

Agenda Book

May 19, 2020

Location: Web-based



May 19, 2020, Council Meeting Agenda

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**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
JANUARY 7, 2020
MINUTES**

Mr. Ampy called the meeting to order at 9:47 a.m., at the State Council of Higher Education for Virginia in Richmond, Virginia. Committee members present: Ken Ampy, Rosa Atkins, Heywood Fralin, Thaddeus Holloman, and Marianne Radcliff.

Committee members absent: Carlyle Ramsey and Katie Webb.

Staff members present: Joseph G. DeFilippo, Kathleen Kincheloe, Ashley Lockhart, Sylvia Rosa-Casanova, and Emily Salmon.

APPROVAL OF MINUTES

On motion by Ms. Radcliff, and seconded by Mr. Fralin, the minutes from the October 28, 2019, meeting were approved unanimously.

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

ACTION ON PRIVATE POSTSECONDARY INSTITUTIONAL CERTIFICATION

In attendance:

- Chris Glass, Senior Vice President

Dr. DeFilippo introduced the Institute of World Politics, a private degree-granting institution. He described its focus on graduate level programs in security and international affairs and explained its current accreditation status. Mr. Glass commended the certification process set forth by SCHEV and thanked Staff for their assistance.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies The Institute of World Politics to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective January 7, 2020.

ACTION ON MISSION STATEMENT CHANGE

In attendance:

- Dr. Katherine Rowe, President
- Dr. Jeremy Martin, Chief of Staff

Dr. DeFilippo described Council's duties with regard to institutional mission statement changes within the Code of Virginia. He also described the SCHEV policy that enacts that code duty and recognizes three levels of mission statement change. Within that

context, he introduced the William & Mary mission statement change, which falls under the “expansion” level. There was some discussion about William & Mary’s year-long rewording process, including some remarks on institutional values and inclusiveness from Dr. Katherine Rowe.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following mission statement for the College of William and Mary in Virginia, to take effect 30 days following adjournment of the 2020 General Assembly:

Mission

A preeminent, public research university, grounded in the liberal arts and sciences since 1693, William & Mary is a vibrant and inclusive community. Through close mentoring and collaboration, we inspire lifelong learning, generate new knowledge, and expand understanding. We cultivate creative thinkers, principled leaders, and compassionate global citizens equipped for lives of meaning and distinction. William & Mary convenes great minds and hearts to meet the most pressing needs of our time.

DISCUSSION OF PROGRAM PROPOSALS IN THE REVIEW PIPELINE

Mr. Ampy instructed the committee to look at the report of the program proposals that are currently under review as of December 5, 2019.

UPDATE ON TRANSFER VIRGINIA PROGRESS REPORT ON HIGHER EDUCATION AND WORKFORCE ALIGNMENT PROJECT

Dr. Parker provided an update on Transfer Virginia and provided committee members with its Annual Report. She described the goals of the initiative and how it relates to SCHEV’s goal of being the best-educated state by 2030. Her presentation provided details on the statewide template, online portal, and its call to action with a lens on equity and social mobility for students.

There was some discussion on the specifics of the template, how the credit for prior learning portal will be integrated into the new system, and how Transfer Virginia might affect the K-12 pipeline into higher education. Dr. Parker used mathematics as an example for improving opportunities for all students and highlighted their current work with the Virginia Department of Education on that issue.

Mr. Fralin left the committee meeting at 10:25 a.m.

REPORT ON HIGHER EDUCATION AND WORKFORCE ALIGNMENT PROJECT

Ms. Salmon provided an update on the higher education and workforce alignment project, including how its recommendations could serve as a resource for policymakers. She described some of her meetings with stakeholders, as well as the common themes

she found among several states with similar initiatives. There was some discussion about the next steps, which include reaching out to individual institutions, as well as a timeline for draft and final reports.

UPDATE ON GRADUATE OUTCOME SURVEY

Dr. Jim Ellis, Director of Design and Methodology, Survey and Evaluation Research Laboratory, at Virginia Commonwealth University, gave a presentation to the committee with an update on the Graduate Outcome Survey. He updated the committee on the status of the timeline, questionnaire, and cognitive interviews. There was some discussion about the size of the pilot and production surveys, as well as testing various levels of compensation.

REPORT OF THE STAFF LIAISON TO THE COMMITTEE

Dr. DeFilippo briefly commented on staff activities and achievements. He acknowledged the transfer connection between Staff, school superintendents, and the Virginia Department of Education, and regularly meeting with various stakeholders. He also highlighted the agency's legislative activities with regard to the General Assembly session.

ADJOURNMENT

Mr. Ampy adjourned the meeting at 11:01 a.m.

Kenneth Ampy
Chair, Academic Affairs Committee

Ashley Lockhart
Staff, Academic Affairs

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
RESOURCES AND PLANNING COMMITTEE
JANUARY 7, 2020
DRAFT MINUTES**

Tom Slater, the committee chair, called the meeting to order at 9:45 a.m. in the Main Conference room on the 9th floor of the James Monroe Building in Richmond, Virginia. Committee members present: Marge Connelly, Heywood Fralin and Tom Slater.

Committee members absent: Victoria Harker, Stephen Moret and William Murray.

Mr. Slater announced that due to illness, Council member Henry Light participated by phone, in accordance with the Council's emergency policy.

Staff members present: Tom Allison, Lee Andes, Peter Blake, Alan Edwards, Jean Huskey, Wendy Kang, Scott Kemp, Tod Massa, Beverly Rebar, Lee Ann Rung, Felix Sam, Lynn Seuffert, Kristin Whelan and Yan Zheng.

Deb Love from the Office of the Attorney General also was present.

APPROVAL OF MINUTES

On a motion by Ms. Connelly and seconded by Mr. Fralin, the minutes from the October 28, 2019, meeting were approved unanimously.

UPDATE ON FALL ENROLLMENTS AT PUBLIC FOUR-YEAR INSTITUTIONS

Mr. Massa provided an update on fall enrollments and degree estimates. SCHEV staff is beginning the process for collecting spring enrollment data.

Overall, enrollment has increased over last year, many other states cannot claim to be up. Undergraduate enrollment increased by 750 students, or .4%. Enrollment of Virginia institutions has increased every year since 1994. Virginia is seen as a destination for higher education. In comparison to last spring's enrollment projections and the update by Virginia Tech, we are .4% below projections.

Transfer enrollment declined by 197 students, a decline of 1.8%. The transfer enrollment numbers reflect the state of the economy. When the job market is strong, community colleges lose students who have more easily found work.

Six institutions enroll 77% of undergraduates in Virginia.

Enrollment of women has increased 31% since 2000, total enrollment for women is 54%. Excluding international students, enrollment of non-white undergraduate students has increased from 26.6% of total undergraduate enrollment in 2000 to 40.3 % of total enrollment.

We remain on track to reach the Commonwealth's goal of becoming the Best Educated State by 2030. The future of numbers of high schools graduates is flattening out and there is growing competition for Virginia students from out-of-state flagship schools, especially from the Northeast. We will need to try to attract non-traditional students such as older students and those who started but then ceased their education short of a degree.

Ms. Connelly asked for the reasons that Christopher Newport University (CNU) and Old Dominion University (ODU) missed their projections. Many CNU applicants were likely part of the large class entering Virginia Tech or another, competitive Virginia school. Ms. Connelly also asked about the increase in enrollment at Radford University (RU). Increased enrollment at RU is likely attributed to new graduate student programs and is listed as unclassified the committee expressed interest in a specific follow-up on this information regarding RU enrollment, they would like to know what programs these new students are enrolled in and how many of these graduate students are part of the nursing program.

ACTION ON ENROLLMENT PROJECTIONS AND DEGREE ESTIMATES

Mr. Massa presented the review of enrollment projections and degrees estimates of the public and TAG-participating private nonprofits colleges and universities.

SCHEV provides the institutions a format, but asks the institutions to report how they choose. A few things occurred in 2019 that will affect these projections going forward, including Virginia Tech's over enrollment.

These projections reflect the years 2018-2024-25. Many institutions held enrollment flat in their projections, but there is a 16,000 student increase across all institutions projected. Enrollment projections at community colleges are tied to unemployment rate and are less predictable. Lower unemployment rates correlates to the lower enrollment and degree awards at community colleges. Increases in enrollment at TAG eligible colleges is almost completely accounted for in Liberty University's enrollment. Increased retention rates also impact enrollment rates; Virginia Commonwealth University projection rates have increased as their retention rates increased.

The projected increase in graduate, first professional and doctoral degrees is small or nearly flat. The Council would like to look more closely at this topic. They expressed interest in looking at investment and funding of graduate programs and students to make Virginia more attractive to out-of-state students and increase the student population.

Degree projections are on track for our 2030 goals assuming these numbers hold up, but SCHEV will need the funding to keep on track. One thing that holds us back is our community college graduation rates are significantly lower than some of the states we are competing with.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the FY 2019-2025 institutional enrollment projections and degree estimates for the purposes of budgetary and fiscal planning and performance measurement. Staff is directed to make the detailed enrollment targets and degree estimates available to the public via the SCHEV website, with full detail.

BE IT FURTHER RESOLVED that approval of these institutional enrollment targets does not constitute either implicit or explicit approval of any new program, site, higher education center, or campus determined by an institution as necessary to achieve these targets.

ACTION ON DOMICILE GUIDLINES

Mr. Andes reviewed the additional work that was requested from the Council in the September meeting and updated the committee on the guidelines for determining domicile for in-state tuition. The committee received assurances that Mr. Andes conferred with SCHEV's Military Advisory Committee (MEAC) and vetted the updates with the Office of the Attorney General.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the proposed amendments to the Virginia Domicile Guidelines and associated addendums.

REVIEW OF GOVERNOR'S INTRODUCED BUDGET AND GENERAL ASSEMBLY SESSION

Ms. Kang provided an overview of the governor's proposed budget. The governor requested an increase of \$369 million in general fund operating and financial aid appropriations for higher education for the biennium.

Ms. Kang highlighted the following items:

- Additional \$62 million in financial aid funding over the biennium.
- Funding of \$145 million to community colleges to provide free college to low- and middle-income families.
- Provided \$22 million for GMU and ODU for enrollment growth and student success initiatives.
- Provided a total of \$15.3 million for NSU and \$13 million for VSU to support student initiatives, technology improvements and various student support services.
- An additional \$4 million per year is provided for the New Economy Workforce Credential Grant.
- Provided and additional \$3 million per year for Tuition Assistance Grant to accommodate enrollment growth and to increase the award from \$3,400 to \$4,000 for qualified students. Language removes eligibility from those who are enrolled in an online or distance learning program.

- Moves the funding designated for VRIF out of education and into a new agency under the Secretary of Commerce.
- Provided a total of \$30 million in research funding for JMU, UVA, VCU, VIMS, VSU-extension and VBHRC consortium for the biennium. There also additional fund for Jefferson labs, but a decrease in the CCI second year funding.

The committee discussed the increase in the TAG award and expressed some concern regarding the new language eliminating the award for online or distance learning students. Committee members are concerned about current online and distance students who are receiving the grant and want know if they will lose the award because of the new language.

Mr. Fralin would like to further study the investments in research.

