

# Agenda Book

## September 18-19, 2023

Location:

James Madison University



## September 18-19, 2023, Council Meeting Schedule of Events

James Madison University  
Hartman Hall  
421 Bluestone Dr.  
Harrisonburg, VA 22801

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### September 18, 2023

- 10:45 – 11:45**      **New Council Member Orientation (Hartman Hall, #3016)**  
[Section I on the agenda](#)  
Attendees: Mr. Fleming, Gen. Jumper, Ms. Miles, Mr. Straley, Mr. Ampy, Mr. Blake, Ms. Brownlee, Dr. Edwards, Dr. DeFilippo, Mr. Massa, Ms. Robinson, Ms. Boyd, Ms. Osberger, Ms. Whelan, Ms. Covello
- Noon**                **New Member Meet & Greet Lunch (Hartman Hall, 4<sup>th</sup> Floor, the Oculus)**  
Attendees: Council and Staff
- 1:00 – 2:45**      **Academic Affairs Committee (Hartman Hall, #3016)**  
[Section II on the agenda](#)  
Committee members: Cheryl Oldham (chair); Thaddeus Holloman (vice chair); Jason El Koubi; Scott Fleming; William Harvey; Doug Straley.
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- 1:00 – 2:45**      **Resources and Planning Committee (Hartman Hall, #3026)**  
[Section III on the agenda](#)  
Committee members: Jennie O’Holleran (chair); John Broderick (vice chair); Victoria Harker, Walter Curt; John Jumper; Delceno Miles.
- 3:00 – 5:00**      **Joint Meeting with Council of Presidents (Hartman Hall, #2021)**
- 5:15 – 6:00**      **Reception (Hall of Presidents)** JMU will provide buses for transport
- 6:00 – 7:30**      **Dinner (Hall of Presidents)**

### September 20, 2023

- 9:00 – 12:30**      **Council Meeting (Hartman Hall, #2021)**  
[Section V on the agenda](#)

**NEXT MEETING:** October 23-24, 2023 – Virginia Community College System (Richmond)



**Council Meetings – September 18-19, 2023**  
**James Madison University**

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<b>I. New Council Member Orientation (JMU) Monday, September 18, 2023 (Hartman Hall, #3016)</b>	10:45 a.m.	Mr. Blake	5
<b>II. New Member Meet &amp; Greet (Lunch for Staff and Council members) (The Oculus, 4<sup>th</sup> Floor, Hartman Hall)</b>	12:00 p.m.		
<b>III. Academic Affairs Committee (JMU) Monday, September 18, 2023 (Hartman Hall, Room #3016)</b>	1:00 p.m.		
III.A. Call to Order	1:00 p.m.	Ms. Oldham	
III.B. Approval of Minutes from the May 15 Academic Affairs Committee	1:05 p.m.	Ms. Oldham	35
III.C. Action on Proposed Organizational Change at a Public Institution	1:10 p.m.	Dr. DeFilippo	38
III.D. Action on Report of Audit for a Certified Postsecondary School	1:20 p.m.	Dr. DeFilippo/Ms. Freeman	43
III.E. Action on Proposed Degree Program at a Public Institution	1:45 p.m.	Dr. DeFilippo	61
III.F. Review of Program Announcements from Public Institutions	2:05 p.m.	Dr. DeFilippo	67
III.G. Briefing on Day of Dialogue on Civic Learning and Engagement	2:25 p.m.	Dr. Fisler	94
III.H. Receipt of Report of the Staff Liaison to the Academic Affairs Committee	2:40 p.m.	Dr. DeFilippo	99
III.I. Motion to Adjourn	2:45 p.m.	Ms. Oldham	
<b>IV. Resources and Planning Committee (JMU) Monday, September 18, 2023 (Hartman Hall, Room #3026)</b>	1:00 p.m.		
IV.A. Call to Order	1:00 p.m.	Ms. O'Holleran	
IV.B. Approval of Minutes from the May 15 Resources and Planning Committee	1:05 p.m.	Ms. O'Holleran	104
IV.C. Discussion of Systemwide Budget and Policy Recommendations for the 2024-26 Biennium	1:10 p.m.	Dr. Edwards/Dr. Khattar	108

IV.D. Discussion of Institutions' Enrollment Projections	1:35 p.m.	Mr. Massa	126
IV.E. Briefing on Review Process for Public Institutions' Six-Year Plans	2:20 p.m.	Mr. Allison	131
IV.F. Update on Institutional Performance Standards (IPS)	2:35 p.m.	Dr. Khattar	136
IV.G. Briefing on Changes to the Federal Financial Aid Policies	2:45 p.m.	Mr. Andes	143
IV.H. Motion to Adjourn	2:55 p.m.	Ms. O'Holleran	
<b>V. Joint Meeting with Council of Presidents (JMU) Monday, September 18, 2023 (See separate agenda) (Hartman Hall, The Forum, Room #2021)</b>	3:00 p.m.		
<b>VI. Council Meeting (JMU) Tuesday, September 19, 2023 (Hartman Hall, The Forum, Room #2021)</b>			
VI.A. Call to Order	9:00 a.m.	Mr. Ampy	
VI.B. Approval of Minutes from the May 15, Joint SCHEV/PCAB Meeting and the minutes from the May 16, Council Meeting	9:05 a.m.	Mr. Ampy	147
VI.C. Welcome and Introduction of New Council Members	9:10 a.m.	Mr. Ampy	159
VI.D. Remarks from Jon Alger, President, James Madison University	9:25 a.m.	Mr. Alger	163
VI.E. Briefing on Transfer Virginia Portal	9:45 a.m.	Dr. Hutchison	164
VI.F. Action on Priority Initiatives Supporting the Statewide Strategic Plan	10:10 a.m.	Ms. Salmon	166
VI.G. Action on 2024 Meeting Schedule and Locations for Council Meetings	10:25 a.m.	Mr. Ampy/Ms. Osberger	175
VI.H. Receipt of Report from Agency Director	10:30 a.m.	Mr. Blake	177
Break	10:35 a.m.		
VI.I. Report of the Academic Affairs Committee	10:45 a.m.	Ms. Oldham	
VI.J. Report of the Resources and Planning Committee	11:00 a.m.	Ms. O'Holleran	
VI.K. Report from the SCHEV Director Search Committee	11:15 a.m.	Ms. Harker	189
VI.L. Receipt of Items Delegated to Staff	11:30 a.m.	Mr. Blake	191
VI.M. Old Business	11:35 a.m.	Mr. Ampy	
VI.N. New Business	11:40 a.m.	Mr. Ampy	
VI.O. Receipt of Public Comment	11:50 a.m.	Mr. Ampy	
VI.P. Motion to Adjourn	12:00 p.m.	Mr. Ampy	
<b><u>NEXT MEETING:</u> October 23-24, 2023, VCCS System Office (Richmond)</b>			

\*Use of courtesy titles is based on the expressed preference of the individual

SCHEV values honesty, quality, diversity, inclusion, growth-orientation, personal well-being, equity, transparency and accountability. Through these values, we create a welcoming work environment that represents the best of who we are as an agency and as individuals.

# State Council of Higher Education for Virginia Agenda Item

**Item:** I. – New Council Member Orientation

**Date of Meeting:** September 18, 2023

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

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

Date:

Action:

**Purpose of Agenda Item:**

The purpose of this agenda item is to provide an overview of Virginia higher education, governance structures and Council operations. This session will take place prior to the start of the regularly scheduled meeting of the Council on September 19.

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

The General Assembly created the State Council of Higher Education for Virginia in 1956 at a time of rapid growth in higher education enrollment in Virginia and across the nation. Unlike in many states, SCHEV is established as a “coordinating body” rather than a “governing body.” In Virginia’s system, institutional governance is reserved to individual institutional boards whose members are appointed by the Governor and confirmed by the General Assembly. The boards, according to the Code of Virginia, “shall at all times be under the control of the General Assembly.”

The Council’s first duty in the Code is the same as it was in 1956: to develop a [statewide strategic plan](#) that reflects the goals of the Commonwealth. Other SCHEV duties are included in the Code as well as in the annual Appropriation Act. SCHEV also undertakes special studies and initiatives on its own but within the overall authority granted by the Governor and the General Assembly. More information about the Council’s duties and responsibilities can be found [here](#).

Virginia’s is one of the 10 largest systems higher education in the nation, with over 500,000 students enrolled in public and private, baccalaureate and associate-degree granting institutions. Last year, Virginia’s public and private institutions conferred over 127,000 degrees and certificates, the largest number ever. Total

appropriations in support of colleges, universities and affiliated agencies are about \$3 billion. In addition, appropriated nongeneral funds in support of operations, auxiliary enterprises and sponsored programs exceed \$8 billion. Capital appropriations, which vary by year, are separate and in addition to operating funds. More information about Virginia's higher education system can be found [here](#). SCHEV also maintains hundreds of data reports on its [research website](#).

The Council conducts its business through two committees, Academic Affairs and Resources and Planning. The chairs of the respective committees report out to the full Council on matters discussed or acted upon in committee. The full Council receives reports and action items that cross agency interests or do not fit neatly into either committee.

The Council meets six times a year. At the discretion of the Council, meetings are held in Richmond and at public and private institutions across the Commonwealth. Also at its discretion, the Council can meet for special purposes.

At the September meeting, Council staff will review basic Council functions and review other materials included in this item.

**Materials Provided:**

- Council Members List
- Agency Leadership Contact Info
- Agency Organizational Chart
- SCHEV Responsibilities
- Administrative Details
- Policy on Council Travel
- SCHEV Policies for All Virtual Meetings and Electronic Meetings
- Freedom of Information Act Basics (from FOIA Council)
- SCHEV Bylaws

**Financial Impact:** N/A

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

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

**Resolution:** N/A



# STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

## Council Members List

NAME	APPOINTED	REAPPOINTED	EXPIRES
Ampy, Ken*	7/1/16	7/1/20	6/30/24
Broderick, John	7/1/21		6/30/25
Curt, Walter	7/1/22		6/30/26
El Koubi, Jason, Ex officio	12/1/21		N/A–Ex officio
Fleming, Scott	7/1/23		6/30/27
Harker, Victoria**	12/1/17	7/1/21	6/30/25
Harvey, William, PhD.	7/1/22		6/30/26
Holloman, Thaddeus, Sr.***	11/7/19	7/1/20	6/30/24
Jumper, General John	7/1/23		6/30/27
Miles, Delceno	7/1/23		6/30/24
O'Holleran, Jennie	7/1/21		6/30/25
Oldham, Cheryl	6/1/22		6/30/26
Straley, Doug	7/1/23		6/30/27

\* = Chair \*\* = Vice Chair \*\*\* = Secretary



# STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

## SCHEV Agency Leadership

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Academic Affairs & Planning Director

**Joseph G. DeFilippo**

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Strategic Planning and Policy Studies Director

**Alan Edwards**

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Finance Policy & Innovation Interim Director

**Alan Edwards**

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Policy Analytics Director

**Tod Massa**

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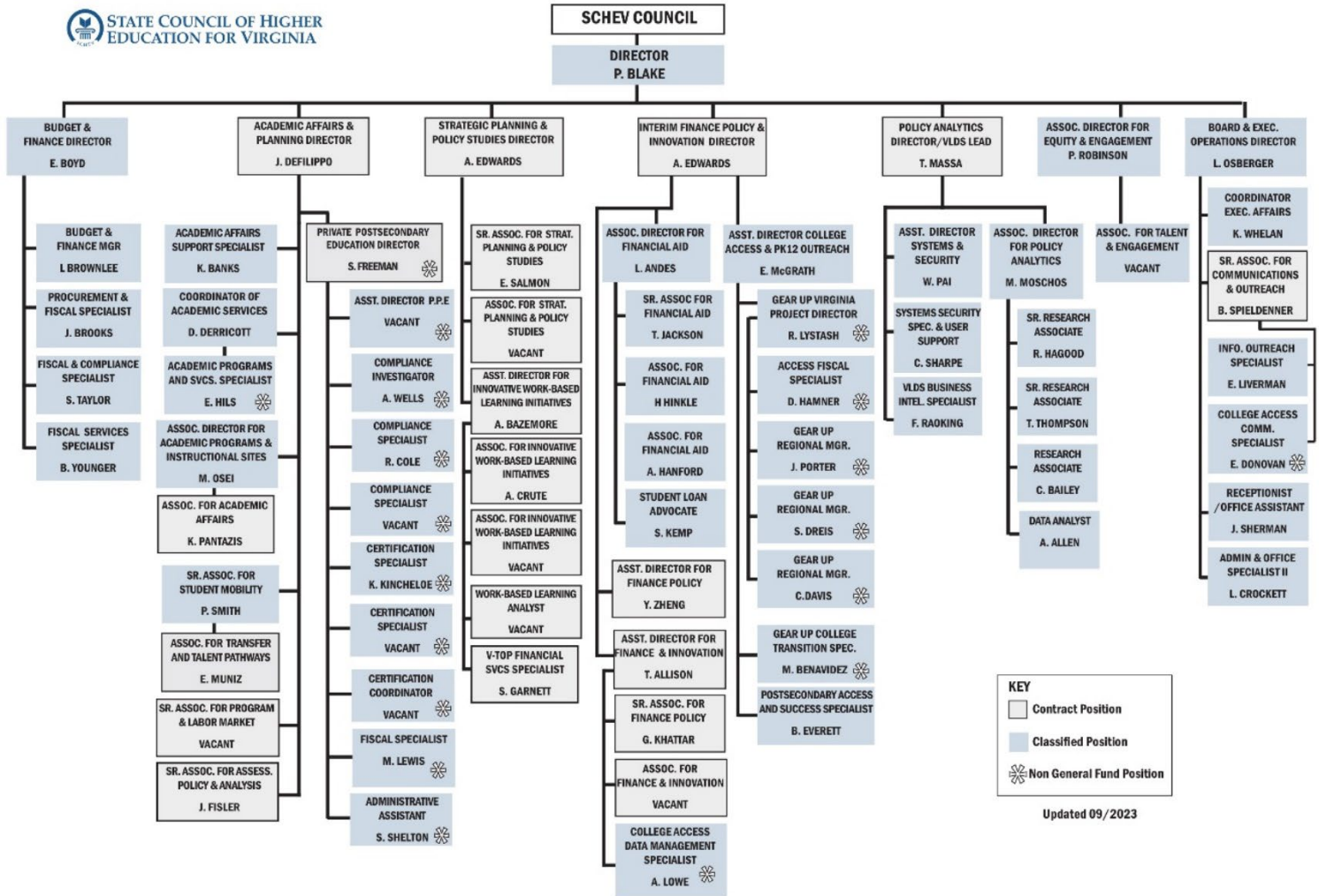
Equity & Engagement Associate Director

**Paula Robinson**

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## **SCHEV Responsibilities**

Virginia Code § 23.1-200 describes SCHEV's purpose:

The State Council of Higher Education for Virginia is established to advocate for and promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the Commonwealth and lead state-level strategic planning and policy development and implementation based on research and analysis and in accordance with § 23.1-301 and subsection A of § 23.1-1002. The Council shall seek to facilitate collaboration among institutions of higher education that will enhance quality and create operational efficiencies and work with institutions of higher education and their governing boards on board development.

In furtherance of the above-described purpose, SCHEV performs many functions and duties enumerated in Chapter 2 of Title 23.1 of the Code of Virginia, including 30 core duties listed at § 23.1-203. SCHEV's resulting responsibilities range over academic policy, private education regulation, finance and financial aid policy, data collection and analysis, research investment, Board development, and numerous planning and communication functions designed to advocate for, and improve the coordination of, higher education in Virginia.

### **ACADEMIC RESPONSIBILITIES**

**Academic Policy and Approval Authority:** The Council approves public institutions' new degree programs, instructional sites, degree escalations, and mission statements. It also coordinates state policy on transfer, student learning assessment, military-related students, program productivity, and state distance education reciprocity. The Academic Affairs staff communicates and works with institutions on academic policy through numerous standing advisory committees, chief among which is the Instructional Programs Advisory Committee, which consists of chief academic officers of public institutions and one private institution representative.

**Authorization of New and Out-of-State Institutions:** The Council authorizes certain private and out-of-state postsecondary institutions to operate in Virginia through SCHEV's office of Private Postsecondary Education (PPE). PPE staff

examines applications from institutions seeking certification, holds mandatory orientation sessions for applicant schools, conducts institutional audits to ensure compliance with Virginia regulations, and investigates and responds to student complaints (for all institutions). PPE also oversees closures of regulated institutions, a process that includes facilitating teach outs, preserving student records, and coordinating refunds as appropriate. PPE staff maintains regular communications with the U.S. Department of Education and works with institutions through the Career College Advisory Board.

## **BUDGET AND FINANCE RESPONSIBILITIES**

The main function of this section is to provide financial management, procurement services and budget functions for all sections in the agency. Provide overall guidance and interaction with all levels of staff of the agency in development, implementation, and monitoring of all budget and finance matters. To ensure compliance in accordance with regulations and policies governed by the Commonwealth of Virginia including the VPPA and APSPM.

**Financial Management:** Process and ensure all financial transactions for the agency are in compliance with regulations and policies governed by the Commonwealth of Virginia.

Typical day-to-day transactions include: financial aid disbursements to public and private institutions in and out of state, travel reimbursements to staff and council members, grant payments to other state agencies and outside organizations, vendor purchases with Small Purchase Credit Card, and all other miscellaneous payments and/or transfers to other state agencies.

**Budgetary Processes:** Provide overall guidance and interaction with all levels of staff of the agency in development, implementation, and monitoring of all budget and finance matters. Budget entries are done to transfer funds to public institutions for financial aid, grant awards and other special projects. In addition, all submissions to DPB are done in the budgeting system.

**Procurement Services:** SCHEV's procurement function must ensure that all procurements, regardless of dollar amount or funding source, are conducted in a fair and impartial manner with avoidance of any impropriety or the appearance of impropriety, that all qualified vendors have access to public business, and that

no provider of goods or services is arbitrarily or capriciously excluded. Procurement for the agency has increased significantly in volume and dollar amount. Procurement function responsibilities include:

- Manage all purchasing for staff to include, contracts, RFP, sole source, catering, lodging etc.
- Educate and assist staff in “proper” procurements and appropriate vendors to use.
- Contracts for special events such as BOV, OFA and special projects
- Small, Women and Minority (SWAM) Plan Administrator, SWAM and Dashboard reports. Assist staff in obtaining SWAM goal of 42%.

## **FINANCE POLICY & INNOVATION RESPONSIBILITIES**

**Finance Policy Analysis and Recommendations:** The Council makes recommendations to the Governor and General Assembly for state support for public higher education operations and capital needs. In addition, data analysis and policy recommendations are provided on an ongoing basis, especially to the Appropriations and Finance committee staffs of the General Assembly. The agency’s Finance Policy & Innovation staff communicates and works with institutions through the Finance Advisory Committee, which consists of chief finance officers of public institutions.

**Oversight of Financial Aid Programs:** The Finance Policy section also administers most of the Commonwealth’s programs for need-based financial aid and other state-funded student assistance. In this capacity, over \$70 million passes through SCHEV to public institutions for need-based aid, to qualified Virginia residents attending in-state private non-profit institutions, and to qualified students in non-need-based assistance programs. The guidelines and regulations governing nearly all state-funded and state-authorized student assistance are issued by SCHEV, which also makes aid/assistance funding recommendations.

## **DATA RESEARCH RESPONSIBILITIES**

**Data Collection and Dissemination:** The agency maintains a comprehensive data system designed at the student level to meet the Council’s need for information to inform policy decisions and budget recommendations. This data system comprises the core of the postsecondary component of the Virginia

Longitudinal Data System (which the Council administers) and provides over 30 years of data on Virginia college students. These data provide the raw material behind the extensive public reporting of student data on the SCHEV website and many of consumer information requirements found in statute. The biennial enrollment projections and degree estimates are also handled within this area of SCHEV.

### **GENERAL SYSTEM RESPONSIBILITIES:**

**Boards of Visitors Orientation:** SCHEV is statutorily required to develop and provide educational programs for newly appointed members of the governing boards of the public institutions of higher education. The topics to be covered are stipulated in the Code of Virginia and range from best practices in governance to future and national trends. The orientation has traditionally been held during autumn in Richmond. This location and timing allow for the participation of key policy makers and government officials in a central location. Council is required to submit an annual summary of its BOV training activities to the General Assembly and Governor. In addition to the yearly orientation, SCHEV also oversees the continuing education requirements for board members beyond the first two years of service.

**Communications:** SCHEV provides information regarding Virginia higher education and its mission to external stakeholders via the agency website, newsletter and in response to individual inquiries via email and telephone. The Communications staff also provides information to internal stakeholders, including Council members and staff, via the agency intranet and a weekly news summary.

**Legislative Affairs:** SCHEV creates and advocates for legislation that supports the agency's mission. Staff members respond to requests from the Governor and Secretary of Education for analysis of individual bills in the form of Legislative Action Summaries and Enrolled Bill Reports. Various staff members are also called upon to testify before General Assembly committees as their areas of expertise dictate. SCHEV staff responds to individual legislators' requests for information and coordinate reports mandated by legislation.

**Academic Common Market:** The Academic Common Market (ACM) is a program of the Southern Region Education Board (SREB) that provides access and affordability to students seeking specialized degree programs not available

at any of Virginia's four-year public institutions. Eligible Virginia students are granted in-state tuition by participating public institutions in other (STEB).

**Access Initiatives:** SCHEV has for several years administered a **GEAR UP** grant (Gaining Early Awareness and Readiness for Undergraduate Programs) from the U.S. Department of Education, which aims to foster college readiness for secondary-school students from economically disadvantaged areas. Through this grant, over 8,000 students receive college-preparation services and potential financial support to encourage their pursuit of postsecondary education.

Additionally, **Level Up Virginia**, a statewide, collaborative initiative that seeks to coordinate college-access programming, is being launched in 2023. Its efforts include hosting events, offering professional development and coordinating the Middle School Campus Visit Project. A new website, [levelupvirginia.org](http://levelupvirginia.org), will serve as an informational platform for students, families and educators.

**Work-based Learning Initiatives:** SCHEV is authorized in statutory and budget language to offer grants and resources to institutions to facilitate expansion of paid and credit-bearing student internships and other work-based learning opportunities in partnership with Virginia-based companies. Through a statewide initiative marketed as V-TOP (Virginia Talent + Opportunity Partnership), SCHEV collaborates with stakeholders from diverse sectors, such as business and industry, secondary and higher education, economic development and state agencies. The effort aims to facilitate the readiness of students, employers, and higher education institutions to participate in internships and work-based learning opportunities in Virginia.

**Six-year Planning Process:** The Code of Virginia (§ 23.1-306) requires the governing board of each public institution of higher education to develop and adopt a six-year operating (academic, financial and enrollment) plan for its institution. The statute vests responsibility largely with SCHEV for facilitating the plan template and the plan-review process at the state level. A six-member group (referred to informally as Op-Six), which includes the Director of the Department of Planning and Budget, the Secretary of Finance, the Secretary of Education, the Staff Director of the House Committee on Appropriations, the Staff Director of the Senate Committee on Finance and Appropriations and the Director of SCHEV reviews the draft plans. Following review by Op-Six and potential revisions by institutions' administrators in response to that review, each governing board adopts its institution's six-year plan. The public institutions develop their six-year plans in each odd-numbered year, in conjunction with the state's preparations for the next biennial budget. In even-numbered years, the boards affirm or update the plans, if/as necessary.

**Statewide Strategic Planning:** Since the Council's creation in 1956, its first statutory duty has been to develop a statewide strategic plan that identifies a coordinated approach to state goals for higher education, and which emphasizes the unique institutional missions and anticipates future needs at both the undergraduate and the graduate levels. The current plan, referred to as *Pathways to Opportunity: The Virginia Plan for Higher Education*, was approved in 2021 with the objective of making Virginia the best state for education by 2030.



# STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

## Administrative Details

### Meeting Schedule

The calendar of Council meetings is introduced at the July meeting and voted on at the September meeting for the following calendar year. The current schedule includes six regular meetings per year – usually on the third Monday/Tuesday in the months of January, March, May, July, September and October.

- Two of the meetings are scheduled in a one-day format rather than a day-and a half for the remaining meetings (January and July).
- The Council usually meets four times a year on a college campus on a rotating basis, including one meeting at a private institution.
- The remaining meetings are held in Richmond. Committees usually meet on Monday afternoon, followed by a group dinner. The full Council meets from approximately 9:00 – 12:30 on Tuesday following the Monday meetings, with the exception of the one-day format when committee meetings are held in the morning followed by the full Council meeting.
- The Council Chair may call additional meetings and/or planning sessions.
- A continental breakfast and boxed lunches are provided at all Council meetings.

### Travel Arrangements

When the meeting is scheduled at an out-of-town institution, that institution's president will host a dinner on Monday following the committee meetings. It is important that the Council be well represented at these functions. As mentioned above, when meetings are in Richmond, a dinner may also be scheduled on Monday evening following the committee meetings.

SCHEV staff also will make hotel arrangements for all meetings and room, tax, and parking expenses are generally billed directly to SCHEV. Council members will be responsible for notifying the hotel or Laura Osberger, in accordance with the hotel's established deadline, if a cancellation is necessary. State accounting rules prohibit using state funds to pay for hotel expenses incurred as a result of late cancellations. Therefore, any such charges will be billed to the individual Council member. If a Council member prefers to make his/her own hotel



reservations, the bill may be submitted for reimbursement at the applicable state rate for the area in which the hotel is located.

SCHEV will contact Council members no later than six weeks ahead of a scheduled meeting to record your planned attendance and hotel needs. It is important that we received your commitment early as the hotels often require advanced notice in their agreements with the agency.

### **Agenda Materials**

The Council has moved to a paperless agenda system. As new members, you will receive an email to set up your account with OnBoard, our board portal platform. The agenda book and supporting materials will be available in the board portal approximately one week prior to the Council meetings. Training is available if requested. In addition, all materials will be posted on the SCHEV website one week prior to the meeting.

### **Parking in Richmond**

Parking is NOT available for Council members in the James Monroe building. However, for meetings held at SCHEV in Richmond, arrangements will be made for members to park in state parking deck #13, located across the street from the Monroe building loading dock. Parking passes will be mailed in advance of the meeting and should be posted from the rearview mirror. When entering the parking garage, members may use their SCHEV ID card to open the gate. If there is a problem, press the button and give the attendant your name and the number on your parking pass.

The Monroe building can be entered either from the street level on Franklin Street (near the loading dock) or from the main entrance on 14<sup>th</sup> Street. From either entrance, take the elevators to the first floor. Then take the middle set of elevators to the SCHEV offices on the ninth floor.

### **Security in the Monroe Building**

During normal business hours, there is a guard stationed at the street level (employee) entrance and at the first-floor entrance. Show your ID to the guard at either entrance. If you do not have your ID with you, you will need to sign in as a guest and enter at the first-floor entrance. Your ID will allow you to access the SCHEV offices by swiping it in the card reader at the ninth and tenth floor office entrances. If you do not have your ID, the receptionist will open the door.

### **Reimbursements**

Council members may elect to receive reimbursement for mileage when traveling to and from meetings. Reimbursement forms are provided to members at each meeting. You must return the original form with your signature in order to be reimbursed (faxed copies of reimbursements are not acceptable).

*Reimbursement funds must be distributed via direct deposit.* SCHEV staff will provide the appropriate forms that need to be completed. If you choose to decline state reimbursement, please notify Ms. Osberger.

### **Compliance Obligations**

The Virginia Conflict of Interest and Ethics Advisory Council requires each citizen member appointed to a state board to complete an annual financial disclosure statement in January. The Ethics Council also requires completion of periodic online training to ensure SCHEV compliance with the state and Local Government Conflict of Interest Act, § 2.2-3100. SCHEV staff will contact you with instructions when necessary.

### **Contact Information**

Please provide SCHEV staff with your preferred contact information, as well as your assistant's name, phone number and email address, if applicable

Your privacy is important to us. Occasionally, the agency will receive mail or email messages addressed to Council members. We do not share your contact information and will forward all mail and messages through agency staff.

We are always available to answer any questions you may have, so please feel free to contact any of the SCHEV staff for assistance.

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Laura Osberger  
Director of Board & Executive Operations  
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(804) 387-5191 (cell)



## **SCHEV Policy on Council Travel**

The State Council of Higher Education for Virginia (SCHEV) is responsible for communicating state travel policies, regulations and procedures to all non-state employees who travel on state business. A non-state employee is any individual who is not employed by the state, but who is conducting official state business, including a member of any board or commission.

SCHEV recognizes official state business as that which is authorized by or affiliated with SCHEV.

All appointed members of SCHEV must receive prior, written authorization from the Chair or a resolution of full Council, in order to be reimbursed for travel expense not associated with routine business of the Council. Council members have a right to appeal by the full Council if in disagreement with the Chair over authorization of any travel issues.

Non-routine business of the Council is official state business that has not otherwise been previously assigned by the Chair, Vice Chair or full Council.

SCHEV's Director is hereby authorized to affect any procedures necessary to implement this policy.



## **SCHEV Policies for All Virtual Meetings and Electronic Meetings Conducted During State of Emergency Declarations**

**Approved October 25, 2022**

### **I. All Virtual Meetings**

The following practice and procedures apply when a meeting is held in which all members participate electronically:

1. Upon the decision by the Chair or Majority of the Council membership that a Council meeting will be held in an all-virtual format, the Council will issue a required meeting notice and include a statement notifying the public that the all virtual meeting format will be used. This notice should include a statement that should the meeting format change, that subsequent notice will be issued and in accordance with Virginia Code 2.2-3707.
2. The Council will provide for the general public to observe the all virtual meeting via electronic communications which allow the public to hear the Council members' deliberations, other than for any portion of the meeting that is closed pursuant to Virginia Code § 2.2-3711.
  - a. If audio-visual technology is used, the electronic communication means should allow the public to also see the public body.
  - b. The Council will provide the public access to observe all-virtual meetings.
  - c. The Council will state in the notice for the meeting whether public comment will be taken at the meeting or provide a means for submitting written comments.
3. A copy of the proposed agenda and all agenda packets and, unless exempt, all materials furnished to the members of the Council for a meeting shall be

made available to the public in electronic format at the same time that the materials are provide to the members of the Council.

4. No more than two members of the Council can be together or present in any one of the remote locations used during the all-virtual meeting unless that remote location is open to the public and physically accessible to the public.
5. The Council is limited in convening meetings in the all-virtual format to two meetings or 25 percent of the meetings held each calendar year rounded up to the next whole number, whichever is greater.
6. The Council may not hold meetings in the all-virtual format consecutively with another all-virtual public meeting.
7. The Council will provide a phone number or other live contact information so the public can alert the Council of the audio or video transmission issues that interfere with their access, participation or viewing of the public bodies meeting.
  - a. The Council will monitor such designated means of communication during the meeting.
  - b. Should access fail, the Council shall take a recess until public access is restored (subject to reasonable time limitations).
8. In the event the Council convenes a closed session during the all-virtual public meeting, transmission of the meeting to the public must resume before the public body votes to certify the closed meeting as required by subsection D of Virginia Code § [2.2-3712](#).
9. Minutes of all-virtual public meetings held by electronic communication means are taken as required by Virginia Code § [2.2-3707](#) and include the fact that the meeting was held by electronic communication means and the type of electronic communication means by which the meeting was held.

## **II. Electronic Meetings Conducted During State of Emergency Declarations**

When an emergency has been declared, pursuant to Virginia Code § 44-146.17 or where the locality in which the body is located has declared a local state of

emergency pursuant to Virginia Code § 44-146.21, the Council must affirm that (i) the catastrophic nature of the declared emergency makes it impracticable or unsafe to assemble a quorum in a single location and (ii) the purpose of the meeting is to provide for the continuity of operations of the Council or the discharge of its lawful purposes, duties, and responsibilities.

In such cases, a physical quorum is not required for the conduct of public business.

In cases of emergency, the Council will:

1. Give public notice using the best available method given the nature of the emergency, which notice shall be given contemporaneously with the notice provided to members of the Council conducting the meeting;
2. Make arrangements for public access to such meeting through electronic communication means;
3. Provide the public with the opportunity to comment if public comment is customarily received at such meeting; and
4. Follow other mandates of this policy and law.



## **Virginia Freedom of Information Act (FOIA)**

The Virginia Freedom of Information Act (FOIA), located § 2.2-3700 et seq. of the Code of Virginia, guarantees citizens of the Commonwealth and representatives of the media access to public records held by public bodies, public officials, and public employees.

A public record is any writing or recording -- regardless of whether it is a paper record, an electronic file, an audio or video recording, or any other format -- that is prepared or owned by, or in the possession of a public body or its officers, employees or agents in the transaction of public business. All public records are presumed to be open, and may only be withheld if a specific, statutory exemption applies. In other words, all emails, texts and documents exchanged between Council members are subject to FOIA.

The policy of FOIA states that the purpose of FOIA is to promote an increased awareness by all persons of governmental activities. In furthering this policy, FOIA requires that the law be interpreted liberally, in favor of access, and that any exemption allowing public records to be withheld must be interpreted narrowly.

**FOIA: An Easy Guide (YouTube):** <https://www.schev.edu/institutions/boards-of-visitors/foia>

A video that explains FOIA and provides information for Council and Board members.

**What Every Board Member Absolutely Has to Know about FOIA:** <https://www.schev.edu/home/showpublisheddocument/710/637810823553000000>

Memo issued by the Attorney General's office regarding what Council and Board members need to know regarding FOIA.



### SCHEV Bylaws

Adopted:	September 17, 2003
Amended:	October 17, 2006
Amended and Restated:	January 8, 2008
Amended:	July 20, 2010
Amended:	October 29, 2013
Amended:	January 10, 2017
Amended:	January 14, 2019
<u>Amended:</u>	<u>October 25, 2022</u>

#### *Prepared by*

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## **Preface**

The original SCHEV Bylaws were adopted in 1986 and specify that the Bylaws be reviewed every four years. Changes were made in 2003, 2006, 2008, 2010, 2013, 2017, 2019 and 2022. This report is presented to the Council and recommends revisions that reflect the Council's current organizational structure and good-governance practices.

The major revisions to the Bylaws proposed are summarized as follows:

- Changed the Electronic Participation section to reflect changes made to legislation in the 2022 session.

# *Bylaws of the State Council of Higher Education for Virginia*

*Amended by Council October 25, 2022*

## **SECTION ONE**

These Bylaws of the State Council of Higher Education for Virginia adopted October 25, 2022, supersede all previous Bylaws of the Council. The Council acknowledges that it is guided in its operations by law, various state regulations and by its own standing orders.

## **SECTION TWO**

### *Responsibilities of the Council*

The responsibilities of the Council of Higher Education shall be those specified in the Code of Virginia or assigned to the Council by the Governor or the General Assembly.

## **SECTION THREE**

### *Council Officers and Method of Election*

- I. The Council annually shall elect a chair and vice chair and appoint a secretary from its membership to serve until their successors have been elected.
- II. Election of the chair and vice chair, and appointment of the secretary shall be held at the last meeting of the Council prior to June 30 each year. Notification to all Council members of the date, time and place of the election meeting shall be made in writing at least two weeks prior to the meeting. The chair, vice chair, and secretary may be nominated by any member of the Council. Voting shall be by a voice vote or a show of hands. The nominee for each position receiving the majority of the votes cast by members attending the meeting shall be elected. No proxy voting shall be allowed.
- III. The number of consecutive years a member may hold the same office shall be limited to three. Committee chair terms are not so limited. A vacancy in the office of chair shall be filled by the vice chair.

- IV. A vacancy in the office of vice chair shall be filled by the secretary.
- V. The Council shall establish such other offices as it deems necessary from time to time.
- VI. The general duties of the chair shall include:
  - A. Preside at all meetings of the Council.
  - B. Serve as the official spokesperson and representative of the Council.  
On policy issues on which Council has not taken an official position, the chair shall consult the Executive Committee or act at the request of the Council.
  - C. The chair may delegate all or part of these duties to other members of Council as permitted by law.
- VII. The general duties of the vice chair of the Council shall include:
  - A. Perform those duties delegated by the chair.
  - B. Serve as acting chair in the chair's absence.
- VIII. The general duties of the secretary of the Council shall include:
  - A. Perform those duties delegated by the chair.
  - B. Sign the official minutes of the Council.

## **SECTION FOUR**

### *Membership of the Council*

The membership of the Council is specified in Section 23.1-200 of the Code of Virginia, included in the Appendix to these Bylaws.

## **SECTION FIVE**

### *Council Staff*

- I. The Council shall employ a full-time director to serve as its chief administrator.

- II. The duties of the director shall be specified by the Council. The director shall receive a performance evaluation at least annually in a manner specified by the Council. Except as specified in these Bylaws, the staff employees of the Council shall be supervised by the director. The director shall report to the Council. However, between Council meetings the director shall take guidance and direction from the chair on behalf of the Council.
- III. The director, with the consent of the Council, shall appoint a professional staff member whose responsibilities will include assisting the director in making arrangements for Council meetings and keeping minutes of all Council meetings.

## SECTION SIX

### *Council Meetings*

- I. The presiding officer of the Council shall be the chair who shall enforce the rules of procedure of the Council fairly and impartially. If the chair does not serve, the vice chair shall serve. If the vice chair cannot serve, the secretary will serve.
- II. The Council shall meet at least quarterly or on the call of the chair. A majority of the Council may also call a meeting.
- III. Written or oral notification of each meeting shall be given to each member of the Council or committee at least one week prior to the Council or committee meeting. A Council meeting may be called upon shorter notice by agreement of a majority of the members but must be in accordance with the open meeting requirements in the Freedom of Information Act.
- IV. A written agenda for the Council or committee meetings shall be sent to each member approximately one week prior to the meeting unless the meeting has been called on shorter notice by agreement of a majority of the members.
- V. Except as prescribed in these Bylaws, all Council meetings shall be conducted in accordance with the rules and procedures set forth in the most recent edition of Robert's Rules of Order. For purposes of interpretation of Robert's Rules of Order, Council meetings shall be considered a meeting of

a “large” body. However, meetings of any committee of the Council shall be considered a meeting of a “small” body.

## SECTION SEVEN

### *Committees*

**Establishment and Appointments.** The Executive Committee shall be a standing committee of the Council and consist of the chair, vice chair and such other members as may be appointed by the chair. The Executive Committee shall make recommendations in all those areas concerning the internal management of Council operations, including the organization and effective functioning of the Council, its staff and its work. The Executive Committee shall act on behalf of the Council between meetings.

The chair may appoint such other standing committees or ad hoc committees from time to time as deemed appropriate or to ensure the efficient disposition of the Council’s work. The chair shall specify the purpose and duration of any ad hoc committee.

**Terms of Office.** The term of office of members appointed to the Executive Committee, any other standing committee or any ad hoc committee shall be at the pleasure of the Council’s chair.

**Quorum.** The presence of fifty percent of committee members shall constitute a quorum. For purposes of constituting a quorum of any committee, the Council’s chair and/or vice chair, when present, shall be considered members of that committee, entitled to take action within that committee.

**Electronic Participation.** Pursuant to applicable law and guidance, the following practice and procedures apply for the participation of members who cannot physically attend a meeting in which public business will be conducted.

1. Prior to a scheduled Council meeting, a member must (1) notify the Chair or Board Liaison that he or she is unable to attend the meeting due to (a) a temporary or permanent disability or other medical condition that prevents physical attendance, (b) a family member’s medical condition that requires the member to provide care for such family member thereby preventing the member’s physical attendance, (c) a member’s residence is more than sixty

- (60) miles from the meeting location identified in the notice, and (d) a personal matter that prevents physical attendance.
- a. in the case of a personal matter, the member must identify with specificity the nature of the personal matter.
  - b. Participation by a member pursuant to a personal matter is limited each calendar year to two meetings or 25 percent of the meetings held per calendar year rounded up to the next whole number, whichever is greater.
2. A quorum of the Council members must be physically assembled at the primary or central meeting location for the Council to consider the participation of a remote member.
  3. The Chair, or in the Chair's absence, the Vice Chair, shall recommend approval or disapproval of the participation to the Council member. If the Council approves the participation by majority vote, it must record in its meeting minutes
    - a. the fact of the remote participation;
    - b. the location of the remote participation (and the remote location need not be open to the public);
    - c. whether the remote participation is because of
    - d. a temporary or permanent disability or other medical condition, or
    - e. a personal matter; and
    - f. in the case of a personal matter, the specific nature of personal matter.
  4. This policy must be applied strictly and uniformly, without exception, to the entire membership and without regard to the identity of the member requesting remote participation or the matters that will be considered or voted on at the meeting.
  5. The Council may deny participation for personal matters only if participation would violate this policy. If a member's participation is disapproved, the disapproval and the reason for the disapproval shall be recorded in the minutes with specificity.
  6. The Council must plan for the voice of the remote participant to be heard by all persons at the primary or central meeting location.
  7. Should the requirements of this policy not be met, the Council member will be allowed to listen into the proceedings through an electronic means, if available.
  8. The Council will provide the public access to observe any meeting at which a member is permitted to participate by remote means. The Council will state in the notice for the meeting whether public comment will be taken at the meeting and will provide a means for submitting written comments.

