

Agenda Book

July 13, 2021

Location: Hybrid

SCHEV Offices and WebEx

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July 13, 2021 Council Meetings Agendas

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III.C. Discussion of the Statewide Innovative Internship Program	11:40 am	Ms. Seuffert	37
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IV. Action Items			
IV.A. Action on Private Postsecondary Institutional Certifications	2:05 pm	Dr. DeFilippo	55
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V. Receipt of Items Delegated to Staff	2:40 pm	Ms. Connelly	68
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IX. Motion to Adjourn	3:00 pm	Ms. Connelly	

Next Meeting, September 13-14, 2021 (SCHEV)

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
May 17, 2021
DRAFT MINUTES**

Mr. Ampy called the meeting to order at 1:34 p.m., by electronic means, as prescribed in § 4-0.01 of the Code of Virginia. Committee members present: Ken Ampy, Chair; Carlyle Ramsey, Vice Chair; Alexandra Arriaga; Rosa Atkins; Heywood Fralin; and Marianne Radcliff.

Committee member absent: None.

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 MARCH 22 ACADEMIC AFFAIRS COMMITTEE MEETING

On motion by Mr. Fralin, seconded by Ms. Radcliff, the minutes from the March 22, 2021, Academic Affairs Committee meeting were unanimously approved.

Roll call:

Ampy – yea

Fralin – yea

Radcliff – yea

Ramsey – yea

yeas; the motion passes.

ACTION ON PROGRAMS AT PUBLIC INSTITUTIONS

Dr. DeFilippo introduced the action on programs at public institutions, beginning with the programs from George Mason University: Bachelor of Science (B.S.) in Recreation Management (CIP: 31.0301) and Bachelor of Science (B.S.) in Sport Management (CIP: 31.0504). He explained that they are the last two tracks of a B.S.Ed. in health education that were not absorbed into other degree programs. There was some discussion on the history of the degree programs and employment demand.

Dr. DeFilippo then introduced the Bachelor of Science (B.S.) in Statistics (CIP: 27.0501) at the University of Virginia. He noted the need for more undergraduate degrees in Statistics, a pattern common in higher education as disciplines mature. There was discussion on the degree of duplication and employment demand, as well as the potential for collaboration with other programs at the institution.

On motion by Dr. Ramsey, seconded by Ms. Atkins, 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 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.

Roll call:

Ampy – yea

Arriaga – yea

Atkins – yea

Fralin – yea

Radcliff – yea

Ramsey – yea

yeas; the motion passes.

UPDATE ON TRANSFER VIRGINIA/TRANSFER PORTAL

Ms. Parker provided an update on Transfer Virginia and the Transfer Portal launch. She described the history and goals of the program and how it will help faculty and students prepare for transfer to a four-year institution. There was some discussion on completion rates and certain barriers to success.

RECEIPT OF REPORT FROM ACADEMIC AFFAIRS COMMITTEE STAFF LIAISON

Dr. DeFilippo commented on the work of Academic Affairs staff. He described the PPE annual summit and its pivot to online onboarding for private institutions and NC-SARA's efforts in leveraging the virtual environment to expand access to institutions teaching across state lines. Dr. DeFilippo briefly touched on staff's work in faculty development and assignment design, disabilities access, legislative affairs, military students, and transfer issues.

ADJOURNMENT

Mr. Ampy adjourned the meeting at 2:34 p.m.

Kenneth Ampy
Chair, Academic Affairs Committee

Ashley Lockhart
Staff, Academic Affairs

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
RESOURCES AND PLANNING COMMITTEE**

May 17, 2021

DRAFT MINUTES

Ms. Harker called the meeting to order at 1:00 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. Additional Council members present for part of the meeting Ken Ampy, Alex Arriaga, Marge Connelly, Heywood Fralin, Stephen Moret, Marianne Radcliff and Carlyle Ramsey.

Staff members present Peter Blake, Wendy Kang, Kristin Whelan and Yan Zheng.

DISCUSSION OF BASE ADEQUACY AND OTHER CURRENT FUNDING MODELS

Ms. Kang led a discussion on base adequacy, other funding models and funding goal areas.

Base adequacy is designed to look at current needs and basic costs, not aspirational costs. The direct cost measurement is based on how many faculty an institution needs to drive the instruction, types of programs offered and level of instruction. The indirect cost measurement uses the direct costs and apply ratios and adjustments for different types of Virginia institutions. These ratios and adjustments represent the support services at the institution. Faculty ratio factors include subject matter, type and level of the course. The base adequacy model is run every 2 years. The model produces a base adequacy calculation, lists the available resources per institution and converts the 2 figures to available resources as a percentage of base adequacy.

The model was last updated in 2000. The state has started to use other models recently. VCCS uses an outcome funding model. SCHEV uses a pay-for-performance model for the workforce credential. SCHEV also uses a cost to produce a degree model for tech talent. The institutional performance standards are another model SCHEV uses.

The committee discussed issues with base adequacy and what they would like to see from an updated model.

DISCUSSION OF COST AND FUNDING NEED STUDY

Ms. Kang introduced Ms. Kissal, senior vice president of administration and finance at George Mason University.

SCHEV issued an RFP for vendors for the cost and funding need study. The proposals are due May 28. The cost study is expected to deliver the following:

1. National funding strategies
2. How states differentiate institutions with different missions
3. Does using different types of students impact costs?

4. How do we differentiate costs based on modes of learning?
5. What are our state goals (salaries, outcomes, etc.)?
6. What is going on with Virginia funding strategies?
7. What are the returns on investments?

Another deliverable will focus on efficiencies and effectiveness. Are there opportunities for us to look at shared services and how do we measure that? How do we better communicate the value to the Commonwealth?

SCHEV will also look at trends and costs. The final phase will look at the funding model and align it with The Virginia Plan goals.

Ms. Kissal commented on the concerns of the institutions. The institutions align their services with their students and brand. A cost structure with standardizations drives hesitancy with Virginia's independent institutions and their unique needs. Another concern is that the institutions all have different cost structures. SCHEV plans to meet with the contractor and individual institutions.

DISCUSSION OF BUDGET PLANNING FOR THE 2022-24 BIENNIAL BUDGET

Ms. Kang updated the committee on our biennial budget planning. Staff seeks input from SAC, GAPC, Six-Year plan group among others. Staff considers their recommendations as part of the plan.

There are several factors to consider in planning this year. There is an expected drop in enrollment and long-term, slower population growth. There was a significant amount of financial aid provided through the stimulus bill but there is uncertainty about what will happen to the level of aid in the future.

Ms. Kang asked Ms. Kissal to discuss some institutional fiscal priorities. Ms. Kissal discussed balancing the increase in space and capacity with the need and benefits of having students on campus.

Staff will be applying a DEI (Diversity, Equity and Inclusion) lens to budget planning. Council members suggested that we concentrate on affordability for all families in the budget planning.

MOTION TO ADJOURN

The Chair adjourned the meeting at 2:45 p.m.

Victoria Harker
Committee Chair

Kristin Whelan
Interim Director, Executive and Board Affairs

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
JOINT SCHEV/PRIVATE COLLEGE ADVISORY BOARD MEETING
May 17, 2021
DRAFT MINUTES**

Ms. Connelly called the meeting to order at 1:00 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. Additional Council members present for part of the meeting Ken Ampy, Alex Arriaga, Marge Connelly, Heywood Fralin, Marianne Radcliff and Carlyle Ramsey.

A list of institutional representatives is attached.

Staff members present Peter Blake, Wendy Kang, Kristin Whelan and Yan Zheng.

WELCOME AND INTRODUCTIONS

Marge Connelly, SCHEV chair, welcome the private college presidents to the meeting. She stressed the importance of private colleges to the SCHEV stated goal of being the best educated state in the country.

Susan Schultz Huxman, president of Eastern Mennonite University and chair of the Council of Independent Colleges in Virginia also welcomed the group and provided introductory remarks. She reviewed the past year and the challenges that the presidents faced with the COVID pandemic. She referred to the challenges as: “learning to build our pandemic plane as we fly it” and how the crisis uncovered other issues that needed to be addressed. Dr. Schultz Huxman shared that most of the private colleges were well-suited to the challenges of COVID and provided their students a flexible hybrid education throughout the pandemic with students able to attend classes in-person or online.

BLUEPRINT VIRGINIA 2030 PRESENTATION

Barry DuVal, president and CEO of the Virginia Chamber of Commerce shared a presentation about the Blueprint Virginia 2030 initiative. His team is currently in the process of updating the blueprint and is looking for input. The plan will be presented to the Governor-elect at the Chamber’s annual summit, December 3, 2021.

The Virginia Chamber of Commerce surveys Virginia small businesses to help guide their analysis and strategic planning. They have found workforce readiness remains the most important issue to Virginia business. Making Virginia the best place for talent will make it the best state for business. The Chamber has worked to advocate for and assist in implementing many workforce and education programs. The Chamber would like to expand work-based learning opportunities such as internship programs that support student workforce readiness and toolkits for employers to assist them in creating more internships.

Mr. DuVal asked Council member, Stephen Moret to introduce the new Virginia Office of Education Economics (VOEE) to the group. Dr. Moret shared that the office was created to be a resource for labor market analysis, education attainment and workforce alignment.

TUITION ASSISTANCE GRANT DISCUSSION

Lee Andes, SCHEV associate for financial aid shared a presentation to update the private college presidents on the Tuition Assistance Grant (TAG) program. He updated the group on the reintroduction of the TAG award for distance learners after it had been phased out. There is now a residential award of \$4,000 and a distance award of \$2,000.

Mr. Andes also updated the group on the Tuition Equity bill which provides in-state tuition eligibility to certain students who cannot prove domicile. Students who qualify under these new guidelines will have completed 2 years of high school in Virginia; completed their high school education in Virginia; filed taxes in Virginia the 2 years immediately prior to beginning their enrollment; and have a certain legal status (not F, J, M or H3 visas).

Students addressed in the Tuition Equity bill will also have access to TAG in starting in 2022-2023. SCHEV is contracting with a vendor to create a state-based student financial aid application that, like the FAFSA, will produce an EFC equivalent.

THE VIRGINIA PLAN FOR HIGHER EDUCATION: PATHWAYS TO OPPORTUNITY UPDATE

Emily Salmon, SCHEV senior associate for strategic plan and policy studies, presented an update on The Virginia Plan for Higher Education. As the private colleges are an important part of Virginia's higher education ecosystem, SCHEV sought their input as a stakeholder.

Ms. Salmon shared the goals and goal measures with the group. The goals of the plan are an equitable, affordable and transformative higher education for Virginia students. The measures outlined in the plan remain intentionally broad to be as comprehensive as possible.

The private college presidents asked how they could assist SCHEV with the goals. They suggested creating a strategic plan as a single body of private colleges that would align with The Virginia Plan.

EQUITY IN HIGHER EDUCATION: WHERE WE ARE WHERE WE ARE GOING PRESENTATION

Paula Robinson, SCHEV associate director for equity and engagement introduced the final topic of the meeting. She introduced the following panel to discuss equity in education: President Tiffany Franks, Averett University; President Scott Miller, Virginia Wesleyan University; and Council members Thaddeus Holloman and Katharine Webb.

President of the Council of Independent Colleges of Virginia, Robert Lambeth, shared a presentation outlining how private colleges provide access and equity to higher education in Virginia. Mr. Lambeth requested SCHEV advocacy for doubling the federal Pell grant and state matching grants for capital construction.

President Franks shared how the private colleges have been committed to helping underserved and first generation “students of promise.” The efforts of private colleges to help these students create ripple effects in their communities.

President Miller discussed how Virginia Wesleyan has become an institution that proudly serves a large population of underserved students. Through their efforts, Virginia Wesleyan has been recognized as a success for social mobility measures.

Mr. Holloman thanked all who shared their thoughts on equity in education and he shared a slide about achieving equity through higher education policy. Ms. Webb shared how she is a product of private higher education in Virginia because there were few opportunities for women in higher education when she was a student.

Ms. Connelly wrapped up the meeting by asking for vaccine policy updates from the colleges. Presidents from 2 of the colleges shared that they are requiring COVID vaccinations from students and staff for the fall 2021 term.

MOTION TO ADJOURN

The Chair adjourned the meeting at 5:00 p.m.