Areas of SCHEV requested funding that were left out of the proposed budget:

- General operation and support to keep tuition low.
- Funding formula reform.
- Guidance to postsecondary success.
- Innovative internship program.
- Graduate research and financial aid.
- Virtual Library of Virginia
- Equipment and research.

The committee briefly discussed the items left out of the budget proposal. They discussed the need to better align our funding formula with the mission of the schools. They also discussed the need to create partnerships with business for programs like the Innovative Internship Program.

PRESENTATION ON INNOVATIVE INTERNSHIP PROGRAM

Ms. Seuffert gave a presentation about the current status of the project to implement the Innovative Internship Program. Ms. Seuffert discussed her findings with the committee. There is interest at every institution, but we need to attend to issues of coordination, term definitions, access and equity, student experience, professional development and recognition. These issues will grow in importance as the program is scaled up.

Ms. Connelly suggested that Ms. Seuffert create a baseline for the program to establish an appropriate target and track disparities in access. The committee asked if the Virginia Business Higher Education Council has been consulted as part of the process and encouraged SCHEV to continue to seek the VBHEC input.

UPDATE ON STRATEGIS FINANCE PLAN AND RESOURCE MAP PROJECT

Ms. Kang reviewed the final outcomes of the strategic finance plan that SCHEV issued in November. The report summarized the work completed by Strategy Labs/HCM Strategists. In addition to the report, SCHEV worked closely with OpSix members and held a series of meetings to gain input. SCHEV hosted a Day of Dialog this past May

that informed our retreat topics and helped us create our budget priorities. Ms. Kang invited Mr. Allison to discuss the Strategic Finance Plan with the committee members.

Mr. Allison described the top-line results:

- Establish cost per degree measure. Instead of measuring dollars per student enrolled we looked at total cost of degree for student, family and institution. Our cost per degree is lower than the national average and there is some evidence that Virginia's cost per degree is slightly declining. Ms. Connelly would like the cost in a dollar amount and specifically the cost to the state.
- While we maintain progress to meet our 2030 goal, we will fall short in associates and sub-baccalaureate areas of degree production. More commitment is needed to these areas. Shortages continue for in-demand occupations such as health care, teaching and technology.
- Gaps in access and success by race and ethnicity, income and regions of Virginia threaten Virginia's attainment goals.
- Addressing these gaps will require funding strategies in these areas: (1) align existing funding with completion priorities (2) increase affordability and (3) provide support to targeted populations.

The committee discussed the findings in the report. They inquired whether any of the funding strategies will impact capital investment. Ms. Kang stated that capital investment will be considered in the next phase of the process.

The committee requested more consideration for the 25,000 Virginia high school graduates who never go on to seek any form of higher education credential. The committee is interested in strategies for attracting those students. Market forces in the near future will dictate that institutions look for new ways to attract these students. The committee also requested information on the demographics of this group.

UPDATE ON FINANCIAL AID AWARD LETTERS

Mr. Andes reviewed the history of the process of reviewing the financial aid award letters from Virginia institutions. The process began early in summer, but much of the review occurred over the fall. There are still institutions that have not submitted their financial aid award letters. Staff will continue to work with these institutions as well as the ones from which SCHEV staff created guidelines but not a template for the institutions to follow. Requiring institutions to comply with one template would be costly and require software updates. The next step will be to get new letters reviewed by parents and students.

The committee discussed Virginia's attainment goals. They wanted to know how Virginia compares to other states that have also set similar Best-educated state goals. Attainment goals are moving targets, and for some states who set them, they are more aspirational than attainable. For Virginia, the goals are attainable. The markets for higher education are changing dramatically and institutions will have to adjust strategies for recruitment and measurements of growth. There will be challenges for the institutions and the Commonwealth to adjust to these changes. Schools offering in-state tuition to out-of-state students from Virginia is a big challenge. Virginia is ranked the

sixth best educated state in the country. In the five states ahead of us and in Virginia, progress is incremental. The committee would like to see metrics that include comparisons with other states.

MOTION TO ADJOURN

The Chair adjourned the meeting at 11:19 a.m.

Tom Slater
Committee Chair

Kristin Whelan
Coordinator, Executive & Board Affairs

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
JANUARY 7, 2020
MINUTES**

Mr. Fralin called the meeting to order at 11:30 a.m. in the SCHEV main conference room, 101 N. 14th Street, Richmond, Virginia. Council members present: Ken Ampy, Marge Connelly, Heywood Fralin, Victoria Harker, Thaddeus Holloman, Stephen Moret, William Murray, Marianne Radcliff and Tom Slater.

Council members absent: Rosa Atkins, Carlyle Ramsey and Katharine Webb.

Due to illness, Council member Henry Light participated by phone, in accordance with the Council's emergency policy.

Staff members present: Lee Andes, Peter Blake, Joseph DeFilippo, Alan Edwards, Wendy Kang, Tod Massa, Beverly Rebar, Sylvia Rosa-Casanova, Lee Ann Rung, Emily Salmon, Kristin Whelan and Yan Zheng.

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

PRESENTATION BY KATHERINE ROWE, PRESIDENT WILLIAM & MARY (W&M)

Mr. Blake introduced President Rowe, William & Mary's 28th president, who was inaugurated in February 2019.

President Rowe informed the Council that W&M is entering the second phase of its strategic planning process. The university's revised mission statement has just been approved by the W&M board.

President Rowe noted that the university's plan will capture a 20-year horizon. Her commitment is to double information technology programs to address a radical workforce transformation. She said the future needs are for more associate and bachelor's degrees, even in areas that in the past did not warrant degrees, including manufacturing. To address future needs, graduates will be required to have technology skills as well as writing, critical thinking, and complex problem solving skills.

She reviewed a presentation that included shifting demographics of projected high school graduates. Noting what she called a looming enrollment crisis, President Rowe noted that Virginia could become a talent magnet for the Commonwealth if it competes nationally.

She addressed some of the things W&M is doing to address the enrollment issues and asked for Council thoughts on other things to consider. Ms. Connelly said growth as overarching objective is important but there is still a need to close attainment gaps, particularly in the areas of race and income.

President Rowe informed the Council that the W&M student assembly contributed to the strategic plan by requesting that data science be built into the core curriculum. As

a result, this summer the university will pilot an effort to offer 30 students a stand-alone minor in nine weeks. If the pilot is successful, the university will also add an online component as well as a blended classroom/online offering.

Mr. Fralin suggested that the university implement plans on how to keep students in the Commonwealth. He also challenged all institutions to be a voice at the table with regard to economic development and encouraged them to become more involved in partnerships with Pre-K12. In addition, Mr. Fralin said institutions should not overlook start-ups as potential partnerships. President Rowe invited members to visit the accelerator on W&M's campus.

The chairman called for a lunch break at 12:20 p.m. The Council meeting resumed at 12:45 p.m.

APPROVAL OF MINUTES

On a motion by Mr. Slater and seconded by Dr. Murray, the minutes from the October 22-23, 2019, Board of Visitors orientation, and the October 29, 2019, Council meeting, were approved unanimously (10-0).

REMARKS FROM BOB HOLSWORTH, POLITICAL ANALYST

Mr. Blake introduced Mr. Holsworth, and he summarized the series of events which led to the current political environment. For the first time in a generation, the state leadership has shifted to a Democratic Party majority in both the Virginia House of Delegates and the Virginia Senate.

He offered suggestions on what to expect during this General Assembly session. He suggested that there will likely be a "tsunami" of legislation from Democrats. Dr. Holsworth suggested that there will be an emphasis on the equal rights amendment and other human rights issues, criminal justice reforms and gun safety legislation. He said to expect a change to the minimum wage law as well as changes to voting rights.

Dr. Holsworth summarized what the session could bring for higher education. Considering who will be chairing the education committees, there likely will be a focus on health and Pre-K12. He noted that the items currently in the Governor's budget are what higher education can expect. Other expected legislation that could affect higher education include limited free community college, legislation to address historically black colleges and universities (HBCUs) and the possibility of including or excluding prior criminal records in the college admission records.

Dr. Holsworth answered questions from members.

REMARKS FROM CARLA WILLIAMS, DIRECTOR OF ATHLETICS, UNIVERSITY OF VIRGINIA (UVA)

Mr. Blake introduced Ms. Williams and Deputy Athletics Director, Ted White. Mr. Fralin said this is a unique program of building leadership through athletics. The program has been so successful there is no room to include all athletics that wish to participate. Ms.

Williams said the most important part of creating a successful program is the commitment of head coaches, and coach Mendenhall at UVA is fully in favor of the program.

Both Mr. White and Ms. Williams worked in athletics in Georgia before joining UVA. He addressed the videos about the program that were posted on the SCHEV website and on the board portal. Mr. White spoke about the “gravitational pull” that students experience in pursuit of athletics, explaining that it can be one dimensional if not careful.

The program helps each athlete aside from athletics, what they are most interested in and would like to achieve in life. He shared the UVA model they developed, noting that each student has a customized program and a mentor. Staff work to help student athletes find elective courses that each student cares about.

Mr. Fralin noted that this model could apply to areas other than student athletes. Dr. Williams answered questions from members.

Dr. Murray left the meeting at 1:30 p.m. and Mr. Light had to disconnect from the phone.

RECEIPT OF REPORT OF THE AGENCY DIRECTOR

Mr. Blake reviewed each of the items in his written report in the agenda book and summarized the following:

He congratulated Mr. Ampy for receiving the Jack Frost Alumni Service award from The Old Dominion University Alumni Association. The award is given for exemplary leadership and significant, compassionate service to the University, the community, the state and the nation.

Mr. Blake also congratulated Dr. Moret for being recognized by Virginia Business magazine as its person of the year.

Lumina Grant - On November 13, Governor Northam announced a partnership among the Governor's office, SCHEV and the Lumina Foundation for a two-year initiative on Talent, Innovation and Equity (TIE). The partnership includes a \$500,000 award that SCHEV will administer. Paula Robinson will be leading this effort for SCHEV.

Outstanding Faculty Awards – Mr. Blake reminded members that this year's event is scheduled for March 9 at The Jefferson Hotel. He congratulate Ashley Lockhart from SCHEV for completing the selection process in record time. Dominion has increased the individual awards from \$5,000 to \$7,500. Mr. Blake encouraged Council members to attend.

Boards of visitors orientation - Mr. Blake directed members to look at responses to the three open-ended questions from the survey that were included as part of his report.

Virginia Research Investment Committee (VRIC) annual report - Mr. Blake informed members that in his role as the committee's chair, he submitted the annual report of the Virginia Research Investment Committee to Governor Northam and the money-

committee chairs. The report is accessible on the websites of the Committee and on the legislative information system (LIS) reports website.

SCHEV outreach - In its 8th year of implementation in the state, Virginia College Application Week 2019 engaged and supported more students and schools than ever before.

In December, the Virginia College Access Network hosted its annual conference with over 230 attendees. Council members Marge Connelly and Tom Slater joined the opening lunch. This conference engages community and school-based groups across the state on best practices in college access activities.

Mr. Blake thanked Ms. Connelly and Ms. Webb for attending the SCHEV end of year staff celebration.

He informed Council members that he will continue his outreach efforts and try to meet with them individually in 2020.

Finally, he thanked members for attending today's meetings, particularly because the schedule required them to commit most of their day.

