Council's discussion and input on the measures, targets and The Virginia Plan dashboard.

**Financial Impact:**

No estimated impact at this time.

**Timetable for Further Review/Action:**

The following work is underway related to The Plan:

- Increase awareness about The Plan, its three goals, 10 strategies and five measures via a coordinated communication campaign;

- Finalize detailed materials about The Plan’s five measures to assess progress including baseline data, targets and an interactive dashboard; and
- Seek input from stakeholders on actions supporting The Plan’s goals and strategies. Proposed, prioritized activities within SCHEV’s purview will be presented to Council in July for input.

**Relationship to Goals of The Virginia Plan for Higher Education:**

The measures assess progress toward achieving The Plan’s goals.

**Resolution: N/A**

# State Council of Higher Education for Virginia Agenda Item

**Item:** #III.J. – Council – Report on Council Officer Elections

**Date of Meeting:** May 18, 2021

**Presenter:** Council members Ms. Alex Arriaga and Mr. Henry Light

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Background Information/Summary of Major Elements:** The Council’s bylaws state that “The Council annually shall elect a chair and vice chair and appoint a secretary from its membership to serve until their successors have been elected.” The bylaws further state that the election of the chair and vice chair and appointment of the secretary shall be held at the last meeting of the Council prior to June 30 each year.

**Materials Provided:** N/A

**Financial Impact:** N/A

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

**Relationship to Goals of the Virginia Plan for Higher Education:** N/A

**Resolution:** Resolutions will be presented at the meeting.



# State Council of Higher Education for Virginia Agenda Item

**Item:** #III.L. - Council – Receipt of Items Delegated to Staff

**Date of Meeting:** May 18, 2021

**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:**

Degree Program Actions:  
George Mason University  
James Madison University  
University of Virginia  
Virginia Commonwealth University

Diploma, Certificate, Discontinued and Modified Programs:  
George Mason University  
University of Virginia  
Virginia Polytechnic Institute and State University

Policies and Procedures for Internal and Off-Campus Organizational Changes:  
George Mason University

**Mission Statement Change:**

National Council for State Authorization Reciprocity Agreements (NC-SARA)

Approvals:  
Virginia Military University

Postsecondary, Non-Degree Institutions Certified to Operate in the Commonwealth of Virginia:

Full Cost Report:

**Financial Impact:** N/A

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

**Relationship to Goals of the Virginia Plan for Higher Education:** N/A

**Resolution:** N/A

Items Delegated to Director/Staff

Pursuant to the Code of Virginia, § 23.1-203 and Council's "*Policies and Procedures for Program Approval and Changes*," the following items were approved/not approved as delegated to staff:

#### Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	<b>New Degree Program Not Approved:</b> Bachelor of Science degree program in Biodiversity Conservation (03.0101)	March 9, 2021
George Mason University	<b>CIP Code Change Not Approved:</b> Change the CIP code of the Bachelor of Science degree program in Economics from 45.0601 to 45.0603	March 29, 2021
George Mason University	<b>Facilitated Staff Approval:</b> Bachelor of Science degree program in Health Informatics (51.2706)	Fall 2021
George Mason University	<b>Program Name Change Not Approved:</b> Change the name of the Master of Education degree program from Leadership and Human Development (13.0401) to Education Leadership (13.0401)	March 10, 2021
James Madison University	<b>Program Modification Approved:</b> Modify the credit hours of the Master of Public Administration degree program in Public Administration (44.0401) from 42 credit hours to 36-42 credit hours	Fall 2021
University of Virginia	<b>CIP Code Change Approved:</b> Change the CIP code of the Bachelor of Arts degree program in Economics from 45.0601 to 45.0603	Fall 2021
Virginia Commonwealth University	<b>Facilitated Staff Approval:</b> Add a post-baccalaureate program pathway to the existing Doctor of Nursing Practice degree program in Nursing Practice (51.3818). The	Fall 2021

Institution	Degree/Program/CIP	Effective Date
	DNP will now have two approved distinct curricular pathways, post-Masters and post-baccalaureate.	

Pursuant to the Code of Virginia, § 23.1-203 and Council's *"Policies and Procedures for Internal and Off-Campus Organizational Changes,"* the following item was approved as delegated to staff:

Institution	Change/Site	Effective Date
George Mason University	Create the <b>School of Computing</b> . The School of Computing will reside in the College of Engineering and Computing. Three existing departments will be relocated from the Volgenau School of Engineering to the School of Computing: the Department of Computer Science, the Department of Information Sciences and Technology, and the Department of Statistics. The School will facilitate computing-related initiatives across the university, increase the visibility of computing education and research, and demonstrate the University's commitment to the discipline of computing.	June 1, 2021