Katharine Webb
Council Secretary

Kristin Whelan
Interim Director, Executive and Board Affairs

Institutional Representatives Present at the Joint PCAB/SCHEV Meeting

David Bushman, Bridgewater College

William Dudley, Washington and Lee University

Hesham El-Rewini, Marymount University

Pamela Fox, Mary Baldwin University

Tiffany Franks, Averett University

Mary Dan Hinton, Hollins College

David Johns, Ferrum College

Robert Lindgren, Randolph - Macon College

Mike Maxey, Roanoke College

Elizabeth McClanahan, Appalachian School of Law

Scott Miller, Virginia Wesleyan University

David Olive, Bluefield College

Susan Schultz Huxman, Eastern Mennonite University

Meredith Woo, Sweet Briar College

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING (VIRTUAL)
MAY 18, 2021
DRAFT MINUTES**

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

Council member absent Rosa Atkins.

Staff members present Peter Blake, Joseph DeFilippo, Wendy Kang, Emily Salmon and Kristin Whelan.

Ramona Taylor from the Office of the Attorney General was 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 March 23, 2021, SCHEV Council meeting were approved unanimously (12-0) in block after a roll call vote.

REMARKS ON G3 FROM MEGAN HEALY, CHIEF WORKFORCE ADVISOR TO THE GOVERNOR AND GLENN DUBOIS, CHANCELLOR, VCCS

Secretary Healy joined the meeting to discuss how the Governor's G3 (Get skilled, Get a Job, Give Back) Initiative with the community colleges fits with SCHEV's Virginia Plan for Higher Education.

The G3 initiative fits with The Virginia Plan equity goals in that it creates a pathway to a good career and is specific to underserved communities. This is achieved through increasing digital access and strengthening student services. The affordability goal is addressed in the G3 by improving the funding models for the community colleges. The final goal in The Virginia Plan is to make education a transformative experience is addressed through the G3 by providing economic development and opportunity to rural community college students. The wrap-around supports and scholarships afforded to the students from rural Virginia will positively impact their communities.

Chancellor DuBois joined the meeting to discuss the implementation of the G3 initiatives. VCCS and Workforce development office have been working on the G3 Initiative for 3 years. He described the unique features of the G3:

1. Students from middle incomes are eligible.
2. Students may participate full or part-time.
3. Students may enroll in workforce fast-forward programs.

Funding for the G3 will be available in July. The team working on G3 redesigned many career/tech programs to put the skills classes first in the program before the general education classes. This helps students who must cut their education short. Students leave with marketable skills even if they must leave the program early.

Growth in enrollment of 9%-13% is one of the goals of the program. A marketing plan will target communities of color and undocumented students. They will conduct focus groups and appoint ambassadors to share the program. Special advisors will be employed at the community college to guide students through the college process starting on their first day.

The business community has supported the G3 through funding scholarships, promises of marketing and the creation of nonprofit organizations to support the efforts. Over 30 businesses and organizations testified before the General Assembly in support of G3.

There remain other challenges to the success of the program and the students it will serve. Housing insecurity and lack of mental health resources are obstacles to completion for many students.

DISCUSSION OF THE OFFICE OF EDUCATION ECONOMICS/ LABOR MARKET ALIGNMENT. STEPHEN MORET, PRESIDENT AND CEO VIRGINIA ECONOMIC DEVELOPMENT PARTNERSHIP (VEDP)

Stephen Moret, president and CEO of the Virginia Economic Development Partnership provided an overview of VEDP's work in higher education and workforce alignment and introduced the new Office of Education Economics (VOEE). This was initiated by a SCHEV report, Higher Education and Workforce Alignment Project. The report became Senate bill 1314b sponsored by Senator Hashmi to create the VOEE to provide analysis and policy development for talent development and offer resources and expertise related to education and labor market alignment.

Through more than 30 stakeholder conversations, the VOEE is gathering insights and recommendations. VOEE is seeking insights into the challenges and needs of these stakeholders. Dr. Moret asked the Council members for questions and key focus areas.

UPDATE ON COVID ON THE COLLEGE CAMPUS, FROM JEFF MCCLURKEN, CHIEF OF STAFF, UNIVERSITY OF MARY WASHINGTON

Dr. McClurken provided the Council members with a summary of the challenges Virginia colleges face during the pandemic and an update on their plans for the fall 2021 semester. Of all of the challenges faced by the institutions during the pandemic including technology upgrades, faculty preparation, fear and anxiety; testing was the biggest challenge. Testing proved to be an area of significant institutional barriers. Equity and resources were a problem and many smaller institutions felt left behind by

the state. Institutions addressed some of the issues by creating partnerships especially in the area of testing. The institutions also shared notes to learn from each other. . Quarantining was also very challenging for institutions. Logistically and emotionally, the isolation of students needed to be supported. Many institutions found it necessary to hire additional staff to assist.

Looking ahead to the fall, the pervasiveness of the vaccine seems to be the biggest question. Questions around reporting vaccine status, requiring students and requiring staff are all outstanding. Institutions are also unsure of how many students will return to campus. The institutions are also looking at takeaways from the last year and how to keep and build on what they've learned.

Dr. McClurken said that SCHEV could support these efforts by continuing to be receptive to requests for help and guidance. He suggested that statewide interventions in limited circumstances such as testing needs.

REPORT OF THE AGENCY DIRECTOR

Mr. Blake highlighted the following items for the Council:

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.

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.

Federal Stimulus money and state revenue: This funding provides a strategic opportunity. How can we apply this large amount of one-time funds to tackle some of the priorities of The Virginia Plan? How can we use these funds to make a difference? Council members were asked to share their ideas directly with Mr. Blake.

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). Some of the outreach has been postponed due to the pandemic.

UPDATE ON THE VIRGINIA PLAN FOR HIGHER EDUCATION

Emily Salmon joined the meeting to update the Council on The Virginia Plan for Higher Education. The 3 goals for the plan are equity, affordability and transformation in higher education in Virginia. She reviewed the measures with Council that are in place to measure the progress of the goals. The measures are tracked on The Virginia Plan Dashboard. Users of the dashboard are able to disaggregate available data by race, ethnicity, region, income and gender. Data gaps remain and additional information will be added. Users can also look at specific institutions and programs.

Staff will 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.

REPORT FROM COMMITTEES

Academic Affairs Committee

Update on Transfer Virginia/Transfer Portal

Patricia Parker provided the committee with an update on the Transfer Virginia program. The program aim is to improve the completion rate of transfer students. The new transfer portal is set to launch September 1. Ms. Parker will update again in the fall.

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 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.

Resources and Planning Committee

Discussion of Base Adequacy and Other Current Funding Models

The last funding model was completed 20 years ago and the measures have changed. Identify a new model or make adjustments to or simplifications of the funding model need to be made. The committee also reviewed how base adequacy is defined.

Discussion of Cost and Funding Need Study

Overview of the deliverables:

1. National review of what other states are doing
2. Efficiencies and effectiveness in methods of measuring
3. Comprehensive data review of trends and drivers in higher education
4. Proposal of funding model

Development of the model will not occur until after the 2022 General Assembly session. Carol Kissel of George Mason joined the meeting to discuss the institutional perspective.

Discussion of Planning and for the 2022-24 Biennial Budget

Ms. Kissel also gave the institution perspectives on the challenges the pandemic causes to budget planning. The committee reviewed the timeline for the budget planning process.

REPORT ON COUNCIL OFFICER ELECTION

Mr. Light and Ms. Arriaga served as the nominating committee.

Chair: Marge Connelly

Vice Chair: Ken Ampy

Ms. Arriaga requested a motion to approve the slate of officers for 2021. The motion was seconded by Ms. Harker. The motion and it was passed unanimously after a roll call vote (11-0).

Ms. Arriaga recommended the appointment of Katharine Webb as Secretary.

Ms. Connelly asked for Council members interested in chairing the Academic Affairs committee to contact her. These appointments will be announced in July.

ACTION RESOLUTION FOR DEPARTING COUNCIL MEMBERS

Ms. Connelly, Mr. Ampy and Katharine Webb read the resolutions honoring the 3 departing Council member – Heywood Fralin, Carlyle Ramsey and Rosa Atkins. The resolutions were passed in honor of all 3 members.

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.

Council member, Tom Slater read a statement and tendered his resignation from the Council.

RECEIPT OF PUBLIC COMMENT

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

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, Ms. Harker seconded. After a roll call vote, the resolution passed unanimously (10-0).

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 SCHEY 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 motion that was seconded by Mr. Fralin and approved unanimously after a roll call vote (10-0):

BE IT RESOLVED that pursuant to Council's employment agreement with the Director and the Appropriations Act, the Director will be awarded a performance bonus of 5% as soon as is practicable based on the Director's performance in 2020 and 2021; and

BE IT RESOLVED that pursuant to the terms of the Council's contract with the Director, the State Council of Higher Education for Virginia approves study and research leave for its Director from June 2, 2021, through July 20, 2021.

MOTION TO ADJOURN

The chair motioned to adjourn the meeting at 1:30 p.m.

Katharine Webb
Council Secretary

Kristin Whelan
Interim Director, Executive and Board Affairs

Items Delegated to 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	New Degree Program Not Approved: Bachelor of Science degree program in Biodiversity Conservation (03.0101)	March 9, 2021
George Mason University	CIP Code Change Not Approved: 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	Facilitated Staff Approval: Bachelor of Science degree program in Health Informatics (51.2706)	Fall 2021
George Mason University	Program Name Change Not Approved: 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	Program Modification Approved: 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	CIP Code Change Approved: Change the CIP code of the Bachelor of Arts degree program in Economics from 45.0601 to 45.0603	Fall 2021
Virginia Commonwealth University	Facilitated Staff Approval: Add a post-baccalaureate program pathway to the existing Doctor of Nursing Practice degree program in Nursing Practice (51.3818). The DNP will now have two approved distinct curricular pathways, post-Masters and post-baccalaureate.	Fall 2021

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 School of Computing . 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

State Council of Higher Education for Virginia Agenda Item

Item: #III.A. – Discussion of The Virginia Plan for Higher Education and the American Rescue Plan Act

Date of Meeting: July 13, 2021

Presenters: Wendy Kang,
Director of Innovation and Finance Policy

Emily Salmon,
Senior Associate for Strategic Planning and Policy Studies

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Purpose of Agenda Item:

This agenda item summarizes the proposed priority initiatives and American Rescue Plan activities both of which support *Pathways to Opportunity: The Virginia Plan for Higher Education*. The agenda item also explains the relationship between The Plan's goals, strategies and initiatives. The intent is to seek Council's input on biennial proposed initiatives and complementary one-time American Rescue Plan-funded activities.

Background Information/Summary of Major Elements:

Pathways to Opportunity: The Virginia Plan for Higher Education creates the framework for statewide action over the next six years. *Pathways to Opportunity* defines the vision, overarching target, goals and strategies that will guide efforts. The 10 strategies encompass broad methods to achieve the goals but by themselves are not actionable.

The next phase of the planning process focuses on developing biennial initiatives that support the 10 strategies, 3 goals and The Plan as whole. The proposed initiatives in the attached document reflect broad themes from the strategic planning process and are actionable. The attached document outlines the process by which the initiatives were derived and summarizes the proposed initiatives under consideration by Council. A series of questions are included in the associated materials to solicit Council's input.

During the priority initiative development process, the Governor and General Assembly announced state-level American Rescue Plan funds they would consider as part of the upcoming Special Session that is scheduled to begin on August 2. These funds represent a unique opportunity to make investments to support Virginians as they

transition out of the pandemic, position higher education institutions for the future and help the state rebuild and remain competitive.

Consequently, SCHEV and the state undertook a complementary process to identify potential one-time activities supported by American Rescue Plan Act (ARPA) funds. The proposed ARPA activities follow federal guidelines of allowable expenditures, support objectives set forth by the Governor and General Assembly and reflect one-time costs without general fund support thereafter.

The ARPA activities also support the *Pathways to Opportunity* strategies and proposed initiatives in the attached document. A question is included in the associated materials to solicit Council's input.

Materials Provided:

Proposed Pathways to Opportunity Plan Initiatives and American Rescue Plan Activities.

Financial Impact:

No estimated impact at this time.

Timetable for Further Review/Action:

- July: Incorporate Council input on proposed initiatives and ARPA activities.
- August: General Assembly special session convenes to act on proposed ARPA funded state-level activities including higher education.
- September: Present updated priority initiatives to Council for action.
- October: Align approved priority initiatives with budget and policy recommendations as appropriate.