**Manner of Acting.** The act of the majority of the committee members present at a meeting at which there is a quorum shall constitute the act of the committee.

**Operation of Committees and Authority.** Committees shall not have authority of the Council except where specifically authorized by the Council.

## **SECTION EIGHT**

These Bylaws shall be reviewed and revised, as necessary, at least every four years. Any member may propose amendments to the Bylaws at any time. Proposed amendments must be presented in writing and for discussion at the meeting of the Council prior to the meeting when the amendments are to be voted upon. A three-quarters vote of the total membership shall be required to adopt any amendments to these Bylaws.

*The attached appendix is not part of the SCHEV Bylaws. It is included here as reference material.*



*Appendix  
Code of Virginia*

*Chapter 2*

§ 23.1-200. State Council of Higher Education for Virginia established; purpose; membership; terms; officers.

A. The State Council of Higher Education for Virginia is established to advocate for and promote the development and operation of an educationally and economically sound, vigorous, progressive, and coordinated system of higher education in the Commonwealth and lead state-level strategic planning and policy development and implementation based on research and analysis and in accordance with § 23.1-301 and subsection A of § 23.1-1002. The Council shall seek to facilitate collaboration among institutions of higher education that will enhance quality and create operational efficiencies and work with institutions of higher education and their governing boards on board development.

B. The Council shall be composed of individuals selected from the Commonwealth at large without regard to political affiliation but with due consideration of geographical representation. Nonlegislative citizen members shall have demonstrated experience, knowledge, and understanding of higher education and workforce needs. Nonlegislative citizen members shall be selected for their ability and all appointments shall be of such nature as to aid the work of the Council and inspire the highest degree of cooperation and confidence. No officer, employee, trustee, or member of the governing board of any institution of higher education, employee of the Commonwealth, member of the General Assembly, or member of the Board of Education is eligible for appointment to the Council except as specified in this section. All members of the Council are members at large who shall serve the best interests of the whole Commonwealth. No member shall act as the representative of any particular region or of any particular institution of higher education.

C. The Council shall consist of 13 members: 12 nonlegislative citizen members appointed by the Governor and one ex officio member. At least one nonlegislative citizen member shall have served as a chief executive officer of a public institution of higher education. At least one nonlegislative citizen member shall be a division superintendent or the Superintendent of Public Instruction.

The President of the Virginia Economic Development Partnership Authority shall serve ex officio with voting privileges.

D. All terms shall begin July 1.

E. Nonlegislative citizen members shall serve for terms of four years. Vacancies occurring other than by expiration of a term shall be filled for the unexpired term. No nonlegislative citizen member shall serve for more than two consecutive terms; however, a nonlegislative citizen member appointed to serve an unexpired term is eligible to serve two consecutive four-year terms. No nonlegislative citizen member who has served two consecutive four-year terms is eligible to serve on the Council until at least two years have passed since the end of his second consecutive four-year term. All appointments are subject to confirmation by the General Assembly. Nonlegislative citizen members shall continue to hold office until their successors have been appointed and qualified. Ex officio members shall serve terms coincident with their terms of office.

F. The Council shall elect a chairman and a vice-chairman from its membership. The Council shall appoint a secretary and such other officers as it deems necessary and prescribe their duties and terms of office.

G. At each meeting, the Council shall involve the chief executive officer of each public institution of higher education in its agenda. The chief executive officers shall present information and comment on issues of common interest and choose presenters to the Council from among themselves who reflect the diversity of the institutions.

H. At each meeting, the Council may involve other groups, including the presidents of private institutions of higher education, in its agenda.

1956, c. 311, § 23-9.3; 1964, c. 597; 1970, c. 117; 1972, c. 210; 1974, c. 544; 1980, c. 728; 1991, c. 590; 2013, c. 605; 2016, c. 588; 2017, c. 314; 2018, c. 202.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
ACADEMIC AFFAIRS COMMITTEE  
May 15, 2023**

**DRAFT MINUTES**

Dr. Schexnider called the meeting to order at 1:02 p.m., at Claude G. Perkins Living and Learning Center (Seminar Room #2), Virginia Union University in Richmond, Virginia. Committee members present: Alvin Schexnider, Jason El Koubi, and Jeff Smith.

Committee members absent: Mirza Baig, William Harvey, and Cheryl Oldham.

Staff members present: Peter Blake, Joseph G. DeFilippo, Sandra Freeman, Emily Muniz, Monica Osei, and Kristin Whelan.

**APPROVAL OF MINUTES FROM THE March 20 ACADEMIC AFFAIRS COMMITTEE MEETING**

On motion by Dr. Smith and seconded by Mr. El Koubi, the minutes were approved unanimously (3-0).

Dr. Schexnider introduced and invited staff to present information on the following topics:

**ACTION ON PROPOSED DEGREE PROGRAMS AT PUBLIC INSTITUTIONS**

Dr. DeFilippo presented a proposal from Norfolk State University (NSU) to offer a Master of Public Health (MPH) in Public Health degree program. This will be the first MPH at a Historically Black College or University (HBCU) in Virginia and will increase the state's capacity to address health disparities and health equity. NSU received an allocation from the General Assembly to initiate this program. Dr. DeFilippo acknowledged Dr. Felicia Mebane, Dr. Shantya Plater, and Dr. Stephen Nkansah-Amankra of NSU, and Dr. Monica Osei, SCHEV staff, and thanked them for their work on the proposal.

Dr. Felicia Mebane thanked the Academic Affairs committee for this opportunity and commented that NSU plans to connect with alumni, the public health department, and current students to begin recruitment for the program. In response to a query about competing institutions Dr. Mebane added NSU's emphasis on health equity and health disparity, public health leadership, community assessment, and the HBCU experience all set this program apart from their competitors. Dr. Smith remarked that NSU should consider the uniqueness of their mission statement. Dr. Schexnider thanked the representatives for attending the meeting.

The following resolution was approved unanimously (3-0) to be forwarded to the full council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Norfolk State University to initiate a Master of Public Health (M.P.H.) degree program in Public Health (CIP code: 51.2201), effective fall 2023.**

### **ACTION ON SCHEV EVALUATION OF DUPLICATIVE PROPOSED PROGRAM**

Dr. DeFilippo and Dr. Osei presented on the issue of duplicative proposed programs that arose at the March meeting of the Academic Affairs Committee. Current policy for new program proposals took its form in 2020 when the duplication section was made more rigorous. The program announcement requirement for new programs was instituted to give the academic affairs committee foreknowledge of institutional intentions and to provide other institutions opportunity to comment or object. If objections are lodged the proposing institution is required to address the objections in their program proposal.

Dr. Osei and Dr. DeFilippo noted that the current process is designed to be systematic, rigorous, and uniform, insofar as all programs are treated in the same way, and objections/concerns are lodged at an earlier stage in the process.

Dr. Schexnider commented that enrollment cliffs on the horizon may compound the issue of competition between institutions. Dr. Smith noted that the current process offers opportunity for healthy debate and discussion and brings the process back to a decision point. Dr. Smith suggests considering earlier data collection to help Council in decision making. Mr. El Koubi requested clarification around decision logic for SCHEV staff recommendations and SCHEV staff's philosophy on when to recommend approval or denial of programs. Dr. DeFilippo noted that the process is one of assessing the information given to SCHEV staff by the institution, which puts the burden of proof of program necessity on the institution. Dr. Schexnider noted that it is imperative that institutions maintain a close working relationship with SCHEV staff. Dr. Smith agreed and suggested including the Workforce Development Advisory Board in determining the benefit of potentially duplicative programs.

Dr. DeFilippo thanked the committee for its guidance and noted staff will present to Council again after further research and consultation.

Dr. Schexnider thanked Dr. DeFilippo, Dr. Osei, and SCHEV staff for their work on this issue.

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

Dr. DeFilippo commented on the recent activities and accomplishments of Academic Affairs staff.

### **ADJOURNMENT**

Dr. Schexnider adjourned the meeting at 2:05 p.m.

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Alvin Schexnider  
Chair, Academic Affairs Committee

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Emily Muniz  
Staff, Academic Affairs

## State Council of Higher Education for Virginia Agenda Item

**Item:** #III.C – Academic Affairs Committee – Action on a Proposed Organizational Change at a Public Institution

**Date of Meeting:** September 18, 2023

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

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of the Agenda Item:**

The purpose of this item is to inform the committee's review of and action on a proposed organizational change at a public institution. The information is presented in fulfillment of Council's statutory duty to:

review and approve or disapprove the establishment of any department, school, college, branch, division, or extension of any public institution of higher education that such institution proposes to establish, whether located on or off the main campus of such institution (*Code of Virginia*, §23.1-203 (7)).

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

Old Dominion University (ODU) is proposing to establish a School of Supply Chain, Logistics, and Maritime Operations.

**Materials Provided:**

Beginning on the third page of this agenda item are selections from ODU's proposal, headed with the title, "Old Dominion University, Proposed Establishment of the School of Supply Chain, Logistics, and Maritime Operations."

**Financial Impact:** See summary information.

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

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

Council's consideration of the establishment of new organizational units 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:**

Based on a review of the application, staff presents the proposed establishment of the **School of Supply Chain, Logistics, and Maritime Operations** for approval.

Council may act to: approve; disapprove; approve with condition; or table for future action. If the vote is for approval, staff recommends adoption of the following resolution:

**BE IT RESOLVED that the State Council of Higher Education for Virginia approves the establishment of the School of Supply Chain, Logistics, and Maritime Operations at Old Dominion University, effective October 1, 2023.**

**Old Dominion University**  
**Proposed Establishment of the School of Supply Chain, Logistics, and Maritime Operations**  
(selections from proposal)

**Background**

Between 2019 and 2021, Old Dominion University (ODU) administrators engaged in discussions with faculty and external partners to examine opportunities for the university to improve its contributions to the maritime sector. In March of 2020, the then-president formed the Maritime Initiative Workgroup. The workgroup was composed of 14 members, including faculty from each academic college, two vice provosts, the Director of Interdisciplinary Initiatives, and three staff from the Office of Research. The Workgroup published a final report on April 22, 2021.

In April 2021, ODU faculty members met with advisory board members from the university's International Maritime, Ports and Logistics Institute to discuss recommendations outlined in the Maritime Initiative Workgroup's final report. Discussions continued into January 2022. On February 1, 2022, members of the Maritime Institute advisory council met with the Vice Provost for Academic Affairs, the Dean of the College of Business, and the Vice President for Research. The members of the council discussed their concerns about the location of ODU's maritime degree program and certificate programs.

At the end of May 2022, the Dean of the Strome College of Business and Provost and Vice President for Academic Affairs determined that the university should propose establishing a new standalone school. The ODU Board of Visitors subsequently approved creation of a School of Supply Chain, Logistics, and Maritime Operations.

**Purpose of Proposed Change**

The purpose of the proposed organizational change is to establish an academic unit to provide oversight and administration for the university's academic programs and initiatives related to supply chain, logistics, and maritime operations.

**Rationale for the Proposed Change**

The proposed school will enable the university to fulfill two broad sets of aims that it would not otherwise be able to accomplish: (1) enhance ODU's coordination of maritime-related programming and research; and (2) optimize regional economic development in the supply chain and maritime industry.

Enhance ODU's coordination of maritime-related programming and research.

The proposed School of Supply Chain, Logistics, and Maritime Operations is needed to enhance ODU's coordination of maritime-related programming and research. Four inherent advantages surface from creating the proposed school as a free-standing academic unit: name recognition, autonomy, disciplinary coherence, and an enhanced institutional focus on supply chain and maritime operations.

Optimize Regional Economic Development in the Supply Chain and Maritime Industry



The April 2021 final report by the Maritime Initiative Workgroup recommended that Old Dominion University “set a vision for becoming an internationally recognized maritime institution.” As part of this vision, the workgroup specifically recommended the creation of a “School of Interdisciplinary Maritime Studies (Affairs)” and indicated that ODU should “serve as an anchor institution for Hampton Roads and the Commonwealth of Virginia in growing the economic impact of the maritime economy.” This recommendation is in line with the feedback from business representatives who called for the development of a structure that better served the community.

Strengthening of existing programs through establishment of the proposed school is intended to promote several positive outcomes related to ODU’s contribution to regional economic development in the maritime and supply chain industry. The extent of regional support has been demonstrated by numerous letters of support from economic development partners.

### **Academic Programs**

The proposed organizational change will not alter existing academic programs at ODU. Four academic programs will be moved to the proposed school from the Department of Information Technology and Decision Sciences in the business college. There will be no curricular changes to the academic programs because of this relocation. The following academic programs will reside in the proposed school:

- Master of Science (MS) degree in Maritime Trade and Supply Chain Management
- Graduate Certificate in Maritime, Ports & Logistics Management
- Graduate Certificate in Supply Chain Management
- Maritime and Supply Chain Management, Minor.

### **Administration**

Four new positions will be created: school director, undergraduate program director, graduate program director, administrative support specialist, and academic advisor. The school director will report to the Vice Provost, and will be responsible for general administration of the school. The senior administrative positions will be appointed from maritime-related faculty at ODU

### **Resources**

The proposed School of Supply Chain, Logistics, and Maritime Operations will be established utilizing existing resources reallocated from the provost’s office, Department of Information Technology and Decision Science, School of Continuing Education, Peninsula Higher Education Center, International Maritime, Ports & Logistics Institute, and the Virginia Modeling, Simulation, and Analysis Center.

According to the budget table below, school expenditures will grow from approximately \$1.48M in 2023-24 to approximately \$2.26M in 2025-26.

**New Academic Unit - Proposed Name: School of Supply Chain Logistics, and Maritime Operations**

Expenditure Category	Proposed Budget			
	HDCT	2023 - 2024	2024 - 2025	2025 - 2026
<b>Personnel Salary</b>				
Position Title Director	1	\$200,000	\$210,000	\$220,500
Fringe Benefits		\$58,500	\$60,825	\$63,266
Position Title Undergraduate Program Director	1	\$111,000	\$116,500	\$122,325
Fringe Benefits		\$37,807	\$39,086	\$40,441
Position Title Graduate Program Director	1	\$153,000	\$160,650	\$168,683
Fringe Benefits		\$46,875	\$49,351	\$51,219
Position Title All Other Personnel	2	\$100,000	\$105,000	\$110,250
Fringe Benefits		\$64,000	\$67,200	\$70,560
Faculty	15	\$610,000	\$846,500	\$1,027,025
Fringe Benefits		\$61,200	\$260,440	\$314,362
<b>Personnel Subtotal</b>	<b>20</b>	<b>\$1,442,382</b>	<b>\$1,915,552</b>	<b>\$2,188,631</b>
<b>Student Support</b>				
Student Helpers/Workers				
Graduate Teaching Assistant				
Graduate Research Assistant	2	\$10,000	\$20,000	\$20,000
<b>Student Support Subtotal</b>	<b>2</b>	<b>\$10,000</b>	<b>\$20,000</b>	<b>\$20,000</b>
<b>Operating Expenses</b>				
Office Supplies		\$3,000	\$3,000	\$3,000
Instructional Supplies		\$1,000	\$1,000	\$1,000
Travel			\$20,000	\$25,000
Marketing		\$10,000	\$10,000	\$10,000
Conference/Professional Development			\$10,000	\$10,000
Other Costs		\$17,500		
<b>Operating Expenses Subtotal</b>		<b>\$31,500</b>	<b>\$44,000</b>	<b>\$49,000</b>
<b>Total</b>	<b>22</b>	<b>\$1,483,882</b>	<b>\$1,979,552</b>	<b>\$2,257,631</b>

# State Council of Higher Education for Virginia Agenda Item

**Item:** III.D – Academic Affairs Committee – Action on Report of Audit for a Certified Postsecondary School

**Date of Meeting:** September 18, 2023

**Presenters:** Dr. Joseph G. DeFilippo  
Director of Academic Affairs and Planning  
[joedefilippo@schev.edu](mailto:joedefilippo@schev.edu)

Ms. Sandra Freeman  
Director, Private Postsecondary Education  
[sandrafreeman@sche.edu](mailto:sandrafreeman@sche.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of the Agenda Item:**

The purpose of this item is to inform Council’s consideration of staff’s request for authorization to (i) initiate revocation against Mpower Career Training (MCT), a certified nondegree school offering massage therapy, an occupation also requiring licensure by the Virginia Board of Nursing (VBoN), and (ii) immediately suspend new enrollment for the purposes of student protection. If Council grants the requested authorization, staff will pursue revocation according to procedures outlined in regulation.

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

On April 23, 2023, SCHEV staff conducted an audit of MCT. The resulting audit report detailed eleven categories of noncompliance, six of which were repeat items from a prior audit conducted in October 2021. In accordance with “*Guidelines for Procedures Related to Audits of Certified Institutions*,” adopted by Council on January 14, 2019, staff shall report audit results to Council if at least one of the following conditions are found to be present:

- any violation that adversely affects the quality of education;
- any violation that adversely impacts students financially; or
- any repeat violation from an audit conducted in the past five years.

Staff hereby submits the attached “Report of Audit” and advances a recommendation that Council authorize staff to pursue revocation of MCT’s Certificate to Operate. The

audit report documents numerous actionable violations, including (but not necessarily limited to):

- substandard quality of the 620-hour massage therapy program (8VAC40-31-150(B));
- poor maintenance of student financial records (8VAC40-31-160 (E)(5));
- incorrect, and disadvantageous, refund policy (8VAC 40-31-160(N)(9)); and
- six repeat violations from a prior (October 26-27, 2021) audit.

Pursuant to *Code of Virginia* § 23.1-221(A), “Council may...revoke or suspend a prior approval or certification...and may add conditions to any approval or certification on such grounds as may be provided in its regulations or if the postsecondary school...fails to meet or to maintain compliance with the Council's regulations at any of its locations.”

Therefore, based on findings contained in the April 2023 “Report of Audit,” and for purposes of student protection, staff seeks authorization to pursue revocation of MCT’s certification, and to suspend new enrollment in MCT’s 620-hour massage therapy program, effective immediately.

If Council approves the resolution to pursue revocation, MCT is entitled to further administrative steps, including an informal fact-finding conference presided over by a member of the executive staff. If after the informal fact-finding conference, staff determines that a sufficient basis for revocation still exists, then MCT may request a formal hearing before an officer appointed by the Supreme Court of Virginia. If a formal hearing is conducted, the matter would return to Council for a final decision following the report of the hearing officer.

**Materials Provided:**

- Summary of History and Major Events – Mpower Career Training
- “Report of Audit” (April 2023) – Mpower Career Training

**Financial Impact:** If a formal hearing is held, SCHEV will bear the costs.

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

Council’s consideration of this agenda item supports three 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.

**Timetable for Further Review/Action:**

If Council acts to approve the initiation of revocation of MCT’s Certificate to Operate, then staff immediately will begin procedures for conducting a fact-finding conference

and, if necessary, a subsequent formal hearing. Following submission of a report by the hearing officer, the matter could return to Council for a final decision.

**Resolution:**

Based on a thorough consideration of MCT's April 2023 audit, and its record of repeated noncompliance with Virginia regulation, staff requests authorization to pursue revocation in accord with the two-part resolution below. The Committee may vote to approve, disapprove, approve with condition or table for future action. If approved, adopt the following resolution and transmit it to Council:

**BE IT RESOLVED that the State Council of Higher Education for Virginia instructs staff to initiate procedures to revoke Mpower Career Training's certificate to operate; and**

**BE IT FURTHER RESOLVED that the State Council of Higher Education for Virginia prohibits Mpower Career Training from enrolling any new students in its massage therapy program, effective immediately.**

**Mpower Career Training**  
 (Formerly operated as Allied Health Career Institute [AHCII])  
 Summary of History and Major Events

**Timeline**

<b>Date</b>	<b>Event</b>
April 8, 2019	The State Council of Higher Education for Virginia (SCHEV) certified Allied Health Career Institute (AHCII) to operate as a postsecondary non-college degree school in the Commonwealth of Virginia.
October 26-27, 2021	SCHEV conducted its first audit of AHCII.
December 15, 2021	<p>SCHEV issued the Report of Audit, which reflected seven “Items of Non-Compliance” and detailed the corrective action required to ensure full compliance with each regulation.</p> <p>Summary of findings in the Report</p> <ol style="list-style-type: none"> <li>1. The quality of the program did not meet Virginia standards.</li> <li>2. Courses of study did not conform to recognized training practices in massage therapy.</li> <li>3. The institution did not maintain student transcripts as required by Virginia regulations.</li> <li>4. Maintenance of student financial records did not comply with Virginia regulations.</li> <li>5. There was no evidence of compliance with state laws pertaining to distance education provided to residents of states other than Virginia.</li> <li>6. The institution did not monitor attendance as required by Virginia regulations.</li> <li>7. Some instructor qualifications could not be determined at the time of the audit.</li> </ol>
February 28, 2022	SCHEV received AHCII’s response to the Report of Audit. The school submitted additional documents for SCHEV’s review with its response.
April 22, 2022	<p>SCHEV issued a Follow-Up Audit Report indicating that after a review of AHCII’s response to the audit, three items required additional action by the school. The school was directed to provide a response to resolve each of the remaining issues by May 9, 2022.</p> <p>The unresolved items were as follows:</p> <ul style="list-style-type: none"> <li>• quality of the 500-hour massage therapy program still did not meet Virginia standards; therefore, SCHEV withdrew approval of the program. (Note: SCHEV continued approval of the 620-hour massage therapy program.);</li> <li>• student financial records still did not meet regulatory requirements; and</li> <li>• some instructor qualifications still could not be determined.</li> </ul> <p>As a result of losing approval to offer a 500-hour program, AHCII was instructed to provide detailed information for all students still enrolled in the 500-hour program. The purpose of this was so staff could determine the way each student enrollment would be resolved most fairly on a case-by-case basis.</p>

May 9, 2022	MCT responded to the Follow-Up Report of Audit and included an Excel spreadsheet listing 71 students “enrolled” in the 500-hour program as of May 9, 2022. These were described as 42 currently enrolled students, 9 students who completed the program, 16 suspended students, and 4 students that were withdrawn.
July 14, 2022	<p>SCHEV issued a final report of audit instructing AHCI how to resolve the enrollments for the 71 students listed on the Excel spreadsheet. In some cases, the school was directed to withdraw the student and issue refunds per the regulatory requirements. For students near completion, AHCI was directed to complete the training so that those students could sit for the licensure exam. The names of the students that SCHEV deemed eligible to be taught out of the 500-hour massage therapy program were reported to the Virginia Board of Nursing (VBoN) – the licensing agency – and the Federation of State Massage Therapy Boards (FSMTB) – the organization that provides access to the state licensure exam.</p> <p>SCHEV also notified the school that it would conduct a follow-up audit in October 2023.</p>
August 2, 2022	SCHEV approved a name change for the school from Allied Health Career Institute to Mpower Career Training.
February 2023- May 2023	<p>SCHEV received complaints against MCT from eleven students, including (but not necessarily limited to) the following:</p> <ul style="list-style-type: none"> <li>• student was being denied access to the state licensing exam;</li> <li>• student was being denied licensure by the Virginia Board of Nursing;</li> <li>• student had been given inaccurate information about the hands-on training portion of the program; and</li> <li>• the student was unable to complete the hands-on portion of the training at the new Virginia location.</li> </ul>
April 23, 2023	Due to the ongoing issues with MCT, SCHEV staff conducted the second audit of the school on April 23, 2023.
August 1, 2023	<p>SCHEV issued the Report of Audit to MCT, which reflected eleven categories of noncompliance, six of which were repeat items from the audit conducted in October 2021. The report of audit documents numerous concerns, including:</p> <ul style="list-style-type: none"> <li>• quality of the 620-hour massage therapy program does not meet the requirements of 8VAC40-31-150(B);</li> <li>• student financial records are not maintained in accordance with 8VAC40-31-160 (E)(5); and</li> <li>• school does not apply the correct refund policy in accordance with 8VAC 40-31-160(N)(9).</li> </ul> <p>The school was notified that staff would report the audit results to Council with a recommendation that Council authorize staff to pursue revocation of Mpower Career Training’s certificate to operate.</p>



# STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

## REPORT OF AUDIT MPower Career Training (MCT) Formerly Operated as Allied Health Career Institute (AHCI) Audit Date: April 24, 2023

Report Date: July 31, 2023

### ITEMS OF NON-COMPLIANCE

#### 1. THE INSTITUTION DOES NOT MAINTAIN ACCURATE STUDENT ENROLLMENT AND EMPLOYMENT DATA (REPEAT FINDING)

##### 8 VAC 40-31-160(B)(6)(7)(8)

The postsecondary school shall have a clear, accurate, and comprehensive written statement, which shall be available to the public upon request. The statement minimally shall include the following items:

- For each Virginia location, and for the most recent academic year, the total number of students who were enrolled as well as the total number and percentage of students who were enrolled in each program offered.
- For each Virginia location, the total number of students who completed or graduated from the school as of the end of the last academic year and the total number and percentage of students who completed or graduated from each program offered by the school as of the end of the last academic year; and
- For unaccredited institutions of higher education and career-technical schools only, the total number of students who report employment in their field of study within (i) six months of completion or graduation and (ii) one year of completion or graduation.

#### Finding:

The institution did not produce documentation as requested to show the following:

- An accurate count of students enrolled in each program for the most recent academic year
- An accurate count of students that graduated as of the end of the last academic year (2022)
- The number of students who report employment in the massage therapy field within:
  - 6 months after graduation
  - 1 year after graduation

For this audit, SCHEV requested a list of current students and those who graduated and withdrew in the past 12 months. MCT submitted Excel spreadsheets showing 55 active, 13 graduated, and 89 withdrawn students. However, the audit revealed there were an additional 52 Virginia students in the Canvas Learning Management System (LMS) that were not among the lists reported in the pre-audit request.



At the conclusion of the previous audit, SCHEV withdrew approval of MCT's 500-hour massage therapy program because it did not meet Virginia standards. Staff requested a list of students who were still enrolled in the program so a determination could be made regarding the continuing status for each student based on the portion of the program that had already been completed. The school was allowed to finish training some students and was instructed to withdraw others. It was later learned, however, that the school failed to report the enrollment of an additional 21 students in the 500-hour program. Therefore, SCHEV never evaluated the status for these students at the conclusion of the audit, and their names were never included on a list of the remaining 500-hour students eligible to test for Virginia licensing. When MCT was informed of this, the school explained that it misunderstood SCHEV's request. But this oversight, even if accidental as reported, affected some students' ability to obtain licensure in Virginia.

MCT's most recent error in reporting enrollments is indicative of a significant and ongoing problem retrieving or maintaining accurate records. SCHEV expects schools to always maintain correct and up-to-date student records. MCT has not demonstrated the ability to maintain accurate records in real time. Running a report of enrolled students or downloading accurate transcripts and student financial records should not be a difficult task if the school is maintaining records as required by the Virginia Administrative Code. It seems, however, when SCHEV requests such information from MCT, the school must create these records from information that is possibly available in multiple other locations.

Institutions are held responsible for the accuracy of student records.

**Student identification for this item has been provided in a separate document.**

## **2. THE INSTITUTION'S ADMISSION RECORDS DO NOT MEET REGULATORY REQUIREMENTS (REPEAT FINDING)**

### **8 VAC 40-31-160(E)(1)(2)**

The postsecondary school shall maintain records on all enrolled students. At a minimum, these records shall include:

1. Each student's application for admission and admissions records containing information regarding the educational qualifications of each regular student admitted that are relevant to the postsecondary school's admissions standards. Each student record must reflect the requirements and justification for admission of the student to the postsecondary school.
2. An original agreement titled "Student Enrollment Agreement" signed by the student and an authorized representative of the school. The use of electronic signatures is permissible so long as the use complies with § 59.1-479 of the Code of Virginia. A copy of the completed enrollment agreement shall be given to the student upon execution.

**Finding:**

The SCHEV auditors selected twenty-five (25) students from the list of currently enrolled students and an additional 6 students from the list of graduates provided by MCT. Students were selected at random for a records review to determine the school’s compliance with admissions criteria. Postsecondary schools are responsible for creating admissions standards and applying them consistently to all students admitted to the school. The admissions files reviewed by SCHEV staff indicate that the school does not follow its own admissions policy consistently. The school was cited for this violation during the October 2021 audit; therefore, this is a repeat finding.

MCT admissions policy as appears in the catalog (pages 11-12) is as follows:

Student applicants are evaluated based on the following criteria:

- Completed application by the required deadline with required supporting documentation including transcripts and letters of recommendation.
- Scoring from student interview process

Once prospective students are notified of our decision and are admitted to an MPower Career Training program, the accepted student must complete the following within 24 hours of the start of classes and orientation:

- Completion of a clear criminal background check
- Completion of Identity Verification Form for student file (See Appendix B on Admissions Documents)
- Completion of Enrollment Agreement, Retail Installment Contract (if applicable), and
- Catalog and Student Handbook Policies and Procedures Agreement before the start of orientation and program classes

<b>Admission Requirement</b>	<b>Number of students reviewed</b>	<b>Number of Students missing this document</b>	<b>Percentage of students missing this document (Rounded up)</b>
Proof of HS completion	31	16	52%
Background Check	31	1	3%
Admissions Application	31	5	16%
Enrollment Agreement	31	None	0%
Proof of Age	31	14	45%
Interview*	31	30	97%
letters of recommendation **	31	31	100%

\* **Note:** During the October 2021 audit, SCHEV Staff was directed to the enrollment agreement to find a statement whereby an MCT administrator attested that he had interviewed the student. Staff reviewed all enrollment agreements for the 31 students selected and only found the “interview statement” on only one enrollment agreement. There was no “scoring” noted as required in the policy.

\*\***Note:** No letters of recommendation were provided in the student files although the admissions policy in the catalog includes this requirement.

**Student identification for this item has been provided in a separate document.**

### 3. STUDENT FINANCIAL RECORDS ARE NOT COMPLIANT WITH VIRGINIA REGULATORY REQUIREMENTS (REPEAT FINDING)

#### 8 VAC 40-31-160 (E)(5)

A record of all financial transactions between each individual student and the school including payments from the student, payments from other sources on the student's behalf, and refunds. When tuition and fees are paid by the student in installments, a clear disclosure of truth-in-lending statement must be provided to and signed by the student.

#### **Finding:**

The SCHEV auditors selected twenty-five (25) students from the list of currently enrolled students and an additional 6 students from the list of graduates provided by MCT. Student financial records were reviewed for compliance with Virginia regulation. The records reviewed indicate that MCT does not maintain compliant student financial records. The following non-compliant issues were recorded:

- *Mislabeled documents:* At the time of the audit, MCT provided student financial files for selected students. Out of the total thirty-one (31) financial records reviewed by SCHEV, 17 financial ledgers were labeled by MCT for one student but upon opening the document, staff discovered the information provided was for a different student. (This is a 55% error rate.)
- *Missing truth-in-lending statements:* Out of the 14 student financial ledgers that were correctly labeled and could be reviewed by SCHEV, 12 reflected installment payments, but no truth-in-lending documents were provided in the file. (This is an 86% error rate.)
- *Financial ledgers are inaccurate:*
  - SCHEV reviewed six ledger cards for students reported as having completed the program. Of these, five reflected balances still owed by the student. Either the ledger cards reflect incorrect balances, or the school is exercising poor financial judgment by releasing student transcripts prior to collecting all monies owed to the school.

- Financial ledgers for two students reported by MCT as non-starters reflected balances for full tuition. This reveals poor financial management by the school since those records should reflect zero balances.
- *Undefined/unapproved financial documents in student files:*
  - SCHEV found documents in three student files that were labeled "Contingent Payment Plan Agreement". These documents describe a (maximum) 36-month payment agreement between MPower Career Training and the student that is based on income. The payment schedule begins, "Upon completion of or separation from the Program or training (whichever occurs first) and ending upon Plan Satisfaction." The document includes information on the interest fee charged by the school. SCHEV notes it is not fiscally responsible for a school to provide a student loan that is not required to be paid for years after the training has been completed. This type of arrangement could pose a financial risk to a school if the number of students obtaining these loans is sizable.
  - SCHEV found a document in a student folder that was labeled "Retail Installment Contract/Consumer Credit Document/ Closed-End Credit Agreement/Consumer Paper/Credit Sale Contract". This document is a 36-month payment agreement between MPower Career Training and the student. As noted above, the period for repayment is longer than the length of the program.
  - The documents referred to in this section blur the lines between the lender and the school. This was noted in the prior audit although the school stated that the third-party lender is separate and distinct from the school and its affiliates.

The school was cited for this violation during the October 2021 audit; therefore, this is a repeat finding.

**Student identification for this item has been provided in a separate document.**

#### **4. THE QUALITY OF THE PROGRAM DOES NOT MEET VIRGINIA STANDARDS (REPEAT FINDING)**

##### **8 VAC 40-31-150(B)**

The course, program, curriculum and instruction must be of quality, content and length to adequately achieve the stated objective.

##### **8 VAC 40-31-160(L)(1)(2)(3)(4)(5)**

All programs offered via telecommunications or distance education must be comparable in content, faculty, and resources to those offered in residence and must include regular student-faculty interaction by computer, telephone, mail, or face-to-face meetings.

#### **Finding:**

I. In the report dated July 14, 2022, MCT was informed that:

SCHEV continues to approve AHCI's 620-hour program so long as the curriculum is endorsed by COMTA, the online portion is delivered via Canvas LMS and the hands-on portion of the program is delivered by a bona-fide employee, at a SCHEV approved AHCI location.

In this audit, SCHEV found 10 students who are enrolled in Virginia but live far from Glen Allen, the only location authorized to provide the hands-on training in Virginia. Most of these have recent start dates which confirms that MCT is enrolling students who would find it difficult to complete their program in Virginia.

II. SCHEV auditors found that MCT has continued to struggle with providing quality online education that meets Virginia standards even after making changes to its online delivery system.

During the audit of October 2021, SCHEV found that the Moodle platform and the system used by the school to monitor student submissions did not meet Virginia standards. On November 9, 2021, the school notified SCHEV that it was "in the process of upgrading our learning management system by moving to Canvas LMS in December 2021". The school informed SCHEV the new platform would comply with the requirements of 8 VAC 40-31-160 (L). While the migration to Canvas did not take place at the end of 2021, later conversations with MCT indicated the move was scheduled for Early 2022. Staff reviewed a "shell" of the Canvas LMS provided by MCT and based on this review and assurances by MCT, SCHEV continued the approval of the online portion for the school's 620-hour massage therapy program.

MCT changed from the use of the Moodle platform to Canvas as an effort to meet the standards required by Virginia regulation, improve tracking student progress, correctly track student attendance, and resolve quality of education issues. SCHEV believes the Canvas LMS is a reputable platform with a proven ability to perform and permit multiple functions beneficial to the student and institution. However, evidence shows MCT does not utilize Canvas to the potential necessary to properly manage academic requirements.

- The catalog and the PPE Portal indicate that the 620-hour program contains a 25-hour Business of Massage Therapy course (BUS25) and a 25-hour Professional Ethics and State Laws / Regulations course (ETH25) The combined Canvas LMS course for "Business & Ethics of Massage" shows it as a 44-hour course, rather than a total of 50 hours as indicated in the school catalog.
- The audit revealed an instance of a student submitting several handwritten written assignments using photos of documents rather than submitting them through Canvas, nullifying the ability to detect plagiarism.
- In some instances, it was not clear who was assigned to teach a class. Some instructors had no name and contact information posted on the LMS.
- Some instructors had content uploaded but no discussions, quizzes, assignments, or grades posted.

- If the school tracks attendance using the canvas LMS, it is not apparent. Two students had failing grades posted on the LMS that may have been related to lack of attendance since assignments were not marked as completed. There were no notations in either student file explaining these grades. The school cites a procedure for non-attendance in its catalog on pages 30-31, but SCHEV found no evidence that the school adheres to the policy.
- It is difficult to navigate through the platform because it has not been constructed logically and there is no consistency in the platform. The platform contains information for students enrolled in various states and courses available to students living in states other than Virginia. However, there is not a logical way to gather information specific to Virginia residents.
- Peer-to-peer and student-to-instructor interaction did not occur consistently across the board. Some students followed instructions and provided useful feedback to peers while others provided a one sentence commentary or no feedback at all. Instructor interaction was sporadic.
- Some students posted screenshots of client feedback forms for massages on the LMS. It was not clear where these massages were performed, whether students were responsible for finding clients on which to perform massages, or who was supervising this portion of the training.

The school was cited for this violation during the October 2021 audit; therefore, this is a repeat finding.

**Student identification for this item has been provided in a separate document.**

## **5. THE INSTITUTION DOES NOT RETAIN EVIDENCE OF FACULTY CREDENTIALS (REPEAT FINDING)**

### **8 VAC 40-31-160(O)**

The school shall keep relevant academic transcripts for all teaching faculty to document that each has the appropriate educational credentials in the area of teaching responsibility. In the event teaching qualification is based on professional competencies or scholarly achievements, relevant documentation to support reported experience must be retained by the school.

#### **Finding:**

In response to this finding during the October 2021 audit, MCT acknowledged that faculty files were incomplete and provided information on how the school would maintain faculty files henceforth:

*In the future, we will be using the COMTA faculty checklist, which is similar to the SCHEV requirements, for maintaining faculty qualification files. Upon hiring, instructors will be required to supply the following:*

- *Copy of current resume*
- *Copies of transcripts for massage training and other institutions demonstrating SME or qualifications for teaching*
- *Copy of active massage therapy license*
- *Copies of other certifications, certificates or other trainings*
- *List of continuing education courses taken in the technical aspects for massage therapy*
- *List of trainings or continuing education courses taken pertaining to teaching and instruction*
- *COMTA D7 form*
- *SCHEV instructor qualification form.*

SCHEV found no evidence that the school is maintaining faculty files in the manner described by the school following the October 2021 audit. The institution does not have faculty transcripts maintained or uploaded to the PPE Portal.

The school was cited for this violation during the October 2021 audit; therefore, this is a repeat finding.

## **6. THE INSTITUTION DOES NOT MAINTAIN STUDENT ACADEMIC RECORDS AS REQUIRED BY REGULATIONS (REPEAT FINDING)**

### **8 VAC 40-31-160(E)(3)(4)**

The postsecondary school shall maintain records on all enrolled students. At a minimum, these records shall include: A transcript of the student's academic or course work at the school, which shall be retained permanently in either hard copy forms or in an electronic database with backup by the school, its successors, or its assigns.

### **8 VAC 40-31-160(E)(4)**

The postsecondary school shall maintain records on all enrolled students. At a minimum, these records shall include: A record of student academic or course progress at the school including programs of study, dates of enrollment, courses taken and completed, grades, and an indication of the student's current status (graduated, probation, etc.) must be retained permanently. Any changes or alterations to student records must be accurately documented and signed by an appropriate school official.

### **8 VAC 40-31-160(N)(6)**

In the case of a prolonged illness or accident, death in the family, or other special circumstances that make attendance impossible or impractical, a leave of absence may be granted to the student if requested in writing by the student or designee. A leave of absence is an approved leave of absence if:

- a. The school has a formal, published policy regarding leaves of absence;
- b. The student followed the institution's policy in requesting the leave of absence and submits a signed, dated request with the reasons for the leave of absence;
- c. The school determines that there is a reasonable expectation that the student will return to the school;
- d. The school approved the student's request in accordance with the published policy;
- e. The school does not impose additional charges to the student as a result of the leave of absence;
- f. The leave of absence does not exceed 180 days in any 12-month period; and
- g. Upon the student's return from the leave of absence, the student is permitted to complete the coursework he began prior to the leave of absence.