The chairman called for a break at 2:00 p.m. The meeting resumed at 2:05 p.m.

UPDATE ON 2020 GENERAL ASSEMBLY SESSION

Ms. Kang spoke about recent state investments in higher education, and discussed some items that were not funded.

Ms. Rebar distributed a list of bills of interest to higher education in the upcoming session. She noted that SCHEV will be asked to analyze and provide input to the Governor's office on many of the bills. Ms. Rebar will coordinate with institutions to assess their concerns on higher education related bills, and she and Mr. Blake will continue to engage with legislators throughout the session. Mr. Blake sent letters to the newly-elected legislators, introducing them to SCHEV's work, and staff is scheduling meetings with the new committee chairs. Ms. Rebar reminded members of the legislative tracker on the website that they may find useful and encouraged them to check it regularly. She noted that information about the bills may be one day late as they make their way through committees. She will continue to send updates to Council throughout the session.

Ms. Rebar answered questions from members. Mr. Blake said the entire agency assists in responding to the quick turnaround expected when the agency is asked to provide feedback on certain bills. Ms. Kang and the budget staff are a great team and are well prepared for the session.

UPDATE ON STUDENT PROTECTIONS

Mr. Blake said this item was being presented to the Council as a result of questions that arose during the October loan ombudsman presentation. Dr. DeFilippo and Ms. Rosa-

Casanova provided a presentation explaining the types of institutions that the Private Postsecondary Education (PPE) section of SCHEV regulates (degree granting, non-degree granting, non-profit, for-profit, instate, and out-of-state). Currently, there are 133 degree-granting institutions and 165 non-degree granting institutions. The Virginia Administrative Code regulates the governing process for conferring authorization (certification) in Virginia. PPE is supported entirely by the fees generated from these institutions. Ms. Rosa-Casanova spoke about current student protections and noted areas that could be improved.

UPDATE ON THE VIRGINIA PLAN FOR HIGHER EDUCATION

Ms. Kang provided a presentation on updates and the annual report 2019. A copy of the report was made available to Council members and is posted on the website. In 2014, Council set forth a goal to be the best educated state by 2030. The Code of Virginia requires SCHEV to update the plan every six years. Ms. Kang reviewed the goals and strategies, measures and targets and priority initiatives that would achieve the best educated state goal by 2030. She reviewed the revised initiatives, which compared the current priority initiative and the proposed modification.

On a motion Mr. Slater by and seconded by Ms. Connelly, the following resolution was approved unanimously (8-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the Priority Initiatives for The Virginia Plan for Higher Education.

Ms. Kang reviewed the best-educated state rankings. Mr. Fralin requested these state rankings from 2012-2017. Ms. Kang reviewed next steps, noting some that are currently underway.

Mr. Fralin would like to consider ways in which Council can ensure that the administration fully understands the issues during the strategic planning process rather than after the fact. Without appropriate funding the state cannot achieve its goals. Ms. Radcliff suggested that the appropriate staff from the Governor's office be invited to the Council strategic planning discussions and retreats. Dr. Moret said from a funding perspective, every administration is faced with many large and worthwhile demands other than higher education and even if the issues were made clear, there will continue to be limited funds that can be allocated to higher education.

REPORT FROM THE COMMITTEES

Report from Academic Affairs Committee

Mr. Ampy noted the following reports and actions from the committee:

Action on Private Postsecondary Institutional Certification

Mr. Ampy provided a brief introduction on the application of the Institute of World Politics to be certified to operate in Virginia. He noted that staff found the application

acceptable. The committee's recommendation was seconded by Mr. Slater and the following resolution was approved unanimously (8-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies The Institute of World Politics to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective January 7, 2020.

Action on Mission Statement Change (William & Mary)

Mr. Ampy provided a brief introduction and noted that the mission statement change requires SCHEV approval. According to code, the mission statement change will take effect 30 days after conclusion of the General Assembly session. The committee's recommendation was seconded by Ms. Harker and the following resolution was approved unanimously (8-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the following mission statement for the College of William and Mary in Virginia, to take effect 30 days following adjournment of the 2020 General Assembly:

Current Mission Statement	Proposed Mission Statement
<p>William & Mary, a public university in Williamsburg Virginia, is the second-oldest institution of higher learning in the United States. Established in 1693 by British royal charter, William & Mary is proud of its role as the Alma Mater of generations of American patriots, leaders and public servants. Now, in its fourth century, it continues this tradition of excellence by combining the best features of an undergraduate college with the opportunities offered by a modern research university. Its moderate size, dedicated faculty, and distinctive history give William & Mary a unique character among public institutions, and create a learning environment that fosters close interaction among students and teachers.</p> <p>The university's predominantly residential undergraduate program provides a broad liberal education in a stimulating academic environment enhanced by a talented and diverse student body. This nationally acclaimed undergraduate program is integrated with selected graduate and professional programs in five faculties -- Arts and Sciences, Business, Education, Law, and Marine Science. Masters and doctoral programs in the humanities, the sciences, the social sciences, business, education, and law provide a wide variety of intellectual opportunities for students at both graduate and undergraduate levels.</p> <p>At William & Mary, teaching, research, and public service are linked through programs designed to preserve, transmit, and expand knowledge. Effective teaching imparts knowledge and encourages the intellectual development of both student and teacher. Quality research supports the educational program by introducing students to the challenge and excitement of original discovery, and is a source of</p>	<p>A preeminent, public research university, grounded in the liberal arts and sciences since 1693, William & Mary is a vibrant and inclusive community. Through close mentoring and collaboration, we inspire lifelong learning, generate new knowledge, and expand understanding. We cultivate creative thinkers, principled leaders, and compassionate global citizens equipped for lives of meaning and distinction. William & Mary convenes great minds and hearts to meet the most pressing needs of our time.</p>

Current Mission Statement	Proposed Mission Statement
the knowledge and understanding needed for a better society. The university recognizes its special responsibility to the citizens of Virginia through public and community service to the Commonwealth as well as to national and international communities. Teaching, research, and public service are all integral parts of the mission of William & Mary.	

Program Proposals in the Review Pipeline

Mr. Ampy noted that Dr. DeFilippo provided an update to the committee, which is noted on page 18 of the agenda book.

Update on Transfer Virginia

Mr. Ampy reported that the committee received a report from Dr. Parker.

Progress Report on Higher Education and Workforce Alignment Project

Mr. Ampy said the committee received a report from Ms. Salmon. It was noted by Ms. Radcliff that staff learned that the project was bigger than originally anticipated. Ms. Salmon has spoken with groups in the state who are most affected, and has reached out to the National Governor's Association to learn what other states have done. Noting that collaboration is the key to success, a chart was included in the agenda materials on how best to facilitate the collaboration.

Update on Graduate Outcomes Survey

Mr. Ampy said Dr. Ellis shared the revised plan with the committee. Dr. Ellis was present and answered questions from members.

Mr. Ampy also noted that the committee received a report from staff liaison, Dr. DeFilippo.

Mr. Blake reminded members that at Council's request staff asked institutions to contribute up to \$100,000 toward the survey. SCHEV contributed \$75,000 and is awaiting additional funds from institutions that will help contribute to a more robust survey.

Report from Resources and Planning Committee

Mr. Slater provided a report on the following items:

Update on Fall 2019 Enrollment at Public Four-Year Institutions

Mr. Slater reported that the committee received an update from Mr. Massa. Staff is awaiting additional information from some private institutions and the community colleges and a final report will be presented at the next Council meeting.

Action on Enrollment Projections and Degree Estimates

Mr. Slater provided background information and the following recommendation from the committee was seconded by Ms. Connelly and approved unanimously (7-0) (Ms. Harker was not present for the vote):

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the FY 2019-2025 institutional enrollment projections and degree estimates for the purposes of budgetary and fiscal planning and performance measurement. Staff is directed to make the detailed enrollment targets and degree estimates available to the public via the SCHEV website, with full detail.

BE IT FURTHER RESOLVED that approval of these institutional enrollment targets does not constitute either implicit or explicit approval of any new program, site, higher education center, or campus determined by an institution as necessary to achieve these targets.

Action on Domicile Guidelines

Mr. Slater provided background on this item and noted that Mr. Andes consulted with the National Guard to ensure there was no adverse impact to veterans. The committee's recommendation was seconded by Ms. Harker, and the following resolution was approved unanimously (8-0):

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the proposed amendments to the Virginia Domicile Guidelines and associated addendums.

Review of Governor's Introduced Budget and General Assembly Session

Mr. Slater said that at the committee meeting, Ms. Kang reviewed the information on page 61 of the agenda book. He noted that most of SCHEV's recommendations were included in the Governor's budget and some exceeded SCHEV recommendations.

Presentation on Innovative Internship Program

Mr. Slater said Ms. Seuffert provided an informative presentation to the committee. Materials from her presentation are posted on the website and the board portal.

Update on Strategic Finance Plan/Resource Map Project

Mr. Slater said Ms. Kang and Mr. Allison updated the committee on the final outcomes of the strategic finance plan.

Update on Financial Award Letters

Mr. Slater reported that Mr. Andes updated the committee. Staff has received financial award letters from most private and public institutions, and anticipates that all letters will be approved later this year. Mr. Slater commended Mr. Andes for his work on this important student enhancement.

RECEIPT OF ITEMS DELEGATED TO STAFF

Mr. Blake reported that the actions taken by staff on behalf of Council as delegated items were included in the agenda book. As required, a copy of these items is attached to the minutes.

RECEIPT OF PUBLIC COMMENT

Mr. Fralin said there were no requests for public comment. He asked if anyone in the audience wished to address the Council. No one came forward.

OLD BUSINESS

None.

NEW BUSINESS

None.