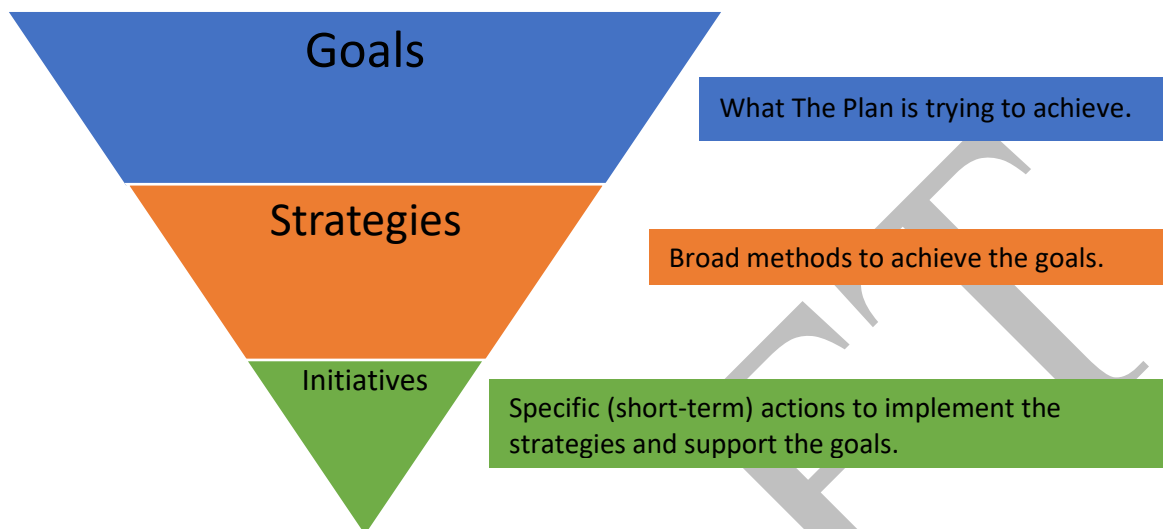
Relationship to Goals of Pathways to Opportunity: The Virginia Plan for Higher Education:

The proposed initiatives and ARPA funded activities reflect broad themes from the strategic planning process and include specific (short-term) actions to implement the 10 strategies and achieve the 3 goals.

Resolution: N/A

Proposed Pathways to Opportunity Plan Initiatives

Relationship between *The Pathways to Opportunity Plan* Goals, Strategies and Biennial Initiatives:



Priority Initiative Process:

The proposed initiatives in the following table derive from a combination of stakeholder input during the strategic planning process and in-depth discussions with SCHEV staff. Each initiative supports one or more of The Plan's goals and strategies. The identified initiatives strike a balance, reflecting broad themes while being specific enough for action. The initiatives complement American Rescue Plan-funded state activities and will be aligned, to the extent appropriate, with forthcoming budget and policy recommendations.

Priority initiatives selected by Council are those that will involve greater leadership by Council, such as members engaging in the planning and implementation of the initiative. Initiatives that are not selected as priority by the Council may be selected for implementation and leadership by SCHEV staff with ongoing updates to Council and are referred to as initiatives related to operations. For discussion purposes, proposed priority initiatives in the table are denoted by an asterisk (*).

SCHEV staff pose the following questions to Council to solicit input:

1. What are the three most critical initiatives that support The Plan?
2. Which initiatives should involve greater leadership by Council?
3. What initiatives did you expect to see based on the strategic planning process and what is missing from this list?

Pending Council input and approval in September, detailed action plans will be developed in order to implement the activities over the next two years. The action plans will identify the necessary resources and steps required to implement the initiatives along with identifying the responsible unit(s) at SCHEV to lead implementation. Approved priority initiatives, where necessary, will also be referenced in forthcoming budget and policy recommendations.

Proposed American Rescue Plan Activities

In addition to the Pathways to Opportunities initiatives, over the last month, SCHEV staff received input from Council members to identify activities to support higher education that could align with recent announcement of state-level American Rescue Plan funds to support five key areas for the Commonwealth. The following is a list of considerations for higher education.

American Rescue Plan Funding Considerations for Higher Education:

Over the last year, the federal government provided a significant amount of COVID-19 relief funding to higher education, providing much needed support to cover pandemic related expenses and losses, support upgrade to technology and infrastructure to meet the virtual learning environment requirements and provide aid to students. Through the three rounds of federal stimulus funding, institutions received a total of \$1.5 billion. These funds span three fiscal years and represent approximately 4-6% of the institutions' total operating budget over the same time period.

While institutions have received this support, the recent announcement by the Governor and General Assembly to focus the state-level American Rescue Plan Funds represents a unique opportunity to make investments to support Virginians as they transition out of the pandemic, position higher education institutions for the future and help the state rebuild and remain competitive.

SCHEV compiled a list of proposed activities that can: (1) **help Virginian's** impacted by the pandemic through aid and other support services; (2) **support job creation, reduce state maintenance reserve needs** through infrastructure investments in building and technology; (3) **grow research, support small businesses** and **improve unemployment insurance data tracking** to help Virginia emerge stronger post pandemic.

All of the activities proposed also are intended to:

- **Support the objectives set forth by the Governor and General Assembly:** Each proposal is aligned with the priority areas and noted in the description.
- **Meet the federal guidelines of allowable expenditures:** SCHEV staff reviewed the U.S. Treasury Guidelines to ensure that the activities are allowable expenses.
- **Reflect one-time costs:** Funds are focused on efforts to specifically address the pandemic-related support without additional General Fund thereafter.

SCHEV staff pose the following questions to Council to solicit input:

1. Should any specific ARPA activities, if not endorsed for state ARPA funding, be considered as priority initiatives?

Goal	Plan Strategy	Pathways to Opportunity Proposed Initiative (Biennial)	American Rescue Plan Activity (One-time)
Equitable	S1: Expand postsecondary opportunities and awareness to Virginians who may not view higher education as an option.	I1: Form an enhanced partnership between VDOE and SCHEV through the commitment of a shared goal to increase post-secondary enrollments to include a shared position and strategic planning.*	
	S2: Advance digital access, adoption and literacy as well as high-quality, effective remote-learning programs.	I2: Identify and assess student broadband and device access, affordability issues and potential solutions.*	AR1: Support broadband expansion and device access efforts including current state and federal initiatives.
	S3: Strengthen student support services for persistence and completion: mental health, career services, social, student basic needs, information technology, disability support and other services.	I3: Establish a formal student affairs taskforce to identify critical student issues and formulate recommendations for methods of improving the student experience that will positively affect student completion and success.*	AR2: Grow support services for students' basic needs on campuses, including mental health via matching funds, building clinical capacity and pilot programs.
Affordable	S4: Align tuition and fees, financial aid and state appropriations such that students have broader access to postsecondary opportunities regardless of their ability to pay.	I4: Determine strategies to better assess higher education costs and implement approaches to allocate limited public resources to institutions through the cost and funding need study.*	AR3: Fund need-based financial aid for low-income students to smooth the "fiscal cliff" of Higher Education Emergency Relief Fund (HEERF) aid. AR4: Support students impacted by the pandemic through "unfinished learning grants" or other forms of student aid for persistence and completion.
	S5: Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.	I5: Identify improvements in the transfer process (e.g., transfer-grant program; dual enrollment); facilitate formal transfer alliances and coordinate a unified communication campaign to improve two-year community college student connectivity with and transition to four-year institutions.	AR5: Provide aid or grants to workers/students for "career switcher" or "restart" training programs that augment existing efforts (e.g., G3 or WCG) or for a broader set of programs.

	S6: Update and reform funding models and policies to improve equity, affirm return on investment and encourage increased and consistent levels of state funding.	I6: Educate new legislators and administration on the value, needs and priorities of higher education.*	AR6: Create a pandemic-related capital maintenance reserve and technology fund to support state projects, fill funding gaps and increase safety.
	S7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.	I7: Fund a pilot initiative focusing on institutional collaboration and innovations to improve student outcomes.*	AR7: Reassess capital needs for the Commonwealth post-pandemic to improve efficiencies and account for changing spatial use and needs for work and learning.
Transformative	S8: Support experiences that improve students' employment outcomes, income and community engagement and S9: Improve the alignment between post-secondary academic programs and labor market outcomes.	I8: Facilitate collaboration between the Virginia Office of Education Economics (VOEE) and institutions of higher education, and identify new ways to integrate VOEE tools and resources with SCHEV initiatives and processes—these may include: use of graduate outcomes survey results; development of labor market criteria for evaluating academic programs; and relationship building between higher education and business.*	AR8: Invest in public health infrastructure and research related to the pandemic and/or mitigation of future pandemics including lessons learned and strategies to implement. AR9: Improve unemployment insurance (UI) infrastructure to help predict future job needs such as UI wage reporting enhancements.
	S10: Cultivate a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming.	I9: Define SCHEV's leadership role in higher education DEI efforts.	AR10: Support Small Business Development Centers which provide critical education, training and assistance to existing small businesses as well as start-ups.

Note: * identifies proposed priority initiatives. Those without the asterisk are proposed operational initiatives.

Federal Funding Considerations for Higher Education

July 2021

Over the last year, the federal government provided a significant amount of COVID-19 relief funding to higher education, providing much needed support to cover pandemic related expenses and losses, support upgrades to technology and infrastructure to meet the virtual learning environment requirements and provide aid to students. Through the three rounds of federal stimulus funding, institutions received a total of \$1.5 billion. These funds span over three fiscal years and represent approximately 4-6% of the institutions' total operating budget over the same time period.

While institutions have received this support, the state-level American Rescue Plan funds represent a unique opportunity for the state and higher education. SCHEV has compiled a list of proposed strategies that can: (1) **help Virginian's** impacted by the pandemic find new jobs and continue their education through financial aid and other support services; (2) **support job creation** and **reduce state maintenance reserve needs** through infrastructure investments in building and technology; (3) **grow research, support small businesses** and **improve unemployment insurance data tracking** to help Virginia emerge stronger post pandemic.

In addition, all of the proposed strategies proposed also are intended to: **Support the objectives set forth by the Governor and General Assembly:** Each strategy is aligned with the priority areas and noted in the description. **Meet the federal guidelines of allowable expenditures:** SCHEV staff reviewed the U.S. Treasury Guidelines to ensure that strategies are allowable expenses. **Reflect one-time costs:** Funds are focused on strategies to specifically address the pandemic-related support without additional General Fund thereafter.

The table on the following page provides a summary list with additional details included in the remaining pages. The first set of strategies provide direct support to students and institutions of higher education. The second set of strategies are broader focus on broader infrastructure. Funding may be targeted towards other entities, but higher education could support or benefit from these strategies.

Summary of Higher Education Considerations for ARPA Funding

Support students and unemployed/underemployed workers to earn credentials and find a job.

Aid/Grant Strategies:

- Support students impacted by the pandemic and reduce the impacts of the loss of stimulus focused aid funds: Funds could be allocated through a formula based on income status. Uses could include: targeting funds to students receiving existing stimulus aid that expires in 2022; providing “unfinished learning” grants to students to take courses they may have failed in the last year; and supporting academic preparation programs (Outcome: reduce drop out/debt; increase completion)
- Provide grants to underemployed/unemployed workers for “career switcher” or “restart” training programs (Outcome: help workers find in demand jobs)

Support Service/Mental Health Strategies:

- Provide matching grants to increase availability for emergency aid assistance and food pantries to support basic needs (Outcome: support public health)
- Increase mental health support through pilot campus-based clinical initiatives and grants to increase awareness among students, faculty and staff. (Outcome: support public health; improve services to students)

Improve infrastructure for the Commonwealth: Improve buildings and systems to make a safer and more modern learning environment; invest in research, broadband, public health infrastructure, job tracking through wage records and small business development centers (all strategies listed are larger investments for the Commonwealth that support higher education)

- Create a pandemic related capital maintenance reserve and technology fund (Outcome: lower costs to the state, increase safety)
- Reassess capital needs for the Commonwealth post pandemic (Outcome: improve efficiencies)
- Support broadband expansion and strategies to improve access to devices (Outcome: increase technology access to Virginians)
- Invest in public health infrastructure and research (Outcome: help public health)
- Improve unemployment insurance infrastructure by tracking occupation and hours worked data to assess job and training growth (Outcome: help workers)
- Support Small Business Development Centers (Outcome: help small businesses)

SUPPORT STUDENTS AND UNEMPLOYED/UNDEREMPLOYED WORKERS

Aid to students

Provide aid to low-income students to stay enrolled. Students impacted by the pandemic, particularly first-generation and low-income students, continue to struggle to pay for college. Research demonstrates that lowering students' unmet financial need improves graduation rates and education attainment is the best individual protection from economic downturns. While a portion of institutions' direct federal support had to be distributed to students, institutions must expend their federal funds one year after the funds are distributed (Spring 2022). State ARPA funds could be used to cover the additional years of aid to help ensure these students complete their credentials. Funds could be used on a formula basis with an emphasis on low-income/Pell grant students to both public and private institutions.