### **Finding**

In response to this finding during the October 2021 audit, MCT revised the format of the transcripts to be issued henceforth.

- The student transcripts submitted for review during the current audit were not in the revised format.
- SCHEV found 4 transcripts that reflected incorrect information.
- SCHEV found 1 student academic file where the school reported the student was on an approved leave of absence (LOA), however, there was no supporting document validating the leave of absence was approved by the institution. In accordance with page 31 of the catalog, the leave of absence policy is as follows: "The leave of absence request must be in writing, stating the reason for the leave and requires approval and signature of ACHI (sic) Administration (CEO and EDE) within 10 days of submission."
- SCHEV found 2 student academic files that were missing documentation in accordance with school policy published in the catalog.

The school was cited for this violation during the October 2021 audit; therefore, this is a repeat finding.

**Student identification for this item has been provided in a separate document.**

## **7. THE INSTITUTION DOES NOT APPLY THE CORRECT REFUND POLICY**

### **8 VAC 40-31-160(N)(2)**

A school may require the payment of a reasonable nonrefundable initial fee, not to exceed \$100, to cover expenses in connection with processing a student's enrollment, provided it retains a signed statement in which the parties acknowledge their understanding that the fee is nonrefundable. No other nonrefundable fees shall be allowed prior to enrollment.

### **8 VAC 40-31-160(N)(9)**



The minimum refund policy for a school that financially obligates the student for the entire amount of tuition and fees for the entirety of a program or course shall be as follows:

- a. A student who enters the school but withdraws or is terminated during the first quartile (25%) of the program shall be entitled to a minimum refund amounting to 75% of the cost of the program.
- b. A student who withdraws or is terminated during the second quartile (more than 25% but less than 50%) of the program shall be entitled to a minimum refund amounting to 50% of the cost of the program.
- c. A student who withdraws or is terminated during the third quartile (more than 50% but less than 75%) of the program shall be entitled to a minimum refund amounting to 25% of the cost of the program.
- d. A student who withdraws after completing more than three quartiles (75%) of the program shall not be entitled to a refund.

**Finding:**

The following non-compliant items were noted regarding MCT's refund policy:

- Statements in the catalog violate Virginia refund policy regulation. In accordance with 8 VAC 40-31-160(N)(9), the refund policy applies whether the student withdraws or is terminated, however, MCT applies a different policy if the student is expelled.
  - Page 25: *"If a student is expelled from the program due to violation of our Student Academic or Conduct policies, no monies will be refunded."*
  - Page 37 of the catalog informs students that *"all fees"* paid by the student are non-refundable upon dismissal from the institution.
- The MCT worksheet for refunds is shown based on start and end dates, but should be calculated based on the total clock hours earned by the student.
- Students are seeking refunds but not getting them within the 45 days as required by Virginia regulations. The school is required to submit refunds to eligible students who have terminated their status as students within 45 days after receipt of a written request or the date the student last attended classes, whichever is sooner.
- SCHEV staff reviewed refund records for 6 students reported as withdrawn and found errors in the documents provided for review by MCT in 5 of the 6 records.

**Student identification for this item has been provided in a separate document.**

## **8. WORDING IN THE CATALOG IS INCORRECT**

### **8 VAC 40-31-30(A)(i)**

A school certified to operate by the council in accordance with this chapter shall include in any print and electronic catalogs a clear statement that the council has certified the school to operate in Virginia.

**Finding:**

The State Council of Higher Education for Virginia (SCHEV) *certifies* postsecondary schools to operate in Virginia. SCHEV staff found two instances in the catalog submitted for review where incorrect wording was used to describe this process.

- Page 7: “....and became licensed to operate in April 2019 by the State Council of Higher Education for Virginia (SCHEV).....”
- Page 9: “MPower Career Training is approved by the State Council of Higher Education for Virginia (SCHEV)”.

The wording on page 23 of the catalog states:

- If the course is not commenced, or the student fails to attend by the new start date set forth in the agreement, the student will be entitled to an appropriate refund of prepaid tuition and fees within 30 days of the deadline in accordance with the school’s refund policy and all applicable laws and Rules concerning the Private Occupational Education Act of 1981. The cited statute pertains to Colorado, not Virginia.

**9. THE INSTITUTION’S ADMINISTRATOR FILES ARE INCOMPLETE, CONFLICTING, OR INACCURATE**

**8 VAC 40-31-150(E)**

Administrators must demonstrate their qualifications for their particular responsibilities through educational background, relevant work experience, or record of accomplishments in previous educational work settings. Owners and administrators must be of good reputation and character.

**Finding:**

At the time of the audit, the PPE Portal listed eight people as administrators. Three of these had no SCHEV qualification form and one form lacked the signature of a senior school administrator. SCHEV staff also found conflicting information between the contents of the Portal and what was submitted to SCHEV for this audit. Two people were shown as administrators in the Portal, but the submitted pre-audit documents showed both as instructors.

**Administrator identification for this item has been provided in a separate document.**

**10. THE INSTITUTION PROVIDES INNACURATE OR MISLEADING INFORMATION TO STUDENTS**

**8 VAC 40-31-160(K)(2)**

All recruitment personnel must provide prospective students with current and accurate information on the school through the use of written and electronic materials and in oral admissions interviews. No school, agent, or admissions personnel shall knowingly make

any statement or representation that is false, inaccurate, or misleading regarding the school.

**Finding:**

SCHEV found several instances where the school provided inaccurate or misleading information to students:

- In the follow-up audit report dated July 14, 2022, SCHEV notified the school that it was withdrawing approval of the 500-hour massage therapy program but would continue to approve its 620-hour program “so long as the curriculum is endorsed by COMTA, the online portion is delivered via Canvas LMS and the hands-on portion of the program is delivered by a bona-fide employee, at a SCHEV approved AHCI location.”
  - Page 8 of the catalog, however, states “*For students completing their hands-on instruction in a workforce partner location...*” SCHEV does not approve “workforce partner locations” for hands-on training.
  - Page 8 of the catalog also lists additional locations of the school in Alexandria, VA; Reston, VA; and Ashburn, VA. None of these locations have been approved by SCHEV. The only approved school location is in Glen Allen, VA.
- In an undated letter titled *RE: Unanticipated Program Removal/Change*, sent in **April 2023**, the president of the school provided the following information to students:
  - *You are receiving this notification with regards to your enrollment in the 500-hour Massage Therapy Program that you are attending. We had been engaged in an audit with SCHEV (State Council of Higher Education for Virginia) from late 2021 thru July 2022, which has resulted in various unexpected outcomes. One of which is the unanticipated program removal of our certified 500-hour program that went into effect on July 14, 2022*
    - The school was informed that their 500-hour program would no longer be approved in a report dated **April 22, 2022**, not on July 14, 2022.
  - *As a student that was enrolled and active in this certified 500-hour program prior to this date we believe that you should have been able to complete the program without any issue, as is customary. We have found that not to be the case in this scenario. We have submitted supporting documentation on behalf of the active students, as requested by SCHEV, for them to determine your eligibility.*
    - This letter implies that SCHEV was still reviewing documentation for students enrolled in the 500-hour program as of April 2023. However, SCHEV determined the final status of all those students earlier this year. In a letter dated January 31, 2023, SCHEV notified MCT that certain students classified as “Enrolled DURING Audit”, were ineligible to complete the 500-hour program because the school failed to report them as enrolled as of May 9, 2022. MCT was specifically directed to submit information for “all students currently enrolled in the 500-hour program” in the Report dated April 22, 2022.

- *The State Council of Higher Education for Virginia (SCHEV) is requiring us as an institution to transition the several students originally enrolled in the 500-hour program to our existing 620-hour program to complete their training.*
  - This letter implies that the required transition from a no longer approved 500-hour program to the approved 620-hour program was a recent event. In the April 22, 2022, report SCHEV stated the following: **“SCHEV notes that Virginia requires a minimum of 500 hours of training for massage therapy licensure. Students seeking licensure in Virginia may enroll in AHCI’s 620-hour program so long as it continues to be approved by SCHEV and the student is agreeable to taking the longer program although state licensure requires only 500 hours of training.”**

**11. THE INSTITUTION’S CATALOG AND ENROLLMENT AGREEMENT DO NOT CLEARLY STATE ALL FEES FOR WHICH THE STUDENT MAY BE RESPONSIBLE**

**8 VAC 40-31-160(F)(5)**

Each school shall provide or make available to students, prospective students, and other interested persons a catalog, bulletin, brochure, or electronic media containing, at a minimum, the following information:

A statement of tuition and fees and other charges related to enrollment, such as deposits, fees, books and supplies, tools and equipment, and any other charges for which a student may be responsible.

**Finding:**

The school catalog and the enrollment agreement provide conflicting information.

- Page 24 of the catalog reads: “...all fees collected for courses and programs except for the application/registration fee, if charged”. This statement makes it unclear whether the school charges an application/registration fee. If there is such a fee, it should be applied consistently, unless there are specific stipulations stating why the fee is waived.
- Page 1 of the enrollment agreement shows tuition and book charges, but shows nothing regarding an application/registration fee. Again, all fees a student may be responsible for should be shown.

# State Council of Higher Education for Virginia Agenda Item

**Item:** III.E – Academic Affairs Committee – Action on Proposed Degree Programs at a Public Institution

**Date of Meeting:** September 18, 2023

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

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of the Agenda Item:**

The purpose of this item is to inform Council’s review of and potential action on a proposed degree program, in accord with Council’s duty to “review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes” (*Code of Virginia* § 23.1-203).

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

The University of Virginia (UVA) seeks approval to offer a new Bachelor of Science (B.S.) degree program in Data Science, effective spring 2024.

**Materials Provided:**

Beginning on the third page of this agenda item is a summary of the university’s proposal and of staff’s review thereof, entitled, “University of Virginia, Bachelor of Science (B.S.) in Data Science (CIP: 30.7001).”

**Financial Impact:**

Financial and resource-related information appears in the proposal summary below.

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

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

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

- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.

- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Improve the alignment between post-secondary academic programs and labor market outcomes.

**Resolution:**

Based on a review of the application, staff presents the Bachelor of Science (B.S.) degree program in Data Science (CIP: 30.7001) to the Academic Affairs Committee for approval.

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

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Bachelor of Science (B.S.) degree program in Data Science (CIP code: 30.7001), effective spring 2024.**

**University of Virginia**  
**Bachelor of Science (B.S.) in Data Science**  
**(CIP: 30.7001)**

**Program Description**

The University of Virginia seeks the creation of a Bachelor of Science (BS) degree program in Data Science to be initiated in spring 2024. The proposed program would be located in the School of Data Science.

Designed to prepare students for entry-level data science positions, the proposed degree program will provide students with “a foundation in data science tools, methodologies, and approaches (e.g., machine learning, feature engineering, and pipeline sequencing).” The core curriculum will include courses in: computational probability, introduction to data pipelines, machine learning, cloud architecture, mathematics for data science, communicating with data, and ethical data analytics, principles of inference and prediction, calculus, and interactive application and dashboards. Students will develop skills to prepare large datasets for analysis and learn to develop data visualizations (e.g., data charts, maps, and graphs). Students will understand how to apply data science models and algorithms to analyze datasets. Students study the ethical risks and potential human impacts of data science modeling. Graduates will possess knowledge and skills to: 1) organize and clean data for use in data systems; 2) analyze and interpret large data sets; 3) assist in the design and support of data products such as data visualization models and interactive data dashboards; 4) track issues and solve problems in data pipelines; and 5) present results of data analysis and implications of findings to both lay and expert audiences. UVA developed seven (7) new courses for the degree program.

The proposed program would require 120 credit hours: 40 credit hours of core coursework including a three-credit hour final project course; six credit hours for required prerequisite coursework; 33 credit hours of general education coursework; and 41 credits of electives.

**Justification for the Proposed Program**

As background for the purpose of proposing the BS in Data Science degree program, UVA cites an article published by the Virginia Economic Development Partnership (VEDP) as indicating a need in Virginia for data science professionals. The 2021 article, *Virginia Universities Prepare to Meet Tomorrow’s Data Science Needs*, states that “the need for qualified data science professionals is considerable.” The report also indicates that “as data science continues to grow, more and more of Virginia’s colleges and universities are working to equip undergraduate and graduate students with the skills that will be required to perform data science-related tasks...” (<https://www.vedp.org/news/virginia-universities-prepare-meet-tomorrows-data-science-needs>).

UVA writes that at the undergraduate level, data science education is focused on preparing students to “formulate data questions; develop and maintain robust data pipelines; select and perform sound analyses; and correctly interpret and present their

findings.” The proposed program would ensure that graduates are prepared for positions requiring such duties and responsibilities. UVA affirms that the proposed degree program will “address the need for entry-level professionals trained in data science.”

UVA asserts that a need exists for data science degree programs at the undergraduate level. To support their assertion, UVA cites the National Academies of Sciences, Engineering, and Medicine 2018 report, “Data Science for Undergraduates: Opportunities and Options,” which states that “there are many reports that industry finds itself constrained by today’s relatively small supply of well-trained data science talent.... It is imperative that educators, administrators, and students begin today to consider how to best prepare for and keep pace with this data driven era of tomorrow.

Undergraduate teaching, in particular, offers a critical link in providing more data science exposures to students and expanding the supply of data science talent” (<https://nap.nationalacademies.org/read/25104/chapter/3>). Further, it is recommended that academic institutions “provide and evolve a range of educational pathways to prepare students for an array of data science roles in the workplace” (<https://nap.nationalacademies.org/read/25104/chapter/2>). The proposed Bachelor of Science (BS) in Data Science will address the need for colleges and universities to develop academic programs and prepare undergraduate students to “be well-prepared to compete and excel in the growing bachelors-level data science workforce.”

### **Student Demand**

In spring 2023, UVA surveyed students in the College of Arts and Sciences and the School of Engineering who had not declared a major. Of the total respondents, 376 were first year students and 138 were second year students. Students were asked whether they would apply to the proposed program. Of the 376 first year students, 85 (approximately 23%) indicated “definitely yes”. Of the 138 second year students, 36 (approximately 26%) indicated “definitely yes”. Students were also asked if offered admission would they enroll in the proposed program. Of the 376 first year students, 101 (approximately 27%) indicated “definitely yes”. Of the 138 second year students, 46 (approximately 33%) indicated “definitely yes”.

Enrollment projections show a full-time equated student enrollment (FTES) of 50 in the program's first year (2023-24). The projections continue as follows: FTES 2024-25, 110.0; 2025-26, 175.0; and 2026-27, 175. UVA anticipates 47 graduates per year beginning in 2027-28. If projections are met, then this degree program will meet Council's productivity/viability standards within five years, as required.

### **Market/Employer Demand**

Graduates of the proposed BS in Data Science will be prepared to work as junior data scientists, systems analysts, and data analysts. In Virginia and nationally, employment advertisements indicate a need for bachelor-level graduates to fill entry-level positions as operations research/systems analysts, qualitative research analysts, and junior analytics and advanced computing specialists. The U. S. Bureau of Labor Statistics (BLS) projects that between 2021 and 2031 employment of data scientists is expected



to grow 36% or “much faster than average for all occupations” (<https://www.bls.gov/ooh/math/data-scientists.htm#tab-6>). The BLS notes that data scientists “typically need at least a bachelor’s degree in mathematics, statistics, computer science, or a related field to enter the occupation” (<https://www.bls.gov/ooh/math/data-scientists.htm#tab-4>).

The Virginia Employment Commission (VEC), Labor Market Information does not have data or a job category for “data scientists.” However, VEC data show demand for occupations with similar or related knowledge, skills, and education level as those of data scientists. The data for operations research analysts and statistical assistants show demand will be robust for professionals in Virginia. The VEC, Labor Market Information projects that between 2020 and 2030 employment of operations research analysts is expected to increase 25.98% or 195 positions annually; employment of statistical assistants is expected to increase 10.74% or 14 positions annually (<https://virginiaworks.com/Occupational-Projections>).

### **Issues of Duplication**

Three public institutions in Virginia (GMU, William & Mary, and Virginia Tech) offer similar or related degree programs.

George Mason University (GMU) offers a BS in Computational and Data Sciences. Both degree programs require coursework in data visualization, ethics, and data science systems. GMU’s program requires coursework in computing, modeling and simulation, and scientific mining, which UVA’s program does not require. UVA’s proposed program will require coursework in calculus, computational probability, machine learning, cloud architecture, and inference and prediction, which GMU does not. UVA will also require a three-credit final project course whereas, GMU does not require a culminating course.

The College of William and Mary in Virginia (William & Mary) offers a BS in Data Science. Both degree programs require coursework in data systems, data communication, data ethics, and machine learning; both programs require a culminating course. William & Mary’s program requires coursework in applied machine learning and UVA’s program will not require such coursework. UVA’s program will require coursework in cloud architecture, inference and prediction, interactive applications and dashboards, and calculus, which William & Mary does not. William & Mary’s program includes three track areas: data application, algorithms, and spatial data analytics, whereas UVA has not included sub-areas to initiate the proposed degree program.

Virginia Polytechnic Institute and State University (Virginia Tech) offers a BS in Computational Modeling and Data Analytics. Similar to the proposed degree program at UVA, Virginia Tech requires coursework in data communication, machine learning, and mathematics for data science. Both programs also require a three-credit culminating course. Virginia Tech’s program differs from the proposed degree program in that it requires coursework in mathematical modeling and computer science. UVA’s program does not require coursework in calculus, computational probability, cloud

architecture, machine learning, data pipelines, and interactive applications and dashboards, whereas such courses are in the core of UVA's proposed degree program.

### **Resource Needs**

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

### **Board Approval**

The UVA Board of Visitors approved the proposed program on March 3, 2023.

### **Staff Recommendation**

Based on a review of the application, staff presents the **Bachelor of Science (B.S.) degree program in Data Science (CIP: 30.7001)** to the Academic Affairs Committee for approval.

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

**BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Bachelor of Science (B.S.) degree program in Data Science (CIP code: 30.7001), effective spring 2024.**

# State Council of Higher Education for Virginia Agenda Item

**Item:** III.F – Academic Affairs Committee – Review of Program Announcements from Public Institutions

**Date of Meeting:** September 18, 2023

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

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of the Agenda Item:**

The purpose of this item is to present “Program Announcements” for new degree programs that public institutions plan to submit for Council approval. The Program Announcement is a feature of the SCHEV program approval policy in accord with Council’s duty to “review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes,” *Code of Virginia* § 23.1-203 (5).

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

Following Council approval in May 2019, SCHEV instituted a set of modifications to its program approval process. These modifications included the creation of a two-stage system—first a Program Announcement, then the Program Proposal—for new degree programs.

The program announcement stage is intended to serve three primary purposes:

- to alert the Academic Affairs Committee of new degree programs well before they are presented by staff for Council action;
- to give Committee members the opportunity to raise questions and requests for further information that can be incorporated into the full proposal; and
- to provide advance notice to other institutions of higher education so they can comment on issues related to program duplication.

**Materials Provided:**

- *Table of Program Announcements*
- *Appendix: Program Announcements from Public Institutions, September 2023*

**Financial Impact:** None.

**Timetable for Further Review/Action:**

For programs announced here, proposals may be submitted after a one-month period to allow for feedback from other institutions.

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

Council's consideration of new degree programs supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

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

**Resolution:** N/A

### Table of Program Announcements

The table lists the Program Announcements included in this agenda item, by institution and degree name; institutions with similar existent programs are also indicated.

	<b>Institution</b>	<b>Program</b>	<b>CIP</b>	<b>Institutions with Similar Programs</b>	<b>Page</b>
1	JMU	BA/BS in Environmental Earth Science	03.0104	GMU, LU, ODU, UMW, UVA, VCU, VT	1
2	ODU	MS in Electrical and Computer Engineering	14.4701	GMU (2), NSU, UVA (2), VCU, VT (2)	7
3	ODU	PhD in Electrical and Computer Engineering	14.4701	GMU, UVA (2), VCU, VT (2)	12
4	VCU	MSN in Nursing	51.3801	UVA	17
5	VSU	BS in Biotechnology	26.1201	JMU	21

## I. Basic Program Information

Institution (official name)	James Madison University
Degree Program Designation	Bachelor of Arts (B.A.) / Bachelor of Science (B.S.)
Degree Program Name	Environmental Earth Science
CIP code	03.0104
Anticipated Initiation Date	Fall 2024
Governing Board Approval Date (actual or anticipated)	November 10, 2023

## II. Curriculum Requirements. Address the following using appropriate bolded category headings:

### **Bachelor of Arts (B.A.):**

#### **Core Courses – 22 credit hours**

GEOL 211 Oceanography (3 credits)  
GEOL 230 Evolution of Earth Systems (4 credits)  
GEOL 291 Writing and Communicating in the Geosciences (1 credit)  
GEOL 320 Meteorology (3 credits)  
GEOL 367 Genesis of Solid Earth Materials (4 credits)  
GEOL 377 Earth Surface Processes (3 credits)  
GEOL 477 Contemporary Issues in the Geosciences (4 credits)

#### **Cognate Courses – 14-15 credit hours**

BIO 350 Paleobiology (4 credits)  
CHEM 131/131L – Introductory Chemistry AND Lab (4 credits) \*  
MATH 220 Elementary Statistics (3 credits)<sup>\*+</sup> **Or**  
MATH 229 Statistics with R (3 credits)<sup>\*+</sup>  
MATH 205 Introductory Calculus I (3 credits)<sup>\*+</sup> **Or**  
MATH 232 Calculus with Functions II (3 credits)<sup>\*+</sup> **Or**  
MATH 235 University Calculus I (4 credits)<sup>\*+</sup>

#### **Required Courses – 9 credit hours**

GEOL 102 Environment Earth (3 credits) \* **Or**  
GEOL 110 Physical Geology (3 credits) \* **Or**  
GEOL 115 Earth Systems and Climate Change (3 credits) \*  
GEOL 110L Physical Geology Laboratory (1 credit) \* **Or**  
GEOL 115L Earth Systems and Climate Change Laboratory (1 credit) \*  
GEOL 167 History & Philosophy of the Geosciences (3 credits)  
GEOL 494 Internship in Geology (2 credits) **Or**  
GEOL 497 Problems in Geology (2 credits)

#### **Restricted Electives – 0-14 credit hours**

CHEM 353 Environmental Chemistry (3 credits)  
GEOL 304 Environmental Mineralogy (3 credits)  
ASTR 220 General Astronomy I: The Night Sky (3 credits) **Or**  
GEOL 307 Planetary Geology (3 credits)  
GEOL 355 Geochemistry of Natural Waters (3 credits)

GEOL 360 GIS for the Geoscientist (3 credits)  
GEOL 387 Stratigraphy, Structure, & Tectonics (4 credits)  
GEOL 390 Laboratory Techniques in Geology (3 credits)  
GEOL 398 - Topics in Geology (1-3 credits)  
GEOL 406 Paleoclimatology and Paleoceanography (3 credits)  
GEOL 430 Environmental Soil Science (3 credits)  
GEOL 440 Geophysics (3 credits)  
GEOL 442 Field Geophysics (3 credits)  
GEOL 460 Hydrogeology (3 credits)  
GEOL 489 Quantitative Methods in Geology (3 credits)

**Required Minor – 18-25 credit hours**

Students must select one minor from the following options:

Environmental Humanities – 18 credit hours  
Environmental Information Systems – 25 credits  
Environmental Science – 24-25 credits  
Environmental Studies – 21-24 credits  
Another minor approved by the program director

**Electives – 0-12 credit hours**

**Total Credit Hours for Bachelor of Arts Degree Designation: 120 credit hours**

**Bachelor of Science (BS):**

**Core Courses – 22 credit hours**

GEOL 211 Oceanography (3 credits)  
GEOL 230 Evolution of Earth Systems (4 credits)  
GEOL 291 Writing and Communicating in the Geosciences (1 credit)  
GEOL 320 Meteorology (3 credits)  
GEOL 367 Genesis of Solid Earth Materials (4 credits)  
GEOL 377 Earth Surface Processes (3 credits)  
GEOL 477 Contemporary Issues in the Geosciences (4 credits)

**Cognate Courses – 17-19 credit hours**

BIO 350 Paleobiology (4 credits)  
CHEM 131/131L – Introductory Chemistry AND Lab (4 credits)\*  
MATH 220 Elementary Statistics (3 credits)<sup>\*+</sup> **Or**  
MATH 229 Statistics with R (3 credits)<sup>\*+</sup>  
MATH 205 Introductory Calculus I (3 credits)<sup>\*+</sup> **Or**  
MATH 232 Calculus with Functions II (3 credits)<sup>\*+</sup> **Or**  
MATH 235 University Calculus I (4 credits)<sup>\*+</sup>  
PHYS 140 Introductory Physics or 140/150LS Introductory Physics AND Lab (3-4 credits)\*

**Required Courses – 10 credit hours**

GEOL 102 Environment Earth (3 credits)\* **Or**  
GEOL 110 Physical Geology (3 credits)\* **Or**

GEOL 115 Earth Systems and Climate Change\* (3 credits)  
GEOL 110L Physical Geology Laboratory (1 credit)\* **Or**  
GEOL 115L Earth Systems and Climate Change Laboratory (1 credit)\*  
GEOL 387 Stratigraphy, Structure, & Tectonics (4 credits)  
GEOL 494 Internship in Geology (2 credits) **Or**  
GEOL 497 Problems in Geology (2 credits)

**Restricted Electives – 9 credit hours**

CHEM 353 Environmental Chemistry (3 credits)  
GEOL 167 History & Philosophy of the Geosciences (3 credits)  
GEOL 304 Environmental Mineralogy (3 credits)  
ASTR 220 General Astronomy I: The Night Sky (3 credits) **Or**  
GEOL 307 Planetary Geology (3 credit hours)  
GEOL 355 Geochemistry of Natural Waters (3 credits)  
GEOL 360 GIS for the Geoscientist (3 credits)  
GEOL 390 Laboratory Techniques in Geology (3 credits)  
GEOL 398 - Topics in Geology (1-3 credits)  
GEOL 406 Paleoclimatology and Paleoceanography (3 credits)  
GEOL 430 Environmental Soil Science (3 credits)  
GEOL 440 Geophysics (3 credits)  
GEOL 442 Field Geophysics (3 credits)  
GEOL 460 Hydrogeology (3 credits)  
GEOL 489 Quantitative Methods in Geology (3 credits)

**Required Minor – 21-25 credit hours**

Students must select one minor from the following options:#

Environmental Information Systems – 25 credits  
Environmental Management – 22-25 credits  
Environmental Science – 24-25 credits  
Environmental Studies – 21-24 credits  
Pre-Professional Secondary Education – 23 credits  
Another minor approved by the program director

**Electives – 0-7 credit hours**

**Total Credit Hours for Bachelor of Science Degree Designation: 120 credit hours**

**III. Description of Educational Outcomes.** Use bullets to list outcomes. (max. 250 words)



Student will be able to:

- Comprehend and apply Earth and environmental science principles, facts, and concepts in authentic settings
- Skillfully apply methodologies (data collection & management, analysis, instrumentation use, etc.) in the laboratory and field
- Demonstrate that the Earth & Environmental sciences are fundamentally interdisciplinary
- Accept, prefer, and commit to scientific values in professional and personal choices in professional working environments and vocational activities
- Communicate with and advise non-scientific audiences on dynamic Earth and environmental processes that affect individuals and communities
- Integrate knowledge and skills in the geosciences in the societal, ethical, and moral context in which these knowledge and skills will be employed.

**IV. Description of Workplace Competencies/Skills.** Use bullets to list outcomes. (max. 250 words)

- Graduates of the proposed Bachelor of Science or Bachelor of Arts degree program in Environmental Earth Science will be able to:
- Connect important disciplinary core ideas, crosscutting concepts, and science and engineering practices
  - Develop interdisciplinary connections between sciences and mathematics, especially between the Earth and life sciences, to appropriately represent environmental science to non-scientific audiences
  - Determine data collection methods for research projects, investigations, and surveys
  - Collect and compile environmental data from samples of air, soil, water, food, and other materials for scientific analysis
  - Analyze samples, surveys, and other information to identify and assess threats to the environment
  - Provide information and guidance to government officials, businesses, and the general public on possible environmental hazards and health risks

**V. Duplication.** Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites

<b>Institution</b>	<b>Program degree designation, name, and CIP code</b>	<b>Degrees granted (most recent 5-yr average)</b>
George Mason University	Bachelor of Science (BS), Environmental Science, CIP code: 03.0104	30
Longwood University	Bachelor of Science (BS), Integrated Environmental Science, CIP code: 03.0104	15
Old Dominion University	Bachelor of Science (BS), Ocean & Earth Science, CIP code: 40.0699	10
University of Mary Washington	Bachelor of Science (BS), Environmental Science and Geology, CIP code: 40.9999	28

University of Virginia	Bachelor of Arts (BA) / Bachelor of Science (BS), Environmental Sciences, CIP code: 03.0104	82
Virginia Commonwealth University	Bachelor of Science (BS), Environmental Studies, CIP code: 03.0103	62
Virginia Tech	Bachelor of Science (BS), Environmental Science, CIP code: 03.0104	37

## VI. Labor Market Information.

### Labor Market Information: Bureau of Labor Statistics, 2021-2031 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Environmental Scientists and Specialists	80,000	83,800	5% (3,800)	Bachelor's Degree
*Secondary School Teachers	1,060,000	1,110,000	5% (48,700)	Bachelor's Degree

\*= includes all content areas, which masks high-demand areas such as science

### Labor Market Information: Virginia Employment Commission, 2020-2030 (10-Yr)

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Environmental Scientists and Specialists	3,484	3,687	5.8% (203)	20	Bachelor's Degree
*Secondary School Teachers	23,518	26,209	11.4% (2691)	269	Bachelor's Degree

\*= includes all content areas, which masks high-demand areas such as science

## VII. Projected Resource Needs

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
<b>Informational Category</b>		<b>Program Initiation Year 2024 - 2025</b>	<b>Program Full Enrollment Year 2027 - 2028</b>
1	Projected Enrollment (Headcount)	15	60
2	Projected Enrollment (FTE)	15	60
3	Estimated Tuition and E&G Fees	\$13,576 In-state \$30,790 Out-of-state	\$14,834 In-state \$33,645 Out-of-state
4	Projected Revenue from Tuition and E&G Fees	\$238,068	\$1,059,339
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0

## VIII. Virginia Needs. Briefly indicate state needs for the degree program. (max. 250 words)

The Commonwealth continues to experience persistent shortages of graduates in the environmental sciences. These shortages are manifested in two particular ways: (1) the relative lack of experience with Earth science concepts among graduates of environmental science programs, and (2) the documented lack of qualified teachers of Earth and environmental science for secondary school classrooms.

Most environmental science programs in the Commonwealth provide students with a solid preparation in the biotic factors of ecological systems, but provide limited experiences with abiotic factors and the complexity of Earth systems. As a result, current issues in the Earth system such as catastrophic rainfalls, extended droughts, and the negative impacts from extractive industries, are incomplete in those curricula that examine the consequences of environmental change with minimal focus on Earth's physical environment as a key factor of environmental change. Providing the Commonwealth with professionals who can advise on climate and environmental resilience policies and prepare students to engage in graduate research in these areas is a pressing need.

In secondary school curriculum, Virginia provides students with two options for Earth-related learning experiences, Earth science and environmental science, while only specifying licensure for Earth science. Thus, there are no established course competencies for teachers of environmental science. Currently, few of the graduates from environmental science programs in the Commonwealth would be qualified to teach Earth science without substantial additional coursework. The proposed program of study will provide all content requirements for Earth science licensure, while ensuring a cadre of teachers competent to teach environmental science.

## I. Basic Program Information

Institution (official name)	Old Dominion University
Degree Program Designation	Master of Science
Degree Program Name	Electrical and Computer Engineering
CIP code	14.4701
Anticipated Initiation Date	Fall 2025
Governing Board Approval Date (actual or anticipated)	December 1, 2023

## II. Curriculum Requirements. Address the following using appropriate bolded category headings:

•

The M.S. degree requires a minimum of 31 credit hours of graduate study. The program offers three options.

- The M.S. degree thesis option requires a minimum of 25 credit hours of courses (including a 1 credit hour Graduate Seminar) and 6 credit hours of thesis along with the oral thesis defense examination.
- The M.S. degree project option requires a minimum of 28 credit hours of courses (including a 1 credit Graduate Seminar) and 3 credit hours of a Master's project course ([ECE 698](#)) that includes an oral defense examination.
- The M.S. degree course option requires a minimum of 31 credit hours of courses (including a 1 credit Graduate Seminar) and a written comprehensive examination at the end of the course work.

### Curriculum for Thesis Students

#### **Core Course – 16 credit hours**

ECE 558 Instrumentation (3 cr)  
ECE 561 Automatic Control Systems (3 cr)  
ECE 601 Linear Systems (3 cr)  
ECE 611 Numerical Methods in Engineering Analysis (3 cr)  
ECE 612 Digital Signal Processing I (3 cr)  
ECE 731 Graduate Seminar (1 cr)

#### **Electives – 9 credit hours**

#### **Thesis – 6 credit hours**

Students will repeat this course as needed until minimum credit hours are fulfilled.  
ECE 699 Thesis (1-3 cr)

#### **Additional requirements**

Students are required to write and defend in public their thesis successfully.

#### **Total credit hours – 31 credits**

### Curriculum for Non-Thesis Students

**Core Course – 16 credit hours**

ECE 558 Instrumentation (3 cr)  
ECE 561 Automatic Control Systems (3 cr)  
ECE 601 Linear Systems (3 cr)  
ECE 611 Numerical Methods in Engineering Analysis (3 cr)  
ECE 612 Digital Signal Processing I (3 cr)  
ECE 731 Graduate Seminar (1 cr)

**Electives – 12 credit hours****Master's Project (Capstone) – 3 credit hours**

ECE 698 Master's Project (3 cr)

**Total credit hours – 31 credits****Curriculum for Course-Option Students****Core Course – 16 credit hours**

ECE 558 Instrumentation (3 cr)  
ECE 561 Automatic Control Systems (3 cr)  
ECE 601 Linear Systems (3 cr)  
ECE 611 Numerical Methods in Engineering Analysis (3 cr)  
ECE 612 Digital Signal Processing I (3 cr)  
ECE 731 Graduate Seminar (1 cr)

**Electives – 15 credit hours****Additional Requirements**

Written Comprehensive Exam

**Total credit hours – 31 credits****III. Description of Educational Outcomes.** Use bullets to list outcomes. (max. 250 words)

- Apply advanced knowledge of electrical and computer engineering.
- Identify and formulate an advanced-level electrical and computer engineering problem, collect and analyze relevant data, and develop a solution.
- Communicate their analysis of electrical and computer engineering ideas and technical material such as mathematical equations and data analysis.
- Conduct research for the solution of practical electrical and computer engineering problems.

**IV. Description of Workplace Competencies/Skills.** Use bullets to list outcomes. (max. 250 words)

- Graduates will possess skills and competencies in technical aspects of electrical and computer engineering fields, including systems, signal and image processing, physical electronics, computer engineering, and cybersecurity engineering.
- Graduates will analyze and solve practical electrical and computer engineering problems.

**V. Duplication.** Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
GMU	M.S., Electrical and Computer Engineering, 14.0101	27
GMU	M.S., Computer Engineering, 14.0901	21
NSU	M.S., Electronics Engineering, 14.1001	11
UVA	M.S./M.E., Electrical Engineering, 14.1001	17
UVA	M.S./M.E., Computer Engineering, 14.0901	23
VCU	M.S., Engineering, 14.0101	9
Virginia Tech	M.S./M.E., Electrical Engineering, 14.1001	62
Virginia Tech	M.S./M.E., Computer Engineering, 14.0901	57

**VI. Labor Market Information.** Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert correct years (20XX and 20YY) to reflect the most recent 10-year projections. Add rows as necessary.

**Labor Market Information: Bureau of Labor Statistics, 2021 -2031 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Electrical and Electronics Engineer	303,800	313,600	3%, 9,800	Bachelor's
Computer hardware engineer	76,900	80,600	5%, 3,700	Bachelor's
Comp and info research scientist	33,500	40,600	21%, 7,100	Master's
Computer network architects	174,800	182,300	4%, 7,500	Bachelor's
Computer systems analyst	538,800	589,700	9%, 50,900	Bachelor's

**Labor Market Information: Virginia Employment Commission, 2020 -2030 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Electrical Engineer	6155	6666	8.3%, 511	51	Bachelor's
Electronics Engineers	3981	4234	6.3%, 253	25	Bachelor's
Computer and Info Sys M'gers	15422	17107	10.9%, 1685	168	Bachelor's
Comp Sci Teachers, Postsec	1668	1843	10.4%, 175	18	Not applicable

**VII. Projected Resource Needs**

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
<b>Informational Category</b>		<b>Program Initiation Year 2025 - 2026</b>	<b>Program Full Enrollment Year 2028 - 2029</b>
1	Projected Enrollment (Headcount)	56	75
2	Projected Enrollment (FTE)	38	56
3	Estimated Tuition and E&G Fees	\$16,369 (in-state) \$38,595 (out-of-state)	\$18,949 (in-state) \$44,679 (out-of-state)

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
4	Projected Revenue from Tuition and E&G Fees	\$1,050,020	\$1,627,015
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

**VIII. Virginia Needs.** Briefly indicate state needs for the degree program. (max. 250 words)

The proposed degree program will prepare students for research and industry careers throughout the Commonwealth of Virginia. The additional training of these students will be sought by employers in southwest, southeast, central, and northern Virginia. For example, HII Newport News Shipbuilding values students with a master's degree that are proficient in controls and computer networks. Manufacturing and companies focusing on data analytics will also benefit from our graduates.



## I. Basic Program Information

Institution (official name)	Old Dominion University
Degree Program Designation	Doctor of Philosophy
Degree Program Name	Electrical and Computer Engineering
CIP code	14.4701
Anticipated Initiation Date	Fall 2025
Governing Board Approval Date (actual or anticipated)	December 1, 2023

## II. Curriculum Requirements. Address the following using appropriate bolded category headings:

### **Curriculum for Students Admitted with a M.S. Degree**

#### **Core courses - 7 credit hours**

ECE 651 Statistical Analysis and Simulation (3 cr)

ECE 831 Graduate Seminar (1 cr)

ECE 861 Computational and Statistical Methods in Electrical and Computer Engineering (3 cr)

#### **Electives (Graduate-level course work) - 18 credit hours**

For students with a master's degree, the 24 credit hours of graduate-level coursework consist of 8 3-credit graduate-level courses chosen by the student and the research advisor and approved by the Graduate Program Director. A minimum of five of the eight courses must be completed at the 800 level, and no more than 9 credits can be taken in other departments.

#### **Research Requirement - 24 credit hours**

Students will repeat this course, as needed, until minimum credit hours are fulfilled.

ECE 899 Dissertation Research (1-9 cr)

#### **Additional requirements**

Students are required to successfully complete a written diagnostic examination, written and oral candidacy examinations, dissertation research proposal, and to write and defend in public their dissertation.

**Total credit hours: 49 credit hours**

### **Curriculum for Students Admitted with a B.S. Degree**

#### **Core courses: 22 credit hours**

ECE 558 Instrumentation (3 cr)

ECE 561 Automatic Control Systems (3 cr)

ECE 601 Linear Systems (3 cr)

ECE 611 Numerical Methods in Engineering Analysis (3 cr)

ECE 612 Digital Signal Processing I (3 cr)

ECE 651 Statistical Analysis and Simulation (3 cr)

ECE 831 Graduate Seminar (1 cr)

ECE 861 Computational and Statistical Methods in Electrical and Computer Engineering (3 cr)

**Electives (Graduate-level course work) – 27 credit hours**

For students without a master's degree, 79 credit hours of graduate-level coursework are needed for the degree. The credits consist of 49 credit hours of graduate courses (22 core courses and 27 graduate-level electives) and 30 research credit hours (ECE 899). A minimum of three-fifths of the required 79 credit hours must be at the 800 level and need to comply with Ph.D. program degree requirements. Additional coursework or appropriate research background may be required to meet course prerequisites or prepare for the diagnostic examination.

**Research Requirement – 30 credit hours**

Students will repeat this course, as needed, until minimum credit hours are fulfilled.

ECE 899 Dissertation Research (1-9 cr)

**Additional requirements**

Students are required to successfully complete a written diagnostic examination, written and oral candidacy examinations, dissertation research proposal, and to write and defend in public their dissertation.