ACTION ON RESOLUTIONS

Gerald L. Baliles

Mr. Fralin provided his reflections on Governor Baliles' accomplishments to the Commonwealth and noted that he was a friend and mentor and was greatly admired for his vision. Mr. Fralin said Governor Baliles believed there was no service higher than serving as governor of Virginia. One reason Mr. Fralin cited that made Governor Baliles so outstanding was that second only to family, his greatest interest was for the Commonwealth of Virginia. Governor Baliles' vision was outstanding and he worked diligently to implement significant policies that made a positive difference. Another attribute of his legacy was his ability to work with people from both parties and on both sides of the aisle. Mr. Fralin read the following resolution in memory of Governor Gerald L. Baliles. The resolution was seconded by Mr. Slater and approved unanimously (8-0):

WHEREAS, Governor Gerald L. Baliles, a consummate public servant, respected statesman and true friend of Virginia higher education, died on October 29, 2019; and

WHEREAS, Gerald Baliles spent his entire adult life in – and committed to – the Commonwealth of Virginia; and

WHEREAS, a 1967 graduate of the University of Virginia School of Law, Gerald Baliles served as a Deputy Attorney General in the early 1970s, before being elected to three terms in the House of Delegates and then one term as Attorney General, for which in 1981 he was chosen by his peers as Outstanding Attorney General of the United States; and

WHEREAS, in 1985, Gerald Baliles went from long-shot candidate to landslide winner, being elected the 65th Governor of the Commonwealth; and

WHEREAS, as Governor, Gerald Baliles continued to defy the odds, by getting a special session of the legislature to pass a tax increase to improve transportation, and also in securing significant funding increases for education and the environment; and

WHEREAS, by opening the doors of state government to women and minorities, including appointing the first woman to the Virginia Supreme Court and opposing males-only admission policies at public colleges, Governor Baliles helped transform the Old Dominion into a New Virginia; and

WHEREAS, as Governor, Gerald Baliles emphasized academics in Virginia higher education, replacing several members of a public institutions' Board of Visitors over an athletics scandal; and

WHEREAS, Gerald Baliles went on to spend 16 years as a partner with the Hunton & Williams (now Hunton Andrews Kurth) law firm, during which time he was appointed by President Bill Clinton to lead a blue ribbon commission to improve the airline industry; served as Chair of the Association of Governing Boards' Commission on the Academic Presidency; and founded the Patrick County Education Foundation; and

WHEREAS, in 2006 Gerald Baliles became the fifth Director and CEO of the University of Virginia Miller Center of Public Affairs, where during his eight-year tenure, he created the National Discussion and Debate Series, the National War Powers Commission and the American Forum television program; and

WHEREAS, in his later years, Gerald Baliles was an in-demand and inspiring speaker, whose final public address was his Marshall Plan speech to the joint meeting of the State Council of Higher Education and the Council of Presidents in September 2018, which served as a foundational pillar for the State Council's 2019 report, "The Cost of Doing Nothing: An Urgent Call to Increase Educational Attainment in the Commonwealth;" now, therefore be it

RESOLVED, that the State Council of Higher Education for Virginia hereby notes with great sadness the loss of the Honorable Gerald L. Baliles, the 65th Governor of the Commonwealth, whose legacy is one of the most influential in modern Virginia history; and be it

FURTHER RESOLVED, that the State Council directs its staff to prepare a copy of this resolution for presentation to the family of Governor Baliles as an expression of the Council's respect for his memory and its admiration for his five decades of contributions to the lives of Virginians and countless generations to come.

H. Eugene Lockhart

Mr. Blake read the following resolution acknowledging Mr. Lockhart's service on the Council. He noted that Mr. Lockhart resigned due to his work schedule. The resolution was moved by Mr. Ampy, seconded by Ms. Harker and approved unanimously (7-0). (Dr. Moret left the meeting before the resolution was read):

WHEREAS, Gene Lockhart served as a dedicated member of the State Council of Higher Education for Virginia from 2012 to 2019; and

WHEREAS, Mr. Lockhart demonstrated his unwavering commitment to enhancing Virginia's outstanding system of higher education through his guidance and leadership as Chair of the Academic Affairs Committee; and

WHEREAS, Mr. Lockhart conducted himself and the Council's business with an unassuming resolve and an inspiring desire to advocate for transparency in the Council's program approval process; and

WHEREAS, Mr. Lockhart aided the Council in remaining focused on improving Virginia's system of higher education to benefit the citizens of the Commonwealth while striving for sound fiscal oversight of the private postsecondary institutions that SCHEV regulates; and

WHEREAS, his strong sense of advocacy and leadership was invaluable to the Council in developing The Virginia Plan for Higher Education; and

WHEREAS, he will continue to work for the best interests of Virginia higher education and will remain a trusted friend and valued advisor as the Council continues its important work of advancing Virginia through higher education; now therefore be it

RESOLVED, that the State Council of Higher Education for Virginia expresses its sincere gratitude and appreciation to **H. Eugene Lockhart** for his distinguished service and commitment to advancing the well-being of higher education in Virginia, and extends to him best wishes for continued success in all future endeavors.

Mr. Fralin noted that the next meeting will be held at Radford University on March 16-17.

MOTION TO ADJOURN

On a motion by Mr. Slater and seconded by Mr. Holloman the meeting adjourned at 4:00 p.m.

Katharine Webb
Council Secretary

Lee Ann Rung
Director, Executive and Board Affairs

**Items Delegated to Director/Staff
January 7, 2020**

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

Degree Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	Facilitated Staff Approval: Master of Laws degree program in Cyber, Intelligence and National Security (22.0299)	Spring 2020
Norfolk State University	Facilitated Staff Approval: Master of Science degree program in CyberPsychology (42.2899)	Fall 2020
Virginia Polytechnic Institute and State University	CIP Code Change Approved: Change the CIP code of the Bachelor of Architecture (B.Arch.) in Architecture from 04.0201 to 04.0902	Spring 2020
Virginia Polytechnic Institute and State University	Degree Designation Approved: Add the Master of Architecture (M.Arch.) in Architecture degree designation and program to the existing Master of Science (M.S.) degree program in Architecture. The programs will share the CIP code: 04.0201.	Spring 2019
Virginia State University	Substantial Program Modification Approved: Modify the credit hours of the Master Education degree program in Counselor Education (13.1101) with 48 credit hours to 60 credit hours	Spring 2020

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

Diploma, Certificate, Discontinued and Modified Programs

Institution	Degree/Program/CIP	Effective Date
George Mason University	Program Discontinuance: Discontinue the Master of Engineering (M.Eng.) degree program in Geotechnical, Construction, and Structural Engineering (14.3301) [Council Approval: October 26, 2011]	Summer 2020
George Mason University	Initiate a new Graduate Certificate Program in Public Management (44.0401)	Fall 2020

Institution	Degree/Program/CIP	Effective Date
George Mason University	Initiate new Graduate Certificate Programs: <ul style="list-style-type: none"> Science, Technology, and Security (44.9999) Strategic Trade (52.1101) 	Spring 2020
Old Dominion University	Initiate a new Graduate Certificate Program in School Library Practice (13.1334)	Spring 2020
Radford University	Initiate a new Post-Professional Certificate Program in Reading Specialist (13.1315)	Fall 2020
University of Virginia	Simple Program Modification: Modify the credit hours of the Bachelor of Science degree program in Computer Science (11.0101) with 127 credit hours to 126 credit hours	Spring 2020

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

Institution	Change/Site	Effective Date
The College of William & Mary in Virginia	Establish the William and Mary Washington Center off-campus instructional site located at 1779 Massachusetts Avenue, NW, Suite 705, Washington, D.C. 20036	December 15, 2019
Virginia Polytechnic Institute and State University	Close the Virginia Tech Newport News Center off-campus site located at 600 Thimble Shoals Boulevard, Newport News, VA 23606	December 31, 2019
Virginia Polytechnic Institute and State University	Establish the Virginia Tech Newport News Center off-campus instructional site located at 630 Hofstadter Road, Suite 305, Newport News, Virginia 23606	January 1, 2020

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 items are approved as delegated to staff:

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

Institution	Effective Date
Columbia College	October 22, 2019
Southside Virginia Community College	November 7, 2019
Hollins University	November 19, 2019

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
APRIL 23, 2020
MINUTES**

Mr. Fralin called the meeting to order at 10:00 a.m. **This was a remote meeting via Zoom webinar due to the Governor's stay-at home-orders related to COVID-19.** Council members present: Ken Ampy, Rosa Atkins, Marge Connelly, Heywood Fralin, Victoria Harker, Thaddeus Holloman, Henry Light, Stephen Moret, William Murray, Marianne Radcliff, Carlyle Ramsey, Tom Slater and Katharine Webb.

Council members absent: None.

Staff members present: Tom Allison, Peter Blake, Joseph DeFilippo, Alan Edwards, Jodi Fisler, Wendy Kang, Tod Massa, Paula Robinson, Lee Ann Rung and Kristin Whelan.

Mr. Blake noted that Dr. Ramsey, Dr. Murray, Ms. Harker and Mr. Slater were participating by phone. He also recognized that Deputy Secretary of Education, Fran Bradford, and Deb Love from the Office of the Attorney General were present.

WELCOME

Mr. Fralin welcomed attendees and thanked them for joining remotely. He noted that the Council canceled its March Council meetings due to the pandemic. Therefore, the action items from the March meeting will carry forward to May. Staff is working on arrangements to hold the May meeting remotely.

ACKNOWLEDGEMENT OF DECLARATION OF STATE OF EMERGENCY

Mr. Blake took a roll call to indicate members in attendance. He noted that over 150 others signed up to listen to the webinar.

Mr. Blake explained that currently, FOIA allows exemptions to the requirement for a quorum to assemble in one location when holding a meeting remotely only when it is due to a state of emergency, and if it is unsafe to assemble in person. He explained that this meeting was being held in accordance with 2.2-3708.2 of the Code of Virginia and the Governor's Executive Order 51 to discuss the declared emergency and its effect on higher education. He also assured members that staff consulted with Deb Love, the agency's representative from the Office of the Attorney General to be sure this meeting was in compliance.

Mr. Blake explained the ground rules and noted that the PowerPoint presentation would outline the items on the agenda. He also stated that staff was muting all attendees during the webinar, with the exception of Council members and presenters.

CONSIDERATION OF COVID-19 ON HIGHER EDUCATION

Mr. Blake introduced Dr. Daniel Carey, Secretary of Health & Human Resources for the Commonwealth of Virginia. Dr. Carey said he is proud to be serving and noted that in this great time of uncertainty, the Governor's office is remaining data driven, even though the data is not clear. Social distancing is making a difference and for the most part, Virginians are adhering to the stay-at-home orders. He discussed the fact that different models show risk in how to reopen after a pandemic and he stressed the need to be careful and thoughtful in doing this. Dr. Carey thanked the higher education community for making a difference in the area of research and in the community.

Dr. Carey provided statistics to date about new cases but noted that they change daily. He reported that Virginia has not yet reached the 14-day lowering period that is required before the stay-at-home order is lifted, but he noted that metrics put Virginia near peak with deaths and new cases.

Dr. Carey said the Commonwealth needs to increase the capacity of Personal Protective Equipment (PPE) and testing capacity as it tries to minimize the number of patients in the hospital with suspected or confirmed cases. He noted that turnaround time on testing has improved dramatically.

He ended by thanking everyone involved in providing instruction while practicing social distancing and noted his appreciation to SCHEV for its leadership in the Commonwealth. He answered questions from Council members.

COUNCIL OF PRESIDENTS (COP)

Mr. Blake introduced Dr. Donna Price Henry, Chancellor, University of Virginia's College at Wise (UVA-W). Dr. Henry provided an update from the Council of Presidents about ways in which the institutions are collaborating on issues common to the campus community during the pandemic.

Dr. Henry noted that the Council of Presidents began meeting to discuss the pandemic early on, with the first meeting on March 10. The COP has met biweekly for several weeks to stay current and remain in line with the health needs that align with the Commonwealth.

After those meetings, the presidents generated three joint letters. The first was to the Governor and the Virginia legislature to help summarize the impacts the virus has had on campuses and budgets, including unexpected expenditures. During that time all institutions moved to online learning, incurring additional costs in order to make this change quickly. Ensuring that students and faculty have access to online learning creates additional expenses. Speaking about UVA-W, she said students moved out of residence halls and refunds offered on a prorated basis. The CFOs at the institutions are working to determine ways to handle refunds and manage costs at each institution.