Support students impacted by the pandemic that are academically behind or experienced learning loss. Early national reports and discussions with presidents indicate that similar to K-12, students in postsecondary experienced challenges during the pandemic that resulted in higher class dropouts, withdrawals or failed grades (D or F). This adds to a student's cost to complete their education and can result in delays in graduation. Providing options through vouchers or reimbursements to institutions for students to retake a course for those enrolled during the pandemic, particularly those from low-income or minority communities could help avoid increased student debt, potential delays in graduation and students dropping out.

Aid or grants to unemployed or underemployed workers/students (Career switcher or restart training grants). There are many approaches to address the needs of workers and individuals impacted by the pandemic in the form of financial aid or grants. This could include "career switcher" or "restart" grants for front line workers seeking a career change or for unemployed or underemployed workers whose jobs were impacted by the pandemic. Funds could be used to augment existing programs, such as G3 and the New Economy Workforce Credential Grant or to support new funding that could be used for a broader set of programs.

Student and Mental Health Support

Grow support services for students' basic needs on campuses, including mental health services: The HOPE Center, a leading center on research related to addressing students' basic needs, identified [in a survey](#) that 3 in 5 students experience food insecurities and with a 16 point percentage point gap between black and white students. While many campuses have developed emergency aid/food pantry and services across campuses, these services are often a patchwork across institutions.

Implement awareness programs and pilot clinical sites on campuses to increase mental health capacity. In addition, institutions continually identify mental health as a major concern across campuses. Investments could include matching funds to establish emergency aid and food pantry programs; grants to support partnerships with local health centers or other providers to accommodate increased mental services demand, infrastructure for telehealth services and professional development to raise awareness across campuses through faculty, students and staff could help students be successful. Awareness and professional development training could be leveraged through an expansion of the [Virginia Mental Health Access Program](#). This state supported program currently helps educate doctors to identify mental health needs and better refer patients, but could be tailored to serve higher education staff and administrators.

Another approach to help support the shortage of mental health workers is to build clinical capacity at institutions to allow more graduates of the masters of social work (MSW) program to complete their required clinical hours through expanded mental health counseling to students on campus. Pilot programs could be established at interested institutions to fund licensed social worker(s) to manage clinical hours of the MSW graduates.

IMPROVE INFRASTRUCTURE FOR THE COMMONWEALTH

The following are broader areas of support that are not specific to higher education, but higher education could support or benefit from the proposed strategies.

Create a pandemic related capital maintenance reserve and technology fund to support state projects and fill funding gaps. Set funds aside to address any remaining air quality and infrastructure improvements, such as those related to HVAC, technology, water, sewer, etc. post pandemic. The fund could also support projects in

planning or proposed that need to be replanned or require adjustments to accommodate future pandemic needs. This approach would allow flexibility to identify projects over the coming years and ease the maintenance reserve backlog for the state.

Second, institutions also plan to improve access to education through the use of hybrid classrooms where students can have the option to join virtually or participate in person. Offering these approaches, particularly for students who are working or need to care for family members will allow more students to stay enrolled, complete a credential and avoid dropping out.

Replan/reassess the Commonwealth’s capital needs post pandemic. The pandemic has changed the way the state and institutions use and need space for work and learning. SCHEV along with many state agencies are assessing what a “back to the office” environment could include and is realizing that less space is needed and the type of space needs have changed. Similarly, institutions are experiencing changing space needs. After years of growth in new space, higher education needs are shifting to aging infrastructure and determinations of whether to renovate or build new. An assessment by the state of capital needs post pandemic could improve future planning and funding for state-owned facilities. Funds could support an outside consultant to assist this effort in partnership with SCHEV and DGS.

Support broadband and device access across the Commonwealth. SCHEV and institutions support investments in broadband across the state. In addition, access to devices and low cost broadband opportunities is another important investment as outlined in a recent [SCHEV post](#). Investments could support the VA Telecommunication Initiative (VATI), promotions of FEC’s Emergency Broadband Benefit and institution and state support of computers as a component of learning.

Invest in public health infrastructure and research: Virginia has many research and medical facilities that could support research directly related to the pandemic or the mitigation of future pandemics. Partnerships with the VDH and with other health entities could help support research for the Commonwealth. Investments in this area also could leverage additional federal research funding. In addition, research on the pandemic and lessons learned could help the Commonwealth identify additional investments and strategies to implement.

Improve tracking of job occupation and hours worked in earnings data to help predict future job needs (Improve unemployment insurance infrastructure). Virginia could [join other states in enhancing its UI wage reporting](#) for research and policymaking purposes. Currently Virginia's system does require employers to report hours worked or an individual's occupation when submitting earnings data quarterly for employees making it difficult to determine whether a workers' wages are based on full-time or part-time employment or if training they received relates to their occupation. Adding these data would make it easier for SCHEV and the new Office of Education Economics at VEDP to better assess and align academic programs to workforce demand.

Support Small Business Development Centers. SBDCs across the state provide support to small businesses. The SBDCs could be a valuable partnership to support a statewide small business initiative. Many of these centers are located on college campuses and can help support individuals through education and training. In addition, SBDCs estimate that approximately one third of the small business they assist are minority owned. Additional funding to support outreach efforts to these business and others in communities of color and rural areas of the state could help strengthen any statewide efforts.

State Council of Higher Education for Virginia Agenda Item

Item: # III.B. Discussion of Future Enrollment Trends

Date of Meeting: July, 13, 2021

Presenter: Tod R. Massa
Policy Analytics Director
TodMassa@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: October 2019

Action: Council adopted the 2019 Enrollment Projections and Degree Estimates.

Purpose of Agenda Item:

To provide an initial frame of reference for Council's consideration of the biennial enrollment projections and degree estimates for the period 2021-22 to 2027-28. These projections come at a time of significant uncertainty in student behavior and interest in traditional higher education. These projections provide a focal point for the upcoming six-year plan meetings with each of the public institutions

Background Information/Summary of Major Elements:

SCHEV staff began working with the public four-years, the VCCS system office, and the independent colleges in February to develop these projections. As of this writing, these projections will take Virginia from 524,932 students in the fall of 2020 to 540,462 in the fall of 2027.

Estimates of degree completions for undergraduate certificates, associates, and Bachelor's degrees will increase from 75,330 in 2019-20 to 79,598 in 2027-28. For the first time since establishing the goal to be the "Best Educated State in the Nation" by 2030, the Commonwealth is not on track to meet the goal and it appears we will fall short by about 23,000 degrees (out of 1.5 million).

Likewise, these projections confirm that the Commonwealth will not achieve the goal of awarding 100,000 cumulative additional undergraduate degrees to in-state students by 2025. The estimate based on these projections is that the cumulative additional total will be about 85,500 associate and Bachelor's degrees.

Projections of high school graduates from the Western Interstate Compact for Higher Education (WICHE) and their likely participation in college appears adequate to meet institutional enrollment targets and goals. However, WICHE projects a 6% decrease

between 2018-19 and 2036-37, despite significant growth over the next five years, followed by a leveling off over the next six or seven years. Perhaps the larger threat to Virginia enrollment of its high school graduates in Virginia colleges and universities comes from states facing projected decreases in the numbers of high school graduates by up to 22 percent.

Potential questions for discussion include:

- How will COVID-era enrollments affect the projections and estimates?
- What are the potential impacts of admitted students in 2020 deferring their enrollment?
- Why is college participation among high school graduates not increasing?
- How will Virginia respond to increased competition from non-Virginia schools for our HS graduates?

Materials Provided:

Initial data presentation on trends and enrollment factors.

Financial Impact:

No impact at this time.

Relationship to Goals of The Virginia Plan for Higher Education:

The projections serve as an early warning system for elements of the plan.

Timetable for Further Review/Action:

Staff will present a report at the September Council meeting and will seek approval of projections and estimates at the October meeting.

Resolution:

N/A

State Council of Higher Education for Virginia Agenda Item

Item: #III.C. - Discussion of the Statewide Innovative Internship Program (The Virginia Talent + Opportunity Partnership or V-TOP)

Date of Meeting: July 13, 2021

Presenter: Lynn Seuffert, Senior Associate
lynnseuffert@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: October 2020 (Resource & Planning Committee only; written update provided as an appendix to the March 2021 Director's Report)

Action: No action; review/informational update only.

Purpose of Agenda Item:

This item is intended to respond to Council questions at the prior meeting and to afford an opportunity for discussion of recent activities associated with the statewide Innovative Internship Fund and Program administered by SCHEV.

Background Information/Summary of Major Elements:

The Innovative Internship Fund and Program was created by the General Assembly in 2019. Its purpose is to expand paid or credit-bearing opportunities for student internships and other work-based learning in collaboration with Virginia employers. The program comprises institutional grants and a statewide initiative to facilitate the readiness of students, employers and institutions of higher education to participate in internships and other work-based learning opportunities.

In October 2020, in partnership with the Virginia Chamber Foundation, the program was re-branded as the Virginia Talent + Opportunity Partnership (V-TOP). The Chamber created and launched an associated [website](#).

The statewide initiative focuses on developing resources to support employers, regions, institutions and students through partnerships with and grants to GO Virginia regions, the Chamber and colleges and universities. Beginning in FY 2022, the program will have an annual budget of \$2 million.

Resources developed or in progress include:

- Employer readiness toolkit for companies interested in starting an internship program, *the Virginia Employer Readiness Toolkit: A Blueprint to Develop Quality Internship Opportunities for Virginia's Talent Pipeline* (completed December 2020).
- Partnership with Virginia Department of Veterans Services to provide support for employers hosting internships for transitioning service members (began spring 2021 and will be ongoing).
- Newsletter (the *V-TOP One Stop*; launched April 2021).
- Professional development for practitioners and graduate students as part of institutional readiness (launched July 1, 2021).
- Employer readiness online modules (scheduled for completion January 2022).
- Student readiness online modules (scheduled for completion January 2022).
- Work-based experience designed for 1st and 2nd year students (scheduled to deploy in summer 2022).
- Regional events for employers to connect with, interview and hire interns (rolled out in each of the nine regions between FY2022 and FY2025).

Grants to regions to deploy resources and complete other required activities include:

- GO VA Region 2, Roanoke/Blacksburg/Lynchburg: VT accepted the award on behalf of the region (awarded June 2021).
- GO VA Region 4, Richmond Metro area: VCU accepted the award on behalf of the region (awarded June 2021).
- Up to two regions will be selected in each of FY 2022 and FY2023.
- Up to three regions will be selected in FY2024.

Institutional Grant Highlight: Northern Virginia Community College (NVCC) received a grant award for a partnership with Micron and Year Up. Year Up recruited students for the Engineering Technology Technician program. Students had to complete Year Up's Learning and Development curriculum in order to enter Micron's pre-internship program. More than two thirds (68 percent) of the students completed that first phase. The 13 students who successfully completed the first phase also completed the Micron program and 12 were offered roles in Micron's full-time internship program, which includes wages of \$17-\$20 per hour, benefits, 401(k) and tuition assistance. The grant period ended in January 2021. The program has proved to be sustainable and two more cohorts have started with 13 and 15 students, respectively. The partnership with Year Up increased the diversity in the degree program; to date, 78 percent of participants are Hispanic/Latino/Black; 6 percent are white.

Materials Provided: Staff will present a slide deck at the meeting.

Financial Impact: None other than already-appropriated funds.

Relationship to Goals of The Virginia Plan for Higher Education:

These activities support two goals of The Virginia Plan for Higher Education:

Goal 1 Equitable: Strategy S3, Strengthen career services.

Goal 3 Transformative: Strategy S8, Support experiences that improve students' employment outcomes.

Timetable for Further Review/Action: As requested by Council.

Resolution: No action is requested at this meeting.

State Council of Higher Education for Virginia Agenda Item

Item: # III.D. – Discussion of 2022 Meeting Schedule and Locations for Council Meetings

Date of Meeting: July 13, 2021

Presenter: Marge Connelly
Chair
margeconnelly@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of Agenda Item:

The purpose of this item is to seek input from Council members on meeting dates and locations for calendar year 2022.

Background Information/Summary of Major Elements: The Council regularly meets in the months of January, March, May, July, September and October. Historically, the Council has held four meetings at institutions and two meetings in its Richmond offices.