**Total Credits: 79 credit hours**

**III. Description of Educational Outcomes.** Use bullets to list outcomes. (max. 250 words)

- The program will produce graduates with an advanced technical understanding and skills in electrical and computer engineering.
- Program graduates will be able to apply advanced knowledge and skills in electrical and computer engineering to solve contemporary problems of industry and society.
- Program graduates will be able to conduct both independent and collaborative research to generate new knowledge in the field of electrical and computer engineering.
- Program graduates will effectively communicate knowledge to the technical and broader public communities.

**IV. Description of Workplace Competencies/Skills.** Use bullets to list outcomes. (max. 250 words)

- Graduates will have the ability to discover or develop new engineering knowledge and scholarly skills at an advanced level.
- Graduates will be able analyze advanced, complex electrical and computer engineering problems and develop practical solutions that work within provided specifications and constraints.
- Graduates will develop critical thinking skills and competencies in technical aspects of electrical and computer engineering in current and emerging electrical and computer technologies.
- Graduates will apply leading-edge principles, theories, and concepts to the development of standards, procedures, and guidelines in their chosen field of specialty related to electrical and computer engineering.
- Graduates will work effectively as a member of a team and be able to lead others in teamwork-based projects.
- Graduates will be able to communicate effectively in written, oral, and other modes as needed

**V. Duplication.** Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

Institution	Program degree designation, name, and CIP code	Degrees granted (most recent 5-yr average)
VCU	Ph.D., Engineering, 14.0101	13
GMU	Ph.D., Electrical and Computer Engineering, 14.1001	8
UVA	Ph.D., Electrical Engineering, 14.1001	14
UVA	Ph.D., Computer Engineering, 14.0901	39
Virginia Tech	Ph.D., Electrical Engineering, 14.1001	3
Virginia Tech	Ph.D., Computer Engineering, 14.0901	12

**VI. Labor Market Information.** Fill in the tables below with relevant information from the Bureau of Labor Statistics (BLS) and Virginia Employment Commission (VEC). Insert correct years (20XX and 20YY) to reflect the most recent 10-year projections. Add rows as necessary.

**Labor Market Information: Bureau of Labor Statistics, 2021 -2031 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Electrical and Electronics Engineer	303,800	313,600	3%, 9,800	Bachelor's
Computer hardware engineer	76,900	80,600	5%, 3,700	Bachelor's
Computer and information scientist	33,500	40,600	21%, 7,100	Master's
Computer network architects	174,800	182,300	4%, 7,500	Bachelor's
Computer systems analyst	538,800	589,700	9%, 50,900	Bachelor's

**Labor Market Information: Virginia Employment Commission, 2020 -2030 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Electrical Engineer	6155	6666	8.3%, 511	51	Bachelor's
Electronics Engineers	3981	4234	6.3%, 253	25	Bachelor's
Computer and Info Sys M'gers	15422	17107	10.9%, 1685	168	Bachelor's
Comp Sci Teachers, Postsec	1668	1843	10.4%, 175	18	Not applicable

**VII. Projected Resource Needs**

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
<b>Informational Category</b>		<b>Program Initiation Year 2025 - 2026</b>	<b>Program Full Enrollment Year 2028 - 2029</b>
1	Projected Enrollment (Headcount)	50	68
2	Projected Enrollment (FTE)	45	61

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
3	Estimated Tuition and E&G Fees	\$16,369 (in-state) \$38,595 (out-of-state)	\$18,949 (in-state) \$44,679 (out-of-state)
4	Projected Revenue from Tuition and E&G Fees	\$929,580	\$1,468,642
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	\$0	\$0

**VIII. Virginia Needs.** Briefly indicate state needs for the degree program. (max. 250 words)

The doctoral program prepares students for academia, research laboratories, and industry careers. In 2023, universities in the state of Virginia posted positions for tenure-track and research faculty, including positions seeking expertise in cyber-physical systems (Hampton University), integrated microsystems design and fabrication (Virginia Tech), and statistical estimation, signal processing, and wireless communications (University of Virginia). With their unique electrical and computer engineering foundation, our doctoral students can succeed in these positions by integrating their expertise in electrical engineering and computer hardware systems. The federal government (e.g., U.S. Army Corps of Engineers, Fort Belvoir) and industry (e.g., Amentum, Dahlgren) have positions for applicants with a Ph.D. degree who can design and develop systems at the crossroads of electrical and computer engineering. Graduates of our Ph.D. in Electrical and Computer Engineering will be needed to ensure that the Virginia Clean Economy Act will deliver practical and innovative solutions while spurring economic growth.

## I. Basic Program Information

Institution (official name)	Virginia Commonwealth University
Degree Program Designation	Master of Science in Nursing (M.S.N.)
Degree Program Name	Nursing
CIP code	51.3801
Anticipated Initiation Date	Summer 2025
Governing Board Approval Date (actual or anticipated)	December 8, 2023

## II. Curriculum Requirements.

### **Core Coursework: 44 credit hours**

IPEC 501: Foundations of Interprofessional Practice (1 credit)

IPEC 502: Interprofessional Quality Improvement and Patient Safety (1 credit)

NURS 523: Fundamental Nursing Concepts (3 credits) \*

NURS 535: Population Health, Prevention, and Wellness Across the Lifespan (4 credits) \*

NURS 547: Chronic Care Concepts Across the Lifespan (4 credits) \*

NURS 550: Acute Care Concepts Across the Lifespan (4 credits) \*

NURS 624: Roles and Responsibilities of the Professional Nurse (2 credits) \*

NURS 625: Integration of Pathophysiology and Pharmacology for Nursing Practice I (4 credits) \*

NURS 626: Integration of Pathophysiology and Pharmacology for Nursing Practice II (4 credits) \*

NURS 633: Integration of Applied Health Assessment Across the Lifespan (4 credits) \*

NURS 634: Integration of Evidence-based Practice in Healthcare (3 credits) \*

NURS 647: Nursing Informatics and Data Utilization (3 credits) \*

NURS 648: Emerging Trends in Nursing Leadership (3 credits) \*

NURS 650: Transition to Practice (3 credits) \*

### **Additional Requirements: 2 credit hours**

IPEC 561: IPE Virtual Geriatrics Case (2 credits)

or IPEC 563: IPE Complex Care Coordination (2 credits)

### **Experiential Learning: 16 credit hours**

The Virginia Board of Nursing mandates applied practice to integrate coursework, theories and research, and application. Five (5) mandatory courses for a total of 16 credits and 500 direct care hours are required.

NURS 524: Applied Practice: Health Assessment Across the Lifespan and Fundamental Nursing Concepts (3 credits) (45 direct care hours) \*

NURS 536: Applied Practice: Population Health, Prevention, and Wellness Across the Lifespan (45 direct care hours) \*

NURS 548: Applied Practice: Chronic Care Concepts Across the Lifespan (2 credits) (90 direct care hours) \*

NURS 551: Applied Practice: Acute Care Concepts Across the Lifespan (3 credits) (135 direct care hours) \*

NURS 649: Senior Synthesis (5 credits) (225 direct care hours) \*

**Total Credit Hours: 60**

**III. Description of Educational Outcomes.** Use bullets to list outcomes. (max. 250 words)

Upon completing this program, students will be able to:

- Demonstrate competence to practice person-centered care across the lifespan and across the continuum of healthcare systems
- Integrate theories and concepts from liberal education and related disciplines into nursing practice
- Exhibit professionalism that reflects the inherent values fundamental to nursing.
- Display effective interprofessional teamwork skills
- Demonstrate professional nursing practice grounded in the application of current evidence
- Utilize information technologies and processes related to patient care delivery
- Shows competence in leadership, quality improvement, and patient safety to provide quality health care
- Apply health promotion and disease prevention competencies at the individual and population levels

**IV. Description of Workplace Competencies/Skills.** Use bullets to list outcomes. (max. 250 words)

Graduates of the program will be able to (demonstrate competencies and skills):

- Integrate technical skills and theoretical knowledge to meet patient and family needs
- Assist the care team with the prevention of illness and injury, maintenance of wellness, and provisions of comfort
- Accurately document direct, age-specific care based on medical orders and a multidisciplinary plan of care
- Safely administer prescribed medications
- Recognize changes in patient situations and intervene
- Follow physician orders
- Practices within the boundaries of the regulations governing the practice of nursing in the Commonwealth of Virginia
- Adhere to the ANA Code of Ethics for Nursing and established national nurse practice standards

**V. Duplication.** Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV's degree/certificate inventory and institutions' websites.

<b>Institution</b>	<b>Program degree designation, name, and CIP code</b>	<b>Degrees granted (most recent 5-yr average)</b>
University of Virginia	MSN, Nursing (Clinical Nurse Leader-direct entry), 51.3801	45

**VI. Labor Market Information.**

**Labor Market Information: Bureau of Labor Statistics, 2021 -2031 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Registered Nurse	3,130,600	3,326,000	6.2% 195,400	Bachelor's Degree

**Labor Market Information: Virginia Employment Commission, 2020-2030 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Registered Nurse	67,340	72,900	8.26% 5,560	556	Bachelor's Degree

**VII. Projected Resource Needs**

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
<b>Informational Category</b>		<b>Program Initiation Year 2025 - 2026</b>	<b>Program Full Enrollment Year 2028 - 2029</b>
1	Projected Enrollment (Headcount)	30	60
2	Projected Enrollment (FTE)	30	60
3	Estimated Tuition and E&G Fees	\$39,775 (In-State) \$74,710 (Out of State)	\$39,775 (In-State) \$74,710 (Out of State)
4	Projected Revenue from Tuition and E&G Fees	\$ 1,193.250	\$1,998,000
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	0	0



**VIII. Virginia Needs.** Briefly indicate state needs for the degree program. (max. 250 words)

Virginia Commonwealth University is proposing a Direct Entry Pre-Licensure Master of Science program in Nursing. This program would be only the second of its kind in the Commonwealth. Current data from the Virginia Employment Commission (VEC), it's projected that the nursing shortage in the Commonwealth will grow by 8.26% over the next decade. Virginia currently ranks sixth lowest in the nation for its nurse-to-state population ratio, with only 7.76 nurses per 1,000 people. Nationally, there has been a notable increase of 75% in the number of Direct Entry Pre-Licensure Master's Degree programs over the past five years. Virginia needs to align with this national trend.

There is a critical need for registered nurses in the Commonwealth, with a staggering 6,300 active job openings. The proposed degree program efficiently prepares students for immediate entry into healthcare. Addressing this demand, the proposed degree program targets individuals with a Bachelor's Degree in a different field, providing an accelerated pathway and transition into the nursing profession. The American Association of Colleges and Universities has indicated that current four-year traditional enrollments cannot keep up with the nursing demand. This program allows for another way to help meet the demand.

The proposed program not only addresses workforce needs but also benefits students in the Commonwealth. The proposed degree program benefits those who have already earned a baccalaureate degree (or higher) and are interested in nursing. The program expedites the time required to become a registered nurse and facilitates degree progression.

## I. Basic Program Information

Institution (official name)	Virginia State University
Degree Program Designation	Bachelor of Science (BS)
Degree Program Name	Biotechnology
CIP code	26.1201
Anticipated Initiation Date	Fall 2024
Governing Board Approval Date (actual or anticipated)	November 20283

## II. Curriculum Requirements. Address the following using appropriate bolded category headings:

### Core Courses: 31 credit hours

- BIOT150. Introduction to Biotechnology (3) \*
- BIOT150L. Introduction to Biotechnology Lab (1) \*
- BIOT201. Cellular and Protein Biotechnology (3) \*
- BIOT201L. Cellular and Protein Biotechnology Lab (1) \*
- BIOL241. Introduction to Microbiology (3)
- BIOL241L. Introduction to Microbiology Lab (1)
- BIOT301. Molecular and Genomic Techniques (3) \*
- BIOT301L. Molecular and Genomic Techniques Lab (1)
- BIOL320. Principles of Genetics (3)
- BIOL320. Principles of Genetics Lab (1)
- BIOT360. Genomics (3)
- BIOT360L. Genomics Lab (1)
- BIOT460. Genetic Engineering and Genome Editing (3) \*
- BIOT460L. Genetic Engineering and Genome Editing Lab (1) \*
- BIOT480. Research and Practice (3) \*

### Required Courses: 31 credit hours

- CHEM151. General Chemistry I (3)
- CHEM153. General Chemistry I Laboratory (1)
- CHEM152. General Chemistry II (3)
- CHEM154. General Chemistry II Laboratory (1)
- CHEM305. Organic Chemistry I (3)
- CHEM307. Organic Chemistry I Laboratory (1)
- CHEM306. Organic Chemistry II (3)
- CHEM308. Organic Chemistry II Laboratory (1)
- CHEM422. Biochemistry (3)
- CHEM423. Biochemistry Laboratory (1)
- PHYS105. Introduction to Physics I (4)
- PHYS106. Introduction to Physics II (4)
- BIOT270. Biostatistics (3)

**Restricted Electives: 14 credit hours**

Students will select 14 credit hours from the following areas: Pharmaceutical Manufacturing, Forensic Biology, Virology/Immunology, and Bioinformatics.

**Electives: 9 credit hours****Total credit hours: 120****III. Description of Educational Outcomes.** Use bullets to list outcomes. (max. 250 words)

- Demonstrate knowledge of major biotechnological concepts, theories, and empirical findings.
- Demonstrate the ability to apply biotechnological concepts and theories to research and real-life situations.
- Differentiate among different techniques used in biotechnology and apply them in designing an experiment.
- Demonstrate the ability to analyze and interpret quantitative biotechnological data using statistics, graphs, and data tables.
- Use critical and creative thinking, skeptical inquiry, and the scientific approach to solve problems related to current issues in biotechnology.
- Demonstrate critical thinking in the analysis and evaluation of information to distinguish scientific from nonscientific claims related to biotechnology and demonstrate critical thinking in the analysis, evaluation, and interpretation of information in the scientific literature to distinguish the scientific literature from other sources.

**IV. Description of Workplace Competencies/Skills.** Use bullets to list outcomes. (max. 250 words)

- Extract genetic materials (DNA/RNA) from a variety of samples and assess their quality
- Amplify genes or genomic regions of interest for various analyses
- Prepare libraries for and conduct DNA sequencing using the next-generation and third-generation sequencing technologies
- Apply the knowledge and skills in DNA/protein technologies in biomanufacturing
- Extract, isolate, identify, and quantify protein products from biotechnological processes
- Conduct chemical and biochemical analyses of biotechnological processes
- Make sound judgement and argument about ethical applications of biotechnology
- Perform genetic engineering and genomic editing for a variety of applications
- Analyze biotechnological data using statistical and computational methods
- Communicate the knowledge, research results, and new ideas in biotechnology to a variety of audiences

**V. Duplication.** Provide information for each existing degree program at a Virginia public institution at the same degree level. Use SCHEV’s degree/certificate inventory and institutions’ websites.

<b>Institution</b>	<b>Program degree designation, name, and CIP code</b>	<b>Degrees granted (most recent 5-yr average)</b>
James Madison University	Bachelor of Science, Biotechnology, 26.1201	28

**VI. Labor Market Information.**

**Labor Market Information: Bureau of Labor Statistics, 2021-2031 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Typical Entry Level Education
Biochemist and biophysicists	37,500	43,200	15%, 5700	Not available
Biological technicians	84,300	92,000	9%, 7700	Not available
Medical scientists	119,200	140,000	17%, 28,000	Not available

**Labor Market Information: Virginia Employment Commission, 2020 -2030 (10-Yr)**

Occupation	Base Year Employment	Projected Employment	Total % Change and #s	Annual Change #	Education
Clinical Laboratory Tech’s	8435	9089	7.75%, 654	65	Not available
Biological technician	1621	1708	5.36%, 87	9	Bachelor’s Degree
Medical Scientists	1704	1856	8.9%, 152	15	Not available

**VII. Projected Resource Needs**

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
<b>Informational Category</b>		<b>Program Initiation Year 2024 - 2025</b>	<b>Program Full Enrollment Year 2027 - 2028</b>
1	Projected Enrollment (Headcount)	15	60
2	Projected Enrollment (FTE)	13	48

<b>Cost and Funding Sources to Initiate and Operate the Program</b>			
3	Estimated Tuition and E&G Fees	\$6,420 In-state \$12,077 Out-of-state	\$6,721 In-state \$12,680 Out-of-state
4	Projected Revenue from Tuition and E&G Fees	\$231,301.00	\$503,260.00
5	Other Funding Sources Dedicated to the Proposed Program (e.g., grant, business entity, private sources)	N/A	N/A

**VIII. Virginia Needs.** Briefly indicate state needs for the degree program. (max. 250 words)

Biotechnology is a rapidly growing industry in Virginia with applications in healthcare, agriculture, energy, and environmental protection. Virginia is home to many leading biotechnology companies, including Novozymes, DuPont, and Genentech. The biotechnology industry has experienced significant growth in recent years, driven by various factors, including advances in genetic engineering, synthetic biology, biomanufacturing, and next-generation biofuel technology.

Virginia has encouraged growth in this industry by investing in biotech incubators and accelerators, as well as educational programs that support the development of a skilled workforce. In 2022, the Virginia Biotechnology Research Partnership Authority was awarded \$52.9 million from the Biden Administration’s Build Back Better Regional Challenge, and as a critical component of this award, Virginia State University would provide rigorous training in biotechnology to its students. As recently as February 2023, Governor Youngkin announced an additional \$66 million distributed to four different projects within the Biotechnology, Life Sciences, and Pharmaceutical Manufacturing Cluster.

A B.S. in Biotechnology may allow for more diverse careers, including research and development, product development, quality assurance, and regulatory affairs. Such a program at Virginia State University will significantly contribute to the diversity of the workforce in biotechnology. Graduates can find employment in various settings, including pharmaceutical companies, biotech start-ups, energy companies, government agencies, and research institutions. Additionally, many companies in Virginia and surrounding areas seeking entry-level candidates with a B.S. in Biotechnology required either no experience or lab research experience attainable during an undergraduate program.

## State Council of Higher Education for Virginia Agenda Item

**Item:** III.G – Academic Affairs Committee – Briefing on Day of Dialogue on Civic Learning and Engagement

**Date of Meeting:** September 18, 2023

**Presenter:** Dr. Jodi Fisler  
Senior Associate for Assessment Policy & Analysis  
[jodifisler@schev.edu](mailto:jodifisler@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of the Agenda Item:**

The purpose of this item is to provide Council with information about the Day of Dialogue on Civic Learning and Engagement held at the University of Mary Washington on June 5, 2023. This event was part of an ongoing effort to support institutions in meeting expectations set forth in SCHEV's Policy on Student Learning Assessment and Quality in Undergraduate Education.

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

SCHEV's Policy on Student Learning Assessment and Quality in Undergraduate Education requires all public institutions to assess their undergraduate students on six core competencies, one of which is civic engagement. This competency was added to the policy as part of extensive revisions adopted in 2017. To support institutions in meeting the expectations of this requirement, SCHEV has convened several gatherings for institutional faculty and staff for the purpose of discussing various aspects of teaching and assessing civic engagement. These gatherings have allowed SCHEV staff to hear from institutional representatives about the challenges they face, and also allowed faculty and staff to share success stories and helpful resources with one another.

Discussions at the 2022 Day of Dialogue on Civic Learning and Engagement led to SCHEV establishing a partnership with the Constructive Dialogue Institute, which is now working with 12 Virginia public colleges and universities to implement a training program in the 2023-24 academic year to equip students, faculty and staff with skills needed to have constructive and respectful conversations with people who have differing values and opinions. The constructive dialogue initiative supports Governor

Youngkin's priority of promoting vibrant campus life by ensuring that free speech and free inquiry are a hallmark of a Virginia education.

The 2023 Day of Dialogue provided an opportunity for SCHEV to report back to the institutions about the constructive dialogue initiative and other actions taken since the prior-year event, and to continue building on past discussions in order to better support civic learning and engagement for all students in the Commonwealth.

**Materials Provided:**

- SCHEV Statement on Civic Engagement (2023) is attached.
- During the meeting, staff will provide a presentation (PowerPoint).

**Financial Impact:** N/A

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

**Relationship to the 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*:

- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Support experiences that improve students' employment outcomes, income and community engagement.
- Improve the alignment between post-secondary academic programs and labor market outcomes.
- Cultivate a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming.

**Resolution:** N/A

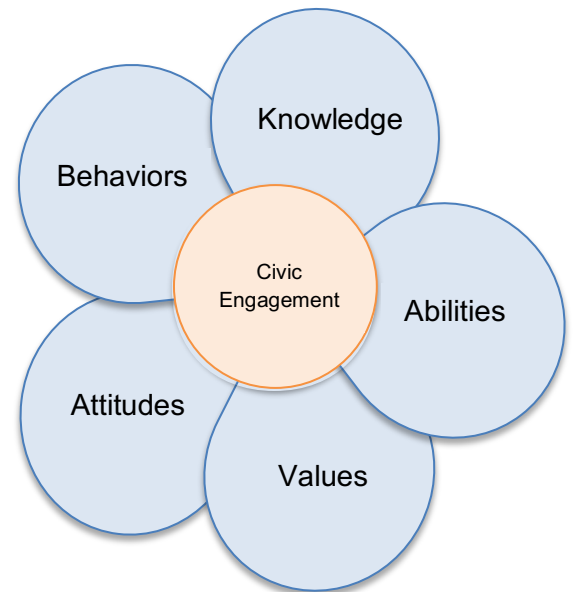
## SCHEV Statement on Civic Engagement

Since 2017, SCHEV's *Policy on Student Learning Assessment and Quality in Undergraduate Education* has required all Virginia public colleges and universities to assess civic engagement, among other core competencies. The purpose of this statement is to provide greater clarity about how SCHEV understands civic engagement, as well as what we expect regarding assessment of this complex competency. We do not expect this document will answer every question. Please contact [JodiFisler@schev.edu](mailto:JodiFisler@schev.edu) if you would like to discuss it further.

Here's how the SCHEV policy describes civic engagement:

**Civic engagement** – an array of knowledge, abilities, values, attitudes, and behaviors that in combination allow individuals to contribute to the civic life of their communities. It may include, among other things, exploration of one's role and responsibilities in society; knowledge of and ability to engage with political systems and processes; and/or course-based or extra-curricular efforts to identify and address issues of public or community concern.

Before we expand on that a bit more, keep in mind that the policy language is a *description*, not a definition and not a statement of measurable learning outcomes. It is up to each institution to decide how to define civic engagement more precisely, given the institution's educational mission and student population. That is an intentional feature of the policy. Virginia's institutions are diverse, and education is not a one-size-fits-all endeavor.



### Civic Engagement Is More Than an Activity

The word “engagement” suggests action. Consequently, the description of civic engagement as a combination of “knowledge, abilities, values, attitudes, and behaviors”—largely passive attributes—may seem incongruous. That’s a fair critique. The important point here is that civic engagement is not *just* about doing something. Effective civic engagement must be based in some level of knowledge (e.g., about ourselves and others, about issues that affect the community, about our political and social environment, about how to work within that environment to preserve or change conditions to benefit the community in accordance with our values and beliefs). In other words, learning—including knowledge acquisition, self-reflection, and skill-building—is implied within the term “civic engagement.” That learning can take place in a variety of settings both in and beyond the classroom, using a wide range of pedagogical approaches. Regardless of the setting or the teaching method, inviting students to reflect formally on their knowledge and experiences can help them to make connections among the different dimensions of civic engagement and further deepen their learning.



Civic engagement also implies a desire to use our knowledge and skills to promote the public good (that is, to act beyond our own self-interest for the benefit of a larger community). A person may enjoy cooking, for example, but cooking in and of itself is not an act of civic engagement. Cooking meals for home-bound neighbors or volunteering to cook for a local shelter, however, transforms an enjoyable pastime into an act of civic engagement. Relatedly, working in a helping profession like nursing or counseling may not be civic engagement in the fullest sense, even though it involves working for the benefit of others. Some people see their job primarily as a source of income or personal achievement. It is largely the motivation behind the act that distinguishes civic engagement from a recreational pursuit or a professional obligation. Here again, having students reflect on the meaning of their learning experiences can be an effective way of helping them to see the broader significance of their activities.

### Engagement Includes Voting *and* Volunteering

Many people hear “civic” and think “politics.” Civic engagement, by that understanding, is primarily about skills and activities like media literacy (e.g., recognizing mis-/disinformation), voting, attending public meetings, and contacting elected representatives, to name just a few examples. SCHEV’s description of civic engagement allows for these kinds of activities (as long as they make room for a wide array of political views and values), and SCHEV unequivocally supports educating students to become more effective members of a representative democratic society. The policy, however, does not limit civic engagement to its political forms, nor does it prioritize political engagement over what some might call “community engagement.” Extra-curricular volunteer service, community-based research projects, service-learning, and other non-political types of engagement with community members and community issues are equally valid forms of civic engagement for SCHEV’s purposes. In developing community-based opportunities, SCHEV reminds institutions to model the values they hope to instill and to ensure that community partnerships are built on a foundation of equitable collaboration, reciprocity, and respect.

### Lead With Learning, Not Measurement

Are institutions required to incorporate all of these elements of civic engagement into their teaching and assessment strategies? No. SCHEV’s description of civic engagement is intentionally broad, and it is meant to describe the range of what institutions *can* do, and perhaps ideally what they *would* do, but not what they *must* do. As for what they *should* do, there is a wealth of theoretical and applied literature about civic engagement that can help inform those decisions, as well as scholarly and professional networking opportunities where faculty and staff can share ideas about effective approaches. Although SCHEV’s interest in civic engagement is expressed primarily through the assessment policy, it is important to remember that not everything that matters can be measured, and not everything that can be measured matters. With civic engagement—and in fact with all of the competencies required in the assessment policy—the learning is what matters, even if it can’t be fully or easily assessed. Lead with what matters, then decide which aspects of that can be measured in a meaningful way.

## The Bottom Line

In short, SCHEV asks institutions to make **intentional efforts** to develop in students those qualities that will allow them to contribute actively and responsibly to their professional and personal communities within the context of a democratic society. Assessment should provide **meaningful information** about whether and to what degree those efforts are achieving the intended aims. What and how you teach, and what and how you assess, is largely up to you. SCHEV is not asking you to teach or assess everything that might fall under the umbrella of civic engagement. We are, however, asking you to take this charge seriously and to consider what your institution can reasonably do to develop your students' capacity to be effective citizens and engaged members of their respective communities.

## Source Frameworks

SCHEV's description of civic engagement borrowed from existing definitions and frameworks, most notably *A Crucible Moment* (2012). Newer frameworks affirm the multi-faceted nature of civic engagement in similar ways. Institutions are encouraged to use or adapt any of these (or other) frameworks to the extent they are helpful.

- Draft Framework for College Civic Learning for an Engaged Democracy (<https://www.collegeciviclearning.org/learning-framework>)
- Four Constructs of Civic Engagement (<https://youth.gov/youth-topics/civic-engagement-and-volunteering>)
- "A Framework for Twenty-First-Century Civic Learning and Democratic Engagement," from *A Crucible Moment*, p. 4, National Task Force on Civic Learning and Democratic Engagement, 2012 (free download available at <https://www.aacu.org/publication/a-crucible-moment-college-learning-democracys-future>)
- Points of Light Civic Circle (<https://www.pointsoflight.org/civic-circle/>)
- Social Change Wheel 2.0 (<https://iamncampuscompact.org/resources/social-change-wheel/>)

# State Council of Higher Education for Virginia Agenda Item

**Item:** III.H – Academic Affairs Committee – Report of the Staff Liaison to the Academic Affairs Committee

**Date of Meeting:** September 18, 2023

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

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of Agenda Item:**

Staff activities report.

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

**Materials Provided:**

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

**Financial Impact:** N/A

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

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

**Resolution:** N/A

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

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### **Private Postsecondary Education (PPE): Orientation Sessions for Schools Seeking Certification**

- PPE staff virtually convened a groups of prospective school owners on June 27 and August 8, 2023. 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 June meeting had two participants from degree-granting institutions and 14 vocational school representatives in attendance. The August meeting had four participants from degree-granting and 11 vocational school representatives in attendance.

### **Private Postsecondary Education (PPE): Education Summit**

- More than 135 representatives from private institutions across Virginia attended SCHEV's Private Postsecondary Education (PPE) Summit on April 18. Attendees enjoyed a presentation on distance education from Dr. Leah Matthews, Executive Director of the Distance Education Accrediting Commission (DEAC), as well as breakout sessions with representatives from the Virginia Board of Nursing, the Virginia Department of Veterans Services, and the Federation of State Massage Therapy Boards (FSMTB).
- Other topics included the Virginia Talent + Opportunity Partnership (V-TOP), recertification and compliance audits.
- PPE hosts the Summit to provide updates to the more than 300 schools it serves and to facilitate greater interaction between Virginia regulators and certified institutions.

### **Military Education Advisory Committee**

- The Military Education Advisory Committee (MEAC) met, virtually, on May 31, 2023. MEAC implements and monitors military-related education policies and facilitates communication regarding military education and is comprised of representatives from two- and four-year public institutions with liaisons from various interested state and military-related agencies. The committee discussed recent legislation, implementation of the updated *Guidelines on Award of Academic Credit for Military Education, Training and Experience by Virginia Public Higher Education Institutions*, and topics for the committee's fall meeting.

### **State Committee on Transfer**

- The State Committee on Transfer (SCT) met May 18, 2023. The SCT includes representatives from all public two- and four-year institutions. The agenda

included an update on Transfer Virginia and a presentation by The American Association of Collegiate Registrars and Admission Officers demonstrating a process for the sharing of digital student records. The SCT is scheduled to meet again on in September 2023.

## **Staff Activities and Recognition**

### **Darlene Derricott**

- Participated in several virtual meetings during July and August 2023 on the remaining 44 proposals submitted through the NC-SARA Policy Modification (PMP) process. As a member of the Southern Regional Education Board' (SREB)'s Regional Steering Committee, Ms. Derricott engaged and participated in the regional compact's discussion and the committee's required action.
- Attended the State Higher Education Executive Officers Association (SHEEO) Higher Education Policy Conference in Denver, Colorado on August 7-10, 2023. Sessions included presentations on increasing pathways to professional licensure for nursing and teaching, addressing the higher education enrollment crisis, IPEDS updates, and understanding the significance of critical race theory, the affirmative action ruling and equity.
- On July 17-20, 2023, Ms. Derricott attended the United States Distance Learning Association National Conference in Orlando, Florida. Exclusive topics and presentations included AI, higher education return on investments, the demand for e-sports in the classroom, addressing social capital and equity for all learners and teaching strategies for hybrid and face-to-face learning communities.
- Attended the Southern Regional Education Board (SREB) SARA Regional Steering Committee (S-SARA RSC) Meeting) in San Juan, Puerto Rico, on June 5-6, 2023. Member states received working groups and committee updates on SREB's S-SARA Regional Steering Committee Procedures for Program Modifications and its alignment to SARA policy, and NC-SARA's SPE Leadership Institute. Members voted to approve renewal state applications for Arkansas, Oklahoma, Tennessee, and the Virgin Islands.
- Attended the National Association of State Administrators and Supervisors of Private Schools (NASASPS) (SREB) and the State Authorization Network (SAN) annual meetings April 30 to May 3, 2023, in Phoenix, Arizona. Sessions included presentations on United States Department of Education (USED) negotiated rulemaking topics related to consumer protection, misrepresentation, institutional closures, financial responsibility, professional licensure, and change of ownerships.

### **Jodi Fisler**

- Attended Longwood University's Teaching & Learning Symposium, focused on curricular and co-curricular civic learning, on May 9.
- Led the 2023 Day of Dialogue on civic learning and engagement on June 5 at the University of Mary Washington. More than 60 people attended from four-year and two-year institutions across the commonwealth.
- Attended the SHEEO Higher Education Policy Conference in Denver, CO, August 7-10; represented SCHEV on a plenary panel entitled, "A Shared

- Democracy: State Leaders are Revitalizing Civic Learning & Building Bridges Across Divides.”
- Participated in the 2023 Institute for Civic Studies and Learning for Democracy, an international 8-day residential program, held this year at James Madison University September 3-10.
  - Hosted a “Spotlight Series” event showcasing how different Virginia institutions teach and assess quantitative reasoning, on September 14.

### **Emily Muniz**

- Presented at the Virginia Community College System’s Transfer Advising Peer Group inaugural retreat at the University of Virginia in Charlottesville, Virginia on June 21. Ms. Muniz is co-chair of the peer group. In her role as Associate of Transfer and Talent Pathways at SCHEV, staying connected with transfer advisors at Virginia’s community colleges informs the work she does related to Transfer Virginia.
- Attended the Southern Regional Education Board’s (SERB) virtual Dual Enrollment Advisory Panel (DEAP) on June 9, 2023. SREB launched the dual enrollment initiative in 2019 to assist Southern states in realizing the promise and potential of dual enrollment. The DEAP was convened to guide this initiative by bringing together expertise across the region. The advisory panel meets quarterly.

### **Kirstin Pantazis**

- Earned her Doctorate of Education (Ed.D.) in Leadership from Virginia Commonwealth University on May 20.
- Attended the third quarter meeting of the Southern Regional Education Board (SREB) Educational Technology Cooperative on June 20, in Atlanta, GA. Discussion focused on increasing broadband access across the region, encouraging use of open educational resources (OER), and the effects of generative artificial intelligence (AI) on educational technologies.

### **Paul Smith**

- Dr. Smith met with representatives from Blue Ridge Community College, James Madison University, and regional high school staff on May 16, 2023 in Harrisonburg, VA to discuss a pilot project to provide early outreach to high school students in the Shenandoah Valley regarding special workforce and transfer programs. The project involves education of students and their families, as early as 8th grade, on transfer and workforce programs that lead directly to a high demand credential or baccalaureate degree. Educational disciplines selected for this program are in high demand fields. This pilot project expands dual enrollment options and provides additional financial aid for students transferring to JMU after completion of an associate degree.

Academic Affairs Staff:

#### *Public Sector Academic Affairs*

Ms. Karen Banks, Academic Affairs Support Specialist

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

Ms. Darlene Derricott, Senior Coordinator, Academic Services  
Dr. Jodi Fidler, Senior Associate for Assessment Policy & Analysis  
Ms. Emily Hils, Academic Programs and Services Specialist  
Ms. Emily Muniz, Associate for Transfer and Talent Pathways  
Dr. Monica Osei, Associate Director for Academic Programs & Instructional Sites  
Dr. Kirstin Pantazis, Associate for Academic 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. Sylvia Rosa-Casanova, Senior Associate for Private Postsecondary Education  
Ms. Stephanie Shelton, Administrative Assistant  
Mr. Alfonso Wells, Compliance Investigator

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
RESOURCES AND PLANNING COMMITTEE  
May 15, 2023**

**DRAFT MINUTES**

Mr. Broderick called the meeting to order at 1:03 p.m. in Seminar Room 1 of the Perkins Center at Virginia Union University in Richmond. Committee members present: Ken Ampy, John Broderick, Thaddeus Holloman, Katharine Webb, Walter Curt and Jennie O'Holleran.

The following Committee member was absent: Victoria Harker

Staff members present: Tom Allison, Lee Andes, Alan Edwards, Grace Covello Khattar, Tod Massa, Laura Osberger, Emily Salmon and Bob Spieldenner

**APPROVAL OF MINUTES**

On a motion by Mr. Broderick and moved by Katharine Webb, seconded by Thaddeus Holloman, the minutes from the March 20, 2023, Resources and Planning Committee meeting were approved unanimously.

**ACTION ON DESIGNATED INSTITUTIONS' PROGRESS REGARDING INSTITUTIONAL PERFORMANCE STANDARDS**

Dr. Khattar summarized the process of Council review and certification of public institutions' performance on the Institutional Performance Standards (IPS). She also reviewed the action taken by the committee and the full Council in October 2022 regarding institutions' performance. She reminded that Council certified ten institutions for FY2023 and FY2024, but seven institutions for only one year (FY2023) due to those institutions failing three or more measures. As required in Council's October resolution, the seven institutions – Christopher Newport, Longwood, Norfolk State, Richard Bland, UVa at Wise, Virginia Commonwealth and Virginia State – developed and submitted remediation plans (in November) and progress updates (by May 1).

Dr. Khattar reported that staff's review of the plans and updates indicated that the institutions had made progress in their efforts related to increasing student recruitment and retention, specifically through: expanding outreach to individuals who may have stopped-out during COVID; providing learning centers to aid in addressing learning loss; and increasing community outreach to students. Based on these findings, staff recommended that the committee certify the seven institutions for FY2024.

Mr. Curt asked how institutions that have experienced large declines in enrollment, such as Radford and Longwood, could be viewed as demonstrating satisfactory performance. Staff outlined nuances in the measures and the data used in the IPS process. Mr. Curt expressed concern that Council's certification of institutions that failed



multiple measures would send a message to the General Assembly that SCHEV thought those institutions were doing fine. Ms. Webb noted that part of SCHEV's role in the IPS process has been to provide opportunities to allow for remediation plans. Mr. Curt requested copies of the remediation plans from the seven institutions.

Members' additional discussions and questions to staff included whether other factors at the national, state and/or institutional levels were captured in the remediation plans. In describing the limitations of the current measures, Mr. Massa suggested assembling a team to propose new IPS measures to the General Assembly.

Mr. Broderick called for a review of the proposed resolution, which he moved for approval. Following a second by Ms. Webb, the Committee approved the following resolution on a 5-1 vote (Mr. Curt opposing) to be forwarded to the full Council.

**BE IT RESOLVED that, consistent with § 23.1-206, *Code of Virginia*, the State Council of Higher Education for Virginia certifies for FY2024 that Richard Bland College, Christopher Newport University, Longwood University, Norfolk State University, University of Virginia's College at Wise, Virginia Commonwealth University and Virginia State University have satisfactorily met the performance standards of the *Virginia Higher Education Opportunity Act* and the *Appropriation Act*.**

To address the concerns voiced by Mr. Curt, the committee requested that staff draft an additional resolution directing staff to form a workgroup tasked with proposing a more timely, insightful and – to the extent practical -- forward-looking IPS process. Dr. Edwards articulated some off-the-cuff wording for such a resolution, and staff pledged to create a formal resolution and share it with committee members in advance of full Council's meeting and vote the following day.

### **UPDATE ON HIGHER EDUCATION BUDGET FROM THE 2023 GENERAL ASSEMBLY**

Dr. Edwards noted no progress regarding amendments to the state budget. He cited media reports that budget conferees were waiting to receive the revenue reports for April and May, as well as the outcome of negotiations regarding the federal debt ceiling, before resuming formal considerations for amending the existing budget for FY2024 beyond the "skinny budget" approved during the 2023 session. He advised that most public institutions had already set their budgets as well as their tuitions and fees for 2023-24, and that any additional legislative action likely would occur in June or July.

### **DISCUSSION OF THE 2023 ENROLLMENT-PROJECTION PROCESS**

Mr. Massa provided information to inform members' discussion of the 2023 enrollment-projection process. He reminded that institutions' six-year projections of enrollment are encapsulated in several worksheets that capture detailed estimates by student level and category; degree-award estimates are a separate worksheet.

Mr. Massa advised that staff had initiated a new process wherein institutions that had submitted and “locked” their projection data could then access and consider the data of other “locked” institutions and could adjust their own projections based on these considerations if they desired. Such adjustments would be possible through May 22.

Mr. Curt inquired about the timelines and potential overlaps of the six-year-plan process and the enrollment-projection process. Members discussed various scenarios in which enrollment might decline or increase and reviewed Council’s role in enrollment planning and projecting. Further conversation centered on the involvement of stakeholders in the enrollment-projection process, including the General Assembly and the Op-Six group. Members discussed the negotiation process that is inherent in the six-year-plan process as an opportunity to weigh-in on the enrollment projections and other measures.

Mr. Curt suggested that staff advise members of institutions’ governing boards directly on enrollment matters. Ms. Webb noted that as agency director, Peter Blake was invited routinely to present on the role of SCHEV at meetings of the governing boards. Members engaged in similar discussion of presenting enrollment information to legislators at their committees’ annual retreats.

### **UPDATE ON THE 2023 SIX-YEAR-PLAN PROCESS**

Mr. Allison reminded members of the biennial process whereby public institutions develop and submit six-year operating plans in odd-numbered years for review by a group of six officials from the executive and legislative branches, dubbed Op-Six. In follow-up to his March update, Mr. Allison reported on the administration’s successful securing of a consultant, Boston Consulting Group, to advise on and assist with the process. He reviewed the deliverables of the consultancy as well as staff’s roles in working with the consultant. (By statute, the SCHEV director is a member of Op-Six, and SCHEV staff provide support to Op-Six.)