The COP continued to meet to better understand how the federal stimulus dollars could be used in higher education. The COP drafted a joint letter to the Virginia congressional delegation to summarize what institutions have been doing. As requested by a Council member, staff will make a copy of the letter available to all members. All institutions in Virginia decided to move summer programs online. For fall planning, the Council is

jointly deciding how to move forward, and initiated a self-imposed deadline for deciding on a course of action by early June. The reason for this date is that many institutions extended the typical May date for students to make a deposit to June 1. Institutions realize the importance for families to know what to expect for the fall session.

Dr. Henry said when students return to campus, institutions need to have plans in place for them to remain healthy and to keep the spread from returning.

COP has three representatives on the COVID Task Force. COP also convened a group of public health instructors to help work through the issues. She noted that the COP is looking forward to working with the Commonwealth to help get everyone back to work.

Dr. Henry said one benefit from this experience is that it caused all faculty to look at best practices and consider ways to conduct online learning across a broader spectrum. This may be helpful as institutions consider how they offer other programs. While she noted nervousness about full deployment of working remotely, she noted that all faculty and staff have stepped up and are working hard.

She answered questions from members, including questions about enrollment. Dr. Henry said all admissions officers have been meeting and sharing best practices in enrollment while continuing to engage both online students and those who are interested in returning to campus. She noted that the message from all campuses is that staff and faculty are excited to welcome students back to campus, but institutions are bracing for decreases in fall enrollment, particularly as many families have experienced unemployment. She is hopeful that the federal stimulus funds for financial aid will help.

Dr. Henry explained ways in which rural areas have worked collaboratively with cell phone providers to extend broadband access to students who live in residences where that service was not available, and to provide free hot spots in other areas. She said the presidents were pleased with how companies responded.

She said all presidents indicated that institutions will need to be flexible when looking at transcripts next year. Dr. Henry said the COP is keeping this topic on its agenda and will send guidance out to K-12 counselors.

Mr. Moret reported that as part of the Virginia Economic Development Partnership's (VEDP) work they reached out to nearly all institutions to discuss the economic impact from the pandemic. He noted somewhat of a divide, particularly by presidents whose institutions have a large underserved population. Presidents noted that several thousand food service staff have been laid off, and the universities with affiliated health systems are experiencing dramatic losses due to cancellation of elective surgeries.

Mr. Fralin stressed the importance for each institution to have access to testing when students return to campus so they can be isolated quickly if they test positively. He asked that the COP discuss this and request appropriate testing. Ms. Radcliff also said institutions should be prepared to address space for quarantined students.

VIRGINIA COUNCIL OF INDEPENDENT COLLEGES IN VIRGINIA (CICV)

Mr. Blake introduced Mr. Robert Lambeth, President of the Council of Independent Colleges in Virginia. Mr. Lambeth provided information from the private colleges about effects of the pandemic on these institutions.

Mr. Lambeth thanked SCHEV staff, including Peter Blake, Lee Andes, Beverly Rebar, Laura Osberger, Wendy Kang and others for their efforts in maintaining good communications with the private colleges during the pandemic. He also recognized the CICV staff Sabena Moretz, Jan Smyth, Deb Thomas and Tim Klopfenstein. Mr. Lambeth said he has never seen better cooperation and a sense of friendship over his 40 years in higher education.

He stressed the unprecedented impact that COVID-19 has had on all institutions, especially private non-profits. He discussed the unique situations that apply to the private sector. First, private colleges pride themselves on providing high quality and personal education that is primarily residential and at close distance. Now with no notice those institutions have had to transition to teaching at a considerable distance. It has required much creativity and flexibility, but he said the institutions have stepped up to do a good job in difficult circumstances. Second, is the private colleges have an unusually low income and diverse population of students. The student population at these institutions is approximately 50% Pell-eligible, meaning that many of these institutions have been hit in a disproportionate way. Third, is that the private colleges are independent. While they value working collaboratively with state and federal governments, they do not receive general appropriations or have the ability to apply for loans, leaving each college on its own in financial situations. He reminded members that all institutions in Virginia would struggle, but keep in mind that admission issues create a four-year impact, not just one year.

Some colleges may not be able to survive the crisis. Refunds for room and board amount to millions of dollars and were unanticipated, both for the public and private institutions.

Employee retention is a big issue for smaller and thinly staffed privates, and these colleges are doing everything possible to retain these staff. Private colleges also are mindful of the impact their institutions have in their communities; in many cases, they are a major employer in the area. The loss of the private colleges' robust summer programs will have a major financial impact, as these programs help to offset costs during the year. The fourth unique aspect of the private colleges is the anticipated expenses required to accommodate online learning quickly, both staffing and equipment. Though most campuses enjoy a robust on-campus IT support, many have not been overly involved in online education until now.

Enrollment is a major issue for the privates, as these institutions are very tuition-dependent. Of the Federal funding becoming available, one-half must go directly to students, with no restriction on how students spend the funds. In most cases, the other half that will be distributed to the institutions will not cover the refunds that institutions are issuing for room and board.

Mr. Lambeth asked that SCHEV work with the higher education community to allocate for an equitable distribution of funding between K-12 and higher education. He answered questions from members.

The Chairman called for a break at 11:20. The meeting resumed at 11:25.

STAFF REPORTS AND IMPACTS

Agency Operations

Mr. Blake reviewed the report that was included in the agenda materials. He updated the Council on staff's work and discussed ways in which staff is communicating remotely. He noted that regular advisory group meetings continue with college and university presidents, chief academic officers, finance officers, financial aid directors and others.

Dr. Edwards, SCHEV's primary liaison to the Governor's office on COVID-19-related activities, provided an explanation of Virginia's COVID-19 Task Force and Unified Command; Virginia Volunteer Health System; and the Economic Crisis Strike Force.

Mr. Blake reminded members that the location of the May 18-19 meetings was to be Virginia Wesleyan University. Now that the legislature approved language to allow meetings without the presence of a physical quorum in one location, this will be a remote meeting. Staff will work with the Chair to develop agendas that will include items from the cancelled March agenda and items that are typically due in May. Staff will work with CICV to build an agenda for a meeting with the Private College Advisory Board (PCAB) that is typically part of the May schedule. Staff will keep members informed as plans develop.

Mr. Blake noted that at the May meeting, the Council will address the short- and long-term effects of COVID-19 on The Virginia Plan for Higher Education.

Academic Affairs

Dr. DeFilippo explained the ways in which institutions have had to pivot from on-ground instructional activities to online remote learning. He noted the dilemmas facing institutions as they moved to this learning format, including the magnitude of orchestrating an abrupt pivot to distance education, navigating regulatory and quasi-regulatory requirements and policy and logistical implications of impacts on the educational pipeline.

Dr. DeFilippo addressed actions SCHEV staff is taking to confer state authorization to public institutions to offer all programs online without further approval, which will remain in effect until further notice.

He addressed other actions SCHEV has taken in its program productivity process review, student learning assessment policy and temporary processes for receiving submissions for approval. Dr. DeFilippo noted that Academic Affairs staff has adjusted its outreach and engagement with college and university officials, the office of the

Secretary of Education and the Virginia Department of Education, and provided examples.

Finally, he noted that the section's normal work is continuing, with all staff engaged in telework. Regular program review continues. As a result, there will be many program approvals on the May agenda. The Private Postsecondary Education (PPE) section is doing desk audits in lieu of in-person audits, and preparing for transition when Ms. Rosa-Casanova retires on June 1.

Dr. DeFilippo noted that work on the SCHEV post-college outcomes survey continues; but he said whether and how the pandemic may affect continuation of the survey is yet to be determined.

Financial Affairs

Ms. Kang said previous presenters covered the main items she planned to discuss. She echoed the statement that SCHEV has ongoing communication various stakeholders.

With regard to refunds for the spring semester, she noted that the methodology institutions are using for refunds varies from a fixed amount, a prorated amount or a combination of fixed and prorated per student.

Ms. Kang reported that institutions are assessing the budget impacts of COVID-19 in short- and long-term budgets, including effects from a shortened spring semester and potential losses in summer income in the areas of Educational and General Programs and Auxiliary Enterprises. She cautioned that while most recent state revenue forecasts were higher than the prior year, it reflects pre-COVID-19 revenues. The Governor and the General Assembly are contemplating a special session later in the year to determine if any of the "unalotted" funds could be released and to address other budget adjustments. She noted that SCHEV staff is preparing potential best- and worst-case scenario budget impacts for the upcoming academic year.

Ms. Kang said although new spending is currently on hold, funding for tech talent and interest earnings to institutions remained in the budget. She cautioned that fall forecasts could affect even these items.

Many institutions have not yet held board meetings to address tuition, and some institutions are pushing tuition decisions to June. SCHEV is starting to look at models to inform conversations in this area.

Student Affairs

Ms. Robinson said SCHEV staff hosted a virtual meeting with the Student Advisory Committee to obtain student input on how COVID-19 has affected them. Eleven students volunteered to talk with SCHEV staff about their experiences. For the most part, students felt a sense of gratitude and recognized that campuses are doing the best they could on their behalf. Students shared some areas they are concerned about, including sadness and regret that their college experience was disrupted; feeling isolated from the campus community; reduction of loss of work hours and wages.

Seniors are experiencing lost job opportunities and internships. Overall, Ms. Robinson said students are resilient and seem to be taking advantage of the services offered on their campus.

Students also said the pandemic has heightened concerns over access to food and housing. Many institutions have established food pantries, which have remained open as dining facilities closed, offering “grab-and-go” options for delivery to the few students remaining in university housing.

Ms. Robinson noted that the Governor’s Summit on Equity in Higher Education scheduled for April 27 at the College of William & Mary has been postponed until further notice. In the meantime, SCHEV and the Governor’s office continue to seek ways to engage college and university presidents and other leaders on this subject.

Enrollment Impact

Mr. Massa said there are many challenges and unknowns in the current environment; as a result, no one can project with any sense of confidence the impact the pandemic will have on enrollments. He mentioned some of the unknown factors and noted that SCHEV staff is monitoring fall registrations to get an idea of what we can expect.

He said that nationally, Free Application for Federal Student Aid (FAFSA) completions are down; in Virginia, these applications are down 1.9%. Ethics and practices of the Association of Admissions Counseling have changed, and it now allows for open competition for students, even those already committed to an institution. This will likely increase and create more obstacles for institutions to attract and retain students.

Federal Assistance

Mr. Allison addressed the Coronavirus Aid, Relief and Economic Security (CARES) Act, and discussed the potential for additional federal funding. Virginia institutions should directly receive \$294,391,162 through the largest pool for CARES funds; half of the funds for each institution must go to direct student grant aid related to COVID-19 disruptions, including eligible expenses under the cost of attendance (e.g., food, housing, health care, etc.) In addition, Virginia will receive \$66 million under the Governor’s Emergency Education Relief Fund (GEERF) of the CARES Act. The Governor have discretion in distributing these funds between high education institutions, local education agencies and/or other educational entities.

Staff is updating the SCHEV website regularly, briefing advisory groups and discussing best practices from national trade and advocacy organizations.

SCHEV staff is also tracking developments for the next round of federal stimulus to help determine if funds to institutions of higher education will be included.

Mr. Fralin said because there are many unknowns at this time he thought it would be helpful for the Council to hold a work session/retreat in the fall and next spring. He would like the Council to address where the system stands and be prepared to discuss how changes would relate to the goals of The Virginia Plan for Higher Education.