Additional meetings may be held with reasonable public notice for ad hoc committee meetings and/or retreats at the call of the Council chair.

Since 2009, the Council has included in its schedule a meeting with the public college presidents. The date of that meeting will be coordinated with the Council of Presidents (COP) but will coincide with the regular Council meeting in September, as noted below.

Council also usually meets at a private college in March and at a two-year institution in July.

The proposed schedule includes one-day meetings (committee meetings and the full Council) in January and July instead of the usual day-and-a-half schedule in subsequent months.

Meetings generally are held on the third Monday/Tuesday of the month. One exception is the October meeting, which staff recommends be held on the fourth Monday/Tuesday (October 24-25). The later date gives staff additional time to prepare for other activities, including college and university board-member training, which occurs in October. All-day meetings (January and July) are held on Tuesdays. The January 2022 meeting is scheduled on the second Tuesday of the month before the start of the General Assembly session on January 12.

PROPOSED 2022 SCHEDULE:

January 11 – SCHEV

March 21-22 – Location to be determined

May 16-17 – Location to be determined

July 19 – Location to be determined

September 19-20 – Location to be determined

October 24-25 - SCHEV

Materials Provided: None.

Financial Impact: None.

Timetable for Further Review/Action: The Council will approve the final schedule, including locations, at the September meeting.

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: #III.E. – Staff Report

Date of Meeting: July 13, 2021

Presenter: Paula Robinson
Associate Director of Equity and Engagement
paularobinson@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: Staff report.

Financial Impact: None.

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

Timetable for Further Review/Action: N/A

Resolution: None.

**State Council of Higher Education
Staff report
July 13, 2021**

Agency Risk Management and Internal Controls: The Office of Budget and Finance is coordinating with an outside consultant to compile documentation and responses to the annual Agency Risk Management and Internal Controls assessment. The practice is designed to help ensure fiscal accountability and to safeguard SCHEV and Commonwealth assets. Document collection and responses will serve as a guide for practices moving forward and serve as a template for future reporting.

Inclusive Excellence Plan: In accordance with H.B. (2021) 1993, SCHEV drafted and submitted (7/1) the first agency Diversity Equity and Inclusion (DEI) Plan - Advancing Excellence through DEI. It is based upon the Inclusive Excellence Framework and addresses access and success, climate, education and training, infrastructure and community engagement from a DEI lens.

Workforce Credential Grant Report: SCHEV issued the [Workforce Credential Grant Annual Report for Fiscal Year 2020](#). The General Assembly and Governor established the “New Economy Workforce Grant” program in 2016. SCHEV serves as the grant administrator and reports annually on the progress of the program. The pay-for-performance model grant is offered by community colleges to students to fund noncredit workforce training that leads to a credential in a high-demand field. The grant includes requirements for students to complete training in order to avoid paying additional costs. If students complete the training, they will only pay 1/3 of the cost of the program, the remaining 2/3 is covered by the state. A summary of findings and the full report with disaggregated enrollment, completion, certification and cost data is on the SCHEV website.

Tuition and Fee Report: With the help of additional state funding and the federal stimulus funds, in-state undergraduate tuition and mandatory educational and general (E&G) fees increased by \$69 (0.8 percent) for academic year 2021-2022. This is the lowest annual increase except in years when the legislature mandated a tuition freeze or tuition rollback. Eleven institutions had zero increase in tuition and mandatory E&G fees in 2021-22. Non-E&G fees increased by \$95 (2.3 percent). The total charges including tuition, non-E&G fees and room and board increased by \$378 (1.6 percent), setting a historical low annual increase. SCHEV will release its annual tuition and fees report by August 1 to the Governor and General Assembly.

6-year plans submissions July 1 and summer meetings with institutions: Virginia code, [§ 23.1-306](#), requires institutions to submit by July 1 each odd numbered year 6-year plans to assist with long-term planning for the state. The plans include information about institutional strategies, projected costs, expected tuition and fees, financial aid, capital outlay projects and other topics. The plans are required to be aligned with SCHEV’s statewide strategic plan – [Pathways to Opportunity](#) – and are reviewed by the Director of SCHEV, the Secretary of Finance and the Secretary of Education, the Director of the Department of Planning and Budget, the Staff Directors of the House Committee on Appropriations and Senate Finance and Appropriations Committee and

their staff. This group is commonly referred to as “Op Six.” SCHEV staff coordinates the review of the plans and facilitates summer meetings between Op Six and the leadership of the institutions. These meetings are currently planned for July and August and will help inform the state budget process and SCHEV’s higher education budget recommendations this fall.

Lumina grants progress: In fall 2019, SCHEV received Lumina’s Talent Innovation and Equity grants totaling \$500,000 to SCHEV and \$725,000 to “equity Institutions.” The purpose of both grants is to close achievement gaps and increase attainment of African American, Hispanic and Native American working age adults. Newly collected 2019 data shows significant gains within the Hispanic/Latinx community after a decrease in 2018 in attainment for the working age population. Incremental attainment gains in the African American/Black populations show a slower climb. Pandemic and race tensions over the past year with greater impacts on these communities raise concerns regarding continued gains.

SCHEV remains committed to advancing these attainment goals through culture and policy development, communications and programming. To this end, SCHEV continues to work on shaping the agency culture to create One SCHEV, a more inclusive environment that recognizes the value of diversity and practices equity-mindedness. Consultants, workgroups and trainings support this process. Many of the policy development achievements impacting equity and inclusion during the 2020 General Assembly were reinstated in 2021 with increased financial aid, creation of G3 (tuition-free community college), continued support of the Workforce Credential grant, funding for Guidance to Postsecondary Success and the requirement for all public agencies to have a diversity, equity and inclusion plan. The sharing/training of the Equity-minded Policy Analysis resource adapted by SCHEV will help ensure that leadership continues to promote equity-minded practices, policies and budgets.

The convergence of these equity advancements with the Pathways to Opportunity (The Plan) strategic planning process for higher education also supports sustainability and communication. With equity as both a goal and the underpinning of The Plan, strategies and metrics uniquely align with the purpose and activities of the grant. For example, the dashboard that is in development to track Plan metrics will display data, disaggregated by demographics, to track attainment. This meets dual purposes, as the development of a dashboard to communicate and track attainment progress is also proposed in the TIE grant. The alignment between the strategic planning process and grant efforts at the state level are reinforced by campus-based efforts. Communities of practice and train-the-trainer opportunities to develop culturally competent pedagogy engage our faculty in a way that fosters equity champions on the front lines of campuses. In addition, six institutions and the Virginia Community College System received funds to further promising campus practices, such as surveying student experiences, providing adjunct faculty with DEI training, assessing core curriculum areas for cultural competency and centralizing equity efforts to further engage and increase the impact of cross-campus work.

GEAR UP Virginia submission: In June, SCHEV submitted its Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant application

to the U.S. Department of Education. If funded, this will be SCHEV's fourth GEAR UP grant. GEAR UP's mission is to significantly increase the number of low-income students who enter and succeed in postsecondary education. This \$24.5 million grant will serve 8,119 students attending public middle and high schools in 13 of Virginia's highest need school divisions over seven years. For the first time, GEAR UP Virginia will also support a statewide college access initiative, providing services to students and professional development to educators across the state. Focus areas are: FAFSA completion, social-emotional learning, STEM, data-driven instruction and virtual learning.

Tuition Assistance Grant draft changes: Since 1973, the Virginia Tuition Assistance Grant Program (TAG) has provided state grants, projected to be \$4,000 for undergraduate students in FY 2022, to eligible Virginians enrolled at one of 28 participating private Virginia non-profit colleges or universities. Historically, the program has not differentiated between in-person and online/distance learning degree programs and provided equal grant amounts regardless of the student's education plan.

SCHEV is responsible for administering the program, including the management of the [TAG regulations](#) when program changes are authorized through the Governor and General Assembly. The most recent change to TAG occurred beginning with the 2020 session of the General Assembly. TAG for online and distance learning programs was scheduled to be phased out with grandfathering granted to online students enrolled in FY 2020. Phasing out TAG for online degree students would most impact Bluefield College, Liberty University, Mary Baldwin University and Regent University but have a marginal to no impact on the remaining institutions. The TAG online exclusion was amended in the 2021 session with TAG restored for online programs though at a reduced rate (projected to be half of the standard award).

This update and the attached draft changes to the regulations (located in the agenda materials section of [Council meeting page](#)) marks the beginning of the official regulatory process.

Cost and funding need study status: 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, which was last updated in 2000. SCHEV released a [request for proposals](#) (RFP) in May. A cross-organization review team from the Department of Planning and Budget, SCHEV and money committee staff selected a contractor that is expected to begin in July. The next steps will include stakeholder engagement, the submission of a work plan by August to the Joint Subcommittee on the Future Competitiveness of Higher Education for Virginia with a preliminary Report in December.

New college and university board member orientation: SCHEV is charged, though 23.1-1304 of the Code of Virginia, with developing and delivering annual educational programs for members of institutions' Boards of Visitors. New BOV members are required to attend the session within the first two years of their appointment. The Code of Virginia describes the topics to be covered by the annual program. As the public health emergency has eased, SCHEV is comfortable planning to meet in person for the

annual new college and university board member orientation, which is a SHCEV legislative duty. Plans are being made to hold the event at the Lewis Ginter Botanical Gardens, Tuesday and Wednesday, October 19-20.

Transfer Virginia capstone event: The Transfer Virginia initiative, charged by legislation in 2018, aims to reform and improve the transfer experience in the state to bring about measurable progress on student success and equity. While efforts will continue on, the grant supported project came to a close on June 8. A culminating event was hosted by Aspen Foundation with SCHEV and Virginia Community College System. Twenty-four institutions shared their transfer goals and celebrated the coalition built and progress made over the two years of activities. A final report will be submitted with recommendations to continue the progress.

Senate Finance and Appropriations Subcommittee on Higher Education: Staff presented (6/15) to the subcommittee at the request of the chair, Honorable Mamie Locke. There was interest in better understanding how students from low-income backgrounds were represented at public institutions and available support services. Presidents from University of Virginia, J. Sargeant Reynolds Community College and Norfolk State University presented.

Staffing changes: Melissa Martinko, from the Office of Budget and Finance, and Reshaud Rich and Amy Worthington, from the GEAR UP Virginia grant program staff, left in June. We will be hiring immediately to fill roles and/or redistribute duties.

Virginia Management Fellow: Claire Mairead is our newest Virginia Management Fellow. The fellowships are two-year commitments of service to the state. Claire will be with us in her first of three eight-month rotations with different state agencies during which Fellows participate in three eight-month rotations with state agencies. Tom Allison is mentoring the Fellow. Projects will be determined by unit leaders.

Commonwealth of Virginia Engineering and Science (COVES) Policy Fellow: Through the Virginia Academy of Science, Engineering and Medicine (VASEM), the agency is hosting a COVES Fellow for a 12-week project ending August 6. Staff are pleased to have been matched with Nikita Lad, a doctoral student at GMU. Ms. Lad is exploring, under the mentorship of Alan Edwards, the state's support of "basic research" at its universities. She has conducted dozens of interviews, including one with Council Member Henry Light, to gather perspectives from stakeholders and constituents on university research and the Commonwealth's involvement therein.

Diversity, equity and inclusion training series: Staff will coordinate monthly Diversity, Equity and Inclusion training opportunities. Beginning in June, staff participated in a session entitled [Factuality](#) focusing on cultural competence and empathy. A calendar of opportunities is being coordinated by staff through the rest of the year.

SCHEV Talk: May's SCHEV Talk featured Scott Kemp our Student Loan Advocate. His presentation was entitled Student Loan Forgiveness: A National Story about a

Complicated Issue. Staff continues to coordinate and offer shared learning opportunities.

State Council of Higher Education for Virginia Agenda Item

Item: #III.F – Report of the Staff Liaison to the Academic Affairs Committee

Date of Meeting: July 13, 2021

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
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, July 13, 2021

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

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Instructional Programs Advisory Committee (IPAC)

IPAC convened via Webex teleconference on June 25. Topics addressed included:

- Stephen Moret presented on the new Virginia Office of Economics Education (VOEE)
- Wendy Kang presented on the SCHEV cost and funding study
- Patricia Parker presented on a proposed credit acceptance agreement to support the Passport and Uniform Certificate of General Studies credentials. The aim is to finalize an agreement that would be signed by the chief academic officer of each institution later this summer or fall.
- Staff report on the June 7 meeting with liaisons to consider program approval process and policy improvements.