Mr. Allison reported that Op-Six had provided the consultant with access to key stakeholders and that SCHEV staff had provided access to considerable data as well as advisory groups. He summarized changes to the previously-used Excel template and narrative document, as well as the new institution-specific “fact packs” of tables and data that depict themes of interest from Op-Six such as enrollment and workforce alignment.

Mr. Allison indicated that the revised goal was to provide plan instructions, templates and “fact packs” to the institutions on May 17. Institutions’ submissions would be due on July 15, whereafter Op-Six would review the draft plans and meet in-person with administrators from each institution during August or early September. After those meetings, institutions will review written feedback from Op-Six, make any plan revisions they deem necessary, secure approval of the plans from their governing boards and submit the board-approved plans to SCHEV by October 1.

Members inquired about feedback from stakeholders on the changes to the plan templates and process. Further conversation centered on the fact-pack data

visualizations; staff's experiences working with Boston Consulting Group; and attendees at Op-Six's meetings with the institutions.

### **UPDATE ON REVIEW OF REQUESTS FROM THREE PRIVATE INSTITUTIONS**

Mr. Andes provided results of staff's review of requests from three private institutions to participate in two state student-assistance programs. He reported that: (1) Virginia University of Lynchburg was not eligible to participate in the Tuition Assistance Grant (TAG) program, because it is not accredited by a federally-recognized regional accrediting body; (2) Divine Mercy University is now eligible to participate in the TAG program, because it now offers a degree program that qualifies; and (3) the Virginia locations of Bryant & Stratton College are eligible to participate in the Two-year College Transfer Grant (CTG) program beginning in Fall 2025, if the college continues to meet the eligibility requirements.

Members inquired about the status of other non-profit institutions that are incorporated outside of Virginia that participate in the CTG program. Further conversations centered on the adequacy of funding for the CTG program given Bryant & Stratton College's enrollment projections.

### **MOTION TO ADJOURN**

Mr. Broderick motioned to adjourn the meeting at 2:28 p.m., moved by Ms. Webb.

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John Broderick  
Committee Vice Chair

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Grace Covello Khattar  
SCHEV Staff

# State Council of Higher Education for Virginia Agenda Item

**Item:** IV.C – Resources and Planning Committee – Discussion of Systemwide Budget and Policy Recommendations for the 2024-26 Biennium

**Date of Meeting:** September 18, 2023

**Presenter:** Alan Edwards  
Director of Strategic Planning and Policy Studies  
Interim Director of Finance Policy and Innovation  
[alanedwards@schev.edu](mailto:alanedwards@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of the Agenda Item:**

The purpose of this item is to inform Council members' initial discussions regarding preparations for potential budgetary and policy recommendations for the 2024-2026 biennium. Staff seeks members' feedback generally on the framework provided below as well as feedback specifically on priority areas, topics and/or strategies.

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

Council plays multiple, statutory roles in budgetary and policy matters related to Virginia higher education. Central among these roles is the development of budgetary and policy recommendations for consideration by the executive and legislative branches. In preparation for the 2024-2026 biennium, staff provides the enclosed materials to inform Council's initial discussions of such matters.

The document that follows, "Budgetary and Policy Considerations for the 2024-2026 Biennium," offers a summary of the agency's processes on budget and policy recommendations, as well as initial options for Council's considerations. These options are grouped into seven categories: (i) improving student success and labor market outcomes; (ii) affordability and access; (iii) statutory funding commitments; (iv) institutional requests in six-year plans; (v) facilities and equipment; (vi) collaborative initiatives; and (vii) capital outlay.

Council's discussion and feedback to staff will shape and structure the final budget and policy recommendations that staff brings forward at Council's October meeting. Staff seeks members' feedback generally on the framework provided below as well as feedback specifically on priority areas, topics and/or strategies.

**Materials Provided:**

Staff document, "Budgetary and Policy Considerations for the 2024-2026 Biennium," appears on the pages behind this cover sheet. Following an introductory section, the information on preliminary budget and/or policy recommendation areas is presented in seven categories:

- (i) improving student success and labor market outcomes;
- (ii) affordability and access;
- (iii) statutory funding commitments;
- (iv) institutional requests in six-year plans;
- (v) facilities and equipment;
- (vi) collaborative initiatives; and
- (vii) capital outlay.

**Financial Impact:**

SCHEV staff is evaluating Council priorities, the current fiscal environment, budget related items from institutions' six-year plans and feedback from legislators, legislative staff, executive staff and others to assess the appropriate request for the 2024-26 biennium. In an effort to inform institutions' planning for at least two years, SCHEV staff will recommend amounts for each year of the biennium.

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

Council's budget and policy recommendations are the means through which it and its staff seek support – financial and otherwise – for the strategies and initiatives that are integral to achieving the goals and objectives of the statewide strategic plan.

**Timetable for Further Review/Action:**

Staff will bring forward final recommendations at the October meeting.

**Resolution:** N/A

## Budget and Policy Considerations for the 2024-2026 Biennium

### Introduction

Council plays multiple, statutory roles in budgetary and policy matters related to Virginia higher education, including:

- “develop policies, formulae, and guidelines for the fair and equitable distribution and use of public funds among the public institutions of higher education, taking into account enrollment projections and recognizing differences and similarities in institutional missions” (*Code of Virginia*, § 23.1-208);
- “provide periodic updates of base adequacy funding guidelines” (*Code of Virginia*, § 23.1-203); and
- “calculate each [public] institution's basic operations and instruction funding need for each year of the next biennium and shall make that calculation available to the Governor, the General Assembly and all public institutions of higher education” (*Code of Virginia*, § 23.1-303).

Council historically has prepared budget and policy recommendations each year, with a particular focus on the biennial budget process, which begins in odd-numbered years. Recommendations to amend the biennial budget occur in even-numbered years.) Because Council did not meet in July, the materials before Council in September are not as detailed as they ordinarily would be. Staff seeks Council’s input on this agenda item to develop a final set of recommendations at the October meeting.

State Context: State-level planning for budget and policy matters for the 2024-26 biennium has begun. The Governor’s Office has been working with state agencies to submit budget requests.

This planning is beginning under unusual circumstances. The 2023 General Assembly did not agree on amendments to the FY 2024 budget until September 6, 2023. Action by the Governor is expected in the upcoming week. Significant funding from the FY 2024 budget amendments include additional allocations to operating, financial aid, and SCHEV’s initiative to help institutions recruit and retain more Pell students. The conference budget included an additional 2% salary increase, on top of the already implemented 5% increase. This impacts the estimated costs of any potential additional 2% salary increases, as the base of that 2% increase will be higher.

Virginia’s [unemployment rate in August was an historically low 2.5%](#), and lower than the U.S. rate of 3.5%. The Virginia Employment Commission also [reported](#) labor force participation rate (the proportion of adults either working or looking for work out of the population) at a ten-year high. In his [August presentation to the Joint Money Committees](#), Secretary of Finance Stephen Cummings recommended continued caution as risk factors could still lead to an economic downturn.

Agency Context: SCHEV staff’s development of potential budget and policy recommendations is guided by the statewide strategic plan, *Pathways to Opportunity*:

*The Virginia Plan for Higher Education (The Virginia Plan)*, which is created by Council at least every six years. The current *Virginia Plan* lays out three goals for higher education: equitable, affordable and transformative.

For the current plan, Council has approved a series of priority initiatives to guide the agency's implementation of its roles in fulfilling *Pathways to Opportunity*. [Council will consider these initiatives in tomorrow's agenda.] Council's priority initiatives are aligned with the four goals of the Governor's Higher Education Guiding Objectives, which are: (i) Prepare Students for the Increasing Demands of the Knowledge Economy; (ii) Maintain Affordability and Reduce the Cost of Higher Education; (iii) Build the College and Career Pipeline in Partnership with K-12; and (iv) Promote a Vibrant Campus Life.

SCHEV staff also consider the national context and how Virginia compares to other states. The State Higher Education Executive Officers (SHEEO) "State Higher Education Finance (SHEF) Report" compares how states finance their higher education enterprises. Consistent with previous years, this year Virginia ranks near the median (27<sup>th</sup>) of states in total funding (state budget and tuition revenues combined) per student in FY 2022. However, Virginia relies more on tuition revenue (18<sup>th</sup> in nation) and less on state funding (32<sup>nd</sup>) compared to other states.

Higher Education Context: The current environment of higher education is also evolving. Policymakers, researchers, students and families are focused on enrollment volume and composition, financial effectiveness and sustainability, and program outcomes and alignment.

While enrollment at Virginia institutions generally stabilized in Fall 2022, some Virginia institutions are experiencing declining enrollment. (See Item IV.D on enrollment projections for more information on the enrollment outlook as well as the 2023 early enrollment estimates.)

In ranking Virginia the #2 Best State For Business, CNBC ranked Virginia #1 for education, a factor which included long-term trends in state support for higher education and each state's each state's community college and career education systems.

A 2021 SCHEV survey of graduates of Virginia institutions found that 88% of graduates were satisfied with their education overall, but only 57% thought their education was worth the cost. A 2022 Strada Education Foundation's outcomes survey found that 65% of bachelor's degree graduates nationwide reported that their education was "worth the cost."

Also, a sharpening focus exists on mental health, free speech, and diversity equity and inclusion on campus. The 2022-23 Student Advisory Council, comprised of student leaders from institutions across the Commonwealth, focused on these issues. Many participated in participated in Governor Youngkin's mental health summit, held at William & Mary in March 2023.

The 2023 six-year plan process reflects these themes. The revised templates emphasized enrollment volume and composition, financial effectiveness and sustainability, and program outcomes and alignment. All institutions included some sort of proposal for internships / experiential learning.

The information below summarizes the agency's processes on budget and policy recommendations and outlines some initial options for Council's consideration. Council's discussion and feedback to staff in September and thereafter will shape and structure the final budget and policy recommendations that staff brings forward at Council's October meeting.

Agency Process: SCHEV's typical process for developing recommendations includes the following assessments, in consideration of the statewide strategic plan's three goals – equitable, affordable and transformative – in each area:

- **Institution requests:** This process begins with the six-year plans and SCHEV's review of planned items. This year plans were received July 17, and staff are in the process of reviewing these requests along with staff of the legislative money committees, the Secretary of Finance, the Secretary of Education and the Department of Planning and Budget.
- **Financial and academic analysis:** This process is an assessment of financial and academic measures to help understand areas of opportunity. For financial matters, this analysis can include a review of funding and costs per full-time equivalent student (FTE), fiscal health of the institutions and comparisons to national averages at a state or institutional level. For academic matters, this analysis can include changes in enrollment, retention, and completion of students (including subgroups). The financial and academic matters can be merged into a performance funding mechanisms to incentivize outcomes aligned with state strategy.
- **Economic factors:** This process includes assessing current economic conditions, such as the impact of costs due to inflation, minimum wage increases, etc. Last year, SCHEV estimated increased costs at institutions for nonpersonal services due to changes in minimum wage and inflationary costs. In addition, SCHEV looks at revenue forecasts for the state in terms of whether additional funds may be available or if cuts may need be considered (in the case of an economic downturn).
- **State or regional needs:** In addition, other factors to support state and regional needs may be considered. Council has developed several priority initiatives related to topics such as strategic access efforts, mental health and disabilities support, restructuring state financial aid, and transparency in transfer. Other state and regional needs include: workforce development, college access and



enrollment, and constructive dialogue programs. Staff will review additional statewide and regional needs through the six-year plan process.

- **Address historical funding disparities:** Given Virginia's base budgeting process, relatively de-centralized system, evolving institutional missions and changing enrollments, state support of institutions are not necessarily proportional to state goals and strategies. SCHEV could recommend adjustments to specific institutions' base operating budgets to address historic funding disparities. As noted above, the *Code of Virginia* requires SCHEV to "provide periodic updates of base adequacy funding guidelines." SCHEV will make recommendations to bring all institutions above the 100 percent threshold. SCHEV has also worked with stakeholders to develop a series of comparison institutions that would also inform the adjustment.

**Preliminary Recommendation Areas**

Staff will continue to refine and collect information in the areas above. Nonetheless, based on an initial review, staff has identified the seven areas for consideration: (i) improving student success and labor market outcomes; (ii) affordability and access; (iii) statutory funding commitments; (iv) institutional requests in six-year plans; (v) facilities and equipment; (vi) collaborative initiatives; and (vii) capital outlay. The first six budget and/or policy areas involve the General Fund and are summarized in the table below.

**Summary of Potential General Fund Requests for 2024-26 Biennium**

Category	Item	FY 2025	FY 2026
		(in millions)	
Improving Student Success and Labor Market Outcomes	Work-based learning initiatives	TBD	TBD
	Workforce Credential Grant	\$1.5	\$3.5
	Mental health workforce pilot program	\$1.5	\$3.5
	Graduate Financial Aid	TBD	TBD
Affordability and Access	Informing student and family choices	\$0.75	\$1.50
	Undergraduate need-based financial aid	TBD	TBD
	Virginia Military Survivors and Dependent Education Program (VMSDEP) - waivers	\$50-\$75	\$50-\$75
	VMSDEP - stipends	\$2	\$2
	Virginia Tuition Assistance Grant (TAG)	TBD	TBD
	SREB doctoral fellows program	\$0.18	\$0.18
Statutory Funding Commitments	Base operations	TBD	TBD
	Recruitment and Retention of Talent	\$20-\$24	\$44-\$51
	Tuition and fee impacts	TBD	TBD
Six-Year Plan	Institutions' general fund requests	TBD	TBD
Facilities and Equipment	O&M for new facilities	\$6.5	\$10
Collaborative Initiatives	Virginia Space Grant Consortium (VSGC)	\$0.20	\$0.20
	Virginia Sea Grant (VASG)	\$0.40	\$0.40
	Virtual Library of Virginia (VIVA)	\$2.30	\$2.80
<b>Total general fund requests</b>		<b>\$85+114+</b>	<b>\$118+150+</b>

## 1. Improving Student Success and Labor Market Outcomes

**Affordable “talent pathways”:** The development and enhancement of affordable pathway programs can be key strategies for improving the success of students and graduates. These strategies can include the development of new degree programs in high-demand areas, such as healthcare, information technology and public health, as well as the enhancement of existing programs to include additional work-based learning and more intern placements. The Commonwealth must ensure that students have opportunities to incorporate work-based learning to further their academic experience, gain on-the-job skills and increase their opportunities for employment, while meeting employer needs. A significant focus in this area could make Virginia the top state for talent, further attract employers to the state and improve the overall quality of life.

**Work-based learning initiatives:** Funding for the statewide innovative internship program (V-TOP) could be expanded to include targeted funding to institutions and/or students. Such funding could take the form(s) of: increased financial aid; expanded funding to support collaborative curriculum redesign; and further outreach to employers and regions to create awareness. The Commonwealth also could consider incentives to employers to provide internship and work-based learning opportunities, particularly organizations that historically have not participated in these activities, such as small businesses.

**Workforce Credential Grant:** The Workforce Credential Grant (branded as FastForward by the community colleges) has grown enrollments while maintaining completion and credentialing rates, thus triggering more performance payments. Adjustments to the maximum state reimbursement (raised from \$3,000 to \$4,000 in the 2023 General Assembly) will put pressure on the current appropriation of \$13.5 million per year. Recognizing the need to invest in this program, the conference budget added \$5 million for FY 2024. Based on analysis of FY 2023 performance and financial data, as well as the \$5 million addition from the conference budget, SCHEV staff recommend an increase of \$1,500,000 for FY 2025 and \$3,500,000 in FY 2026.

**Mental Health Workforce Pilot Program:** The 2022 General Assembly allotted funds for SCHEV to award grants that enable institutions to underwrite the salary and benefits of an onsite licensed clinical social worker (LCSW) or professional licensed counselor (LPC) candidate for two years. In turn, the hosting universities hired, trained and are supervising the LCSW/LPC candidates over the two-year period to work at on-campus mental health care facilities until licensed. The higher education mental health workforce pilot seeks to address immediate student demand for services and long-term campus behavioral health workforce development.

Staff’s recent progress report to the General Assembly indicates that, less than five months into implementation, the pilot shows promise by improving six institutions’ ability to meet student demand for counseling and reduced staff burnout at counseling centers. Within a four-month period, five grant-funded pre-licensees served 220 individual student-patients, reduced appointment wait times and improved staff morale.

Expanding/scaling the pilot would further support immediate student need and long-term talent pipeline development.

***Economic development through graduate education (Virginia Graduate Commonwealth Award):*** While most of the attention on affordability is focused on undergraduate enrollments, graduate programs are also critical to the economic health of the Commonwealth. This program is designed to better position the institutions in attracting the best and most diverse students for their graduate programs.

Graduate financial assistance is often associated with economic development. With increasing competition from other states to attract top graduate students, the Commonwealth should consider increasing its investment in this program, especially for research institutions and STEM programs. After receiving no new funding in the prior two biennia, the program grew from \$22.9 million in FY 2022 to \$28.9 million in FY 2024. Staff recommends further increases for the 2024-26 biennium, with a particular emphasis on the research institutions,

## 2. Affordability and Access

***Informing student and family choices:*** In 2020, a record 35% (30,000 students) of high school graduates did not enroll in a postsecondary program within 16 months of graduation. At the same time, Virginia collects information about the range in value of postsecondary programs but is not always accessible to students and families. SCHEV proposes investments to leverage SCHEV's cutting-edge postsecondary data to better inform student and family choice through the development of consumer-information tools and resources, as well as adopting research-backed advising strategies to illuminate the diverse workforce training and postsecondary options available to Virginia students.

State funding can place college advisors in Virginia high schools with low postsecondary enrollment rates and high numbers of students receiving free and reduced priced lunch. Recent SCHEV analysis shows that college access services such as college campus visits, financial aid workshops and career counseling can improve the number of students pursuing postsecondary education and training. Research also shows the positive impact of near-peer advising (advisors who are close in age and experience to advisees) and comprehensive personal communication on postsecondary enrollment and outcomes.

Funds could also support a state-wide college access initiative called Level Up Virginia (LUV). As part of this initiative, a new website will provide resources on postsecondary preparation, exploration, application, financing, and decision-making for students. Their work would increase the number of low-income, underrepresented, and first-generation students who complete their FAFSA, explore diverse postsecondary pathways and pursue the educational options best suited to their interests and career goals. To fund these initiatives, SCHEV recommends an additional appropriation of \$750,000 in FY 2024 and \$1.5 million in FY 2026.

**Enrollment:** In March, Council’s Enrollment Ad Hoc Workgroup [reported](#) its efforts and analyses toward better understanding of enrollment trends and projections in Virginia, as well as the factors that have impacted and will continue to impact enrollment in the future. That report noted declines in the college-going rate for recent high school graduates, declines in for-credit community college programs, and many other trends disaggregated by institution, income, race and ethnicity and gender. The workgroup developed multiple potential policy considerations, some of which could carry budgetary implications (individually and/or if more than one is pursued):

- Authorize selected institutions to enroll more out-of-state students, potentially freeing up in-state students to enroll in Virginia institutions.
- Authorize institutions to charge out-of-state students less than 100% of cost.
- Authorize selected institutions to charge in-state tuition to some or all out-of-state students.
- Target-fund selected institutions so that they can lower tuition.
- Develop full-scale college marketing campaign including outreach to non-traditional audiences.
- Invest in college access resources and tools.
- Survey high school students regarding their plans after graduation and, if they don’t intend to pursue continuing education, ask why.
- Consider additional, relevant program offerings that reduce time-to-degree, are in-demand or for which demand is growing.
- Re-evaluate policies on institutional growth and size.

**Undergraduate need-based financial aid:** The Commonwealth’s primary state financial aid program is the Virginia Student Financial Assistance Program. This program provides direct appropriations to public institutions to be used to award Virginia students demonstrating financial need either the Virginia Commonwealth Award and the Virginia Guaranteed Assistance Program. SCHEV recently reviewed its model for making funding recommendations and in 2019 adopted changes that weighted state aid funding toward institutions whose enrollment has the highest average need per student. Despite recent investments, the institutions continue to demonstrate inconsistencies in funding levels between the institutions.

Studies have demonstrated a correlation between levels of unmet need and rates of student retention and completion. Public institutions demonstrating the highest levels of need typically fall below the system-average completion/graduation rate. Providing higher funding levels to these institutions will assist in addressing access, affordability, retention and completion goals.

The funding model is a highly modified recalculation of unmet need that acknowledges the role of other stakeholders and that state financial aid is primarily restricted to tuition and fees. The model uses the most recent available financial aid data (in this case, FY 2022) and imposes onto this file the projected cost for a future year or years (currently

2024-26). In recognition of other stakeholders, the model sets aside a portion of costs (historically 30 percent). The model also is constructed to not reward institutions with high costs as it holds the cost of attendance at these institutions at no more than the average cost of attendance.

The above methodology is implemented at the student level to determine the unmet tuition need (distinguishing this calculation from the more commonly used “unmet need”) for each student that is then, where applicable, reduced to no more than the cost of tuition and then aggregated to determine the average unmet tuition need at each institution. Finally, the model allocates more funding on a per student basis to those institutions with the highest levels of average unmet need. In addition, the funding model includes a separate calculation that recognizes each institution’s enrollment of low-income students. Funding inconsistencies persist because the size of funding gaps is too large to correct in one funding cycle and depend on the accuracy of the cost projections, changes in student resources and changes in student enrollment behavior.

The Commonwealth provided historic increases in student financial assistance during the 2022-24 biennium. These new funds will reduce unmet need across institutions as well as narrow the funding gap between institutions; however, the actual impact cannot be measured until student-level data is available for the 2022-23 and 2023-24 award years. Due to use of the 2021-22 data file, which is affected by enrollment changes during and following the pandemic, combined with funding increases, the average unmet need is projected to lower in FY 2026 even with projected cost increases.

Nevertheless, student unmet need remains substantial and funding disparities persist. In addition, changes enacted by the federal FAFSA Simplification Act are projected to result in more Pell-eligible students and increase the calculated financial need beginning in 2024-25. Finally, many four-year institutions have recently undertaken aggressive initiatives to increase low-income, Pell-eligible enrollments. For these reasons, the Commonwealth should remain aggressive in providing further increases to student financial assistance.

Projected increases in student need can be addressed through a combination of general fund support to reduce current tuition assumptions and increases in student financial assistance. The major factors that can be impacted are bulleted below. The first three bullets should be considered stackable, while the fourth shows how disparities can be addressed with new funding.

- The current model projects that rising tuition costs alone will increase student tuition need by \$13.5 million from FY 2024 to FY 2026.
- Analysis of the federal *FAFSA Simplification Act* projects that student need will increase by about 4 percent overall. A commensurate increase in student financial aid would cost \$17.8 million.
- The Commonwealth should consider protecting financial aid levels for students receiving aid in 2023-24 but no longer demonstrating need under the new model

in 2024-25. The cost of this provision is indeterminate but could cost \$16 million (approximately 10 percent of the portion of aid projected to be awarded to middle-income students in FY 2024).

- Additional funding can reduce the projected gaps in unmet tuition need among the four-year institutions. Senior institutions' average unmet tuition need ranges between \$103 to \$1,387 from the overall average unmet tuition need, with an average of \$780; every \$13 million in additional aid can reduce that gap by \$50.

***Virginia Military Survivors and Dependent Education Program (VMSDEP):*** The VMSDEP aids Virginia's veterans who have made significant personal sacrifices, including loss of life, liberty (prisoner of war or missing in action), or "limb" (90% or more disabled as a result of service) by waiving tuition and required fees and providing a stipend to their dependents. Currently, no reliable early projection indicator exists because the pool of eligible students is not tied to high school completion rates or other standard measures.

Over the past four years, the program has experienced a dramatic increase in participation and cost. These increases reportedly are due to enhanced marketing and advising of families by other state and federal offices providing services to veterans and their families, increased assistance in completing the VMSDEP applications and increased efficiency in obtaining federal records to verify eligibility.

The unadjusted dollar value of foregone revenue due to tuition waivers has grown from \$12 million in FY 2019 to \$19.4 million in FY 2020, to \$31.3 million in FY 2021, and \$46.3 million in FY 2022. These numbers reflect approximately 50% growth for three consecutive years due in part to increases in tuition charges but primarily due to increasing participation. It is unknown how long this rate of growth is sustainable or when participation and usage will level off, but the Department of Veteran's Services reports that high growth rates should continue for at least the next biennium. Data for FY 2023 is not available until January 2024, but preliminary reports suggest that the trend continues.

The growth in participation affects foregone revenue for the institutions as well as funding for the VMSDEP stipend. Under current projections, the lost tuition revenue could grow from \$46.3 million in FY 2022 to over \$190 million by FY 2026 and the stipend expenditures from \$2.8 million to over \$13 million over the same timeframe.

While the growth rate for tuition waivers has been uneven across institutions, the speed and amount of the increase has strained every institution's budget. To address the concerns, policymakers could fund all or a portion of the tuition waivers; fund a portion of the net increase in lost waivers; make changes to the eligibility criteria; make changes to the program benefits; or implement a combination of the options. A general fund offset on the tuition waivers would provide immediate but short-term relief; however, careful and appropriate changes to the program requirements and benefits can provide a longer lasting solution.

Due to the unusual growth patterns of the stipend program, staff recommends increasing FY 2025 and FY 2026 funding by \$2 million for a total of \$9.7 million in each year. Additional funding for FY 2026 can be considered after reviewing final data for FY 2024 and preliminary data for FY 2025.

**Virginia Tuition Assistance Grant Program (TAG):** TAG provides an opportunity for students to consider enrollment in one of Virginia's private, non-profit colleges and universities. While not a need-based program, approximately 80% of recipients are low- and middle-income students. Over the last two biennia, the Governor and the General Assembly have increased the maximum undergraduate award from \$3,750 to \$5,000.

Following a program record of over 23,000 TAG recipients in FY 2019, the program has experienced a steady decline each year since, awarding 20,848 unique students in FY 2023. In FY 2023, the maximum TAG award for HBCU institutions was increased by an additional \$7,500 over and above the maximum authorized for all other institutions for a total maximum award of \$12,500 in FY 2024.

Raising the TAG award would improve affordability and retention as well as encourage students to consider enrolling at a Virginia private institution. The cost would be approximately \$1.7 million per \$100 increase to the residential award, which is currently set at \$5,000.

**SREB Doctoral Fellows program:** The *Code of Virginia* ([§ 23.1-616](#)) authorizes the Stephen J. Wright Scholars Program to fund scholars awarded under the Southern Regional Education Board's (SREB) doctoral scholar's program. This program provides full tuition, stipends and professional development for all recipients pursuing a doctoral degree or completing their dissertation. The program focuses on providing resources to prepare students who historically have been underrepresented on college and university faculty. The Commonwealth contributes on average \$25,000 per student per year with total funding of \$170,000. The Commonwealth can double the number of Virginia recipients by increasing program funding in FY 2025 and FY 2026 by \$180,000 for a total of \$350,000 in each year.

**Financial aid award restructuring:** In 2019, SCHEV made several recommendations to improve the state's primary financial aid programs. In 2022, JLARC (Joint Legislative Audit Review Commission) completed its own review, and the resulting recommendations aligned closely with those of SCHEV. In addition, the federal *FAFSA Simplification Act* creates several changes in federal methodology for determining student need and eligibility, some of which impact the administration of state financial aid. Staff proposes pursuing the specific recommendations needed for FY 2024-25 in preparation for the upcoming changes, but the bulk of the long-term final restructuring depends upon significant statutory changes to be developed in 2024.

**Dual-enrollment pricing:** A 2022 JLARC [study](#) assessed the costs of Virginia’s dual enrollment program. While most dual-enrollment courses are taught at high schools by high school teachers, neither dual enrollment courses taught on college campuses nor in career and technical education were included in the study. The report identified a shortage of high school teachers to teach dual enrollment courses and estimated (via survey) that the school divisions incur more expenses than community colleges to operate dual enrollment programs. The report made numerous recommendations including legislative action to assign responsibility to SCHEV for overseeing the state’s dual enrollment program.

### 3. Statutory Funding Commitments

**Base operations:** The *Code of Virginia* (§ [23.1-303](#)) mandates the state to calculate the basic operations and instruction funding need for each public institution of higher education in each year of the next biennium. Due to the pandemic, SCHEV did not do the base adequacy calculation in its budget recommendations in the past three years, partly because all institutions were at or above the full funding in FY 2019 and the federal and state provided large funding for institutions to cope with the impact of the pandemic. But SCHEV made the funding recommendations for nonpersonal service cost increase due to the high inflations in the past two years. From FY 2020 to FY 2024, the state provided a 5% salary increase for state employees annually. As salary is a major cost driver in personal service cost which accounts for 75% of an institution’s budget, SCHEV staff will perform a calculation using the FY 2023 enrollment data and the institutions’ 2024 activity-based budget in October.

**Recruitment and retention of talent:** The importance of paying attention to talent recruitment and retention is to enhance the organization quality and diversity. The state has a funding policy to fund faculty salary at the 60<sup>th</sup> percentile of their national peers. The Commonwealth have provided salary increases for state employees from FY 2020 to FY 2024. The 5-years consecutive annual salary increases have helped institutions retain, recruit and diversify faculty and staff, and increased the Virginia faculty salary percentile to their peers. It is estimated that nine institutions’ average faculty salaries in FY 2024 will meet or be above the 60th percentile of their peers. Seven institutions’ average faculty salaries are estimated at high 50th percentile to their peers. GMU will raise its percentile from single digit to double digits although it continues to have the lowest ranking relative to peers.

The state authorizes salary increases with provided general fund to standardize the salary increases across the public higher education institutions. However, the state funding policy requires institutions to share the cost which is about 50% of the total cost at the system. Institutions must increase tuition to cover their cost share. There is a large variation of tuition capacity among Virginia institutions. Increasing tuition to cover the cost share of salary increases may adversely impact the students’ affordability at some institutions. In addition, in the 2023 six-year plans, several institutions identified a need to use funds to help address issues such as salary compression, diversity of faculty and differentials in high-demand program areas where salaries are higher in the



private sector, including nursing, information technology and other STEM-H (science, technology engineering, math and health) fields. Institutions must their own funds to resolve these issues. SCHEV staff proposes to establish a funding pool for faculty talent recruitment and retention to give institutions' flexibility to use the fund as they deem appropriate. SCHEV staff recommends providing funds equivalent to a 2% salary increase in each year of the biennium. This is the same amount that institutions used in their recently submitted six-year plans. To do this, the general fund is estimated to be in the range of \$20 million to \$24 million in FY 2025 and \$44 million to \$51 million in FY 2026. In this way, the state will help institutions mitigate tuition increases for the faculty salary issues, and institutions can use this pool of funding for faculty recruitment and retention where they are necessary rather than for mandated salary increases only.

***Tuition and fee impacts:*** The Commonwealth's funding policy includes a cost share between the state and the public institutions for institutions' basic operations. Funding for the items above will require institutions to generate tuition and fee revenue to cover their cost share. When all funding items are determined, staff will calculate the total cost and identify the potential impact on tuition and fees for in-state undergraduates and then compare the result to the tuition and fee increases proposed in institutions' six-year plans.

***Institutional performance standards:*** This policy initiative seeks to streamline and enhance the statutory Institutional Performance Standards (IPS) by updating the measures to be more timely and relevant to the current and future needs of the Commonwealth. Staff will work with Council, members of Op-Six, and other relevant stakeholders as appropriate to consider ways to improve the institutional performance standards.

#### 4. Institutional Requests in Six-Year Plans

Through the six-year plan process, staff will identify systemwide themes that emerge from institutions' plans, particularly requests for additional general fund. This years' plans also assume a 2% salary increase, and the state's instructions ask institutions to report the cost of said increases.

Summary of the initial plans:

- On average institutions propose raising tuition and Educational and General fees by 4% in 2025 and 3.9% in 2026.
- The general fund portion of the cost of assumption on salary, health insurance and VITA changes are \$51 million in FY 2025 and \$101 million in FY 2026.
- Institutions requested \$825 million in FY 2025 and \$662 million in new general fund.

- The most common categories of general fund requests were Career Readiness and Placement, Education Innovation / Online Learning, Financial Aid and Research.
- All institutions included some sort of proposal for Internships / Experiential Learning.
- Many institutions' plans included new academic programs in Data Science.
- Most institutions included proposals to address deferred revenue through the Virginia Military Survivors and Dependent Education Program. Total general fund requests for this program were \$72 million and \$82 million in the first and second year, respectively.

#### 5. Facilities and Equipment

***Operation and maintenance (O&M) of new facilities:*** In addition to growth in costs, each year the state supports the development of capital at institutions. As a result, new buildings that are expected to open in the coming year will require additional funding for operation and maintenance of the facilities. SCHEV surveyed institutions for new facilities coming online in 2024-26 and received funding requests for a total of 29 new facilities. The total funding need is approximately \$16.5 million for the biennium. In FY 2024 SCHEV's O&M recommendation for general fund is \$6.5 million and in FY 2025 SCHEV's general fund recommendation is \$10 million.

***Higher Education Equipment Trust Fund (HEETF):*** Each year, institutions receive funding for equipment through the higher education equipment trust fund (HEETF). In 2000, the Council established an equipment allocation methodology for the HEETF based on institutional needs for: (1) regular inventory replacement; and (2) technology upgrades.

A nine-year replacement cycle, issued for instructional and research equipment, is applied to the current institutional equipment inventories in the Educational and General programs of Instruction, Research and Academic Support. The HEETF addresses half of the identified need and institutional operating funds cover the other half. To continue the progress made in the 2020-22 biennium with updating institutional equipment inventories, the annual replacement need, to be covered by the HEETF, is \$82.5 million per year. An increase in HEETF funding would require a commensurate increase in annual debt service.

The HEETF model also includes funding for computers for student use. The Council established a goal of providing 7% of full-time equivalent students with a computer. In 2000, this rate was considered adequate to accommodate students' needs for access to computer resources. This policy allows for computer replacement approximately once every three years. While SCHEV recognizes that most students may have a personal computer, campus computer labs provide students with software and other

options that they may not be able to access on their personal computer. Funding for computers, as designated above, guarantees each student access to the same programs and resources regardless of personal equipment. The total cost is estimated to be \$13 million annually.

In 2015, SCHEV staff recommended that the Commonwealth establish a pooled bond authorization to finance, as needed and over time, new or renovated facilities and equipment for research activities. This year, using the methodology for equipment funding based on research equipment replacement, staff calculates \$24.5 million annually to maintain current funding levels in research. In addition, SCHEV will review gaps again to identify if additional funding may be needed at certain research institutions.

#### 6. Collaborative Initiatives

SCHEV coordinates and submits budget requests on behalf of various external programs and consortia with which it collaborates. The following paragraphs reflect the anticipated budget requests from these entities.

The **Virginia Space Grant Consortium (VSGC)** is requesting \$120,000 in funding to support students attending accredited colleges in Virginia for internships at NASA Centers. Each year VSGC is provided with a list of potential intern who attend higher education institutions in Virginia. These interns have been selected by a NASA mentor and VSGC sponsorships for the student stipend ensure the students get placed. Placements are made in spring, summer, and fall semesters. This funding would support an estimated 12-16 interns per year.

The **Virginia Sea Grant (VASG)** requests \$392,113 in General Fund support (GF) each year to support 1/3 of its 10 core staff salaries to enhance federal funding readiness. A university-based state-federal partnership program, VASG currently has no GF support. This legally constrains staff from writing federal grant proposals while being paid only from a federal grant. Between 2020 and 2022 there was a 60 percent increase in the number of competitive funding announcements from the National Sea Grant Office and available funding doubled. A GF investment would enable VASG to better compete against neighboring Sea Grant programs (NC, MD, DE, and NY) who receive between \$500K-\$1M in state support and give it the capacity to pursue additional federal funds to expand core programming. The result would be an increased annual economic return on investment to the Commonwealth of \$7.5 million.

The **Virtual Library of Virginia (VIVA)** is the consortium of academic libraries in Virginia. VIVA provides a national model of collaboration in higher education that combines industry-specific procurement expertise with a robust suite of services to achieve efficiency and cost containment. For the 2024-2026 biennium, VIVA has requests in two priority areas: collections; and open and affordable course content. VIVA has identified significant collection needs in the areas of workforce and career development, foundational research skills to support and improve student retention,

artificial intelligence/emerging technologies and streaming media. Although VIVA successfully negotiates far better rates than the industry standard, the consortium's contracts include unavoidable inflationary price increases. In addition, VIVA greatly expands the reach of its member institutions' existing collections through the implementation of resource sharing services for students and faculty and through participation in regional and national shared collection initiatives. Staffing is needed to enable greater discovery and access by students and faculty as well as increase Virginia's shared administrative savings through existing and future agreements. An increase of \$2,285,000 in FY 2025 and \$2,810,000 in FY 2026 would address all of these needs. \$150,000 in FY 2025 and \$175,000 in FY 2026 from the overall totals would be designated for the collections of the private Pooled Funds institutions, which the participating institutions would match.

Secondly, since 2019, the VIVA Open Grants program has awarded \$1.18 million in grants to Virginia faculty to support the development of course materials that are open and free for students and aligned with Virginia's instructors' teaching objectives. These awards are projected to result in \$21 million in savings in student costs over the next five years for Virginia students using these freely available course materials in the classroom. VIVA's innovative approach to centralizing and deduplicating much of the OER publishing work of these awards, such as accessibility review and remediation, copy-editing, and graphic design, allows the resources to be more rapidly developed, consequently getting them more quickly into students' hands. Continuing advances in online publishing standards have illuminated opportunities to enhance the open course materials produced with the support of VIVA— including collaborative open teaching tools that empower students to directly annotate course materials and interactive learning materials including quizzes and tools that can be published directly within existing learning management systems. \$50,000 in additional funding for FY 2025 and \$75,000 for FY 2026 would enable VIVA to acquire additional content-development tools that ensure grant-supported course materials meet evolving standards for interactive digital content without diverting award funds from the existing grant program.

## 7. Capital Outlay

**Capital investments, planning and maintenance reserve:** Another duty assigned by the *Code of Virginia* (§ 23.1-208) to Council is to make capital outlay recommendations. The state has made significant capital investments in the 2022-24 biennium. This year, institutions submitted capital requests to the Department of Planning and Budget (DPB) for the 2024-26 biennium. A total of 102 general fund projects were submitted to DPB for consideration. Sixty-seven (67) projects submitted were renovation/improvement projects and do not include expanding total square footage on campus. Thirty-one (31) projects are defined as new buildings on campus, expanding total square footage, three projects are acquisition requests, and one project was submitted for a demolition request. Staff will review these requests and provide criteria to consider in the selection of these projects if the Governor and General Assembly wish to provide additional capital in the upcoming biennium. Further, given the large investments over the years

in capital, continued investments to maintain facilities should be a priority through increased maintenance reserve amounts.

SCHEV has responsibilities pertaining to budget recommendations of system-wide capital outlay requirements of public higher education in Virginia. The enabling legislation can be found, in part, in Sections 23.1-208 A through C, and 23.1-203 (9) and (12) of the *Code of Virginia*. While a thorough review is currently underway by SCHEV staff, the following is a summary of projects submitted by institutions in June to the Department of Planning and Budget. Institutions submitted a total of 99 projects for consideration with an estimated state general fund request of \$4.8 billion. The requests include projects for new construction, renovation, infrastructure improvements, acquisitions, and demolition. Many factors impact the prioritization of these projects; if the Governor and General Assembly wish to provide funding, based on feedback provided by the Department of Planning and Budget, Governor’s and money committee staff, then SCHEV staff will review projects and categorize based on the following factors: institution’s own prioritization; project inclusion in their six-year plan; critical maintenance component (ADA, Mechanical, Safety, Electric, Plumbing); relative age of the facility; space-need analysis; space-utilization analysis; enrollment trends; and project specific rationale.

**Summary of Capital Outlay Requests for the 2024-26 Biennium**

Total # of Projects	New Construction	Renovations/ Improvements	Acquisition	Demolition
102	31	67	3	1

# State Council of Higher Education for Virginia Agenda Item

**Item:** IV.D – Resources and Planning Committee – Discussion of Institutions' Enrollment Projections

**Date of Meeting:** September 18, 2023

**Presenter:** Tod Massa  
Policy Analytics Director  
todmassa@schev.edu

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:** May 15, 2023

**Action:** The Committee reviewed information on the enrollment-projection process, the degree-estimation process and the status of the 2023 projections and estimates.