Council members engaged in a question and answer session with staff and Deputy Secretary Bradford.

Dr. Murray thanked staff and said this meeting provided a timely set of speakers and useful information. Ms. Harker agreed and acknowledged the difficulty in making projections at this time but thanked staff for its work in keeping the Council up-to-date.

Heywood challenged all members to think about what the researchers are saying about the virus and its likelihood to return. He said the Commonwealth should be prepared for the possibility that a variety of new viruses and diseases will emerge on a more regular basis going forward. As the Council deliberates, it would be helpful to think about ways to address this in an effort to be better prepared for these issues in the future.

PUBLIC COMMENT

Mr. Fralin said there were no requests for public comment.

ADJOURNMENT

The meeting adjourned at 12:20 p.m.

The date for the next meeting is May 18-19. Staff is arranging to conduct these meetings, including the Private College Advisory Board (PCAB), virtually rather than at Virginia Wesleyan University as originally planned.

Katharine Webb
Council Secretary

Lee Ann Rung
Director, Executive and Board Affairs



Neal F. Kassell, MD

Neal F. Kassell, MD is the founder and chairman of the Focused Ultrasound Foundation.

He was a Professor of Neurosurgery at the University of Virginia from 1984 until 2016 and was the Co-Chairman of the department until 2006. Before moving to Charlottesville in 1984, Dr. Kassell was on the faculty at the University of Iowa for seven years. He received both his undergraduate and medical education at the University of Pennsylvania and completed his MD in 1972. After internship and two years of neurology and neurosurgery residency in Philadelphia, Dr. Kassell completed his neurosurgical training with Dr. Charles Drake at the University of Western Ontario in 1977.

In April 2016, Dr. Kassell was appointed by Vice President Joe Biden to the National Cancer Institute's Blue Ribbon Panel for Cancer Moonshot Initiative. He served as a member of the Global Future Council on Neurotechnologies and Brain Science for the World Economic Forum from 2016 - 2018. Dr. Kassell has served on many standing and ad hoc committees of the National Institutes of Health and in an editorial capacity for a variety of academic journals. He has contributed more than 500 publications and book chapters to the literature. Dr. Kassell is a member of numerous medical societies in the United States and abroad.

Dr. Kassell was a founder of Interax, Inc., the Virginia Neurological Institute, Multimedia Medical Systems, Inc., the Neuroclinical Trials Center, the NeuroVenture Fund, MedSpecialists.net, and the Focused Ultrasound Foundation. He has served on a number of public and private sector boards, including Eclypsis Corporation, INC Research, the Prostate Cancer Foundation, Virginia National Bank, INSIGHTEC, Inc., The Lagesse Foundation, and Expedition Trust Company. He is a shareholder of INSIGHTEC, Inc.

State Council of Higher Education for Virginia Agenda Item

Item: #V.A. Report of the Agency Director

Date of Meeting: May 19, 2020

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:

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

Date:

Action:

Purpose of Agenda Item:

Background Information/Summary of Major Elements:

Materials Provided: Report of the Agency Director

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

State Council of Higher Education

Director's report May
19, 2020

Outstanding Faculty Awards: On March 9, the State Council of Higher Education and Dominion Energy hosted the 2020 Outstanding Faculty Awards ceremony at the Jefferson Hotel. Each of the 12 awardees received a \$7,500 award. This year's program featured perspectives from Governor Northam and from Jill Mitchell, one of last year's recipients. Council members Heywood Fralin, Marge Connelly, Henry Light and Bill Murray attended.

Tech Talent Incentive Program: In November, Governor Northam announced that he and 11 university presidents had signed agreements to provide computer science and related educational programming to at least 30,000 students over the next 20 years. Subsequently, he signed agreements with three additional baccalaureate institutions and the Virginia Community College System. While the Governor and the General Assembly froze most new funding for the biennium, they preserved the funding for the Tech Talent Incentive Program.

General Professional Advisory Committee: The committee of public college presidents and SCHEV staff last met in person on January 27. Since the advent of the Governor's Executive Orders, I have participated in regular conference calls with presidents.

Student Advisory Committee (SAC): SAC members served as panel guests at SCHEV's first virtual SCHEV Talk in April: COVID-19 from a Student's Perspective. Students also shared their recommendations to improve campus mental health/wellness services, responsiveness to student basic needs (food and housing) and support for minority populations.

Secretary's task force on COVID-19-related issues: The group has met twice. Council member Marianne Radcliff also is participating.

Medical Reserve Corps: On April 10, Governor Northam issued a call for students enrolled at Virginia institutions to volunteer for the Medical Reserve Corps (MRC), which is a stand-by force of individuals ready to support the community in the event of public health emergencies like COVID-19. Participation by students of Virginia's public and private institutions (and Virginians enrolled out of state but volunteering here) appears strong — perhaps as much as 17 percent of the over 17,000 MRC volunteers approved as of May 5. Prior to the Governor's challenge, SCHEV partnered with the Virginia Department of Health (VDH) to substantially revise the MRC volunteer database to ensure its readiness for the influx of student volunteers and to ensure that data on the numbers and types of student volunteers could be tracked and reported. Several agency staff worked many hours to standardize the student-volunteer information in the MRC database and then to validate enrollment against SCHEV records. Staff also assisted by responding to a request from the Virginia National Guard for MRC data it could use to model scenarios for deployment of volunteers during the surge. Staff

continue to assist by creating reports about all MRC volunteers and distributing these updates either daily or twice weekly to policy makers.

Equity in the Time of COVID-19: On April 27, SCHEV hosted a conversation with state and higher education leaders focusing on equity during a time of crises. Governor Northam, Secretary of Education Atif Qarni, Health Commissioner Norm Oliver, Chief Diversity, Equity and Inclusion Officer Janice Underwood and Lumina Foundation's Senior Vice President and Chief Strategy Officer Danette Howard shared information and led discussions. Presidents John Broderick, Makola Abdullah and Paula Pando also spoke. As a follow-up, public institutions are responding to a survey about their diversity, equity and inclusion and strategic plans. Responses will identify areas to strengthen plans and to develop state goals.

Organizational culture and values: Since the beginning of the year, staff from the Performance Management Group at Virginia Commonwealth University have facilitated five meetings with managers and staff. They are leading a comprehensive review of SCHEV's organizational culture and values. SCHEV staff member Paula Robinson is leading the project.

New school orientation: On January 14 and on February 25, the Private Postsecondary Education (PPE) unit of SCHEV conducted an orientation session for representatives of entities that seek to offer postsecondary education in the Commonwealth. PPE staff holds these multi-hour tutorials according to demand; each session hosts about 12 attendees. PPE staff has scheduled a "virtual" orientation session for the end of May.

Exemplar Lumina grants: SCHEV will receive additional funding from Lumina to support equity work at six institutions that are already closing gaps. George Mason, Reynolds, Norfolk State, Old Dominion, Patrick Henry and Virginia Commonwealth will use the funds (\$75,000 to \$125,000 each) to further their success and serve as models of equity in the state. SCHEV will receive \$40,000 to administer the grants, create alignment across the programs and with state goals/efforts and to further the state's equity agenda.

Virginia Management Fellow: Grace Wheaton recently began a rotation with SCHEV as a Virginia Management Fellow. The fellowship is a state program designed to expose recent college graduates with employment opportunities in state agencies. Ms. Wheaton is our third management fellow. She most recently worked on the staff of the Senate Finance and Appropriations Committee.

State Council of Higher Education for Virginia Agenda Item

Item: #V.B. – Report of the Staff Liaison to the Academic Affairs Committee

Date of Meeting: May 19, 2020

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

Most Recent Review/Action:

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

Date:

Action:

Purpose of Agenda Item: to provide a report on staff activities in support of SCHEV initiatives.

Background Information/Summary of Major Elements: N/A

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

Financial Impact: N/A

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

Timetable for Further Review/Action: N/A

Resolution: N/A

Report of the Staff Liaison to the Academic Affairs Committee, May 2020

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

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Staff Activities and Recognition

Jodi Fisler

- Attended the AAC&U Annual Meeting in Washington, DC (January 22-25). She co-presented a session with Lynn Pelco and Meghan Gough (both of VCU) on how institutions have responded to the civic engagement requirement of the SCHEV assessment policy.

Joseph G. DeFilippo & Monica Osei

- Conducted an orientation on the SCHEV program approval process for representatives from all Virginia four-year institutions and Richard Bland College, at SCHEV's offices (January 31).

Ashley Lockhart

- Attended the Virginia Higher Education Substance Use Advisory Committee (VHESUAC) meeting in Richmond as a member of the Executive Board (January 10). The Committee is comprised of public and private universities and colleges, student leaders, state agencies and statewide partners who collaborate to reduce college substance misuse and advocate for policies and science-based practices.
- Hosted the Advisory Committee for Disability Access to Higher Education at SCHEV's offices to advise Governor Northam on current best practices and options that the administration can consider with regard to Executive Order 47. (January 22).
- Attended the VDOE Literacy Summit in Charlottesville, VA, at the request of the Superintendent of Schools (February 24). The summit addressed current best practices in K-12 literacy instruction.

Syliva Rosa-Casanova

- Attended the "Reconnecting the Triad" meeting in Washington, DC (January 29). The meeting was hosted by the US Department of Education and was attended by state regulators and accrediting agencies. Topics discussed included improving communications when schools close and an update on new federal regulations effective July 2020.

Academic Affairs Staff:

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

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

State Council of Higher Education for Virginia Agenda Item

Item: #V.C. – Staff Liaison Report to Resource and Planning Committee

Date of Meeting: May 19, 2020

Presenter: Wendy Kang
Director of Finance Policy and Innovation
wendykang@schev.edu

Most Recent Review/Action:

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

Date:

Action:

Purpose of Agenda Item: The purpose of this agenda item is to report on projects that staff continue to work on and planned to provide as updates to Resource and Planning Committee if the Council held a longer, in-person meeting in May. Staff will provide periodic updates as available at future meetings.

Background Information/Summary of Major Elements:

6-year plan discussions: SCHEV staff member Jean Huskey is scheduling a meeting with the Secretaries of Finance and Education, the Department of Planning and Budget, money committee staff and SCHEV in late May. The purpose of the meeting is to discuss the status of the process for receiving updates to institutions' six-year plans and matters related to the impact of COVID-19 on colleges and universities.

SCHEV assigned studies: While the 2020-2022 biennium budget approved in April unallotted the majority of discretionary funding and associated budget language, some assignments remain for SCHEV. This includes two items: (1) a second phase of the financial aid study, which will focus on how institutions allocate financial aid and use tuition revenue for financial aid; and (2) the development of a plan to survey institutions regarding institutional expenditures by academic program and discipline.

Institutional Performance Standards (IPS): The review of IPS measures typically begins during the May Council meeting and concludes at the September meeting. We are discussing options with stakeholders on different approaches to this review for the coming year in light of COVID-19. SCHEV will provide an update at the July meeting.

Innovative Internship Program: The budget approved by the General Assembly provided additional funding of \$1.3 million for the biennium (the amount recommended by Council), demonstrating a strong interest in this topic. However, due to budget concerns, the Governor and General Assembly unallotted all new discretionary funding during the reconvened session April.