Orientation Session for Schools Seeking Certification

PPE staff virtually convened a group of prospective school owners on June 15. This orientation is the first step in the application process for entities seeking certification to operate a postsecondary school in Virginia. Staff presented participants with an overview of the laws and regulations pertaining to the operation of a private postsecondary school and a summary of the certification process. The orientation also included detailed instructions on how to complete the certification application. There were three participants from degree-granting and nine vocational school representatives in attendance.

Staff Activities and Recognition

Joseph DeFilippo and Monica Osei

- Convened a meeting (June 7) of institutional liaisons to review the program approval policy and process since its update in February 2020. Topics raised: enhanced use of electronic submissions; clarification of required information through improved forms; establishment of ongoing periodic meetings with institutional liaisons. A follow-up meeting is scheduled to occur in August.

Jodi Fisler

- Spoke at the Association of American Colleges & Universities (AAC&U) Summer Symposium as part of a panel discussion on "Key Strategies to Improve Quality and Equity in Higher Education" (June 14).

Ashley Lockhart

- Convened a small working group to discuss the collection of data regarding students with disabilities (June 2). This was the first of a series of meetings to explore the possibility of, and best practices for, data collection.

- Hosted a webinar on the Outstanding Faculty Awards (June 29). The agenda included a presentation on the awards process, a discussion of the Boyer's Principles of Scholarship, and a panel with practitioners, recipients, and reviewers. The presentation will be available on SCHEV's website.

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, Senior Associate for Assessment Policy & Analysis
Ms. Emily Hils, Academic Programs and Services Specialist
Ms. Ashley Lockhart, Associate 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
Ms. Sylvia Rosa-Casanova, Senior Associate for Private Postsecondary Education
Mr. Jack Sadler, Compliance Specialist
Ms. Stephanie Shelton, Administrative Assistant
Mr. Alfonso Wells, Compliance Investigator



During his time as a cadet at VMI, Wins was a standout basketball player who finished his basketball career as one of the top five scorers in school history. Over his four years at VMI, he helped lead the team from last place in the Southern conference to the Southern Conference finals during his first-class year. In 1985, he graduated with a bachelor of arts in economics and commissioned into the Army as a field artillery officer.

He is a graduate of the Field Artillery Officer Basic and Advanced Courses, Command and General Staff College, and the National War College. He holds a master's degree in management from the Florida Institute of Technology and master's degree in national security and strategic studies from the National War College.

Maj. Gen. Wins was the first Commanding General of the U.S. Army Combat Capabilities Development Command (CCDC), having assumed that role when the Research, Development and Engineering Command (RDECOM) became the CCDC upon transition into the Army Futures Command (AFC) on Feb. 3, 2019. Prior to that, Wins served as the RDECOM Commander.

Before his assignment as RDECOM commander, Wins served as Director, Force Development in the Office of the Deputy Chief of Staff, G-8. During his 30 years of service, he has held leadership and staff assignments in the 7th Infantry Division (Light), Fort Ord, California; the 2nd Infantry Division, Eighth United States Army, Korea; Headquarters Department of the Army and the Joint Staff, The Pentagon; the 4th Infantry Division, Fort Hood, Texas; Strategic Planning, J-8, U.S. Special Operations Command, MacDill Air Force Base, Florida; and the Requirement Integration Directorate, Army Capabilities Integration Center, Joint Base Langley-Eustis, Virginia.

His deployments include Task Force Sinai, Multinational Force and Observers, Egypt, Operations Officers, Headquarters and Headquarters Battery, 5th Battalion, 21st Infantry (Light); Program Executive Officer, Joint Program Executive Office-- Afghanistan Public Protection Force, Combined Security Transition Command --Afghanistan, Operation Enduring Freedom; and Deputy Commander, Police, North Atlantic Treaty Organization Training Mission -- Afghanistan/Combined Security Transition Command -- Afghanistan, Operation Enduring Freedom.

His awards and badges include the Distinguished Service Medal, the Defense Superior Service Medal, the Legion of Merit (with One Oak Leaf Cluster), the Bronze Star Medal, the Defense Meritorious Service Medal, the Meritorious Service Medal (with One Oak Leaf Cluster), the Joint Service Commendation Medal, the Army Commendation Medal (with Two Oak Leaf Clusters), the Joint Service Achievement Medal, the Army Achievement Medal (with One Oak Leaf Cluster) and Parachutist Badge, Joint Chiefs of Staff Identification Badge and Army Staff Identification Badge.

Maj. Gen. Wins was named permanent superintendent of VMI on April 15, 2021.

State Council of Higher Education for Virginia Agenda Item

Item: #III.H. - Discussion of the Final Report of the Virginia Military Institute
Investigation and Consideration of State-level Opportunities

Date of Meeting: July 13, 2021

Presenter: Marge Connelly
Chair, SCHEV Council

Most Recent Review/Action:
No previous Council review/action.

Purpose of Agenda Item:

The purpose of this item is to discuss state-level implications of the investigation and audit into “culture, traditions, policies, and practices” at the Virginia Military Institute, particularly in relation to Council’s involvement in addressing relevant statewide issues.

Background Information/Summary of Major Elements:

In October, Governor Northam sent a letter, signed by 10 other state leaders including Lieutenant Governor Fairfax, Attorney General Herring, House Speaker Filler-Corn and Senate Majority Leader Saslaw, to the Virginia Military Institute (VMI) voicing concerns about a “culture of ongoing structural racism.” The letter called on VMI to immediately address the concerns raised, and it informed VMI the Commonwealth would undertake an independent investigation.

In a subsequent amendment to the state budget, the Governor and General Assembly appropriated \$1 million “to conduct an independent, third-party investigation of the culture, traditions, policies and practices” of VMI.

The budget language designated SCHEV as recipient of the investigative team’s findings and recommendations. Thus, SCHEV served as the procurement agent for the appropriated professional-services consultancy and as administrator of the eventual contract. SCHEV issued a request for proposals in early November and coordinated interviews in December with the vendors who submitted highest-evaluated proposals. In early January, SCHEV entered a contract on behalf of the Commonwealth with the law firm Barnes and Thornburg, LCC (B&T).

B&T immediately initiated the investigation, which it conducted through May via interviews, site visits, surveys and analyses of documents/records. As contract administrator, SCHEV held electronic meetings with B&T’s investigative team on a weekly basis. Per the contract, the consultant submitted progress reports to SCHEV in early February and early March. (Neither the progress reports nor the final report were submitted in draft form for state review.)

On June 1st, B&T submitted its investigative team’s final report, “Marching Toward Inclusive Excellence: An Equity Audit and Investigation of the Virginia Military Institute.” B&T also conducted briefings that day with the Governor and members of the administration; House and Senate leadership and the legislative signatories of the October letter; and VMI board members and administrators. Council chair Connelly and SCHEV director Blake attended the first briefing.

Following the briefings, Mr. Blake forwarded to Council members the report and a publicly available link to a SCHEV webpage containing the document and its related materials.

Summary of Major Elements:

The VMI-investigation final report provides results across 14 areas of review. Of most relevance to SCHEV’s role as the coordinating body for postsecondary education in the Commonwealth are areas such as: institutionally-comparative demographics; campus climate; responsiveness vs silence/inaction; leadership, policies and training; expenditures for diversity, equity and inclusion (DEI); and faculty matters.

The report offers recommendations under eight categories, several of which are specific to its VMI findings. The categories with the most significant state-level implications are: maintain accountability; improve diversity (in leadership and in the student body); address unacceptable language and behavior; encourage reporting of misconduct and transparency; and recognize and celebrate other cultures.

Given the intention of the investigation and audit, many of the recommendations are focused on VMI. However the issues raised are important ones and have implications across the system. The other recommendations call directly for action by the executive and/or legislative branches. These include the creation of an independent, diverse, broadly-experienced state body or committee to evaluate quarterly reports from VMI on its DEI progress and to address insufficient progress, as well as amending statutory carve-outs for VMI in areas such as immunity from disciplinary action based on personal consumption of drugs or alcohol related to reporting of sexual misconduct

While SCHEV is one of the possible recipients of quarterly Diversity, Equity and Inclusions updates from VMI, the report does not otherwise suggest specific action from SCHEV.

Nonetheless, the investigation and report do raise state-level issues and create statewide implications for which SCHEV is best positioned to lead the discussions. These include, but are not limited to:

- training that SCHEV provides annually to recent appointees to the governing boards of public institutions of higher education;
- data collection, monitoring and reporting;
- collaboration with and convening of stakeholders and constituents; and
- factors (structures and processes, both formal and informal) that create and reinforce barriers to addressing disparities in how people are treated at Virginia colleges and universities.

Ms. Connelly asks that Council members be prepared to discuss the state-level implications of the VMI investigation and SCHEV's potential role(s) in addressing the issues that follow therefrom.

Materials Provided:

No additional materials are provided here. All materials from the consultant's investigation are accessible online, under the Investigations heading, at: <https://www.schev.edu/index/agency-info/additionalactivities>.

Financial Impact: None at this time.

Timetable for Further Review/Action:

No formal timetable is proposed. At Council's discretion, staff will prepare materials for further discussion at one or more subsequent meetings.

Relationship to Goals of The Virginia Plan for Higher Education:

This discussion relates directly to the statewide strategic plan's equity goal, but also clearly to its goals of affordability and transformation. Moreover, Council consideration of the state issues raised by the VMI investigation relate to the core of SCHEV's mission – "to advocate for and promote the development and operation of an educationally and economically sound, vigorous, progressive and coordinated system of higher education" and "lead state-level strategic planning and policy development and implementation based on research and analysis."

Resolution: No action is requested at this meeting.

State Council of Higher Education for Virginia Agenda Item

Item: #IV.A – Action on Private Postsecondary Institutional Certification

Date of Meeting: July 13, 2021

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
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 the agenda item is to present a new postsecondary institution for certification by Council, in accord with Code of Virginia §23.1-219.

Background Information/Summary of Major Elements: University of Maryland – National Landing is seeking certification to operate an institution of higher education in the Commonwealth of Virginia.

Materials Provided:

University of Maryland – National Landing application summary.

Financial Impact:

University of Maryland – National Landing submitted the required certification fee to operate as a postsecondary institution in Virginia.

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.

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies University of Maryland – National Landing to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective July 13, 2021.

University of Maryland – National Landing **Application Summary**

School Overview

University of Maryland – National Landing is an out-of-state public institution of higher education opening a location in Virginia. University of Maryland – National Landing is governed by the University System of Maryland Board of Regents, and is regionally accredited by the Middle States Commission on Higher Education.

School Officers

President, Darryl J. Pines

School Mission Statement

University of Maryland – National Landing’s mission statement is as follows:

Achieving excellence in teaching, research, and public service within a supportive, respectful and inclusive environment is central to the mission and identity of the University of Maryland, College Park (UMD). As the flagship campus and a national leader in higher education, UMD strives to provide exceptional and affordable instruction for Maryland’s most promising students, regardless of income. A pre-eminent locus of scholarship, the university builds and maintains a world class capacity in the sciences, arts, and humanities to support ground-breaking discoveries that address the most pressing global challenges and inspire the human imagination. As one of the country’s first land-grant institutions, UMD uses its research, educational, cultural, and technological strengths in partnership with state, federal, private, and non-profit sectors to promote economic development and improve quality of life in the State of Maryland. Diversity amongst our students, faculty and staff is essential to this mission. Accordingly, ensuring equal educational opportunity; hiring and retaining a diverse and exceptional faculty and staff; recruiting and graduating talented students from traditionally underrepresented groups; and providing a supportive climate for their well-being are top institutional priorities.

Proposed Educational Programs and Credentials

- Master of Professional Studies (Machine Learning)
- Master of Professional Studies (Data Science)
- Master of Science in Human Computer Interaction
- Master of Engineering
- Master of Business Administration
- Certificate in Engineering (Graduate)
- Graduate Certificate of Professional Studies: Data Science

Proposed Location

The campus will operate from:

241 18th Street
Arlington, VA 22202

Financial Stability Indicator

University of Maryland – National Landing is exempt from providing a Financial Stability Indicator as a public state institution.

Guaranty Instrument

University of Maryland – National Landing is exempt from providing a Guaranty Instrument as a public state institution.