**Purpose of the Agenda Item:**

The purpose of this item is to facilitate discussion by the committee via a staff update on the current submissions of the 2023 Enrollment Projections and Degree Estimates at the state and sector levels. This discussion will inform potential action in October.

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

**Background:** *Code of Virginia*, § 23.1-203(4), assigns to Council the duty to review and approve or disapprove the enrollment projections made by public institutions of higher education. The projection process is conducted biennially and covers the next six academic years.

In February 2023, staff conducted multiple webinars with relevant staff from public and private institutions regarding assumptions and process. The key assumption, as has been the norm in the past, is “do not assume additional general fund support.”

The enrollment projections consist of seven worksheets for the annual detailed projections by student level and category, with columns for the numbers of: new students; new transfer students; full-time and part-time headcount; regular session (fall and spring) Full-time Equivalent (FT); and annual FTE. All worksheets require estimates for the percentage of in-state students. A worksheet specific to in-state, first-time-in-college students requires an estimate of those who will have graduated high school within 12 months of enrolling in college.

A separate worksheet for the degree estimates requires submission of one year of actual awards and six years of estimates by degree level, with estimates of the percentage that are in-state Science, Technology Engineering and Math (STEM), in-state healthcare and in-state overall.

The deadline for the projections was May 1. Once the submissions were “locked,” institutions were then able to review the submissions of the other institutions and may reconsider and resubmit their projections as desired through June 15 (having extended the date from May 22).

Summary of Enrollment Projections: As of July 1, the total projected enrollment for all institutions (public and TAG-eligible private institutions) will grow from fall 2022’s total of 519,093 to 532,464 in the fall of 2029. Total in-state undergraduate enrollment is projected to drop from 307,117 students to 300,334 over the same time with projected losses coming from the community colleges, which anticipates total fall enrollments dropping from 140,341 to 126,292 in-state students. If existing patterns hold, a third of those enrollments will come from dual-enrolled high school students. On average, 77% of the public two-year college projected in-state enrollments will be a combination of continuing students and high school dual-enrollment students.

Public four-year colleges and institutions are projecting to grow in-state enrollment from 137,589 to 140,240 undergraduates, with about 73% coming from continuing enrollment. Out-of-state undergraduate enrollment is projected to increase from 34,456 to 38,600 with 70% coming from continuing students. These institutions are planning to increase undergraduate distance enrollment from 15,899 in fall of 2022 to 19,457 in fall of 2029, with most of the growth planned at Old Dominion University. First professional enrollment (medicine, law, veterinary medicine, and pharmacy) is expected to remain essentially flat from 4,886 to 4,889 total enrollment averaging about 45% in-state enrollment. Graduate enrollment is expected to increase from 44,208 to 48,323. Overall, total enrollment is projected from 221,120 to 237,982 in fall 2029.

Independent colleges and universities project in-state undergraduate growth from 28,700 to 31,502 in fall 2029. On average, 71% of this enrollment comes from continuing student enrollment. Out-of-state undergraduate students are projected from 56,076 to 58,343, with an average of 73% based on continuing student enrollment. Undergraduate distance enrollment at the independent institutions is projected to be flat, comprising an average of just over 40,000 students, or almost 49% of undergraduate enrollment. First professional enrollment is projected to grow from 4,559 to 5,058 students. Graduate enrollment will grow slightly from 57,469 to 60,173. Overall, independent institutions project growth from 149,280 to 155,078.

SCHEV staff acknowledges significant interest in the enrollment of first-time in college (FTIC) students, particularly those direct from Virginia high schools, given the projected demographic changes. Staff’s analysis relied on the most current projections from the Western Interstate Compact for Higher Education (WICHE), Weldon-Cooper Center at the University of Virginia and SCHEV’s data resources. Overall, the institutions, public and private, project a modest decrease of in-state enrollment from 58,801 to 58,113; however, these figures include students of non-traditional age and those more than

one-year from college graduation. Modeling the percentage of FTIC enrollment likely to be direct from high school, based on the last decade of enrollment, suggests a minor decrease from 46,138 students to 45,988 students.

To determine the feasibility of these projections, a similar model of likely FTIC students direct from high school was applied against the average of the two projections of public high school graduates from WICHE and Weldon-Cooper. Comparing the estimates from the institutional projections against the estimates derived from the high school graduate projections suggests that the institutions have been cautious in their projections. Two findings of note: (i) staff found that the WICHE projections historically have always been noticeably lower than the actuals (an average of 1,788 graduates over the last five years); and (ii) the institutions' projections are not exclusive to public high school graduates, and WICHE typically projects 4,000-5,000 graduates annually from private high schools in Virginia.

*Estimates of Recent VA High School Graduates and College Enrollment*

	<i>Avg of Weldon- Cooper and WICHE Public Proj</i>	<b>Est. of FTIC</b>	WICHE Total	<b>Est of FTIC</b>	Proj FTIC	<b>Est of FTIC based on Most Recent 5 Years</b>
2022-23/Fall 2023	85,087	<b>44,432</b>	89,773	<b>46,880</b>	57,869	<b>45,795</b>
2023-24/Fall 2024	85,513	<b>44,655</b>	91,167	<b>47,608</b>	58,191	<b>46,050</b>
2024-25/Fall 2025	86,084	<b>44,953</b>	93,191	<b>48,665</b>	57,949	<b>45,858</b>
2025-26/Fall 2026	88,463	<b>46,195</b>	93,313	<b>48,728</b>	58,436	<b>46,344</b>
2026-27/Fall 2027	86,418	<b>45,127</b>	90,973	<b>47,506</b>	58,226	<b>46,078</b>
2027-28/Fall 2028	83,851	<b>43,787</b>	88,746	<b>46,344</b>	58,200	<b>46,057</b>
2028-29/Fall 2029	82,741	<b>43,207</b>	88,654	<b>46,295</b>	58,113	<b>45,988</b>

The table above compares the three sets of projections of Virginia high school graduates – those from Weldon-Cooper, the public-high-school-only projections from WICHE and the combined public and private high school projections from WICHE. Using the most recent five-year average of the proportion of recent high school graduates enrolling as first-time in college students in the fall, staff calculated estimates of those enrollments against the average of two public high school projections and against the total graduates projections from WICHE. Staff then provide projected number of in-state first-time in college students from the institutions' submissions and



calculate an estimate of those projections likely to be recent high school graduates, again from the most recent five-year average. In comparing the three estimates (shaded and in bold type) we see that the institutions' projections are comfortably between the two estimates based on projections of high school graduates.

As a general statement, the opinion of staff is that these projections are feasible, in terms of in-state undergraduates at the state level. This conclusion is bolstered by the number of institutions reporting rebounding enrollments, such as Norfolk State, Virginia Commonwealth, Virginia Union, and the VCCS. Significant variability exists in the projections for the individual institutions, with George Mason and few others projecting increases of any significance.

Summary of Degree Estimates: The degree estimates provided by the institutions project an increase from 108,359 in 2021-22 to 114,475 in 2029-30, inclusive of all degrees and credit-based certificates. Associates degrees remain stable, with a modest increase from 19,332 to 19,681. Of those totals, the applied/occupational degree represents 5,731 in the first year and 5,782 in the last year. Similarly, undergraduate certificates show little movement from 15,945 to 16,024. Bachelor's degrees will increase from 56,371 to 58,578, with growth evenly distributed between the public- and private-sector colleges.

Degrees for first professionals are projected to drop initially from 3,283 in 2021-22 to 2,655 in 2022-23 [final numbers are almost ready] and then rising gradually to 2,757. Master's degrees, a perennial target for growth, is projected to increase from 24,761 to 28,383, with all but about 528 degrees of the 3,622 increase coming from the public institutions. Post-baccalaureate and graduate certificates are both projected to be flat, with minor increases in education specialist degrees. Research doctoral degrees are projected to increased from 4,692 to 5,076, with most of the growth coming from the private sector.

In 2014, Council established a goal for the Commonwealth to become the "Best State for Education" by 2030. One of the key measures in tracking progress toward that goal is to reach a cumulative total of 1.5 million undergraduate certificates, degrees, and credentials of value (such as workforce credentials under the WCGP) awarded by 2030. Based on the degree estimates submitted by the institutions, the Commonwealth is on target to achieve 1.46 million awards from public institutions and TAG-participating independent institutions. With approximately 58,000 WCGP credentials having been earned to date, we are well-position to meet this goal.

**Materials Provided:**

To supplement the background and summary information immediately above, staff will provide additional by-sector details via a presentation at the meeting.

**Financial Impact:**

N/A

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

Enrollment relates directly to the plan's goals of closing gaps in access and completion. It also serves as a mechanism to reach the plan's attainment objective of 70% of working-aged Virginians having a certificate, degree or credential by 2030. Enrollment further supports the plan's vision of "Best State for Education." The Enrollment Projections and Degree Estimates serve as the Council's tool for projecting progress toward these objectives.

**Timetable for Further Review/Action:**

At the October meeting, staff will present for Council's consideration a completed package of projections and estimates, including any adjustments resulting from the six-year-plan meetings with the institutions. Staff will seek action from the committee and Council on the projections at the October meeting.

**Resolution:** None

# State Council of Higher Education for Virginia Agenda Item

**Item:** IV.E – Resources and Planning Committee – Briefing on Review Process for Public Institutions’ Six-Year Plans

**Date of Meeting:** September 18, 2023

**Presenter:** Tom Allison  
Assistant Director for Finance & Innovation  
[tomallison@schev.edu](mailto:tomallison@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action
- Previous review/action

**Date:** May 15, 2023

**Action:** The committee received a staff update on the process for public institutions’ preparation and submission to state reviewers of six-year operating plans, and of a state contract with a consulting firm to review and suggest revisions to the process.

**Purpose of Agenda Item:**

The purpose of this item is to brief Council on the 2023 review process for public institutions’ six-year operating plans. The briefing describes how this year’s process differs from prior processes and summarizes general findings and themes across the plans.

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

Statutory Requirements: As prescribed in [§ 23.1-306](#) of the *Code of Virginia*, the governing board of each public institution of higher education is required to develop and adopt a six-year plan for its institution. The statute vests responsibility largely with SCHEV for facilitating the process at the state level. The plans serve as an opportunity to facilitate meaningful strategic dialogue between public higher education institutions and the Commonwealth about each institution’s enrollment, programmatic, and financial plans.

As specified in the statute, institutions’ draft plans are reviewed by a six-member group referred to informally as Op-Six, which includes the Director of the Department of Planning and Budget, the Secretary of Finance, the Secretary of Education, the Staff Director of the House Committee on Appropriations, the Staff Director of the Senate Committee on Finance and Appropriations and the Director of SCHEV. The statute stipulates that the plans “shall be in a form and manner prescribed by the Council.” Following review by Op-Six and potential revisions in response to that review, each board adopts its institution’s six-year plan.

Via their boards, the public institutions develop their six-year plans in each odd- year, such as 2023, in conjunction with the state’s preparations for the next biennial budget. In even-numbered years, the boards affirm or update the plans, if/as necessary.

Traditional Process: In recent years, the templates provided to the institutions for their plans have contained two parts. Part I has been an Excel workbook; Part II, a narrative document. Part I has included five spreadsheets to capture the following data:

1. In-state Undergraduate Tuition and Fee Plan. In this section, the institution provides any planned annual increases in in-state undergraduate tuition and mandatory Educational and General (E&G) fees and mandatory non-E&G fees for the biennium.
2. Tuition and Other Nongeneral Fund (NGF) Revenue. Based on assumptions of no new general fund, enrollment changes and other institution-specific conditions, the institution provides total collected or projected-to-collect revenues (after discounts and waivers) by student level and domicile (including tuition revenue used for financial aid), and other NGF revenue for E&G programs; and mandatory non-E&G fee revenues from in-state undergraduates and other students, as well as the total auxiliary revenue.
3. Academic-Financial Plan. This section captures the academic, financial and support-service strategies that the institution intends to employ in meeting state needs/goals as found in the statewide strategic plan. Traditionally, institutions have been advised to use a planning assumption of no new general fund to support the strategies.
4. General Fund (GF) Request. Each institution provides information here about items for which it anticipates making a request for state general fund support in the upcoming biennium. The item can be a supplement to a strategy or an item from the academic and financial plan, or it can be a free-standing request for which no tuition revenue would be used.
5. Financial Aid. In this section, the institution provides a breakdown of the projected source and distribution of tuition and fee revenue redirected to financial aid.

Part II has contained more-detailed information about the data provided in Part 1, as well as about additional topics such as enrollment projections, new academic programs, major capital outlay projects, status update of previous plans’ strategies, suggestions for improving efficiencies, commitments to and economic development efforts.

2023 Process: In February, the Commonwealth issued an emergency request for proposals (RFP) that sought a consultant to facilitate the required biennial planning and review process. In addition, this consultant was to help translate the insights from the strategic planning process into a set of legislative and budget recommendations for consideration during the 2024 legislative session. In March, the state awarded a contract to Boston Consulting Group (BCG) to review the six-year-plan process.

Since March, SCHEV staff has worked closely with the BCG team, including providing introductions to key stakeholders, organizing feedback sessions with SCHEV advisory groups (presidents, academic officers and finance officers), compiling datasets of financial information and student outcomes and reviewing draft materials.

In consultation with BCG and Op-Six, SCHEV made the following changes to Part 1 (the Excel template) for 2023:

- Addition of out-of-state tuition and fee charges.
- Extension of the financial plan to six years, with assumptions of no new general fund or tuition changes for years three through six.
- Addition of an assumption of a 2% salary increase, health insurance benefits and VITA increases.
- Addition of a “Pro-forma” tab that allows the user to change the proportion of funds that come from the general fund and from nongeneral funds, and reallocation.

Using SCHEV data collections and publicly-available financial data, BCG developed institution-specific “fact packs” of data visualizations on three topics: Enrollment Volume and Composition; Program Alignment and Performance; and Financial Effectiveness and Sustainability. Additional questions related to the fact packs were added to Part 2 (the narrative of portion of the plan template).

To help orient institutions’ administrators to changes in the template and process, SCHEV conducted two webinars, with over 100 institutional staff attending. The webinars were recorded and published on SCHEV’s YouTube channel. SCHEV staff and BCG staff also made themselves available for direct conversations.

Due to the delay in the state budget, as well as the development of additional six-year-plan materials, templates and instructions, the Op-Six group agreed to delay distribution of the instructions to the institutions until May 17. Institutions were required to submit their six-year plans by July 17.

Throughout August and September, Op-Six, staff, and BCG held two-hour meetings with the leaders of each of the public institutions to review and discuss the institution’s six-year plan. On September 17, on behalf of Op-Six, SCHEV staff submitted questions and comments (both institution-specific and systemic) to the institutions.

On October 6, institutions’ responses to Op-Six’s questions and comments are due. Thereafter, each governing board will approve its institution’s six-year plan; on December 1, the board-approved plans will be posted publicly on the SCHEV website and in the General Assembly’s Division of Legislative Automated Systems (DLAS).

### **Materials Provided:**

A list of staff's general findings and common themes from the draft 2023 six-year plans appears on the following page.

**Financial Impact:**

This briefing carries no financial impact.

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

Since 2015, institutions have organized their six-year plans around the goals of the statewide strategic plan. In that year, joint resolutions (HJR 555 and SJ 228) required that the mission, vision, goals and strategies expressed in The Virginia Plan should guide the public institutions' development of their six-year plans.

**Timetable for Further Review/Action:**

NA

**Resolution:**

NA

## **Summary Findings and Themes from the Draft 2023 Six-year Plans**

1. On average, institutions propose raising tuition and educational and general fees by 4% in 2025 and 3.9% in 2026.
2. The general fund (GF) portion of the cost of assumptions regarding salary, health insurance and VITA changes are \$51 million in FY 2025 and \$101 million in FY 2026.
3. Institutions requested \$825 million in FY 2025 and \$662 million in new GF.
4. The most common categories of GF requests were Career Readiness and Placement; Education Innovation / Online Learning; Financial Aid; and Research.
5. All institutions included a proposal of some sort for internships / experiential learning.
6. Many institutions' plans included new academic programs in Data Science.
7. Most institutions included proposals to address deferred revenue through the Virginia Military Survivors and Dependent Education Program. Total GF requests for this program were \$72 million and \$82 million in the first and second year, respectively.

# State Council of Higher Education for Virginia Agenda Item

**Item:** IV.F – Resources and Planning Committee – Update on Institutional Performance Standards (IPS)

**Date of Meeting:** September 18, 2023

**Presenter:** Grace Khattar  
Senior Associate of Finance Policy & Innovation  
gracecovello@schev.edu

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:** May 15, 2023

**Action:** Council reviewed remediation plans and new data for Christopher Newport University, Longwood University, Norfolk State University, University of Virginia at Wise, Virginia Commonwealth University, Virginia State University, and Richard Bland College, resulting in certification for FY 2024.

Council charged staff to form a workgroup to review the Institutional Performance Standards process and its statutory measures, with the purpose of informing Council's budget and policy recommendations in the fall to advance a more timely and relevant process aligned with current and future state needs.

**Purpose of the Agenda Item:**

The purposes of this item are to: (i) update Council on activities since its May meeting regarding the Institutional Performance Standards (IPS) process and its statutory measures; and (ii) collect Council input on potential options for changing the IPS process and/or measures, which will inform a follow-up discussion and potential action at Council's October meeting.

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

**General Context:** In § 23.1-206, the *Code of Virginia* assigns Council the responsibility to assess public institutions' performance on certain educational, financial and administrative metrics, known commonly as the Institutional Performance Standards. § 23.1-1001 and the state budget outline the specific standards.

In this multi-faceted review process, Council is assigned three roles: (i) assess each public institution's performance on the education-related measures; (ii) review recommendations made by the Department of Planning and Budget and the Finance Secretariat on public institutions' performance on the financial and administrative



standards; and then (iii) certify whether each institution is eligible to receive the financial benefits as authorized in § 23.1-1002.

SCHEV (the agency) is responsible for administering these assessments; Council, for certifying whether institutions have met the standards. In return, the institutions are eligible to receive additional financial benefits, including interest earnings and credit card rebates earned during the fiscal year (approximately \$10.7 million for each year).

The Appropriation Act of 2022-24 (state budget) outlines the assessment measures. The list below outlines the six education-related measures on which Council is to base its assessment and certification.

#### Education-Related Performance Measures (Six):

1. HEADCOUNT - Institution meets at least 95 percent of its State Council-approved biennial projections for in-state undergraduate headcount enrollment.
2. DEGREE AWARDS - Institution meets at least 95 percent of its State Council approved biennial projections for the number of in-state associate and bachelor degree awards.
3. STEM-H DEGREE AWARDS - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state STEM-H (Science, Technology, Engineering, Mathematics and Health professions) associate and bachelor degree awards.
4. PROGRESSION AND RETENTION - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state, upper level - sophomore level for two-year institutions and junior and senior level for four-year institutions - program-placed, full-time equivalent students.
5. DEGREES FOR UNDER-REPRESENTED STUDENTS - Maintain or increase the number of in-state associate and bachelor degrees awarded to students from underrepresented populations.
6. TWO-YEAR TRANSFERS - Maintain or increase the number of in-state two-year transfers to four-year institutions

The Higher Education Restructuring Act (2005) articulates the following guidance regarding how Council carries out its IPS responsibilities:

*In general, institutions are expected to achieve all performance measures in order to be certified by SCHEV, but it is understood that there can be circumstances beyond an institution's control that may prevent achieving one or more performance measures. The Council shall consider, in consultation with each institution, such factors in its review: (1) institutions meeting all performance measures will be certified by the Council and recommended to receive the financial benefits, (2) institutions that do not meet all performance measures will be evaluated by the Council and the Council may take one or more of the following actions: (a) request the institution provide a remediation plan and recommend that the Governor withhold release of financial benefits until Council review of the remediation plan or (b) recommend that the Governor withhold all or part of financial benefits.*

*Further, the State Council shall have broad authority to certify institutions as having met the standards on education-related measures. The State Council shall likewise have the authority to exempt institutions from certification on education-related measures that the State Council deems unrelated to an institution's mission or unnecessary given the institution's level of performance.*

*The State Council may develop, adopt, and publish standards for granting exemptions and ongoing modifications to the certification process.*

**Specific Context:** In May 2023, Council received additional information regarding seven institutions that it did not certify in fall 2022; specifically, staff provided updates on the institutions' remediation plans and additional/new data on those institutions. Upon review of the plans and data, Council acted to certify the seven institutions for FY 2024.

Council's May 2023 action also contained a charge to staff to form a workgroup to review the IPS process and its statutory measures, to inform policy and budget recommendations that would advance a more timely and relevant process aligned with current and future state needs.

Since the May meeting, staff has reviewed for eventual consideration by Council a series of potential changes to IPS, including internal and legislative approaches.

Staff's development of the potential changes highlighted three important factors: (i) enforcement and accountability; (ii) measures based on self-projected benchmarks; and (iii) confusion over years on which data are presented. Since the inception of the IPS process, no institution has failed to be certified for each fiscal year in question, although in some years Council required additional information prior to certification. Also, four of the six education-related performance measures are based on an institution's ability to self-project. This process could be better aligned to measure actual results opposed to projections. Finally, given the current timeline for enrollment-projection data submission, a lag exists when using the data to assess the measures. Updating the process to be a true biennial review – as opposed to the annual data that are provided currently – would allow for data that are aligned more closely with the IPS process.

**Materials Provided:**

Staff document, "Options to update the Institutional Performance Standards" appears on the pages behind this cover sheet. It outlines various options for change, the avenue to pursue each option and the strengths and weaknesses of each option.

**Financial Impact:** None

**Timetable for Further Review/Action:**

At the September meeting, Council may opt to table further consideration of this matter, or it may direct staff to use Council feedback on this update to develop an item for the October meeting in which Council may consider action on one or more options.

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

Council's consideration of the IPS process and measures supports the strategy outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education* to "foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency."

**Resolution:** N/A

## Options to update the Institutional Performance Standards

Proposed change	Avenue to make change	Strength	Weakness
Eliminate the Institutional Performance Standards	Statute and budget	The standards have not been enforced. All institutions have received the financial benefits, even when failing one or more measures. Other processes and systems at the Commonwealth's disposal could be used incentive institutional performance (e.g., Tech Talent Incentive Program, Workforce Credential Grant, Transfer Grant).	A significant amount of discretion is left to Council for how to enforce the standards. Eliminating the standards from the <i>Code of Virginia</i> would remove Council's influence over this process.
Update Performance Measure 6: two-year transfers	SCHEV	Measure 6 sets a goal for institutions to annually increase the number – from their baseline in 2010 – of students transferring from two-year colleges. However, community college enrollment has declined 33% since 2010, rendering this goal much more difficult to achieve. A resetting of the baseline year for transfers would create a more realistic goal for institutions.	A new baseline year could entail transfer-student numbers lower than those in 2010, thus potentially decreasing institutions' incentive to enroll transfer students.
Align the measures to more-timely state goals	Budget	Reconsideration of the existing measures could create more and/or better alignment to current state goals and future needs.	Attempting such a realignment could create an administrative burden in seeking consensus among Op-Six members.

<p>Assess the standards bi-annually (i.e., conform the statutory language with the state budget language.</p>	<p>SCHEV</p>	<p>While the <i>Code of Virginia</i> defines IPS as a biennial process, the <i>Appropriation Act</i> requires the assessments be conducted annually.</p> <p>Assessments could be conducted and approved in even-numbered years. Enrollment projections, on which the standards are based, could be approved every odd year or early in the even year. Such would address current issues on using different projection years in the IPS review.</p>	<p>Council would be notified only biannually (rather than annually) of how institutions' performance measures are being met.</p> <p>Other existing issues with the process would remain unresolved/unaddressed.</p>
<p>Create a process for failed performance measures</p>	<p>SCHEV</p>	<p>Council could review the process for assessing failed performance measures and make changes to this policy within the guidelines of the budget language outlined in § 4-9.01.</p>	<p>Council could adjust the threshold for failure to render it more strict or less strict.</p>
<p>Change the wording of the review and certification process</p>	<p>Statute</p>	<p>As noted above, Council is charged in statute to "certify" public institutions for meeting their standards. Elsewhere in the <i>Code of Virginia</i> (§ 23.1-217), Council is charged to "certify" certain private and out-of-state institutions to operate in Virginia. The redundant use of "certify" creates confusion between the two very different processes.</p>	<p>Movement away from the redundant "certify" term for IPS, while potentially clearing confusion of whether a not-yet-IPS-certified public institution may operate in Virginia, could also create other confusion for institutions.</p> <p>Other existing issues with the process would remain unresolved/unaddressed.</p>

<p>Modify the definition of Performance Measure 5: under-represented student population growth</p>	<p>SCHEV</p>	<p>The definition of underrepresented population could be expanded to include veteran or military status or others not currently included in the definition.</p>	<p>The inclusion of veteran status could dilute the incentive for institutions to enroll other under-represented groups, such as racial and ethnic minorities and students from low-income households.</p> <p>Another weakness of PM5 is that an institution cannot increase this measure any more given the population.</p>
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# State Council of Higher Education for Virginia Agenda Item

**Item:** IV.G – Resources and Planning Committee – Briefing on Changes to Federal Financial Aid Policies

**Date of Meeting:** September 18, 2023

**Presenter:** Lee Andes  
Associate Director of Financial Aid  
[leeandes@schev.edu](mailto:leeandes@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of the Agenda Item:**

The purpose of this item is to inform Council of the upcoming changes in federal financial aid policy as a result of the *FAFSA Simplification Act* and the potential impact on state financial aid.

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

The complexity of the Free Application for Federal Student Aid (FAFSA®) process is a barrier for many individuals considering higher education. Since 2007, the federal government has worked on simplifying the FAFSA form and former Senator Lamar Alexander’s dramatic demonstration of rolling out multiple pages of the application on the Senate floor is memorable to all interested parties. The original FAFSA form contained 108 questions.

Following several adjustments to the number of questions asked on the FAFSA, terminology and application skip-logic, the most significant change took place as of the 2017-18 award year, when the Federal Student Aid (FSA) agency implemented the IRS Data Retrieval Tool, or DRT. This process permitted applicants to opt-in to allowing their FAFSA to be populated using financial data available directly from the IRS. In addition, the form was made available as of October 1 instead of the previous opening date of January 1, which allowed for more time for students to complete the FAFSA.

Interest in further simplifying the FAFSA continued, which resulted in the FAFSA portion of the Fostering Undergraduate Talent by Unlocking Resources for Education (FUTURE) Act of 2019 and then the FAFSA Simplification Act passed on Dec. 27, 2020, as part of the Consolidated Appropriations Act, 2021. Combined, these acts represent a significant overhaul of federal student aid, including the form, need analysis, and

many policies and procedures for schools participating in the Title IV programs. As a result, the form now has 36 questions and instead of opting into DRT, the option is now a default process unless the applicant opts-out.

Staff reviewed the *FAFSA Simplification Act*, effective as of the 2024-25 award years, with attention on its real and potential impacts on state financial aid. The most visible change is the terminology. The data provided on the FAFSA is used to assess a family's financial strength through a series of calculations that produces the Expected Family Contribution, or EFC. The EFC plays a central role when determining eligibility for the federal Pell grant but also for calculating each student's financial need. As of the 2024-25 award year, the calculation will be renamed the Student Aid Index, or SAI. This name is considered a more accurate description of the purpose and use of the calculation and is universally welcomed; however, staff has determined that the new SAI is a blunt instrument for assessing family financial strength compared to the former EFC.

In addition to the name, several changes made within the calculation itself will impact student eligibility for state financial aid. Recognizing that some students live below the poverty level and are in need of assistance before covering the additional costs of enrollment, the SAI can be assigned as low as -1,500. This change will allow for receipt of more financial assistance (financial aid is traditionally capped approximately at Cost of Attendance less EFC/SAI less gift aid) for these neediest of students.

Additional changes in the calculation include recognition of business and farm assets, ceasing consideration of the number of family members in college, increasing the circumstances providing automatic maximum Pell grant and adjustments to income protection allowances to name a few of the more impactful changes. Many organizations have attempted to model the new FAFSA calculations to project the fiscal impact on students and institutions. Staff has reviewed several of these models and has worked with SHEEO to model Virginia-specific data. Staff emphasizes that all projections are only estimates, since no single database exists that currently contains all the factors used to calculate the new SAI.

### **Projected impact on Virginia**

SHEEO used data provided by the National Postsecondary Student Aid Study (NPSAS), which represents an over-sampling of student data from specific states in 2016, including Virginia. Like others undergoing this exercise, SHEEO created its own assumptions for calculating student financial strength based on the reported changes under the SAI formula. They were then able to estimate student need under the EFC model and then compare that to student need under the new SAI model. Staff also reviewed results obtained by the Urban Institute, the Iowa Student Aid Commission and some individual institutions using a model provided by NASFAA. Most of these reviews took place late fall 2022 and early 2023.

SHEEO found that the number of students qualifying for the Pell grant increases drastically under the new SAI. This impact was more dramatic for Virginia's public two-year colleges but still represents a large increase at the public four-year institutions. The number of students losing Pell eligibility is minimal.



**PUBLIC 2-YEAR**

	<b>Count</b>	<b>Percent</b>
Pell Eligibility (old)	60,290	55.7
Pell Eligibility (new)	85,420	78.9
Loss of Eligibility	350	0.3
Gain of Eligibility	25,480	23.5

**PUBLIC 4-YEAR**

	<b>Count</b>	<b>Percent</b>
Pell Eligibility (old)	47,700	43.5
Pell Eligibility (new)	60,560	55.2
Loss of Eligibility	80	0.1
Gain of Eligibility	12,940	11.8

The analysis included students with various levels of EFC, from \$0 EFC to those having an EFC between \$5,001 and \$7,000. These combinations represent Pell-eligible students; an EFC of less than \$7,000 is currently needed in order to qualify for a Pell grant. The chart below shows the impact under the new SAI calculations for students in various EFC combinations. For students with an EFC of \$7,000 and below, the SAI results in a decrease in assessed family strength of approximately \$2,000 (the gap between the middle of the EFC grouping and the new average SAI).

	<b><u>\$0</u></b>	<b><u>\$1-\$1,000</u></b>	<b><u>\$1,001-\$3,000</u></b>	<b><u>\$3,001-\$5,000</u></b>	<b><u>\$5,001-\$7,000</u></b>
Average SAI	-\$1,112	-\$798	-\$445	\$1,658	\$4,368
Median SAI	-\$1,500	-\$1,336	-\$259	\$1,492	\$3,255

For students, the change provides significantly larger Pell grant awards. For state-aid purposes, these results pose little change to student need calculations, since remaining need is based on COA less EFC/SAI less gift aid, including the Pell grant. As long as a reduction in SAI is accompanied by a corresponding increase in Pell, the resulting remaining need calculation is unaffected.

The comparison between the two models continues through middle-income students and into high-income students. In these cases, the impact is reversed. Under the new SAI formula, students starting with a \$9,000 or higher EFC were subsequently assigned a much higher SAI. As a result, middle-income students, particularly those with an EFC of \$13,000 or above, could move from qualifying for need-based aid to barely qualifying for a subsidized student loan. These results are primarily due to the formula no longer adjusting for multiple members of the family attending college and the new inclusion of small business and farm assets in the calculation.

	<b><u>\$9,001-\$11,000</u></b>	<b><u>\$11,001-\$13,000</u></b>	<b><u>\$13,001-\$15,000</u></b>	<b><u>&gt;\$15,000</u></b>
Average SAI	\$14,568	\$14,518	\$24,543	\$47,436
Median SAI	\$10,937	\$13,864	\$22,549	\$35,286

Under the new model, need for middle- and high-income students will be reduced appreciably for both institutional financial aid calculations as well as calculations used by SCHEV for making student aid funding recommendations. As a result, many returning middle-income students will experience reduced or eliminated financial aid awards, beginning with the 2024-25 award year. These changes may impact whether these students can remain enrolled with their current institutions.

As a result of the combined changes, Virginia can expect a graph of Pell-eligible students that resembles an imbalanced barbell with large numbers qualifying for the maximum Pell grant on one end, a smaller but still substantial number qualifying for the minimum Pell on the other end and relatively few students in between. Expanding to include middle- and high-income students, this barbell image persists as more of these students will demonstrate less need. While specific numbers are elusive, the net result under the new SAI formula is that lower-income students and those receiving government assistance will benefit from the changes while institutions will have a more difficult time awarding middle-income students.

**State policy implications/considerations:**

- Adjust state law references from EFC to SAI. Staff has drafted language that universally recognizes the new SAI as a replacement for the EFC.
- Grandfather returning recipients of state financial aid who were awarded under a different formula.
- Adjust expectations for the Pell Initiative since more returning and incoming students will qualify for Pell grants.
- Understand the impact on state financial aid need calculations and funding recommendations since the new SAI provides a new calculation that is difficult to model. Various projections estimate an increase in total calculated need of approximately 4 percent.
- Consider impact of using of the negative 1,500 SAI for need calculations.
- Consider conforming with the federal title IV treatment for Selective Service registration.
- Consider adjusting the Transfer Grant maximum EFC (currently \$12,000) to a new SAI threshold.

**Materials Provided:** See the Background/Summary section immediately above.

**Financial Impact:** None at this time.

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

FAFSA simplification impacts the calculations of student financial need, which has a potential impact on the plan's three goals – equitable, affordable and transformative.

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

**Resolution:** NA

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
JOINT SCHEV/PRIVATE COLLEGE ADVISORY BOARD MEETING  
May 15, 2023**

**DRAFT MINUTES**

Mr. Ampy called the meeting to order at 3:00 p.m. in Conference Room #1 of the Claude G. Perkins Living and Learning Center at Virginia Union University, Richmond, Virginia.

Council members present: Ken Ampy, John Broderick, Walter Curt, Victoria Harker, William Harvey, Jennie O'Holleran, Thaddeus Holloman, Cheryl Oldham, Alvin J. Schexnider, Jeff Smith and Katharine Webb.

Council members absent: Mirza Baig, John Broderick and Jason El Koubi.

Staff members present: Tom Allison, Lee Andes, Alisha Bazemore, Peter Blake, Grace Covello Khattar, Joseph DeFilippo, Alan Edwards, Sandra Freeman Tod Massa, Emily Muniz, Laura Osberger, Paula Robinson, Emily Salmon, Bob Spieldenner and Kristin Whelan.

Other notable attendees: Deb Love from the Office of the Attorney General; the Honorable Aimee Guidera, Secretary of the Education; The Honorable George "Bryan" Slater, Secretary of Labor; and Chris Peace, President, Council of Independent Colleges in Virginia. See list at the end of this document of CICV Presidents who attended.

**WELCOME AND INTRODUCTIONS**

On behalf of Council, Chair Ken Ampy welcomed the presidents of the private, non-profit institutions and stressed the importance of their colleges in meeting the goals and needs of the Commonwealth. The current Virginia Private Colleges Chair, Scott Miller, President of Virginia Wesleyan, introduced two new private college presidents – Frank Shushok from Roanoke College and Darrell Williams from Hampton University. He then introduced the new president of the CICV, Chris Peace.

**REFLECTIONS ON PRIVATE HIGHER EDUCATION**

Chris Peace thanked the SCHEV and PCAB Chairs and the Secretaries of Education and Labor for joining the meeting. He also recognized the recently retired CICV President, Robert Lambeth for his dedication and strategic vision in his time leading the CICV.

Mr. Peace praised the Tuition Assistance Grant (TAG) program for making private college education more accessible and praised the CICV's work on the TAG Grant with SCHEV. He described the unique contribution of private colleges. Private colleges fill in the areas that would otherwise be higher education deserts. These institutions also serve a wide variety of students; nearly 50% of Pell-eligible students attend private colleges. He stated that the CICV plans to ask for a \$1,000 increase to the TAG award.

## **REDEFINING THE SUCCESS OF HIGHER EDUCATION IN VIRGINIA WITH EMPHASIS ON THE ROLE OF VIRGINIA'S NONPROFIT PRIVATE COLLEGES**

Secretary Guidera discussed the Youngkin administration's plans for higher education. The administration believes in preparing people to be informed members of our democracies and engaged members of their communities. The Secretary has made a point to visit all the public universities to discuss the importance of free speech and civil discourse on campus. The inaugural Summit on Free Speech with the Council of Presidents takes place later this year.

## **VIRGINIA'S WORKFORCE TRANSFORMATION INITIATIVE**

Secretary Slater discussed the workforce transformation initiative. Currently workforce programs are spread across many agencies. The programs operate independently and do not have a common measurement of success. The Workforce Transformation Initiative aims to redefine success and demonstrate that there are multiple pathways to success, not just college. Twelve key workforce divisions will combine into a workforce agency and the other programs will stay where they are. The agency will include four divisions - development, policy, analytics and a branch management division to work with agencies to apply for grants. The goals are to consolidate tasks, inventory work, measure metrics and to tie it all together.

## **Q&A WITH SECRETARIES GUIDERA AND SLATER**

Secretaries Guidera and Slater discussed current initiatives. The workforce agency will gather and analyze information labor markets, costs and outcomes. Workforce plans to collect new information about time-to-finish degree, debt-level of students and employment at six months post completion. One of the workforce goals is that every college student will have a paid work experience before graduation. They also plan to create more deliberate and strategic partnerships with K-12.

Dr. Williams asked why students are leaving Virginia to fill jobs elsewhere. Secretary Guidera said that they are working with Strada to examine that issue.

Dr. Miller urged them not to overlook the private institutions in their initiatives. Virginia Wesleyan receives funding for programs from the city of Virginia Beach, but not the state.

Secretary Guidera encouraged all the presidents to reach out to her if some of the ideas that the state is working on with the public institutions appeal to them.

## **ENROLLMENT TRENDS AND DEMOGRAPHIC CHANGES**

Mr. Blake discussed enrollment trends, including the enrollment cliff anticipated in the next several years. Virginia expects a 6% decline in enrollment by 2027 owing to fewer high school graduates. He also addressed issues regarding students forgoing college and lower retention rates. Mr. Blake shared institutional state-level policy considerations to address enrollment trends.

Institutional considerations:

- Right size institutions to align with current enrollment and projected enrollment.

- Consider additional, relevant program offerings that reduce time-to-degree, that are in-demand or for which demand is growing.
- Expand outreach to non-traditional students.

State-level considerations:

- Changes to the Tuition Assistant Grant (TAG).
- Increase options for more students to attend private colleges.
- Strike appropriate balance among institutions and sectors.

President Becerra encouraged Mr. Blake to consider the private institutions in Council's discussions about unnecessary program duplications. President Fitzsimmons encouraged an economic analysis of losing a private institution, especially in smaller communities where the institution is the only higher education institution and employer in a small town.

### **SCHEV LEGISLATIVE AND POLICY UPDATES**

Alisha Bazemore gave a brief presentation about Virginia Talent + Opportunity Partnership (V-TOP).

Grace Khattar shared two bills of interest from the 2023 General Assembly Legislative and Budget Review.

1. HB1555 – Requires that all public institutions provide human trafficking prevention and training to all freshmen and requires that SCHEV discuss the training with the private institutions.
2. SB1172 – Creates a workgroup to standardize RN programs.

Lee Andes shared that is the 50th year anniversary of the Virginia Tuition Assistance Grant (VTAG). Over the years, 300,000 unique recipients were awarded the grant. The undergraduate and graduate award are now the same dollar amount.

### **VIRGINIA UNION UNIVERSITY PRESENTATION**

Allia Carter, Vice President and Chief Operating Officer from VUU discussed the current state of academics, research and student support at VUU.

### **MOTION TO ADJOURN**

The chair adjourned the joint meeting at 5:15 p.m.