As a result, SCHEV staff will continue to monitor Governor's guidance on use of the existing program funding of \$700,000 annually and identify opportunities to work with partners, businesses and institutions. In addition, SCHEV signed an agreement with the Virginia Chamber of Commerce in February to expand internship opportunities for students while providing businesses with toolkits to support internships in the workplace. The Chamber issued a [press release](#) to its members to announce this partnership. In addition, Lynne Seuffert, the lead staff person for this program, will serve on a team for Campus RVA, an internship-focused project with Chamber RVA.

Materials Provided: None.

Financial Impact: None.

Relationship to Goals of The Virginia Plan for Higher Education: These activities relate primarily to the goals of innovation and investment to support long-term planning and accountability and to advance economic and cultural prosperity building a competitive, future-ready workforce.

Timetable for Further Review/Action: None.

Resolution: N/A

State Council of Higher Education for Virginia

Agenda Item

Item: #VI.A. – Action on Programs at Public Institutions

Date of Meeting: May 19, 2020

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

Most Recent Review/Action:

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

Date:

Action:

Purpose of the Agenda Item:

The purpose of this agenda item is to present two new degree programs for Council approval or disapproval, in accord with its 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:

The March Council Agenda included 23 “Program Announcements” under the newly instituted two-stage process for consideration of new degree program proposals from public institutions. Due to the cancellation of the March meeting, those program announcements did not receive discussion at a Council meeting, as intended under the policy. SCHEV staff, however, did distribute them to public institutions similar programs for comment. SCHEV staff has received several comments, which staff will reflect in the preparation of final proposals, which are due to SCHEV by June 1. Staff will schedule a presentation to Council at the October 2020 meeting.

SCHEV staff has been treating the new degree programs presented here under the prior SCHEV process, which will continue over the next several months as the review of already-submitted proposals is concluded.

Programs Presented for Approval

- Old Dominion University, Bachelor of Science (B.S.) in Exercise Science (CIP: 31.0505)
- Old Dominion University, Master of Science (M.S.) in Data Analytics (CIP: 11.0802)

- Radford University, Master of Science in Athletic Training (M.S.A.T.) in Athletic Training (CIP: 51.0913)
- Virginia Commonwealth University, Bachelor of Science (B.S.) in Finance (CIP: 52.0801)

Financial Impact: See Program Summaries Below

Timetable for Further Review/Action: N/A

Relationship to Goals of the Virginia Plan for Higher Education: Council's consideration of new degree programs for approval or disapproval is related to Goals 2 and 4 of the Virginia Plan:

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

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University to initiate a Bachelor of Science (B.S.) degree program in Exercise Science (CIP code: 31.0505), effective fall 2020.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Old Dominion University to initiate a Master of Science (M.S.) degree program in Data Science and Analytics (CIP code: 11.0802), effective summer 2020.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Radford University to initiate a Master of Science in Athletic Training (M.S.A.T.) degree program in Athletic Training (CIP code: 51.0903), effective summer 2021.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Commonwealth University to initiate a Bachelor of Science (B.S.) degree program in Finance (CIP code: 52.0801), effective fall 2020.

Old Dominion University
Bachelor of Science (B.S.) in Exercise Science (CIP: 31.0505)

Program Description

Old Dominion University (ODU) is proposing the creation of a Bachelor of Science (BS) degree program in Exercise Science to be initiated fall 2020. ODU notes that the purpose of the proposed program “is to prepare students for various entry-level jobs in the fitness industry, including personal trainers, strength coaches, and corporate health promotion managers.” The program will focus on “providing students with knowledge and skills to work independently or on a team to perform fitness assessments, provide exercise prescriptions, and perform basic health screenings....” The program will provide students with “the knowledge to understand how and why exercise is effective in treating and preventing disease, and the ability to prescribe exercise as a treatment.” Students would be required to complete coursework in anatomy and physiology, chemistry, strength and conditioning leadership, exercise physiology, biomechanics, exercise prescription and chronic disease, and wellness programming and administration.

Two concentrations would be offered: 1) Prevention and Rehabilitation and 2) Scientific Foundations. Students selecting the concentration in Prevention and Rehabilitation will be required to complete 400 clock hours in an internship. ODU claims the “experiential learning is a key component of the curriculum for students wishing to pursue a clinical career after graduation. The internship will provide students with the opportunity to apply concepts learned in the classroom to real world experiences.” Students selecting the concentration in Scientific Foundations will be “prepared for careers in research and in preparation for advanced degrees (MS) in exercise science.” Coursework in physics, statistics, and research methods will be required.

The proposed degree program is designed to be accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). ODU notes that the existing BS in Physical Education, Exercise Science concentration was reaccredited in January 2019. The next comprehensive evaluation of the program is scheduled to occur no later than 2029. The proposed new degree program will not affect accreditation status of the program.

The BS in Exercise Science would require 120 credit hours for graduation: 36 credit hours of core coursework; 38-44 credit hours of general education coursework; 20 credit hours of science core; 12-18 credit hours in a concentration area; and 6-30 credit hours of upper division general education coursework.

Justification for the Proposed Program

ODU indicates the “existing Bachelor of Science in Physical Education with a concentration in Exercise Science has been offered...since 1966.” Although students enrolled in the degree program complete the Exercise Science concentration,

graduates receive a BS in Physical Education. The expansion of the concentration is needed to provide a curriculum that can include all of the coursework needed to fully educate students in exercise science. Moreover, “a standalone degree program in exercise science will provide students with a degree title that more accurately reflects the curriculum.”

ODU cites the Exercise Professional Licensure Statement of the American College of Sports Medicine (ACSM) as justification for the proposed program degree program. ODU writes that the goals mentioned by the ACSM include the importance of articulating “the value of an academic degree in exercise science for those working with patients and clients with medical conditions that require minimal- to advanced-clinical support.” The value of the exercise science degree is such that “Exercise Science professionals holding an exercise-science based degree have specific knowledge that is not duplicated in other health-related professions. A degreed exercise professional has the in-depth background and appropriate training for proper patient/client interventions.” And “it is critically important to educate health care professionals, policymakers and the general public about the difference between a degreed exercise professional and a non-degreed exercise professional, and the value that degreed professionals bring to patient populations with medical conditions that require minimal to advanced clinical support” (<https://www.acsm.org/get-stay-certified/policies-procedures/professional-licensure-statement>).

ODU asserts that “in the exercise science field...certifications from ACSM are considered to be the gold standard of the field. In order to obtain these certifications, students wishing to pursue the exercise science field need to have a bachelor’s degree in exercise science.” To support their assertion, ODU cites the ACSM’s degree requirements for the Exercise Physiologist Certification: “The academic eligibility requirement to take the CEP (Clinical Exercise Physiologist) exam is a baccalaureate degree or higher from an accredited college or university with a major in exercise science...” (<https://www.acsm.org/get-stay-certified/get-certified/health-fitness-certifications/exercise-physiologist/degree-requirements-ep-c>). ODU notes that many jobs in the exercise science field call for employees to have additional certifications through ACSM, American Council on Exercise (ACE), or National Strength and Conditioning Association (NSCA) to be eligible to for the position. “The proposed Bachelor of Science in Exercise Science will be the first step in these students’ careers in obtaining certifications and ultimately jobs in the exercise science field.”

Student Demand

Student enrollment in the BS in Physical Education, Exercise Science concentration indicates student demand. In fall 2017, 646 students were enrolled; in fall 2018, 617 students were enrolled; and in fall 2019, 582 students were enrolled in the concentration.

In spring 2020, ODU surveyed high school students who attended Open House sessions. Of the 25 respondents, five were rising seniors. ODU asked students their likelihood of enrolling in the proposed program. Of the five respondents, three

(approximately 60%) indicated “very likely” to enroll and two indicated (approximately 40%) indicated “somewhat likely” to enroll.

Enrollment projections show a full-time equated student enrollment (FTES) of 190.0 in the program’s first year (2020-21). The projections continue as follows: FTES 2021-22, 190.0; 2022-23, 190.0; and 2023-24, 190.0. ODU anticipates 56 graduates each year beginning in 2024-25. If these enrollment and graduation projections are met, then this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

ODU notes that “most graduates of the proposed Bachelor of Science in Exercise Science degree program are expected to seek employment in hospital or clinical (outpatient) settings (cardiac, pulmonary, oncology, rehabilitation) or corporate settings (fitness and wellness centers).” In Virginia and nationally, employment advertisements indicate a need for bachelor-level personnel to fill entry-level positions as exercise physiologists, clinical exercise specialists, and exercise and wellness program coordinators. The Bureau of Labor Statistics (BLS) projects that between 2018 and 2028 employment of exercise physiologists is expected to grow 10% or “faster than average for all occupations” (<https://www.bls.gov/ooh/healthcare/exercise-physiologists.htm#tab-6>). The BLS notes that “demand may rise as hospitals emphasize exercise and preventive care to help patients recover from cardiovascular and pulmonary diseases and improve their overall health.” The Virginia Employment Commission (VEC), Labor Market Index projects that between 2016 and 2026 employment of exercise physiologists is expected to increase 11.78% or 15 positions annually (<https://virginiaworks.com/occupational-projections?page79862=1&size79862=12&page80257=1&size80257=12&page81630=1&size81630=12&search79862=exercise%20physiologist&search80257=exercise%20physiologist#Short-Term-Occupational-Virginia-2018-2020-Projections-2537>).

Issues of Duplication

Six public institutions in Virginia (George Mason University, James Madison University, Longwood University, Norfolk State University, University of Virginia and William & Mary) offer similar or related degree programs. Two of the six degree programs are accredited by the Commission on Accreditation Health Education Programs (CAAHEP). Given the standards set forth by CAAHEP, there are similarities among the degree programs in terms of course offerings, including ODU’s proposed degree program.

GMU offers an accredited BS in Kinesiology. GMU’s program is similar to ODU’s proposed program in that it require coursework in anatomy and physiology, exercise physiology, exercise testing and prescription, nutrition for fitness and sport, and biomechanics. The degree programs differ in that ODU requires chemistry and physics coursework and GMU does not require such courses. GMU requires 18 credit hours for an internship whereas ODU does not require an internship.

JMU offers a BS in Kinesiology that is not accredited. JMU's program is related to the proposed program. JMU offers a concentration in exercise science that requires 61 credit hours. The concentration has required course work that overlaps with ODU's proposed degree program.

LU offers an accredited BS in Kinesiology. Longwood's program is similar to the proposed program in that both programs require coursework in biology, physics, chemistry, anatomy and physiology, exercise physiology, exercise testing, and nutrition for fitness and sport. Longwood's program differs from ODU's proposed program in that it requires coursework in statistics, motor learning and control, sport psychology, and research methods that ODU does not require. Longwood's program does not offer sub areas whereas, ODU will offer two concentrations.

NSU offers a BS in Exercise Science/Physical Education that is not accredited. NSU's program is similar to ODU's proposed program in that coursework in exercise testing, anatomical kinesiology, biomechanics, exercise physiology, and anatomy and physiology is required. NSU's program differs from ODU's proposed program in that NSU requires a 12 credit-hour internship and ODU does not require an internship. ODU's proposed program requires two courses in exercise physiology whereas NSU's program requires one course. NSU offers three concentrations: PK-12 Licensure, Health Fitness Instructor, and Kinesiotherapy, whereas ODU will offer two concentrations: Scientific Foundations and Prevention and Rehabilitation.