Evidence of Compliance

<u>Virginia Administrative Code Citation</u>	<u>Area of Compliance</u>
8 VAC 40-31-30	Advertising/Publications
8 VAC 40-31-160 (E) (5)	Maintenance of Student Records
8 VAC 40-31-140 and 150	Faculty Qualifications
8 VAC 40-31-160	Student Services
8 VAC 40-31-160 (M)	Library Resources and Services
8 VAC 40-31-160 (E)	Student Admissions Standards

Staff Recommendation

Based on a thorough review of the application, staff presents the certification of **University of Maryland – National Landing** to operate as a postsecondary institution in Virginia.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies University of Maryland – National Landing to operate a degree-granting postsecondary institution within the Commonwealth of Virginia, effective July 13, 2021.

State Council of Higher Education for Virginia Agenda Item

Item: #IV.B – Action on Academic Program Productivity Review

Date of Meeting: July 13, 2021

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
joedefilippo@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: July 13, 2020

Action: Council approved a resolution to close 14 degree programs at eight four-year institutions and received a report from the community college system of its intent to close 17 degree programs.

Purpose of Agenda Item: This item proposes Council action in accord with its duty to “review and require the discontinuance” of any public institution program that it has determined to be “nonproductive in terms of the number of degrees granted, the number of students served by the program, the program’s effectiveness, and budgetary considerations,” Code of Virginia §23.1-203 (6).

Background Information/Summary of Major Elements: According to Council’s “Virginia Public Higher Education Policy on Program Productivity,” SCHEV is to conduct a productivity review of all public institution academic programs on a five-year cycle. That review is governed broadly by the following terms:

- Quantitative standards for degree programs are derived from base-adequacy faculty-student ratios by discipline and level and are calculated as five-year averages. See Appendix 1 for quantitative standards that apply to four-year institutions.
- Programs that fail to meet standards for both enrollment and degrees granted are subject to “full review.” At the full review stage, for each targeted program an institution wishes to defend, documentation must be submitted that addresses qualitative and quantitative factors, including (but not necessarily limited to) mission, service instruction by the offering department, quality, duplication, and institutional commitment to program improvement.
- At the conclusion of the full review stage, staff presents to Council a resolution indicating for each targeted program whether it will be continued or closed. Historically, approximately 25% of targeted programs have been identified for closure through the full review process. In 2014, e.g., 33 of 113 targeted programs at four-year institutions were closed; VCCS reported the closure of 15 community college programs.

The 2019-2020 program productivity review commenced in November 2019 when staff provided institutions a list of programs that failed to meet the policy's quantitative standards. Due to the onset of the COVID-19 pandemic in March 2020, SCHEV offered institutions the option of pausing their productivity review until the 2020-21 academic year. Eight institutions chose to continue the process to completion in 2019-20: CNU, GMU, LU, ODU, RU, UMW, UVA, UVA-W, and the community college system. (VMI and RBC each had zero targeted programs.) In July 2020 Council passed a resolution to authorize the closure of 14 programs at the eight four-year institutions and 17 programs at community colleges. Six four-year institutions elected to pause the process until 2020-21: **JMU, NSU, VCU, VSU, VTech, and W&M**. The actions recommended here relate to these six institutions.

For the six institutions under consideration, 47 programs were targeted for full review, and 10 are being recommended for closure in the resolution presented below. For each of the 37 programs recommended for continuance (two with conditions), staff has reviewed the institution's justification along with any supplemental documentation submitted. Final staff recommendations to Council are based on the review of materials demonstrating the health of the programs through assessment reports, accreditation reviews, evidence of need, relationship to institutional mission, and institutional commitment to strengthen the program into the future. In some cases, staff requested further information and/or engaged in detailed discussion with the institution in order to arrive at a coherent overall set of recommendations for each institution. See Table 1 for the totality of the productivity review by institution.

If Council adopts the recommendations presented here, the total number of programs closed in conjunction with this entire productivity review cycle (2019-20 and 2020-21) will be 41.

Materials Provided:

- Table 1: 2020-21 Productivity Review Summary of Recommendations (by institution and program)
- Appendix 1: Four-Year Institution Quantitative Standards

Financial Impact: Program closures will entail savings and efficiencies at institutions.

Relationship to Goals of The Virginia Plan for Higher Education: Council's productivity review of public institution programs is related to Goals 2 and 4 of the Virginia Plan:

- Optimize Student Success for Work and Life
- Advance the Economic & Cultural Prosperity of the Commonwealth & its Regions

Timetable for Further Review/Action: By policy, the next program productivity review would be conducted in 2026-27.

Staff Recommendation: Based on a thorough review of quantitative program data and institutional submissions related to 45 programs at six public four-year institutions, staff presents to Council its recommendations for program closures and continuations.

Council may vote to approve, disapprove, approve with condition, or table for future action. If approved, adopt the following resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following degree program actions:

A. Continue the following programs without condition (by level and program name)

- **James Madison University**
 - **Master, Art**
 - **Master, English**
 - **Master, Mathematics**
 - **Doctoral, Counseling and Supervision**
- **Norfolk State University**
 - **Bachelor, Electronics Engineering Technology**
 - **Bachelor, Mathematics**
 - **Bachelor, Optical Engineering**
 - **Bachelor, Physics**
 - **Master, Music**
 - **Master, Urban Affairs**
 - **Master, Visual Studies**
- **Virginia Commonwealth University**
 - **Bachelor, Financial Technology**
 - **Master, Anatomy and Neurobiology**
 - **Master, Art Education**
 - **Master, Art History**
 - **Master, Clinical and Translational Sciences**
 - **Master, Curriculum and Instruction**
 - **Master, Medical Physics**
 - **Master, Sociology**
 - **Doctoral, Rehabilitation and Movement Science**
- **Virginia State University**
 - **Bachelor, Chemistry**
 - **Bachelor, Economics and Finance**
 - **Bachelor, History**
 - **Master, Criminal Justice**
 - **Master, Mathematics**
- **Virginia Tech**
 - **Bachelor, Religion and Culture**
 - **Master, Creative Technologies**
 - **Master, Philosophy**
 - **Master, Sociology**
 - **Doctoral, Environmental Design and Planning**
- **William & Mary**
 - **Bachelor, American Studies**

- Bachelor, German
- Master, Anthropology
- Master, Applied Science
- Doctoral, Anthropology

B. Continue the following programs, subject to conditions (by level and program name)

- **Virginia Commonwealth University**
 - **Doctoral, Chemical Biology:** Continue program, on condition of satisfactory progress towards SCHEV productivity standards, subject to review following academic year 2023-24. If enrollment is not viable by academic year 2023-24, or if it is determined to be insufficient to restore the program to viability, the program shall be closed.
- **Virginia Tech**
 - **Master, Material Culture and Public Humanities:** Continue program, on condition of satisfactory progress towards the SCHEV productivity standards, subject to review following academic year 2023-24. If enrollment is not viable by academic year 2023-24, or if it is determined to be insufficient to restore the program to viability, the program shall be closed.

C. Close the following programs (by level and program name)

- **James Madison University**
 - **Master, Health Education**
- **Norfolk State University**
 - **Master, Community/Clinical Psychology**
 - **Master, Pre-Elementary Education**
 - **Master, Visual Studies**
- **Virginia Commonwealth University**
 - **Master, Music**
 - **Doctoral, Art History**
- **Virginia State University**
 - **Bachelor, Social Studies Education**
- **Virginia Tech**
 - **Master, Biomedical Technology Development and Management**
 - **Doctoral, Career and Technical Education**
 - **Doctoral, Educational Research and Evaluation**

Table 1: 2020-21 Productivity Review Summary of Recommendations (by institution and program)

<i>Inst.</i>	<i>Program Level & Name</i>	<i>Recommendation</i>
JMU	Master, Art	Continue Supports general education, shares courses and faculty with similar programs, plans to bolster enrollment
JMU	Master, English	Continue Supports general education, shares courses and faculty with similar programs, plans to bolster enrollment
JMU	Master, Health Education	Close
JMU	Master, Mathematics	Continue Central to mission, access to underserved population, plans to bolster enrollment
JMU	Doctoral, Counseling and Supervision	Continue Shares courses and faculty with similar programs, access to underserved population, unique need, plans to bolster enrollment
NSU	Bachelor, Electronics Engineering Technology	Continue Central to mission, shares courses and faculty with similar programs, access to underserved population, plans to bolster enrollment
NSU	Bachelor, Mathematics	Continue Central to mission, supports general education, interdisciplinary program, access to underserved population, plans to bolster enrollment
NSU	Bachelor, Optical Engineering	Continue Central to mission, shares courses and faculty with similar programs, access to underserved population, unique need
NSU	Bachelor, Physics	Continue Central to mission, supports general education, shares courses and faculty with similar programs, access to underserved population
NSU	Master, Community/Clinical Psychology	Close
NSU	Master, Music	Continue Central to mission, interdisciplinary program, access to underserved population, unique need, plans to bolster enrollment
NSU	Master, Pre-Elementary Education	Close
NSU	Master, Urban Affairs	Continue Central to mission, unique need, plans to bolster enrollment

Inst.	Program Level & Name	Recommendation
NSU	Master, Visual Studies	Close Master of Arts, Continue Master of Fine Arts Central to mission, provides access to underserved population, unique need, plans to bolster enrollment
VCU	Bachelor, Financial Technology	Continue Interdisciplinary program, shares courses and faculty with similar programs, access to underserved population, plans to bolster enrollment
VCU	Master, Anatomy and Neurobiology	Continue Shares courses and faculty with similar programs, employer demand, plans to bolster enrollment
VCU	Master, Art Education	Continue Access to underserved population, unique need
VCU	Master, Art History	Continue Access to underserved population, unique need
VCU	Master, Clinical and Translational Sciences	Continue Interdisciplinary program, shares courses and faculty with similar programs, unique need, plans to bolster enrollment
VCU	Master, Curriculum and Instruction	Continue Access to underserved population, unique need, plans to bolster enrollment
VCU	Master, Medical Physics	Continue Unique need
VCU	Master, Music	Close
VCU	Master, Sociology	Continue Central to mission, supports general education, shares courses and faculty with similar programs, plans to bolster enrollment
VCU	Doctoral, Art History	Close
VCU	Doctoral, Chemical Biology	Continue with Condition Continue program, on condition of satisfactory progress towards SCHEV productivity standards, subject to review following academic year 2023-24. If enrollment is not viable by academic year 2023-24, or if it is determined to be insufficient to restore the program to viability, the program shall be closed.
VCU	Doctoral, Rehabilitation and Movement Science	Continue Interdisciplinary program, shares courses and faculty with similar programs, unique need, plans to bolster enrollment
VSU	Bachelor, History	Continue

Inst.	Program Level & Name	Recommendation
		Central to mission, supports general education, interdisciplinary program, shares courses and faculty with similar programs, plans to bolster enrollment
VSU	Bachelor, Chemistry	Continue Supports general education, employer demand, access to underserved population, plans to bolster enrollment
VSU	Bachelor, Economics and Finance	Continue Supports general education, employer demand, access to underserved population, plans to bolster enrollment
VSU	Bachelor, Social Studies Education	Close
VSU	Master, Criminal Justice	Continue Central to mission, employer demand, access to underserved population, unique need, plans to bolster enrollment
VSU	Master, Mathematics	Continue Employer demand, access to underserved population, unique need, plans to bolster enrollment
VTech	Bachelor, Religion and Culture	Continue Central to mission, interdisciplinary program, unique need, plans to bolster enrollment
VTech	Master, Biomedical Technology Development and Management	Close
VTech	Master, Creative Technologies	Continue Unique need, plans to bolster enrollment
VTech	Master, Material Culture and Public Humanities	Continue with Condition Continue program, on condition of satisfactory progress towards the SCHEV productivity standards, subject to review following academic year 2023-24. If enrollment is not viable by academic year 2023-24, or if it is determined to be insufficient to restore the program to viability, the program shall be closed.
VTech	Master, Philosophy	Continue Unique need, plans to bolster enrollment
VTech	Master, Sociology	Continue Plans to bolster enrollment
VTech	Doctoral, Career and Technical Education	Close
VTech	Doctoral, Educational Research and Evaluation	Close
VTech	Doctoral, Environmental Design and Planning	Continue Unique need, plans to bolster enrollment

<i>Inst.</i>	<i>Program Level & Name</i>	<i>Recommendation</i>
W&M	Bachelor, American Studies	Continue Central to mission, supports general education, shares courses and faculty with similar programs
W&M	Bachelor, German	Continue Central to mission, supports general education, employer demand
W&M	Master, Anthropology	Continue Central to mission, unique need, plans to bolster enrollment
W&M	Master, Applied Science	Continue Central to mission, supports general education, interdisciplinary program, shares courses and faculty with similar programs
W&M	Doctoral, Anthropology	Continue Central to mission, unique need