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Katharine Webb  
Council Secretary

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Kristin Whelan  
Coordinator of Board and Executive Operations

Private College President Attendees

Keith Faulkner, Appalachian School of Law  
Tiffany Franks, Averett University  
David Olive, Bluefield University  
Susan Schultz Huxman, Eastern Mennonite University  
Mirta Martin, Ferrum College  
Larry Stimpert, Hampden-Sydney College  
Darrell Williams, Hampton University  
Kenny Craig (on behalf of Dondi Costen), Liberty University  
Pamela Fox, Mary Baldwin University  
Irma Becerra, Marymount University  
Bob Lundgren, Randolph – Macon University  
Frank Shushok, Jr., Roanoke College  
Tracy Fitzsimmons, Shenandoah University  
Alison Morrison-Shetlar, University of Lynchburg  
Hakim Lucas, Virginia Union University  
Scott Miller, Virginia Wesleyan University

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA  
COUNCIL MEETING  
May 16, 2023**

**DRAFT MINUTES**

Mr. Ampy called the meeting to order at 9:00 a.m. in Conference Room #1, Claude G. Perkins Living and Learning Center, Virginia Union University, Richmond, Virginia.

Council members present: Ken Ampy, Walter Curt, Jason El Koubi, Victoria Harker, William Harvey, Thaddeus Holloman, Cheryl Oldham, Jennie O'Holleran, Alvin Schexnider, Jeffrey Smith and Katharine Webb.

Council members absent: Mirza Baig and John Broderick.

Staff members present: Tom Allison, Lee Andes, Peter Blake, Grace Covello Khattar, Ashley Crute, Joe DeFilippo, Alan Edwards, Sandra Freeman, Tod Massa, Erin McGrath, Emily Muniz, Laura Osberger, Paula Robinson, Emily Salmon, Bob Spieldenner, Kristin Whelan and Ben Wojcicki.

Notable Guests: Deputy Secretary of Education Madi Biederman and Deb Love from the Office of the Attorney General.

**APPROVAL OF MINUTES**

On a motion by Dr. Schexnider, seconded by Ms. Webb, the minutes from the March 21, 2023, the minutes were approved unanimously.

**REMARKS FROM HAKIM LUCAS, PRESIDENT OF VIRGINIA UNION UNIVERSITY**

Mr. Ampy introduced Dr. Lucas and noted that his biography is included in the agenda book. Dr. Lucas discussed the importance of history to historically black colleges and universities and specifically to VUU.

Dr. Lucas introduced Raymond Pierre Hylton, historian and honored professor at VUU who came to VUU from Ireland and went on to write the history of VUU. Dr. Hylton spoke about the history of VUU by focusing on important dates.

On April 2, 1865, Richmond was in a panic and full of the acrid smell of smoke. On this day, the Union army was closing in on Richmond. The confederate government had already fled and the confederate soldiers set fire to tobacco warehouses as they retreated. At the time there were 50 enslaved people held in Lumpkin's Jail in Shockoe Bottom. Units of the U.S. Army marched the next morning to liberate the city, including those in Lumpkin's Jail.

On July 1, 1867, Dr. Nathaniel Colver, a New England abolitionist, arrived in Richmond to help the formerly enslaved people fully realize their freedom. Teachers and missionaries established the Richmond Theological Institution for Freedman to assist in teaching the newly freed slaves. The teachers and missionaries were harassed and

intimidated. Dr. Colver, in poor health, remained determined to persevere. He approached the First Baptist Church and shared his struggles. Mary F. Lumpkin offered a 1/2 acre of land for the school. Ms. Lumpkin was formerly enslaved and the former wife of Robert Lumpkin who had owned Lumpkin's Jail. Dr. Colver renamed the parcel of land God's Half Acre.

In 1899, after several name changes, VUU landed on its present name. Richmond Theological Seminary was combined with Waylon Seminary College and named Virginia Union University. No expense was spared in building the first nine structures. The first class convened in October of 1899. In the 20<sup>th</sup> century, two additional colleges merged and joined VUU.

In 1960, 300 students gathered in Martin E. Gray Hall, the dining hall. Dr. Martin Luther King, Jr. and Wyatt T. Walter addressed the campus. After listening to the speakers, the students marched down Mary Lumpkin's drive to Overbrook and finally to Broad Street to protest in segregated downtown Richmond. The students filled every seat of every segregated establishment including Thalhimers Department store. Thirty-four students stood firm against the threats from other customers. It was the first mass arrest of the civil rights movement. This ignited the campaign of human dignity that virtually eliminated segregation in Virginia.

### **BRIEFING FROM CARDINAL EDUCATION (FORMERLY THE COMMONWEALTH GRADUATE PROGRAM)**

Dr. DeFilippo introduced the chair of Cardinal Education, Dr. Daniel Garrison. Cardinal Education supports graduate engineering and science degrees and is contributing to the Commonwealth engineering workforce.

Cardinal is an online provider of post baccalaureate engineering education through a course-sharing model. Dr. Garrison stated that Cardinal's goals align with the SCHEV goal of advancing opportunity. The Cardinal mission is to provide high-quality workforce professional development. The outcome is more equitable, affordable and transformative educational access in the state of Virginia, no matter the location. Six universities are members of the consortium - GMU, VCU, VT, UVA, ODU and VSU.

Following the presentation, Dr. Garrison answered questions from Council.

Mr. Ampy asked about Cardinal's funding. Dr. Garrison stated that each institution contributes to the funding, and sites also receive funding through budget appropriation. Dr. Harvey asked about the leadership structure at Cardinal. Cardinal is a coordinating body; coordinators from each institution serve as board of directors for the programs. Mr. Blake mentioned that SCHEV was instrumental in establishing Cardinal 40 years ago, and Council plays a role in recommending appropriation funds. Ms. Webb asked for the total number of students who have accessed and received positions in partnered companies. Mr. Curt mentioned that he is not familiar with Cardinal. Dr. Garrison stated that part of the relaunch effort is increased visibility. Mr. Curt also asked how Cardinal deals with the classes that are inevitably hands-on in an online format? Not all types of engineering programs are offered through the consortium, and 50% of each program needs to be taken at a home university where in-person engineering can be required.



## **DISCUSSION OF PRIORITY INITIATIVES FOR THE PATHWAYS TO OPPORTUNITY PLAN**

Following up from the March meeting discussion, Ms. Salmon recapped the potential initiatives and summarized the March discussion. Ms. Salmon presented the latest iteration of potential priority initiatives for Council's consideration. Staff reviewed the updated table/agenda materials that aligned with the revised potential initiatives to the *Pathways to Opportunity Plan* goals and strategies as well as to the Governor's priority areas for higher education. Council input from March included condensing similar initiatives into one initiative and identifying any gaps.

Council discussed the amended list. Ms. Webb asked staff to consider if/how to include the cost and funding need study next steps into a priority initiative. Ms. Oldham asked questions about the student outcomes reports, specifically ensuring transparency, ease of access and usability. Additional questions and input pertained to how the initiatives would be tracked over time, including qualitative and quantitative assessments such as a "priority initiative report card" based on the completion and success/impact of the initiative. For the next meeting, Council asked that staff provide any funding and policy needs required to implement the initiatives.

## **REPORT FROM THE AGENCY DIRECTOR**

***Mental health summit:*** One March 29, Chair Ken Ampy and Vice Chair Katie Webb participated in the summit on mental health in education organized by Secretary of Education Aimee Guidera and Secretary of Health and Human Resources John Littel. Governor Youngkin and First Lady Suzanne Youngkin led the event. SCHEV staff Emily Salmon, who assisted in planning the event, also participated as did several representatives of the SCHEV Student Advisory Committee.

***Innovative Internship Program/Virginia Talent + Opportunity Partnership:*** SCHEV continues to work with the Virginia Chamber Foundation to expand business outreach. SCHEV staff also met with Virginia Business Higher Education Council (VBHEC) President Kirk Cox and Chair Dennis Tracey to explore ways to strengthen a partnership with VBHEC, which has been an early and consistent advocate for internship opportunities. In early May, SCHEV awarded \$142,000 in grants to four institutions of higher education to help transform on-campus Federal Work-Study jobs to function more like internships.

***VACE conference:*** Several SCHEV staff, including the Virginia Talent + Opportunity Partnership team, participated in the annual conference of the Virginia Association of Colleges and Employers (VACE). V-TOP is one of the event sponsors, and SCHEV staff members were involved in planning the conference. Staff presented on efforts to transform federal work-study into internships and on V-TOP's student-readiness modules.

***Summit on Private Postsecondary Education:*** On April 18, SCHEV's Private Postsecondary Education (PPE) unit hosted its annual summit. Attendees learned best practices in distance education as well as readiness for work-based learning. PPE staff presented on recertification, compliance audits and the program-approval process for certified schools. Sessions also were presented by representatives from the Board of

Nursing, the Department of Veterans Services and the Federation of State Massage Therapy Boards.

***New Economy Workforce Credential Grant program:*** On March 30, SCHEV staff member Tom Allison spoke before the Virginia Board for Workforce Development about the annual report for the WCG program, which the Council reviewed at its March meeting.

***Virginia Native Nations higher education summit:*** On March 24, SCHEV staff member Paula Robinson was among the presenters at this event, which is designed to foster collaboration between Virginia's tribal nations and its colleges and universities.

***GEAR UP annual progress report:*** Staff recently submitted to the U.S. Department of Education an Annual Progress Report as required of recipients of federal GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grants. GEAR UP Virginia (GUV) reported progress in providing programming and professional development to GUV students and educators in high-need middle and high schools, as well as through the state-wide Level Up Virginia (LUV) initiative. GUV's programming includes college visits, tutoring, test preparation and STEM enrichment; LUV recently coordinated an event outside of the Executive Mansion celebrating "Decision Day," the day on which high-school students across the country traditionally choose which college or university they plan to attend. Staff members from SCHEV, the Virginia Department of Education and the Governor's office wore their favorite college gear for photos outside the Executive Mansion.

***General Professional Advisory Committee:*** On March 27 and April 24, SCHEV staff convened the public institutions' chief executive officers. Topics covered during the two meetings included the six-year-plan process and consultation with the Boston Consulting Group; presentations by the SCHEV Student Advisory Committee; the enrollment-projection process and related policy considerations; recent activities related to Transfer Virginia; updates on the Innovative Internship Program; and initiatives of the Constructive Dialogue Institute. Council Chair Ken Ampy and Vice-Chair Katie Webb attended one or both meetings.

***Six-year-plan review and instructions:*** SCHEV staff continued to assist Boston Consulting Group (BCG) in various ways with its review of the six-year-plan process. BCG also met with college and university leaders through various SCHEV advisory committees. SCHEV staff participated in meetings in preparation for a meeting of the Secretary of Finance, the Secretary of Education, the director of the Department of Planning and Budget, the staff directors of the General Assembly money committees and the SCHEV director with BCG. Six-year-plan instructions will be issued on May 15.

***Safe driving recognition:*** The Department of General Services recently reported that SCHEV was involved in the least number of preventable automobile accidents in the category of pool vehicles based upon the mileage driven. SCHEV received the award for the lowest number of accidents in the category of 10,000 miles to less than 100,000 miles. Staff member Stacey Garnett represented SCHEV at the awards breakfast.

***New staff:*** SCHEV welcomes Curtis Sharpe, Emily Muniz and Bob Spieldenner. Curtis is a user-support specialist and worked previously for the Virginia Information

Technologies Agency. Emily comes to SCHEV from Central Virginia Community College and will focus on transfer and talent pathways. Bob worked in communications at Virginia Tech and the Virginia Department of Emergency Management. He is responsible for SCHEV's internal and external communications.

**Other staff activities:** On April 27, agency staff members convened for their quarterly meeting. The agenda included updates from the director and the new user-services lead, and discussions of employee benefits and agency priorities around professional development, communications and engagement. In early May, SCHEV staff along with officials from Governor Youngkin's administration and staff from executive and legislative agencies visited James Madison University, University of Virginia's College at Wise and Virginia Tech.

**Out and about:** In April, Peter Blake participated in a 50<sup>th</sup>-anniversary event of Reynolds Community College, at which Council Chair Ken Ampy moderated a discussion with higher-education scholar Arthur Levine. In April, he attended a convening on the future of higher education hosted by the Chronicle of Higher Education and Virginia Commonwealth University. He also participated in board meetings of the Southern Virginia Higher Education Center, the Six-Year Capital Outlay Plan Advisory Committee, Virginia529, the Virginia Space Grant Consortium and the Virginia College Building Authority. He participated in the annual awards luncheon for Virginia21, which features student leaders from across Virginia, the Virginia Community College philanthropy luncheon and Governor Youngkin's inaugural workforce summit.

Mr. Curt inquired about the potential survey of high school students and wanted to know if discussions with the Secretary's office and the high school superintendents have commenced. Dr. Smith pointed out some of the obstacles that would need to be addressed when surveying high school students. He suggested that permission from guardians and type of information collected would be concerns that would need to be reviewed by the Office of Educational Accountability. Dr. Smith also stated that a survey may be cost prohibitive but focus groups may be more effective and authentic.

Mr. Holloman would like an update on the dual enrollment progress. Mr. Ampy would like to invite the new VCCS Chancellor, David Doré, to the July Council meeting at Central Virginia Community College.

## **REPORT FROM THE COMMITTEES**

### **Report from Academic Affairs Committee**

The action item voted on by the committee and moved to the full Council where it was unanimously approved include the following:

Recommend the approval on the following:

Proposal from NSU for a Master of Public Health. The program will be within the partnership between ODU and NSU and is the first program of its kind at a Virginia HBCU. Effective Fall 2023. Committee motioned to approve, Ms. Webb seconded, and the motion passed unanimously.

The committee reviewed the process of evaluating duplicative degree programs. Upon suggestions from the committee, staff will further evaluate the process and bring before the committee again.

The committee received updates on PPE and IPAC activities.

### Report from the Resources & Planning Committee

Ms. Harker highlighted the following from the Resources and Planning committee:

In October this council voted to certify 10 institutions for FY23 and FY24. Seven institutions did not pass three or more measures most notably due to the COVID pandemic, therefore these institutions were placed on remediation plans. Staff provided a summary of the progress update to the remediation plans noting that institutions have seen progress on a series of efforts related to increased recruitment and retention of students. The committee voted on the resolution that RCB, CNU, LU, NSU and VSU have satisfactorily met the performance standards of the Virginia Higher Education Opportunity Act and the Appropriation Act. The committee passed the resolution 5-1, with Mr. Curt voting no. In addition, the committee tasked staff with creating a new resolution to address concerns with the IPS process. The following new resolution was presented by the committee –

***BE IT RESOLVED that the State Council of Higher Education for Virginia directs its staff to form a workgroup to review the Institutional Performance Standards process and its statutory measures, with the purpose of informing Council's budget and policy recommendations in the fall to advance a more timely and relevant process aligned with current and future state needs.***

The resolution passed unanimously.

The committee reviewed the enrollment projection process.

### RECEIPT OF ITEMS DELEGATED TO STAFF

Mr. Blake confirmed no new items were delegated to staff.

### REPORT FROM THE NOMINATING COMMITTEE

Council members, Mr. Broderick and Dr. Schexnider were tasked to create a slate of nominees for the Council officers beginning July 1, 2023. Rather than vote as a block, Mr. Curt requested that the Council vote for each position separately.

Mr. Ampy was nominated for Council Chair. His appointment was approved 8-1. Council members voted as follows:

Mr. Ampy – yes  
Mr. Curt – no  
Mr. El Koubi – yes  
Ms. Harker – yes  
Mr. Holloman – yes

Ms. Oldham – yes  
Ms. O’Holleran – yes  
Dr. Schexnider – yes  
Ms. Webb – yes

Ms. Harker was nominated for Council Vice Chair. Her appointment was approved unanimously.

Mr. Holloman was nominated as Council Secretary. His appointment was approved unanimously.

### **OLD BUSINESS**

No old business.

### **NEW BUSINESS**

No new business.

### **RECEIPT OF PUBLIC COMMENT**

No public comment.

### **CLOSED SESSION**

On a motion by Mr. Ampy and seconded by Ms. Webb, 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 (9-0).

Upon resumption of the Council meeting, Mr. Ampy presented the following resolution for approval. After a roll call vote, the resolution passed unanimously (9-0).

***BE IT RESOLVED that pursuant to the terms of Council’s Employment Agreement with the Director, the Director be awarded a performance bonus of 5% to be paid as soon as practicable, based on the Director’s performance over the past year.***

### **MOTION TO ADJOURN**

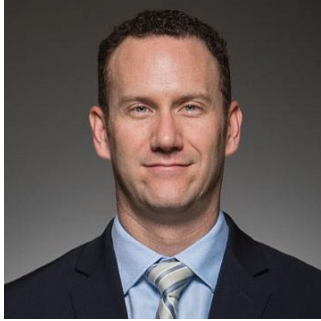
The meeting adjourned at 12:30 p.m. with a motion by Dr. Schexnider and seconded by Ms. Harker.

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Ken Ampy  
Council Chair

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Kristin Whelan  
SCHEV Staff



Scott Fleming has spent more than 20 years in the education field, including serving as staff to the chairman of the U.S. Senate Committee on Health, Education, Labor and Pensions, where he was responsible for policy impacting federal financial aid, institutional accreditation, and both mandatory and discretionary funding sources for the U.S. higher education sector. He has since served senior executive roles in the commercial and nonprofit space supporting institutions of higher education to achieve their goals through the innovative use of technology and developing policies and procedures to align educational outcomes to workforce needs.



Retired General John Jumper joined the private sector in September 2005 following a 39-year military career that began as a second lieutenant in Vietnam and concluded serving as the 17<sup>th</sup> Chief of Staff of the United States Air Force and a member of the Joint Chiefs of Staff.

Prior to his position as Chief of Staff, Gen. Jumper served as a wartime commander during conflicts in Iraq, Serbia and Kosovo. He also commanded Air Combat Command with headquarters at Langley AFB, Virginia and served as senior military assistant to Secretary of Defense Dick Cheney and Secretary Les Aspin.

Following his service in the Air Force, Gen. Jumper served as the chairman and CEO of two Fortune 500 companies, SAIC and LEIDOS, until his retirement in 2014. He also served for eight years on the Board of Visitors of the Virginia Military Institute, including a term as president of the board. He currently serves on the boards of the Virginia Museum of History and Culture, the Museum of the American Revolution in Philadelphia and on three public company boards: Hyster-Yale Materials Handling, Inc., NACCO Industries, and Hamilton Beach Brands.

Gen. Jumper graduated from the Virginia Military Institute in 1966 with a degree in electrical engineering. He also earned an MBA from Golden Gate University in 1978. He and his wife, Ellen, live in Spotsylvania, Virginia. They have three daughters with families: Catherine, a brigadier general in the Virginia Air National Guard; Janet, a critical care Nurse Practitioner; and Melissa, a lieutenant colonel who commands an Air Force civil engineering squadron. All graduated from UVA, have served our nation in the Air Force, and blessed the family with five grandchildren.





Delceno C. Miles, is president/CEO of The Miles Agency, a Virginia Beach-based niche marketing and public relations firm she founded in 1989. Ms. Miles honed her skills as a media consultant for political candidates in California and Virginia. She serves on the boards of the Hampton Roads Chamber of Commerce (regional and Virginia Beach Division). She serves as president of the board of Virginia Beach Vision. She served on the Tidewater Community College Board and the Tidewater Community College Educational Foundation board where she is immediate past chair. She is on the Hampton Roads Workforce Council board and is a past chair. She was recently appointed to the Resort Advisory Commission by the Virginia Beach City Council. She continues to serve on the Beach Events Steering Committee.

Ms. Miles was appointed in 2002 as the first African American and only the third female chair of the Hampton Roads Chamber of Commerce regional board. She was elected to the Virginia Beach School Board and served as vice chair for two years. She was honored by Virginia Black Expo and City of Virginia Beach with the 2007 Business Leadership Award. The Virginia Beach NAACP awarded her its 2009 Community Service Award. She was honored by *Inside Business* with its Women in Business Achievement Award in 2009. The YWCA named her its 2011 Woman of Distinction in Communications, and *Inside Business* named her to its 2011 Power List as one of the top 75 most powerful leaders in Hampton Roads. She was named to the Power List again in 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021 and 2022 and 2023 as emeritus. She also received the 2012 Corporate Supporter of the Year Award from the Girls With Goals Alliance.

Her additional service to the higher education community includes the State Council of Higher Education of Virginia board, 2000 – 2005 where she chaired the Outreach Committee and the Board of Visitors at Christopher Newport University, 2011 – 2014.

She was inducted into the 2013 Inaugural Hall of Fame by the Hampton Roads Black Media Professionals. The Urban League of Hampton Roads Young Professionals and Tidewater Community College awarded her the 2013 Silver Star Award for Jobs/Entrepreneurship.

Her most recent opportunity to serve is as Virginia Beach City Councilwoman – Bayside District. She was appointed by the city council to fill a vacancy August 2022 – December 2022.

She earned her B.A. in Psychology from Stanford University and her M.A. in Communications from Regent University.



J. Douglas "Doug" Straley is the proud Superintendent of Louisa County Public Schools in central Virginia and is now in his eighth year in the leadership role. A lifelong native of Louisa County, Mr. Straley has served in a multitude of roles for his hometown school division, including as a teacher, high school principal, athletics director, assistant superintendent and now superintendent. In total,

Mr. Straley has dedicated 29 years of service to Louisa County Public Schools.

As superintendent, Mr. Straley has worked to create a positive, team-centered culture throughout the schools and community. In 2020, Mr. Straley was named the Region V Superintendent of the Year, and in 2018, he received the Most Spirited Superintendent Award from the nationally recognized company Varsity Brands.

Under Mr. Straley's leadership, LCPS has developed a mission of challenging every student to reach his or her maximum potential. This mission is fulfilled through a steadfast dedication to the five Cs and innovative approaches to learning. During his tenure the school division has developed one of the most comprehensive and state-of-the-art Career & Technical Education programs in the country with a priority of hands-on learning and workforce development.

Mr. Straley serves in additional leadership roles throughout Louisa County and the Commonwealth. In July 2022, Governor Glenn Youngkin appointed Mr. Straley to the state's Apprenticeship Council. Mr. Straley has also served as a member of the Virginia High School League (VHLS) Executive Committee since 2021, and as a board member for the William A. Cooke Foundation since 2016. He is also a member of the Louisa County Chamber of Commerce where he has served on the board.

Mr. Straley lives in Louisa with his wife, Kate, who is a teacher. Together, they have six children, all of whom are currently attending Louisa County Public Schools or universities in the Commonwealth.

He earned his B.S. in Education from Virginia Polytechnic Institute and State University and his M.A. in K-12 Educational Leadership from Regent University.



Jonathan Alger became the 6th president of James Madison University (JMU) on July 1, 2012. Under his leadership, this public comprehensive university in Virginia with approximately 22,000 students developed a bold new vision to be "the national model of the engaged university: engaged with ideas and the world," and a strategic plan focused on engaged learning, community engagement, and civic engagement. This plan has included the development of ambitious new programs and initiatives across the institution, such as the Valley Scholars

Program (for first-generation students from public schools in the region), the James Madison Center for Civic Engagement (which provides national as well as institutional leadership), the Economic Development Council (to support regional economic growth), the Madison Trust (to provide philanthropic support for innovative projects), the Engagement Fellows (a public service year program for recent college graduates), the comprehensive Task Force on Racial Equity, and a strategic partnership with the Republic of Kosovo among many others.

JMU has evolved significantly under President Alger's leadership, developing new undergraduate and graduate programs as well as many significant new and renovated buildings (e.g., for the life sciences, health and behavioral studies, business, history, residence life, dining, and athletics). In 2022, JMU was reclassified as an R2 national research university under the Carnegie Classifications. Its endowment has more than doubled, and the institution surpassed its stretch goal to raise over \$251 million in the comprehensive Unleashed campaign to support the university's vision. The university has received the highest level of autonomy under state law based on its bond rating and overall management, and has also been recognized with the Carnegie Classification for Community Engagement. In 2022, JMU also transitioned to the Sun Belt Conference and the highest level of Division I Football.

# State Council of Higher Education for Virginia Agenda Item

**Item:** VI.E - Briefing on Transfer Virginia Portal

**Date of Meeting:** September 19, 2023

**Presenter:** Dr. Micol Hutchison  
Director of Transfer  
[mhutchison@vccs.edu](mailto:mhutchison@vccs.edu)

Dr. Melody Crenshaw  
Portal Coordinator  
[mcrenshaw@vccs.edu](mailto:mcrenshaw@vccs.edu)

**Most Recent Review/Action:**

- No previous Council review/action  
 Previous review/action

**Date:**

**Action:**

**Purpose of the Agenda Item:**

The purpose of this item is to provide Council with a briefing on the current status of the Transfer Virginia Portal, a requirement of comprehensive transfer legislation passed in 2018.

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

Established in 2018 following comprehensive transfer legislation passed by the General Assembly, Transfer Virginia – a collaborative effort of SCHEV and VCCS – has aimed to simplify transfer and remove barriers for students through the establishment of new transfer policies, the creation of common curricula and course learning outcomes, and the development of a statewide transfer portal. The portal allows students to:

- explore transfer destinations;
- determine easily how community college courses (including those taken through dual enrollment) will transfer and apply to degree programs at four-year institutions; and
- compare among and select from multiple available paths to any given baccalaureate degree.

**Materials Provided:**

- Dr. Hutchison and Dr. Crenshaw will provide a presentation (PowerPoint) at the meeting.

**Financial Impact:** N/A

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

**Relationship to the 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*:

- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Support experiences that improve students' employment outcomes, income and community engagement.
- Improve the alignment between post-secondary academic programs and labor market outcomes.
- Cultivate a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming.

**Resolution:** N/A

# State Council of Higher Education for Virginia Agenda Item

**Item:** VI.F – Action on Priority Initiatives Supporting the Statewide Strategic Plan

**Date of Meeting:** September 19, 2023

**Presenter:** Emily Salmon  
Senior Associate for Strategic Planning and Policy Studies  
[emilysalmon@schev.edu](mailto:emilysalmon@schev.edu)

**Most Recent Review/Action:**

- No previous Council review/action
- Previous review/action

**Date:** May 16, 2023

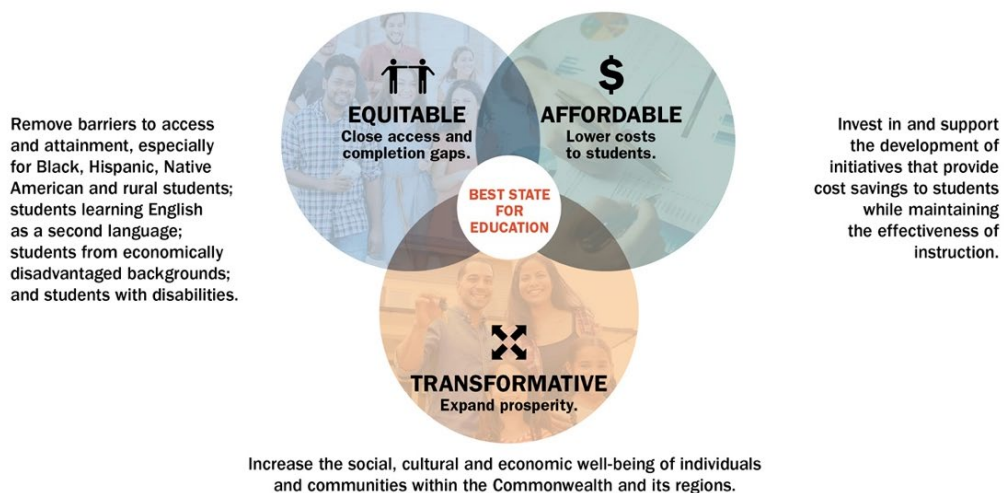
**Review:** Council continued its discussion of potential priority initiatives for the next biennium.

**Purpose of the Agenda Item:**

This item and Council’s action are intended as the final phase of a multi-meeting process resulting in the next slate of Council-endorsed, biennial priority initiatives supporting the statewide strategic plan for higher education.

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

In January 2021, Council approved *Pathways to Opportunity: The Virginia Plan for Higher Education*, which creates the framework for statewide action for up to six years.



The plan defines the vision, overarching attainment objective, goals (three) and strategies (ten) that guide statewide efforts. The ten strategies encompass broad

methods to achieve the goals; however, given their generality, the strategies are not actionable in and of themselves.

To address the strategies' generalities and to show good-faith effort from Council and its staff, Council acted in September 2021 to approve nine priority initiatives that represent actions that SCHEV will take in the short term in support of the plan's strategies and goals. Those biennial priority initiatives aligned with applicable budget and policy recommendations necessary to catalyze those actions.

In the early spring, staff began the process of developing new biennial initiatives (fall 2023-2025) through iterative feedback from Council at the March and May meetings. Staff articulated the general connections between the *Pathways to Opportunity* plan strategies, the administration's guiding objectives and potential priority initiatives. Input garnered during the two Council meetings shaped this slate of 10 priority initiatives for Council's endorsement.

Council's input in May included a proposal to consider adding an initiative related to the study of cost and funding needs. Additional feedback focused on the details and implementation of the graduate outcomes reports to better ensure accessibility to, user-friendliness for and utilization by various stakeholders. Staff made non-material adjustments to the priority initiatives to facilitate their uploading and tracking via the Youngkin administration's web-based agency initiative portal system.

The materials provided on the pages that follow summarize the resultant list of 2023-2025 priority initiatives, which staff provide for Council's final review and, if found acceptable, endorsement/approval.

**Materials Provided:**

Priority Initiatives supporting the *Pathways to Opportunity* plan are provided on the pages that follow this summary cover sheet.

**Financial Impact:** No estimated impact currently.

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

Council's priority initiatives reflect broad themes from the strategic planning process and include specific (short-term) actions approved by Council to implement the plan's 10 strategies and achieve its three goals.

**Timetable for Further Review/Action:**

- If Council approves these priority initiatives at its September meeting, then staff will begin to align the initiatives as needed with forthcoming/in-development budget and policy recommendations.
- If Council defers action in September, then staff will bring forward at the next meeting the priority initiatives, revised to reflect Council feedback provided at the September meeting.

**Resolution:**

**BE IT RESOLVED** that the State Council of Higher Education for Virginia approves and adopts the biennial initiatives proposed in support of the goals of the statewide strategic plan for higher education and Governor Youngkin's objectives and key results (OKRs), as discussed and agreed upon on September 19, 2023.

**BE IT FURTHER RESOLVED** that the State Council of Higher Education directs its staff to develop workplans and any prerequisite budget and/or policy recommendations necessary to implement these initiatives, as well as to provide regular progress updates to Council.



P2O Goal and Strategy	Governor’s OKR Charter Statement and Problem Statement	Priority Initiatives and Associated Actions
<p><b>1. Equitable (Close Access and Completion Gaps)</b></p> <p><b>S1: Expand</b> postsecondary opportunities and awareness to Virginians who may not view higher education as an option.</p>	<p><b>2. Build the college and career pipeline in partnership with K-12.</b></p> <p>2.3 Partner with K-12 to ensure every high school graduate earns an industry recognized credential or associates degree upon graduation as part of the effort to elucidate the multiple pathways to success.</p>	<p><b>Promote Access to Postsecondary Education:</b> Develop, implement, and collaborate on a variety of strategic activities, including marketing, professional development, and direct student and family programming, to improve awareness and access to postsecondary education for Virginia’s low-income and underserved students.</p> <p><u>Actions include:</u>  <b>Level Up Virginia:</b> Develop and implement a comprehensive communication campaign focusing on those that might not view higher education as an option, highlighting both traditional and alternative postsecondary pathways, including apprenticeships and high quality certificate and workforce credential programs.</p> <p><b>SCHEV/VDOE Access Strategic Plan:</b> Collaborate with the Virginia Department of Education (VDOE) to increase FAFSA completions, campus tours, college advising and shared access goals.</p> <p>(Erin McGrath/Brittany Everett/GEAR Up Virginia team)</p>
<p><b>1. Equitable (Close Access and Completion Gaps)</b></p> <p><b>S2: Advance</b> digital access, adoption and literacy, as well as high-quality, effective remote-learning programs.</p>	<p><b>4. Maintain affordability and reduce the cost of higher education.</b></p> <p>4.1 Ensure affordability of higher education through cost reduction solutions and strategic partnerships.</p>	<p><b>Support Online Virginia Network (OVN) Market Survey:</b> Gather insight on Virginia higher education alumni including those who obtained some college and no degree and their interest in completing a degree through OVN.</p> <p><u>Actions include:</u>  <b>OVN/VCU outreach survey and analysis:</b> Work with VCU research team to survey alumni and match findings with those who obtained some college and no degree. The alumni finder tool will be used to reach out to those with some college but no degree and survey to understand/identify what it would take to get those alumni back to complete their degree. Analysis of results will inform next steps.</p> <p>(Tod Massa)</p>

<p><b>1. Equitable (Close Access and Completion Gaps)</b></p> <p><b>S3: Strengthen</b> student support services for persistence and completion: mental health, mentoring, career services, social, student basic needs, information technology, disability support and other services.</p>	<p><b>3. Promote a vibrant campus life.</b></p> <p>3.2 Prioritize mental health solutions in our schools and on our campuses to nurture a culture of well-being.</p>	<p><b>Develop Resources for Mental Health and Disabilities Supports:</b> Partner to deliver additional resources to institutions and support front line professionals that provide mental health services to students and/or assist students with disabilities.</p> <p><u>Actions include:</u></p> <p><b>SCHEV Mental Health Pilot:</b> Evaluate impact of the mental health pilot and the ability to scale across the state. Pilot is intended to simultaneously expand mental health and well-being supports for students and the pipeline of licensed mental health providers working in Virginia.</p> <p><b>SCHEV/Virginia Mental Health Access Program Collaborative Training:</b> Partner to provide additional training/webinar(s) to on-campus healthcare professionals to diagnose, treat and manage common mental health disorders. In 2022, this partnership provided training for continuing medical education credits on managing anxiety in college-aged youth.</p> <p>(Emily Salmon)</p> <p><b>Disabilities Access to Higher Education Action Plan:</b> Close access and success gaps for students with disabilities by implementing strategies in the Disabilities Access to Higher Education Action Plan including the data collection pilot.</p> <p>(Emily Salmon – action plan implementation/Marina Moschos– data pilot)</p>
<p><b>2. Affordable (Lower Costs to Students)</b></p> <p><b>S4: Align</b> tuition and fees, financial aid and state appropriations such that students have broader access to postsecondary education opportunities regardless of their ability to pay.</p>	<p><b>4. Maintain affordability and reduce the cost of higher education.</b></p> <p>4.1 Ensure affordability of higher education through cost reduction solutions and strategic partnerships.</p>	<p><b>(NEW) Establish consensus on higher education cost and funding needs:</b> Build consensus around higher education cost and funding needs in accordance with <a href="#">work done last year</a> (SB800 2023 budget amendment).</p> <p>(Tom Allison)</p>

<p><b>2. Affordable (Lower Costs to Students)</b></p> <p><b>S5: Cultivate</b> affordable postsecondary education pathways for traditional, non-traditional and returning students.</p>	<p><b>2. Build the college and career pipeline in partnership with K-12.</b></p> <p>2.1 Strengthen “Pathways Programs” and other efforts that prepare young people for long term academic, career, and life success.</p>	<p><b>Establish Pathways Maps:</b> Establish system-wide course equivalencies to support pathways maps and strengthen pathways to the baccalaureate for transfer students as well as high school students.</p> <p><u>Actions include:</u></p> <p><b>Common curriculum:</b> Work with two-year and four-year institutions to create 12 new common associate degree curriculum, the development of a four-year plan of study and the development of a student-facing transfer guide.</p> <p><b>Pathways maps and transfer guides:</b> Complete seven pathways maps for approximately 30 broad disciplinary areas across five phases. Develop transfer guides from completed pathways maps for each disciplinary major and make publicly available via Transfer Virginia website.</p> <p>(Paul Smith and Emily Muniz)</p>
<p><b>2. Affordable (Lower Costs to Students)</b></p> <p><b>S6: Update</b> and reform funding models and policies to improve equity, affirm return on investment and encourage increased and consistent levels of state funding.</p>	<p><b>1. Prepare students for the increasing demands of the knowledge economy.</b></p> <p>1.2 Prioritize public reporting of graduate employment outcomes per institution and learning program ROI.</p>	<p><b>Report on student choices and outcomes:</b> Produce report on postsecondary education outcomes and transparently communicate the results. Similarly, assess factors influencing an individual’s decision to pursue/not pursue higher education.</p> <p><u>Actions include:</u></p> <p><b>Biennial postsecondary education outcomes report:</b> Produce report and share findings on postsecondary education outcomes. (Tod Massa)</p> <p><b>Assessment of college-decision making among high school students:</b> With appropriate partners, assess factors influencing high school students’ decisions to pursue/not pursue higher education.  (Erin McGrath)</p>

<p><b>2. Affordable (Lower Costs to Students)</b></p> <p><b>S7: Foster</b> program and administrative innovations that enhance quality, promote collaboration and improve efficiency.</p>	<p><b>4. Maintain affordability and reduce the cost of higher education.</b></p> <p>4.1 Ensure affordability of higher education through cost reduction solutions and strategic partnerships.</p>	<p><b>Automate Database for Private Postsecondary Education:</b> Automate database to improve reliability and increase productivity in regulation of private postsecondary education.</p> <p><u>Actions include:</u>  <b>New database development:</b> Work with a selected vendor to replace current application process of online and hard copy applications with a web-based application that will provide access to real time information along with automation tools that simplify and streamline operations.</p> <p><b>Centralized “system of record”:</b> Utilize the database to maximize organizational effectiveness, reduce compliance risk and provide easy access to centralized “system of record” information/data.</p> <p>(Sandra Freeman)</p>
<p><b>3. Transformative (Expand Prosperity)</b></p> <p><b>S8: Support</b> experiences that improve students’ employment outcomes, income and community engagement.</p>	<p><b>1. Prepare students for the increasing demands of the knowledge economy.</b></p> <p>1.3 Increase student exposure to and experiences with the world of work.</p>	<p><b>Scale Virginia Talent + Opportunity Partnership (V-TOP):</b> Scale the Virginia Talent + Opportunity Partnership, launch new V-TOP initiatives that address barriers to work-based learning and evaluate progress/success to expand the statewide effort.</p> <p><u>Actions include:</u>  <b>Statewide staffing agency:</b> Expand internship opportunities by supporting small businesses with recruiting, hiring, and onboarding candidates.</p> <p><b>Employer Matching Funds:</b> Provide incentives to small employers who hire students as interns through matching funds to cover wage and work-related expenses.</p> <p><b>Academic Data Governance Workgroup:</b> Establish work-based learning standards, definitions, and data collection methods to be measured and considered across institutions.</p> <p>(Alisha Bazemore)</p>

<p><b>3. Transformative (Expand Prosperity)</b></p> <p><b>S9: Improve</b> the alignment between post- secondary academic programs and labor market outcomes.</p>	<p><b>4. Maintain affordability and reduce the cost of higher education.</b></p> <p>4.2 Create incentives for institutions, employers and students to pursue credentials aligned with urgent labor market demands and retain graduates in Virginia.</p>	<p><b>Establish Criteria for High Demand Jobs:</b> <i>In cooperation with the Virginia Office of Education Economics (VOEE) and institutions, work to establish criteria to define and incentives to address urgent labor market needs.</i></p> <p><u>Actions include:</u>  <b>Define “urgent labor market needs:”</b> Identify and obtain additional data/forecasting needs to establish criteria to define “urgent labor market needs” and associated academic programs.</p> <p><b>Incentive Development:</b>  Use the criteria and data findings from urgent labor market needs to develop recommendations for incentives to promote those academic programs and address specified labor market needs.</p> <p>(Joe DeFilippo)</p>
<p><b>3. Transformative (Expand Prosperity)</b></p> <p><b>S10: Cultivate</b> a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming.</p>	<p><b>3. Promote a vibrant campus life.</b></p> <p>3.1 Protect free speech and inquiry as a hallmark of Virginia Education.</p>	<p><b>Implement Constructive Dialogue Training Modules:</b> <i>Partner with participating institutions and the Constructive Dialogue Institute (CDI) to help students, faculty, staff and other stakeholders to develop/enhance skills to have more effective conversations with people holding different views.</i></p> <p><u>Actions include:</u>  <b>Implementation strategies:</b> Each participating institution will work with CDI staff to design an implementation strategy aligning with its institution’s culture and existing programming.</p> <p><b>Community of practice:</b> Faculty and staff from participating institutions will be invited to a “community of practice” to share experiences, challenges and seek support from each other, from CDI and access a library of resources.</p> <p>(Jodi Fisler)</p>

	<p><b>1. Prepare students for the increasing demands of the knowledge economy.</b></p> <p>1.1 Prepare every credential-earner for employment in a family-wage supporting job.</p> <p><b>2. Build the college and career pipeline in partnership with K-12.</b></p> <p>2.2 Launch innovative lab schools in communities across the Commonwealth</p>	
	<p><b>2. Build the college and career pipeline in partnership with K-12.</b></p> <p>2.4 Leverage the Schools of Education to attract, grow and retain the greatest PreK-12 teaching force in the nation.</p>	<p><b>Develop Teacher Preparation Degree Programs:</b> Collaborate with institutions of higher education and Virginia Department of Education on approval of new teacher preparation degree programs for fall 2024 or later implementation.</p> <p>(Joe DeFilippo)</p>

# State Council of Higher Education for Virginia Agenda Item

**Item:** VI.G – Action on 2024 Meeting Schedule and Locations for Council Meetings

**Date of Meeting:** September 19, 2023

**Presenters:** Ken Ampy, Chair  
[kampy@astyra.com](mailto:kampy@astyra.com)

Laura Osberger, Director of Board and Executive Operations  
[lauraosberger@schev.edu](mailto:lauraosberger@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 inform Council review of and action on proposed dates and locations for its meetings in calendar year 2024.

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

Traditionally, Council meets in the months of January, March, May, July, September and October.

The January and October meetings usually are held in the Richmond area; the other four meetings, at colleges and universities, per Council’s statutory duty to “visit and study the operations of each public institution of higher education.”

With reasonable public notice, the Council chair may call for a meeting of an ad hoc committee of Council members and/or a retreat for the full Council membership.

Since 2009, Council has included in its schedule a meeting with public-institution chief executives, who convene as the Council of Presidents (COP). The date generally coincides with Council’s September meeting, and the location is determined in coordination with the COP.

Council meets annually with the Private College Advisory Board (PCAB). The date generally coincides with Council’s May meeting, and the location is determined in coordination with the Council of Independent Colleges in Virginia (CICV).

Council usually meets at a public two-year institution in July and at public four-year institutions in March and September.

Council meetings usually take place over two days – the afternoon of one day (committee meetings) and the morning (or more) of the following day (full membership). In the proposed schedule for 2024, Council’s January and July meetings would be single-day convenings (committees for much of the morning and the full Council for as much of the remaining day as necessary) in lieu of the usual day-and-a-half.

Council meetings generally are held on the third Monday and Tuesday of the month. An exception is the October meeting, which staff recommends be held on the fourth Monday/Tuesday. The later date affords staff an additional week to prepare for other activities, including college and university board-member training, which occurs in mid-November. All-day meetings (January and July; see above) are held on Tuesdays. For 2024, the January meeting is proposed for the second Tuesday of the month, prior to the opening of the General Assembly session and is proposed as a possible all-virtual (videoconference) meeting.

**PROPOSED 2024 SCHEDULE AND LOCATIONS:**

- **January 9, 2024** – Virtual or in Richmond
- **March 18-19, 2024** – George Mason University (Northern Virginia)
- **May 13-14, 2024** (with Private College Advisory Board) – Bridgewater College (Bridgewater)
- **July 16, 2024** – Central Virginia Community College (Lynchburg)
- **September 16-17, 2024** (with Council of Presidents) – Old Dominion University (Norfolk)
- **October 21-22, 2024** – SCHEV (Richmond)

**Materials Provided:** Proposed schedule (immediately above).

**Financial Impact:** None.

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

**Resolution:** None.



# State Council of Higher Education for Virginia Agenda Item

**Item:** III.H. - Council – Report of the Agency Director

**Date of Meeting:** September 19, 2023

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

**Most Recent Review/Action:**

No previous Council review/action

Previous review/action

Date:

Action:

**Purpose of Agenda Item:**

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

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

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

**Financial Impact:** N/A

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

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

**Resolution:** N/A

**State Council of Higher Education  
Director's report  
September 19, 2023**

***Tuition and fees.*** Public colleges and universities have approved tuition and fee increases for 2023-24. The four-year institution average for tuition and all mandatory fees for 2023-24 will be \$15,036, or about \$498 (3.4%) higher than the listed price in 2022-23. In 2022-23, colleges and universities used one-time funds or other cost savings to discount the listed price for tuition and some fees at 2021-22 levels. As a result, the net increase of tuition and mandatory fees at four-year institutions for in-state undergraduate students in 2023-24 over the actual 2022-23 price (as opposed to the sticker price) is \$755, or 5.3%. The full tuition and fee report can be found [here](#).

***General Assembly session:*** On September 6, the General Assembly approved amendments to the 2022-24 budget. The amendments added \$182 million for higher education operations and financial aid and \$16.9 million for the maintenance reserve program, which supports capital improvements to classrooms, labs, libraries and other academic buildings. These additional funds will provide additional financial aid for students and help address higher salary costs, inflation, tuition waivers and other budget pressures. This approved budget, pending the Governor's approval, will be the baseline for Council's budget recommendations for 2024-26. Additional details can be found on the following pages.

***General Professional Advisory Committee (GPAC):***

- June 26 (all virtual): Secretary of Labor Bryan Slater shared his and the Governor's vision for workforce development and ways in which the colleges and universities can help meet the high-demand labor market needs of the future. Other topics included the six-year-plan process, enrollment planning, and the Virginia Talent + Opportunity Partnership (V-TOP) program.
- August 28 (in person): Attorney General Jason Miyares offered his perspectives on the importance of higher ed and on equal access to it. Robyn McDougle (VCU) presented postsecondary-related results of recent Commonwealth Polls. Staff discussed the recent contract between V-TOP and a staffing agency to provide staffing services to small businesses that lack the infrastructure to offer internships.

***Day of Dialogue on Civic Learning & Engagement:*** On June 5, SCHEV held a "day of dialogue" at the University of Mary Washington. More than 60 faculty and staff attended from two- and four-year institutions across the commonwealth. Virginia Secretary of Education Aimee Guidera offered opening remarks and participated in some of the discussions. Working in small groups, participants shared ideas and information about how their institutions teach and assess civic knowledge and skills among their students. This Day of Dialogue continued

conversations begun at a similar event held at James Madison University in June 2022. More information about the Day of Dialogue can be found in the Academic Affairs agenda.

**Op-Six meetings:** The group informally known as “Op-Six” completed meetings with all the public colleges and universities earlier this month. Op-Six members include the Secretary of Education, the Secretary of Finance, the staff directors of the House Appropriations Committee and the Senate Finance and Appropriations Committee, the Director of the Department of Planning and Budget and the Director SCHEV. The meetings are designed to review each institutions six-year plan, as described in the Code of Virginia. More information about the six-year plan process can be found in the Resources and Planning agenda.

**Higher Education Mental Health Workforce Pilot Grant Program, annual report:** Staff recently submitted the first annual report required by 2022 budget language that directed SCHEV and the Virginia Health Care Foundation (VHCF) to award grants to public institutions to expand mental health services to students on campus and to increase the mental health talent pipeline in Virginia. (Awards were made late last year to six universities – CNU, GMU, JMU, LU, RU and VT – to support the salaries and benefits for graduates pursuing licensure to provide therapy under supervision at student health or counseling centers on campus. In exchange, hosting institutions are to hire, train and supervise the LCSW/LPC candidates until licensed.) The report, accessible here, finds that in less than five months, five LCSW/LPC candidates supported through the pilot collectively served 220 individual student-patients and completed more than 740 clinical hours. The addition of the candidates resulted in decreased appointment wait times for students and improved staff morale. Via the annual report, the pilot program received favorable coverage in the media.

**Virginia Talent + Opportunity Partnership:** V-TOP has embarked on significant partnerships with key stakeholders. Notably, the Virginia Business Higher Education Council and SCHEV have established a relationship to improve connections between businesses and institutions of higher education. Also, SCHEV and the Department of Human Resource Management developed the COVA (Commonwealth of Virginia) Internship Connection program, which aims to provide training and resources for students to pursue opportunities in public service. Finally, in conjunction with the Council of Presidents, SCHEV produced three items that will be useful in capturing data for the V-TOP program. The work included the following: 1) a report on baseline data for credit-bearing internships from academic years 2019-2021, 2) guidance on identifying work-based learning course-type codes in SCHEV data systems, and 3) definitions and categories for work-based learning experiences.

Virginia Intern Day: Governor Youngkin issued a proclamation designating July 27 (the second annual) Virginia Intern Day. A photo shoot with interns was held outside the Executive Mansion; Secretaries Guidera and Slater participated, as did

Virginia Business Higher Education Council President Kirk Cox and several hundred interns. Events are occurred around the Commonwealth. The V-TOP program also recognized this year's Top Employers for Interns; see: <https://virginiatop.org/vainternday/>.

**Planning for new board member orientation program:** On August 30, SCHEV staff convened the group planning the annual educational program for recent gubernatorial appointees to public institution governing boards. Representatives of the Secretary of the Commonwealth and the Secretary Education as well as the institutions are members, as are new Council members Delceno Miles and John Jumper. Attendees discussed a draft event agenda and suggested additional topics and speakers. The event is slated for November 14-15 at Lewis Ginter Botanical Garden.

**GEAR UP Virginia Summer program:** GEAR UP Virginia hosted four summer camps for rising 9<sup>th</sup> graders from high-need school divisions at George Mason University, Richard Bland College, Virginia Tech and Longwood University. The camps, which served approximately 225 students, helped student develop skills to transition successfully from high school to college.

**New staff:** Cherrelle Davis has been hired as a full-time GEAR UP Virginia Regional Manager, serving Harrisonburg and Danville and Halifax and Nottoway counties. She has been a school counseling director in Prince Edward and Henrico County Public Schools, and most recently a school counselor in Petersburg City Schools. Deon Hamner joined the staff as a fiscal specialist for GEAR UP Virginia. He most recently worked a compliance officer for the Virginia Department of Accounts.

**Retiring staff:** SCHEV bids farewell to Lynn Seuffert, who retired after a noteworthy career at several higher education institutions and SCHEV. Lynn almost single-handedly launched the Innovative Internship Fund and Program, which we now brand as the Virginia Talent + Opportunity Partnership, often being the only one in the office during the COVID pandemic. She previously led a successful launch of the Virginia Research Investment Committee, which ultimately became part of the Virginia Innovation Partnership Corporation. Her competence, straight talk and good nature distinguished her time at SCHEV.

**SCHEV Talk:** On August 15, agency staff participated in a SCHEV Talk presented by faculty from Virginia Tech on access to and representation in higher education and research for people with disabilities and how institutions can best comply with the Americans with Disabilities Act.

**New office space:** SCHEV, along with other tenants of the James Monroe Building, have been working with the Department of General Service on an office relocation plan. It is possible that SCHEV staff will move to a new location within the next 12 months.

***Out and about:*** I attended the Southern Regional Education Board annual meeting and legislative work council, where I had the opportunity to spend time with Virginia legislators as well as those from other states. I am serving as chair of the search committee for the new president of the Education Commission of the States. As such, I met recently with ECS staff and attended the annual ECS national forum meeting. I also participated in the meeting of the Board of Trustees of the Southern Virginia Higher Education Center and in the board and committee meetings of Virginia529.

**General Assembly 2023 Special Session I**  
**Amended 2023-24 Additional General Fund**

<b>Higher Education Operating Budget</b>	
<b>Item</b>	<b>Amount and Language</b>
Maintain affordable access	<p>\$75 million</p> <ul style="list-style-type: none"> <li>• To support the growing need for student support services; address increased costs resulting from inflation; refine or create programs that meet current and future workforce needs; and minimize student costs.</li> <li>• Funds shall be ongoing and incorporated into each institution's base budget for the next biennium.</li> </ul>
Need-based undergraduate financial aid	<p>\$62.5 million</p> <ul style="list-style-type: none"> <li>• Funds are to support need-based undergraduate financial aid at public colleges and universities.</li> <li>• Funds also are intended to reduce the amount of tuition revenue from in-state undergraduate students that institutions use for financial aid, grants, and scholarships.</li> <li>• Of the amount allocated, up to five percent may be used for emergency assistance programs for students facing a financial emergency that puts them at risk of dropping out. The Council shall establish reporting guidelines and approve criteria for making student awards.</li> <li>• Funds shall be ongoing and shall be incorporated into the institutions' base budget for the next biennium.</li> </ul>
Address nursing shortage	<p>\$5.75 million</p> <ul style="list-style-type: none"> <li>• Funds shall prioritize increased compensation for full and part-time faculty to remain competitive with nursing salaries.</li> <li>• Funds shall be ongoing and incorporated into the institutions' base budget for the next biennium.</li> </ul>
Research at: UVA  VCU  VT	<ul style="list-style-type: none"> <li>• \$2.5 million for cancer research. UVA shall submit an annual report to the Governor and the Chairs of the House Appropriations and Senate Finance and Appropriations Committees on its use of state funds in cancer research.</li> <li>• \$2.5 million for cancer research. VCU shall submit an annual report to the Governor and the Chairs of the House Appropriations and Senate Finance and Appropriations Committees on its use of state funds in cancer research.</li> <li>• \$1 million for transcranial magnetic stimulation</li> </ul>

<p>RBC study</p>	<ul style="list-style-type: none"> <li>• 1. The Secretary of Education, in collaboration with the Director of the State Council of Higher Education for Virginia, the Secretary of Finance, the Director of the Department of Planning and Budget, the Staff Directors of the House Appropriations and Senate Finance and Appropriations Committees, the President of the Virginia Economic Development Partnership Authority and Richard Bland College, shall evaluate the creation of a regional partnership and other strategies to improve educational attainment, alternative delivery methods, enhanced efficiencies, and economic and community development for the region and the state. Additional input may be provided by regional partners and other entities, including Virginia State University, Virginia Commonwealth University and Brightpoint Community College.</li> <li>• 2. The review shall include an evaluation of a new governance model building upon the November 2022 report issued by Richard Bland College.</li> <li>• 3. The Secretary of Education shall report to the Governor and Chairs of the House Appropriations and Senate Finance and Appropriations Committees the recommendations no later than December 1, 2023.</li> </ul>
<p>VCCS</p>	<ul style="list-style-type: none"> <li>• \$8.35 million.</li> <li>• Out of this appropriation, \$19,560 the first year and \$19,560 the second year from the general fund shall be provided to Southside Virginia Community College. Out of this amount, \$9,780 each year from the general fund shall be provided to the Estes Community Center in Chase City, \$9,780 each year from the general fund shall be provided to the Lake Country Advanced Knowledge Center in South Hill.</li> <li>• Out of this appropriation, \$7,750,000 the second year from the general fund is provided for support of workforce programs in regions with high labor demand and low supply. Funds may be used for startup costs related to new program development and shall include an employer match to ensure alignment to workforce needs. Funds also may be used to support new program development for career and technical dual enrollment courses.</li> <li>• Out of this appropriation, \$250,000 the second year from the general fund is designated for Northern Virginia Community College to provide technical instruction for an automotive apprenticeship program coordinated by the Prince William County Department of Facilities and Fleet Management, to address workforce shortages.</li> <li>• Out of this appropriation, \$350,000 the second year from the general fund is provided to the Virginia Community College System to support mixed-delivery programs and classroom equipment and materials at Virginia Peninsula Community College. Of this amount, \$100,000 is provided to support early childhood instructional delivery, equipment, and program operating costs. Virginia Peninsula Community College is authorized to enter into a partnership agreement with a third-party provider to facilitate in-practice early childhood educational training. Funds shall be ongoing and incorporated into the institution's base budget for the next biennium.</li> </ul>

<p>SCHEV Budget: Workforce Credential Grant Program</p> <p>Cybersecurity Public Service Grant Program</p> <p>Pell Initiative</p>	<ul style="list-style-type: none"> <li>• \$5 million</li> <li>• (\$500,000) defer unutilized program funds in FY 2024.</li> <li>• \$12.5 million</li> <li>• To enhance efforts to recruit and retain students eligible for Pell grant assistance at public institutions of higher education.</li> <li>• Any Virginia public institution of higher education may apply for funding in the second year through a competitive grant process. Applications must demonstrate efforts to restructure outreach, recruitment, admission, and retention procedures. Funds are intended to support initiatives that attract, enroll, and retain low-income students. Institutions that request funds for need-based financial aid must specify that aid may be used to support internship opportunities. Priority shall be given to institutions with below-average Pell enrollment. Any unexpended balance in this item at the close of business on June 30 each year shall not revert to the general fund, but shall be carried forward and reappropriated. Out of the amounts in paragraph M.1. of this item, the Council may use up to one percent of the funds for the administration and evaluation of the activities described in this item.</li> <li>• Any institutional grant under this initiative shall be subject to performance outcomes established in paragraph 5. Funds shall be ongoing to ensure successful enrollment and completion for students. Initiatives demonstrating successful outcomes may be prioritized in future base funding requests.</li> </ul>
<p>EVMS</p>	<p>\$14 million</p> <ul style="list-style-type: none"> <li>• To support the costs associated with planning and initial integration activities necessary to ensure a successful launch of the Eastern Virginia Health Sciences Center at Old Dominion University. Of this amount, \$5,000,000 is provided for information technology and initial integration and \$9,000,000 is provided for costs associated with the conversion of employees into the state personnel system. Funding for the conversion of employees shall not be used until written approval is provided by the Governor and Chairs of the House Appropriations Committee and Senate Finance and Appropriations Committee as outlined in Chapters 756 and 778 of the 2023 Acts of Assembly.</li> <li>• Old Dominion University and Eastern Virginia Medical School shall report to the Governor and the Chairs of the House Appropriations and Senate Finance and Appropriations Committees, on the status of the merger at the earliest date possible, but no later than July 1, 2024.</li> </ul>



	<ul style="list-style-type: none"> <li>• The Director, Department of Planning and Budget shall transfer funds from this item to Agency 221 as necessary to facilitate implementation of the integration activities.</li> <li>• Eastern Virginia Health Sciences Center is hereby authorized to transfer funds to the Department of Medical Assistance Services to fully fund the state share for Medicaid supplemental payments and managed care directed payments to primary teaching hospitals affiliated with Eastern Virginia Health Sciences Center. The funds to be transferred must comply with 42 CFR 433.51 and 433.54. Such funds may not be paid from any private agreements with Eastern Virginia Medical School that are in excess of fair market value or that alleviate pre-existing financial burdens of the school. Eastern Virginia Medical School is authorized to use general fund dollars to accomplish this transfer. As part of interagency agreements, the department shall require the public entities to attest to compliance with applicable CMS criteria.</li> </ul>
Salary Increase	2% base salary increase for full-time state employees, including adjunct faculty and GTAs effective December 10, 2023.
Joint Subcommittee on Higher Education Funding Policies (Item 1)	<p>U.1. The Chairs of the House Appropriations and Senate Finance and Appropriations Committees shall each appoint four members from their respective committees to a joint subcommittee to review public higher education funding policies and make recommendations to their respective committees.</p> <p>2. The initial review of the Joint Subcommittee on Higher Education Funding Policies shall: (i) prioritize the review of funding related to operations and financial aid; (ii) provide recommendations to improve funding models; and (iii) develop a short- and long-term plan for phased implementation of any recommendations. As part of its review, the Joint Subcommittee shall consider the recommendations provided in reports related to higher education funding, including recent Joint Legislative Audit and Review Commission reports and the State Council of Higher Education for Virginia's report on Cost and Funding Needs.</p> <p>3. The Joint Subcommittee shall convene after December 1, 2024 and shall submit initial recommendations to the Governor and the Chairs of the House Appropriations and Senate Finance and Appropriations Committees no later than September 15, 2025.</p> <p>4. The Joint Subcommittee may seek support from the staff of the Senate Finance and Appropriations and House Appropriations Committees, the State Council of Higher Education for Virginia, public institutions of higher education, and other higher education and state agency representatives. At its discretion, the Joint Subcommittee may contract for consulting services.</p>
Interest earnings and credit rebates	<p>(\$4,929,426)</p> <p>Transfer to the general fund from the Covered Institution Interest Escrow Fund (fund 03220) from UVA, UVW, VCU, VT and WM.</p>
Tech Talent Investment Program Fund	<p>(\$2,869,546)</p>

**2023-24 Amended Additional General Fund for Operating Budget**

Inst.	E&G				Financial Aid	Research/ Other	Total Additional GF	Original FY24 GF	E&G % Increase over Orig FY2024
	Affordable Access	Address Nursing Shortage	Operating Adjustments	Total Additional E&G					
CNU	\$2,383,000			\$2,383,000	\$513,000		\$2,896,000	\$43,832,869	5.4%
GMU	\$8,012,000	\$560,000		\$8,572,000	\$12,725,000		\$21,297,000	\$199,865,850	4.3%
JMU	\$4,724,000	\$660,000		\$5,384,000	\$2,917,000		\$8,301,000	\$130,958,217	4.1%
LU	\$2,453,000	\$130,000	\$10,000	\$2,593,000	\$850,000		\$3,443,000	\$39,249,680	6.6%
NSU	\$1,598,000	\$110,000		\$1,708,000	\$3,617,000		\$5,325,000	\$78,273,131	2.2%
ODU	\$7,477,000	\$560,000		\$8,037,000	\$9,850,000		\$17,887,000	\$169,751,389	4.7%
RU	\$2,897,000	\$530,000		\$3,427,000	\$4,608,000		\$8,035,000	\$79,053,662	4.3%
UMW	\$2,106,000	\$130,000		\$2,236,000	\$850,000		\$3,086,000	\$39,739,855	5.6%
UVA	\$4,045,000	\$320,000		\$4,365,000	\$1,383,000	\$2,500,000	\$8,248,000	\$165,262,926	2.6%
UVAW	\$501,000	\$50,000	\$300,000	\$851,000	\$733,000		\$1,584,000	\$27,348,324	3.1%
VCU	\$10,394,000	\$510,000		\$10,904,000	\$5,767,000	\$2,500,000	\$19,171,000	\$240,218,158	4.5%
VMI	\$832,000			\$832,000	\$125,000		\$957,000	\$20,269,276	4.1%
VSU	\$1,491,000	\$30,000		\$1,521,000	\$2,525,000		\$4,046,000	\$62,777,316	2.4%
VT	\$9,205,000			\$9,205,000	\$3,125,000	\$1,000,000	\$13,330,000	\$211,803,059	4.3%
WM	\$1,873,000			\$1,873,000	\$367,000		\$2,240,000	\$62,148,487	3.0%
RBC	\$373,000			\$373,000	\$279,000		\$652,000	\$12,828,706	2.9%
VCCS	\$14,636,000	\$2,160,000	\$8,350,000	\$25,146,000	\$12,266,000		\$37,412,000	\$488,463,559	5.1%
<b>Inst. Total</b>	<b>\$75,000,000</b>	<b>\$5,750,000</b>	<b>\$8,660,000</b>	<b>\$89,410,000</b>	<b>\$62,500,000</b>	<b>\$6,000,000</b>	<b>\$157,910,000</b>	<b>\$2,071,844,464</b>	<b>4.3%</b>
SCHEV									
	WCG				\$5,000,000		\$5,000,000		
	Cyber security Grant								
	Pell Initiative				\$12,500,000		\$12,500,000		
	<b>SCHEV Total</b>				<b>\$17,000,000</b>		<b>\$17,000,000</b>		
	EVMS	\$14,000,000					\$14,000,000		
	RHEC					\$364,636	\$364,636		
	SVHEC					\$556,000	\$556,000		
	Interest earnings	(\$4,929,426)					(\$4,929,426)		
	TTIF	(\$2,869,546)					(\$2,869,546)		
	<b>Total Additional Operating</b>	<b>\$81,201,028</b>	<b>\$5,750,000</b>	<b>\$8,660,000</b>	<b>\$89,410,000</b>	<b>\$79,500,000</b>	<b>\$6,000,000</b>	<b>\$182,031,664</b>	

## 2023-24 General Fund for Capital Outlay

<b>2023-24 Maintenance Reserve Funding (C-72)</b>			
<b>Institution</b>	<b>Original</b>	<b>Amended</b>	<b>Change</b>
The College of William and Mary (204)	\$4,451,715	\$4,645,004	\$193,289
University of Virginia (207)	\$15,805,672	\$16,491,939	\$686,267
Virginia Polytechnic Institute and State University (208)	\$17,678,767	\$18,446,361	\$767,594
Virginia Military Institute (211)	\$1,743,200	\$1,818,888	\$75,688
Virginia State University (212)	\$456,591	\$5,754,434	\$5,297,843
Norfolk State University (213)	\$4,105,714	\$5,283,981	\$1,178,267
Longwood University (214)	\$1,750,737	\$1,826,752	\$76,015
University of Mary Washington (215)	\$2,093,078	\$2,183,958	\$90,880
James Madison University (216)	\$5,012,314	\$5,229,944	\$217,630
Radford University (217)	\$2,263,561	\$2,361,843	\$98,282
Old Dominion University (221)	\$4,346,103	\$5,534,807	\$1,188,704
Virginia Commonwealth University (236)	\$11,976,549	\$12,496,559	\$520,010
Richard Bland College (241)	\$524,213	\$546,973	\$22,760
Christopher Newport University (242)	\$1,905,864	\$1,988,615	\$82,751
University of Virginia's College at Wise (246)	\$734,502	\$2,960,394	\$2,225,892
George Mason University (247)	\$5,281,542	\$6,510,861	\$1,229,319
Virginia Community College System (260)	\$18,779,326	\$19,594,706	\$815,380
Virginia Institute of Marine Science (268)	\$773,195	\$2,843,079	\$2,069,884
Eastern Virginia Medical School (274)	\$1,186,113	\$1,237,613	\$51,500
Institute for Advanced Learning and Research (885)	\$222,934	\$232,614	\$9,680
Roanoke Higher Education Authority (935)	\$373,127	\$389,328	\$16,201
Southern Virginia Higher Education Center (937)	\$203,861	\$212,712	\$8,851
New College Institute (938)	\$203,861	\$212,712	\$8,851
Southwest Virginia Higher Education Center (948)	\$242,263	\$252,782	\$10,519
<b>Total</b>	<b>\$102,114,802</b>	<b>\$119,056,859</b>	<b>\$16,942,057</b>

**2023-24 Capital Outlay Central Appropriations**

**C-79.10 Planning: Detailed planning for capital projects having general fund**

The College of William and Mary in Virginia	Renovate Historic Campus
Virginia Military Institute	Improve New Market Battlefield State Historical Park
Virginia Military Institute	Improve Hinty Hall and Facility Infrastructure
Virginia Military Institute	Renovate Financial Aid and Admissions Offices
Virginia State University	Construct BOLT Leadership Center for Social Responsibility
Virginia Cooperative Extension and Agricultural Experiment Station	Improve Center Woods Complex
Christopher Newport University	Replace Plant Operations and Warehouse Building
Institute for Advanced Learning and Research	Expand Center for Manufacturing Advancement

**2023-24 General fund for individual institutions' capital outlay projects**

<b>Item</b>	<b>Inst</b>	<b>Project Name</b>	<b>Amount</b>
C-28.50	LU	Improvements: Replace Chillers in Four Campus Buildings (18695)	\$5,000,000
C-18.50	UMW	Acquisition: Multi-Use Building Adjacent to Campus (18694)	\$15,000,000
C-19.80	VCCS	Improvements: Upgrade ADA Accessibility, Tidewater Community College	\$4,006,002

# State Council of Higher Education for Virginia Agenda Item

**Item:** VI.K – Report of the SCHEV Director Search Committee

**Date of Meeting:** September 19, 2023

**Presenter:** Victoria Harker  
Co-chair, Search Committee

**Most Recent Review/Action:**

No previous Council review/action

Previous review/action

**Date:**

**Action:**

**Purpose of the Agenda Item:**

The purpose of this item is to report on the activities of the committee charged by the chair with identifying candidates to serve as the next agency director.

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

In May, Chairman Ampy created and charged a seven-member committee to search for the next agency director, who will replace Peter Blake, who announced earlier that month his intention to retire before 2024. The search committee is comprised of: Victoria Harker (Co-chair), Katharine Webb (Co-chair), Gilbert Bland, John Broderick, Aimee Guidera, Cheryl Oldham and Taylor Reveley IV. Deborah Love from the Office of the Attorney General provides legal counsel. Alan Edwards of agency staff provides staff support, and Jennifer Brooks of agency staff provides procurement expertise.

As a committee created by the Council Chair, the search committee constitutes a committee of Council, and therefore is a public body. As such, its activities (other than confidential personnel matters) are public/open; its meeting agendas, Minutes and materials are publicly accessible and preserved on the agency website: <https://www.schev.edu/about/council/council-meetings-and-agendas>.

On June 28, the search committee met for the first time and at SCHEV offices. The primary outcome of the meeting was a decision to seek the assistance of a search firm and to do so via existing state contracts (rather than initiating a full procurement process that could take a year or more). Action by the committee directed staff to solicit proposals from a set of search firms identified during a closed session of the meeting.

On August 15, the search committee convened for its second meeting and in all-virtual format. The three primary outcomes were: (i) reports from members on stakeholders' input regarding the desired attributes of the next SCHEV director; (ii) revisions to a

working-draft position description that incorporated stakeholder input; and (iii) identification in closed session of a proposal and search firm with which the committee desired to seek a contract. Action of the committee directed staff to pursue contract negotiations with the identified firm and authorized the Co-chairs to represent the full committee.

In late August, Co-chairs Harker and Webb joined Ms. Brooks and Dr. Edwards in a negotiation session with representatives of the identified search firm. As a result of that session, the firm's representatives agreed to produce and provide a revised workplan for the search and a draft contract.

Following review by Ms. Brooks and Ms. Love of the search firm's post-negotiation submissions, Co-chairs Harker and Webb directed staff to formalize the contract and secure signatures thereon.

Effective September 1, the search firm Isaacson Miller is under contract with SCHEV through December 31 for search services. The firm's work plan projects a hiring decision in mid-December.

**Materials Provided:** See summary above and the committee's online materials at: <https://www.schev.edu/about/council/council-meetings-and-agendas>.

**Financial Impact:**

Procurement of the search firm's services carries a financial impact, which will be expended from the agency budget. Per the contract terms, these costs include both a fixed fee, which is one-third of the salary of the incoming SCHEV Director, and the firm's expenses (direct and indirect).

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

Hiring the next agency director will be key to maintaining progress toward achieving the goals of the statewide strategic plan.

**Timetable for Further Review/Action:**

At Council's October meeting, Co-chair Harker will report on the search committee's activities and progress. If/As needed until then, she will communicate any time-sensitive information to Council members through electronic communications. The committee's goal is to facilitate the hiring of a new agency director with an employment start date of or around January 1, 2024. To meet that goal, the committee will bring forward its recommended slate of candidates for action by Council perhaps as soon as its October meeting but more likely at a special meeting called by the Council chair in November or December specifically for this purpose. One or more additional special meetings also may be necessary for interviews with final candidates.

**Resolution:** NA

Items Delegated to Director/Staff

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

**Academic Program Actions**

<b>Institution</b>	<b>Degree/Program/CIP</b>	<b>Effective Date</b>
Blue Ridge Community College	<b>Program Name Change Approved:</b> Change the name of the Associate of Applied Science (AAS) degree program in Administration of Justice to Criminal Justice (43.0103)	Fall 2023
Blue Ridge Community College	<b>Facilitated Staff Approval:</b> <ul style="list-style-type: none"> <li>• Associate of Applied Science (AAS) degree program in Early Childhood Development (19.0709)</li> </ul>	Fall 2023
Brightpoint Community College	<b>Degree Designation and Program Name Change Approved:</b> Change the degree designation and program name for the Associate of Art (AA) in Secondary Teacher Education (English/History) degree program (13.1205) to an Associate of Science (AS) in Secondary Teacher Education (13.1205)	Fall 2023
Central Virginia Community College	<b>Facilitated Staff Approval:</b> <ul style="list-style-type: none"> <li>• Associate of Applied Science (AAS) degree program in Early Childhood Development (19.0709)</li> </ul>	Fall 2023
George Mason University	<b>Undergraduate Certificate Program Approved:</b> <ul style="list-style-type: none"> <li>• Graphic Design (50.0409)</li> </ul> <b>Graduate Certificate Program Approved:</b> <ul style="list-style-type: none"> <li>• Critical Studies in Education (13.0901)</li> </ul>	Fall 2023
Germanna Community College	<b>Facilitated Staff Approval:</b> <ul style="list-style-type: none"> <li>• Associate of Applied Science (AAS) degree program in Surgical Technology (51.0909)</li> </ul>	Fall 2023
J. Sergeant Reynolds Community College	<b>Program Name Change Approved:</b> Change the name of the Associate of Applied Science (AAS) degree program in Administration of Justice to Criminal Justice (43.0103)	Fall 2023
James Madison University	<b>Facilitated Staff Approval:</b> <ul style="list-style-type: none"> <li>• Master of Science (MS) degree program in Applied Nutrition (51.3101)</li> </ul>	Summer 2023

Institution	Degree/Program/CIP	Effective Date
James Madison University	<b>New Degree Programs Not Approved:</b> <ul style="list-style-type: none"> <li>• Bachelor of Arts (BA) degree program in Dance (50.0301)</li> <li>• Bachelor of Arts (BA) degree program in Musical Theatre (50.0509)</li> </ul>	August 7, 2023 August 8, 2023
Old Dominion University	<b>CIP Code Changes Approved:</b> Change the CIP code of the following: <ul style="list-style-type: none"> <li>• Bachelor of Science in Business Administration (BSBA) degree program in Economics from 52.0601 to 52.1399</li> <li>• Bachelor of Arts/Bachelor of Science (BA/BS) degree program in Geography from 45.0701 to 30.4401</li> <li>• Graduate Certificate program in The Teaching of Writing from 13.1299 to 23.1304</li> </ul>	Fall 2023
Old Dominion University	<b>Program Modification Not Approved:</b> <ul style="list-style-type: none"> <li>• Doctor of Philosophy (PhD) degree program in Business Administration (52.0201)</li> </ul>	July 27, 2023
Piedmont Virginia Community College	<b>Program Name Change Approved:</b> Change the name of the Associate of Applied Science (AAS) degree program in Police Science to Criminal Justice (43.0103)	Fall 2023
Southside Virginia Community College	<b>Program Name Changes Approved:</b> <ul style="list-style-type: none"> <li>• Change the name of the Certificate in Administration of Justice to Criminal Justice (43.0103)</li> <li>• Change the name of the Associate of Applied Science (AAS) degree program in Administration of Justice to Criminal Justice (43.0103)</li> </ul>	Fall 2023
Southwest Virginia Community College	<b>Program Name Change Approved:</b> Change the name of the Associate of Applied Science degree program in Administration of Justice to Criminal Justice (43.0103)	Fall 2023
Tidewater Community College	<b>Certificate Program Approved:</b> <ul style="list-style-type: none"> <li>• Practical Nursing (51.3901)</li> </ul>	Fall 2023
University of Virginia	<b>Graduate Certificate Program Approved:</b> <ul style="list-style-type: none"> <li>• Public Leadership (44.0599)</li> </ul>	Fall 2023
University of Virginia	<b>Program Modification Approved:</b> <ul style="list-style-type: none"> <li>• Add an online delivery format to the Master of Education (M.Ed.) in</li> </ul>	Fall 2023



Institution	Degree/Program/CIP	Effective Date
	Administration and Supervision (13.0401)	
Virginia Polytechnic Institute and State University	<b>CIP Code Change Approved:</b> Change the CIP code of the Master of Arts (MA) in Economics from 45.0601 to 45.0603	Spring 2024
Virginia Polytechnic Institute and State University	<b>Degree Designation Change Approved:</b> Change the abbreviation of the Master of Engineering degree designation from M.E. to M.Eng. for the following degree programs: <ul style="list-style-type: none"> <li>• Master of Science and Master of Engineering (M.S./M.E.) in Aerospace Engineering (14.0201)</li> <li>• Master of Science and Master of Engineering (M.S./M.E.) in Biological Systems Engineering (14.0301)</li> <li>• Master of Science and Master of Engineering (M.S./M.E.) in Chemical Engineering (14.0701)</li> <li>• Master of Science and Master of Engineering (M.S./M.E.) in Civil Engineering (14.0801)</li> <li>• Master of Science and Master of Engineering (M.S./M.E.) in Computer Engineering (14.0901)</li> <li>• Master of Science and Master of Engineering (M.S./M.E.) in Electrical Engineering (14.1001)</li> <li>• Master of Science and Master of Engineering (M.S./M.E.) in Engineering Mechanics (14.1101)</li> <li>• Master of Science and Master of Engineering (M.S./M.E.) in Industrial and Systems Engineering (14.3501)</li> <li>• Master of Science and Master of Engineering (M.S./M.E.) in Materials Science and Engineering (14.1801)</li> <li>• Master of Science and Master of Engineering (M.S./M.E.) in Mechanical Engineering (14.1901)</li> <li>• Master of Science and Master of Engineering (M.S./M.E.) in Mining Engineering (14.2101)</li> </ul>	Fall 2023
Virginia Polytechnic	<b>Graduate Certificate Programs Approved:</b> <ul style="list-style-type: none"> <li>• Bioethics (51.3201)</li> </ul>	Fall 2023

Institution	Degree/Program/CIP	Effective Date
Institute and State University	• Data Science for Chemical Engineering (14.0799)	Spring 2024
	• Educational Administration and Supervision (13.0401)	Fall 2023
Wytheville Community College	<b>Program Name Change Approved:</b> Change the name of the Associate of Applied Science (AAS) degree program in Administration of Justice to Criminal Justice (43.0103)	Fall 2023

Pursuant to the *Code of Virginia*, § 23.1-203 and Council’s “Policies and Procedures for Program Approval and Changes,” the following item approved and reported:

### Program Discontinued

Institution	Degree/Program/CIP	Effective Date
George Mason University	<b>Program Discontinuance Approved:</b> • Master of Science (MS) in Health and Medical Policy (44.0503) [Council Approval Date: March 16, 2010]	Fall 2023

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 approved as delegated to staff:

### Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
George Mason University	Rename the Arlington Campus, an off-campus site, located at 3341 Fairfax Drive, Arlington Virginia, 22201 to <b>Mason Square</b> . The off-campus site has been re-named to differentiate the site from off-campus sites in Arlington operated by other institutions of higher education, and to “provide a brand recognition for the university’s off-campus site.” The new name will also ensure that the “specific geographical location” within Arlington—the neighborhood of Arlington known as “Virginia Square”—is “indicated in the name of the university’s off-campus site.”	July 1, 2023
George Mason University	Create the <b>Graduate Division</b> . The Graduate Division will operate as a standalone academic unit. The lead	July 1, 2023

Institution	Change/Site	Effective Date
	<p>administrator, the associate provost for graduate education will report to both the provost and the vice provost of academic affairs. No new departments will be established in the first three years of operation and no existing departments will be relocated to the Division.</p> <p>The establishment of the Graduate Division will provide an “academic and administrative” unit to “support and promote graduate academic programs, graduate faculty, and graduate students.</p>	
Norfolk State University	Rename the Department of Technology to the <b>Department of Engineering Technology</b> . NSU indicates that the renaming will recognize “the focus of the department’s academics in the specific area of engineering technology.” The new name will also reflect that “NSU’s department offers similar academic programs as those offered by departments with the same name at other public institutions in Virginia.	July 1, 2023
Radford University	Rename the College of Graduate Studies and Research to the <b>College of Graduate Studies</b> . Radford indicates that the renaming “will ensure the college’s name accurately reflects its focus” on graduate education. The new name will also “clarify to the campus community that the College no longer has oversight over research compliance and sponsored programs and grants management.”	August 10, 2023
Virginia Commonwealth University	Close the Northern Virginia off-campus site: <b>VCU Department of Nurse Anesthesia, 6295 Edsall Road Plaza 500, Suite 103, Alexandria, VA 22312.</b>	August 13, 2023
Virginia Commonwealth University	Establish the off-campus instructional site: <b>VCU NoVA, Poplar Run Office Building, 5285 Shawnee Road, Alexandria, VA 22312.</b>	August 11, 2023

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 not approved as delegated to staff:

### Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
Radford University	Change the name of the Department of Accounting, Finance, and Business Law to the <b>Department of Accounting and Finance Services Systems</b> .	May 18, 2023
Radford University	Change the name of the School of Nursing to the <b>College of Nursing</b> .	May 18, 2023

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

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

Institution	Effective Date
Standard Healthcare Services College of Nursing	May 25, 2023

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

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

Institution	Location	Effective Date
Royal Spa Academy	Fredericksburg, VA	April 27, 2023