Appendix 1: Four-Year Institution Quantitative Standards (as per SCHEV policy)

Discipline Groupings (as per Base Adequacy)	Baccalaureate		Masters/Prof		Doctoral	
	FTE	Grads	FTE	Grads	FTE	Grads
Group 1	48	12	22	7	18	4
Area Studies						
Business & Management						
Interdisciplinary Studies						
Library Science						
Military Science						
Public Affairs						
Social Sciences						
Study Abroad						
Group 2	40	10	20	7	16	3
Communications						
Education						
Home Economics						
Letters						
Mathematics						
Psychology						
Group 3a	36	9	18	6	14	3
Agriculture & Nat Resources						
Architecture & Env Design						
Computer/Information Sys						
Fine & Applied Arts						
Foreign Languages						
Group 3b	36	9	16	5	12	2
Biological Sciences						
Engineering						
Physical Sciences	24	6	14	5	10	2
Group 4						
Health Professions	-	-	12	4	-	-
Pharmacy						
Other	-	-	34	11	-	-
Law						

State Council of Higher Education for Virginia Agenda Item

Item: #V. – Receipt of Items Delegated to Staff

Date of Meeting: May 18, 2021

Presenter: Marge Connelly
Chair
MargeConnelly@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:

College of William & Mary
George Mason University
James Madison University
John Tyler Community College
Norfolk State University
Old Dominion University
Paul D. Camp Community College
Radford University
Thomas Nelson Community College
University of Virginia
Virginia Commonwealth University
Virginia Polytechnic Institute and State University

Diploma, Certificate, Discontinued and Modified Programs:

Radford University
University of Virginia
Virginia Commonwealth University
Virginia Polytechnic Institute and State University

Policies and Procedures for Internal and Off-Campus Organizational Changes:
University of Virginia
Virginia Commonwealth University

Mission Statement Change: N/A

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

Approvals:

N/A

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

Accelerated Dental Assisting Academy, Lynchburg

Crown Cutz

MD Technical School, Hampton

Phlebotomy Ready Institute

Institutional Student Financial Aid Plans:

Pursuant to §4-5.01.b.1.a of the Virginia Acts of Assembly, Chapter 552, staff has reviewed each individual institution's plan for expenditure of its appropriation for undergraduate student financial assistance and assumptions and calculations for determining the cost of education and student financial need.

Full Cost Report:

Since the 1990s Virginia has had a tuition policy that requires nonresident students to pay at least 100 percent of cost of education. Item 4-2.01.b.2 in the 2021 Appropriation Act states:

b) The Boards of Visitors or other governing bodies of institutions of higher education may set tuition and fee charges at levels they deem to be appropriate for all nonresident student groups based on, but not limited to, competitive market rates, provided that: 1) the tuition and mandatory educational and general fee rates for nonresident undergraduate and graduate students cover at least 100 percent of the average cost of their education, as calculated through base adequacy guidelines adopted, and periodically amended, by the Joint Subcommittee Studying Higher Education Funding Policies.

c) "For institutions charging nonresident students less than 100 percent of the cost of education, the State Council of Higher Education for Virginia may authorize a phased approach to meeting this requirement, when in its judgment, it would result in annual tuition and fee increases for nonresident students that would discourage their encouragement."

Based on institutions' 2021-22 tuition charges, it is estimated that all institutions except Norfolk State University (NSU) will have met the requirement that nonresident

tuition and mandatory E&G fee rates cover at least 100 percent of the average cost of their education in 2021-22 (Table 1).

For NSU, there are several factors that have impacted its ability to meet the 100 percent of cost requirement. First, the COVID-19 pandemic had a serious adverse impact on many low income and minority students and their families. National research shows this group of students either did not enroll or drop out of colleges at higher percentages as a result. In order to maintain enrollment and allow students to graduate, NSU did not increase its tuition for all types of students last year. Second, increased funding by the state over the last several years has raised the amount of funds allocated per student that would require NSU to charge more to out-of-state students.

This year, NSU projects the upcoming fall enrollment will be lower than last fall. Per discussions with NSU, the institution is focused on enrollment stability and ensuring that students graduate. It is concerned that raising tuition could deter student from enrolling or continuing their enrollments . As a result, SCHEV staff recommends an exemption for NSU from the state’s full cost requirement for this year.

Table 1
2021-22 Average Nonresident Tuition
As a Percent of Average Cost of Education

Institutions	Average Per Student Cost ⁽¹⁾	Average Nonresident Tuition ⁽²⁾	% of Cost
GMU	\$17,927	\$33,396	186%
ODU	\$16,630	\$27,956	168%
UVA	\$27,526	\$42,334	154%
VCU	\$22,317	\$31,346	140%
VT	\$20,404	\$30,926	152%
WM	\$24,998	\$37,030	148%
CNU	\$16,411	\$21,571	131%
UVAW	\$17,738	\$25,209	142%
JMU	\$15,735	\$24,694	157%
LU	\$17,061	\$20,863	122%
UMW	\$19,807	\$24,898	126%
NSU	\$25,660	\$17,970	<100%
RU	\$14,826	\$19,279	130%
VMI	\$23,190	\$38,436	166%
VSU	\$15,390	\$17,640	115%
RBC	\$11,682	\$11,970	102%
VCCS	\$9,967	\$10,609	106%
TOTAL⁽³⁾	\$16,868	\$29,449	156%

⁽¹⁾ Derived by dividing 2021-22 adjusted E&G appropriations by 2021-22 projected enrollment approved by SCHEV in 2019.

⁽²⁾ Enrollment-weighted tuition averages of both undergraduate and graduate students.

⁽³⁾ Total percent of cost calculation has been weighted by level-specific (doctoral, comprehensive, and two-year) enrollments.

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

Academic Program Actions

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:

Institution	Degree/Program/CIP	Effective Date
College of William and Mary in Virginia	Post-Professional Certificate Programs Approved: <ul style="list-style-type: none">• Educational Leadership (13.0401)• Reading Specialist (13.1315)	Fall 2021
College of William and Mary in Virginia	Facilitated Staff Approval: Master of Science degree program in Finance (52.0801)	Fall 2021
George Mason University	Certificate Programs Approved: <ul style="list-style-type: none">• International Baccalaureate (IB) in Teaching and Learning (13.1212)• International School Leadership Practice (13.0412)• Spanish Heritage Language Education (16.0908)• Teaching English to Speakers of Other Languages for PK-12 Practitioners (13.1401)	Fall 2021
George Mason University	CIP Code Changes Approved: <ul style="list-style-type: none">• Graduate Certificate Program in Business Analytics from (52.1301) to (30.7102)• Master of Science degree program in Data Analytics Engineering from (11.0802) to (30.7101)	Fall 2021
George Mason University	Program Modification Approved: Modify the credit hours of the Master of Education degree program in Special Education (13.1001) from 30-36 credit hours to 30-47 credit hours	Fall 2021
George Mason University	Program Name Change Approved: Change the name of the Graduate Certificate from Professional Writing and	Fall 2021

Institution	Degree/Program/CIP	Effective Date
	Editing (23.1303) to Professional and Technical Writing (23.1303)	
George Mason University	Program Name and CIP Code Change Approved: Change the name and CIP code of the Graduate Certificate Program from Teaching English as a Second Language (13.1401) to Linguistics: Teaching English to Speakers of Other Languages (16.0199)	Fall 2021
James Madison University	Certificate Program Approved: Post-Professional Certificate in Educational Leadership (13.0401)	Fall 2021
John Tyler Community College	Certificate Program Approved: Practical Nursing Certificate program (51.3901)	Spring 2022
Norfolk State University	Certificate Program Approved: Undergraduate Certificate in International Studies (45.0901)	Spring 2022
Old Dominion University	CIP Code Changes Approved: <ul style="list-style-type: none"> • Graduate Certificate in Business Analytics and Big Data from (52.1299) to (30.7102) • Master of Science degree program in Data Science and Analytics from (11.0802) to (30.7001) 	Fall 2021
Old Dominion University	Program Name Change Not Approved: Change the name of the Bachelor of Arts and Bachelor of Science degree program from Women's Studies (05.0207) to Women's, Gender, and Sexuality Studies (05.0207)	May 26, 2021
Paul D. Camp Community	Facilitated Staff Approvals: Associate of Applied Science degree programs: <ul style="list-style-type: none"> • Emergency Medical Services - Paramedic (51.0904) • Technical Studies (15.0612) 	Fall 2021
Radford University	CIP Code Change Approved: Change the CIP code of the Graduate Certificate Program in Business Analytics from (52.1301) to (30.7102)	Fall 2021
Thomas Nelson Community College	Program Name and CIP Code Change Approved: Associate of Applied Science degree in Electronics Technology (47.0105) to Electrical Engineering Technology (15.0303)	Fall 2021

Institution	Degree/Program/CIP	Effective Date
Thomas Nelson Community College	Program Name Change Approved: Change the name of the Associate of Applied Science degree program from Nursing to Professional Nursing-Registered Nurse (51.3801)	Fall 2021
University of Virginia	CIP Code Change Approved: Change the CIP code of the Master of Science degree program in Data Science from (11.0802) to (30.7001)	Fall 2021
Virginia Commonwealth University	Certificate Programs Approved: <u>Baccalaureate</u> <ul style="list-style-type: none"> • Outdoor Leadership (31.0601) <u>Graduate</u> <ul style="list-style-type: none"> • Aging Studies (30.1101) • Media and Leadership (09.0102) <u>Post-Professional</u> <ul style="list-style-type: none"> • Adult-Gerontology Acute Care Nurse Practitioner (51.3818) • Family Nurse Practitioner (51.3805) • Psychiatric Mental Health Nurse Practitioner (51.3810) 	Fall 2021
Virginia Commonwealth University	CIP Code Change Approved: Change the CIP code of the Post-Baccalaureate Certificate in Data Science from (11.0802) to (30.7001)	Fall 2021
Virginia Commonwealth University	Program Modification Approved: Modify the credit hours of the Undergraduate Certificate in Spanish-English Translation and Interpretation (16.0103) from 27 credit hours to 18 credit hours	Fall 2021
Virginia Polytechnic Institute and State University	Certificate Programs Approved: Initiate the following new Graduate Certificate Programs: <ul style="list-style-type: none"> • Mission Engineering (14.2701) • Transportation Planning and Policy (44.0403) • Urban Planning Analytics (04.0301) 	Fall 2021
Virginia Polytechnic Institute and State University	CIP Code Change Approved: Bachelor of Science degree program in Computational Modeling and Data Analytics from (27.0304) to (30.7001)	Fall 2021

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
Radford University	Graduate Certificate programs: <ul style="list-style-type: none"> • Gerontology (30.1101) • Music Pedagogy (50.0912) 	Fall 2021
University of Virginia	Post-Baccalaureate Certificate in Administration and Supervision (13.1401)	Fall 2021
Virginia Commonwealth University	Master of Science in Nurse Anesthesia degree program in Nurse Anesthesia (51.3804) [Council Approval Date: September 1979]	Summer 2021
Virginia Commonwealth University	<ul style="list-style-type: none"> • Undergraduate Certificate in International Management Studies (52.1101) • Post-Baccalaureate Certificate in Teaching (13.0101) 	Fall 2021
Virginia Polytechnic Institute and State University	Graduate Certificate Programs: <ul style="list-style-type: none"> • Air Transportation Systems (49.0199) • Civil Infrastructure Systems (14.0899) • Social, Political, Ethical, and Cultural Thought (45.9999) • Traffic Control and Operations (49.0207) • Transportation Systems Engineering (14.0804) • Urban Hydrology and Stormwater Management (40.0605) 	Fall 2021

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

Institution	Change/Site	Effective Date
University of Virginia	Close the Northern Virginia Center off-campus site located at 7054 Haycock Road Falls Church, VA 22043	June 15, 2021

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 not approved as delegated to staff:

Institution	Change/Site	Effective Date
Virginia Commonwealth University	Establish the Center for Biological Data Science	May 5, 2021

Pursuant to the Code of Virginia § 23.1-213 to 230 and 8VAC-40-31-90 of the Virginia Administrative Code, the following items were approved as delegated to staff:

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

Institution	Location	Effective Date
Accelerated Dental Assisting Academy, Lynchburg	Lynchburg, VA	06/03/2021
Crown Cutz Academy	Bristol, VA	06/09/2021
MD Technical School, Hampton	Hampton, VA	05/10/2021
Phlebotomy Ready Institute	Chesapeake, VA	05/12/2021