W&M offers a BA/BS in Kinesiology that is not accredited. Both programs require biomechanics and anatomy and physiology. ODU's proposed program differs in that coursework in biology, chemistry, and physics is required whereas W&M does not require the courses.

UVA offers a BSEd in Kinesiology that is not accredited. UVA's program is similar to the proposed program in that coursework in exercise physiology, anatomy and physiology, and biomechanics is required. UVA's program differs from the proposed program in that calculus is required. UVA's program requires one in exercise physiology whereas ODU's proposed program requires two.

Resource Needs

The proposed degree program will be funded through reallocations within the Department of Human Movement Sciences. All resources from the existing BS in Physical Education, Exercise Science concentration will be utilized to support the proposed degree program. Faculty resources from other departments in the institution will be provided. The reallocation of resources, including faculty time to the degree program will not negatively affect existing programs in the department or the institution. ODU affirms that the institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The ODU Board of Visitors approved the proposed program on June 14, 2018.

Staff Recommendation

Based on a review of the application, staff presents the **Bachelor of Science (B.S.) degree program in Exercise Science (CIP: 31.0505)** 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 Old Dominion University to initiate a Bachelor of Science (B.S.) degree program in Exercise Science (CIP code: 31.0505), effective fall 2020.

Old Dominion University
Master of Science (M.S.) in Data Science and Analytics (CIP: 11.0802)

Program Description

Old Dominion University (ODU) is proposing the creation of a Master of Science (MS) degree program in Data Science and Analytics to be initiated summer 2020. The program would be located in the Graduate School. The proposed program is designed to provide students with the knowledge and skills to use programming tools and software packages to develop statistical models. Students will learn how to use data for identifying trends and patterns, solving problems, communicating results, and recommending optimal solutions. The curriculum will require a course to introduce students to data science and analytics and include coursework in data visualization, data analytics and big data, statistical probability models, and statistical tools for data science and analytics.

Two concentrations would be offered: 1) Computational Data Analytics and 2) Business Intelligence and Analytics. Students selecting the concentration in Computational Data Analytics will learn computational data analysis, data visualization, and natural language processing. Students will have the opportunity take coursework in topics such as video analytics, algorithms and data structures, and information retrieval. Students selecting the concentration in Business Intelligence and Analytics will learn to gather, analyze, and use data to make informed decisions. Graduates of the degree program would possess the skills to: 1) develop statistical models; 2) perform analytics on complex data including big data; 3) write professional code; 4) organize, manage, and clean data and present complex data visually; and 5) lead teams in retrieving, cleaning, and modeling data. To meet the curriculum requirements, ODU developed 13 new courses, of which five are core courses and eight concentration courses.

The proposed degree program would require 30 credit hours of graduate coursework: 12 credit hours of core coursework; 15 credits in a concentration area; and a three credit hour capstone project.

Justification for the Proposed Program

ODU asserts that data science and analytics is a rapidly growing field of study. “Data science focuses on asking questions, writing algorithms, and building statistical models and, data analytics uses data to draw conclusions and solve programs.” In combining the two fields into one degree program, the proposed MS degree program will respond to current needs by preparing graduates to use data mining techniques, analyze information, and determine solutions to complex problems.” In 2016, a poll conducted by Gallup for the Business-Higher Education Forum revealed that “by 2021, 69% of employers expect candidates with DSA [data science and analytics] skills to get preference for jobs in their organizations. Yet only 23% of college and university leaders say their graduates will have those skills.” The authors conclude by writing, “the current shortage of DSA talent in the national job pool demonstrates that business-as-usual

strategies won't satisfy this demand. If we are to unlock the promise and potential of data and all the technologies that depend on it, employers and educators will have to act" (https://www.bhef.com/sites/default/files/bhef_2017_investing_in_dsa.pdf).

ODU cites the 2017 Burning Glass report "The Quant Crunch. How the Demand for Data Science Skills is Disrupting the Job Market" in which the authors write, "higher education needs to be nimble and responsive, and its bachelor's, graduate, certificate, and executive-level programs have to be responsive to workforce needs" (https://www.burning-glass.com/wp-content/uploads/The_Quant_Crunch.pdf).

Further, in 2017 IBM reported that "39% of Data Scientists and Advanced Analyst positions require a Master's or Ph.D. The most in-demand jobs in data science and analytics require advanced education further driving up demand and salaries for professionals with these qualifications" (<https://www.forbes.com/sites/louiscolombus/2017/05/13/ibm-predicts-demand-for-data-scientists-will-soar-28-by-2020/#50ed08567e3b>). ODU writes that "new graduate programs are needed to train both domain experts in the techniques of data science, and 'core' data scientists who will be making advancements in the field of data science and analytics itself." The proposed MS in Data Science and Analytics degree program will provide advanced knowledge in performing analytics on complex data, including big data to ensure a cadre of professionals possessing the degree level and skills needed by industry.

Student Demand

In January 2019, ODU conducted an online survey of undergraduate students majoring in degree programs in the College of Science. When asked about the likelihood of enrolling in the proposed program, of the 100 respondents 22 (22%) indicated they were "very likely" and 36 (36%) indicated they were "somewhat likely."

In January 2019, ODU conducted an online survey of undergraduate students majoring in degree programs in the Batten College of Engineering and Technology. When asked about the likelihood of enrolling in the proposed program, of the 34 respondents 12 (approximately 35%) indicated they were "very likely" and 12 (approximately 35%) indicated they were "somewhat likely."

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 15.0 in the program's first year (2019-20). The projections continue as follows: FTES 2020-21, 18.0; 2021-22, 18.0; and 2022-23, 18.0. ODU anticipates 12 graduates per year beginning in 2023-24. If these enrollment and graduation projections are met, this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

ODU asserts that graduates of the proposed program "will be qualified and prepared to use state-of-the-art programming tools and software packages to develop statistical models when they enter the data science and analytics workforce." Graduates will be prepared "to serve in fields such as business, science, public policy, and health." Employment advertisements in Virginia and nationally indicate a preference for master-

level graduates with a degree in data science. Data specific to future employment demand were not available as the Bureau of Labor Statistics (BLS) and the Virginia Employment Commission (VEC) do not have a job category for data scientists or data analysts. However, data from the BLS for operations research analysts indicates demand is anticipated. The BLS notes that operations research analysts “use statistical analysis, simulations, predictive modeling, or other methods to analyze information and develop practical solutions to business problems..., and use advanced mathematical and analytical methods to help organizations solve problems and make better decisions” (<https://www.bls.gov/ooh/Math/Operations-researchanalysts.htm#tab-2>). Graduates of the proposed program will be prepared to do the same work for organizations. The BLS projects that between 2018 and 2028 employment of operations research analysts is expected to grow 26% (<https://www.bls.gov/ooh/Math/Operations-researchanalysts.htm#tab-6>). Employment of statisticians is expected to grow 31%, “much faster than the average for all occupations” (<https://www.bls.gov/ooh/math/mathematicians-and-statisticians.htm#tab-6>). The BLS writes that “growth is expected to result from more widespread use of statistical analysis to make informed business, healthcare, and policy decisions. In addition, the large increase in available data from the Internet will open up new areas for analysis.”

The VEC projects that between 2016 and 2026 employment of operations research analysts is expected to increase 36.53% or 296 employment positions annually (available at: <https://viriniaworks.com/occupational-projections?page79862=1&size79862=12&page81630=1&size81630=12&page80257=1&size80257=12&search79862=operations%20resea>). Employment of statisticians is expected to increase 43.36% or 51 employment positions annually (available at: <https://viriniaworks.com/occupationalprojections?page79862=1&size79862=12&page81630=1&size81630=12&page80257=1&size80257=12&search79862=statist>).

Issues of Duplication

Six public institutions (George Mason University, Radford University, University of Virginia, Virginia Commonwealth University, Virginia Tech, and William & Mary) offer similar or related degree programs. GMU offers a MS in Data Analytics Engineering. GMU's program focuses on the technologies and methodologies of data analytics for solving big data problems. GMU's program is similar to the proposed program in that coursework in big data, data analytics, and statistics are required core courses. Both programs require a capstone course. The proposed program differs from GMU's program in that GMU's program requires coursework in operation research and data mining and ODU's program will not require such coursework. GMU's program does not require an introductory data science and analytics course whereas ODU's program will require the course.

RU offers a MS in Data and Information Management. RU's program is related to the proposed program in that coursework in algorithms is required. RU's program differs from the proposed program in that the program requires 15 credit hours of database-related courses which are not required in ODU's proposed program.

UVA offers a MS in Data Science. UVA's program is similar to the proposed program in that coursework in data visualization, statistical modeling, and programming languages is required. Both programs have a three-credit hour capstone requirement. UVA's program differs in that it requires an ethics course and ODU's program does not require the course. Further, ODU's program requires coursework in statistical/probability models for data science and analytics, data analytics and big data which UVA does not require.

VCU offers a MDA in Decision Analytics. VCU's program is related to the proposed program in that both programs require a course in statistical analysis. The programs differ in that VCU's program requires courses in business and ODU's program does not require business courses.

VT offers a MA in Data Analysis and Applied Statistics. VT's program is related to the proposed in that coursework in statistics is required. VT's program differs from ODU's proposed program in that it primarily focuses on statistics and applications whereas ODU's program does not. ODU requires coursework in computer science and Virginia Tech's program does not require such coursework.

W&M offers a MS in Business Analytics. W&M's program is related to the proposed program in that coursework is required in probability and statistics, as well as data visualization. W&M differs from the proposed the program in that it focuses primarily on business analytics.

Resource Needs

The proposed program will be funded primarily through reallocations within the institution. Faculty resources from the College of Sciences, Department of Mathematics and Statistics, Department of Computer Science, and the Department of Information Technology and Decision Sciences will be reallocated for the proposed program. ODU asserts none of the reallocations will have a negative effect on academic programs in the departments or the resources of other areas of the institution. The institution will not seek additional state resources to initiate and sustain the program.

Board Approval

The ODU Board of Visitors approved the proposed program on December 6, 2018.

Staff Recommendation

Based on a review of the application, staff presents the **Master of Science (M.S.) degree program in Data Science and Analytics (CIP code: 11.0802)** 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 Old Dominion University to initiate a Master of Science (M.S.) degree program in Data Science and Analytics (CIP code: 11.0802), effective summer 2020.

Radford University
Master of Science in Athletic Training (M.S.A.T.) in Athletic Training (CIP: 51.0913)

Program Description

Radford University (RU) is proposing the creation of a Master of Science in Athletic Training (MSAT) degree program in Athletic Training to be initiated in summer 2021. The program would be located in the College of Education and Human Development, Department of Health and Human Performance. Designed to prepare students to serve as athletic trainers, the proposed program will focus on theory and practical applications related to the prevention, diagnosis, and acute care and rehabilitation of physically active populations (e.g. youth sport participants, high school and college athletes, and recreationally active adults and older adults). The core curriculum will include courses in emergency care and planning, structural and functional anatomy, organization and administration, assessment, therapeutic interventions, and research methods. Students will learn how to determine which modality is best for individual injuries. The program will require four practicums which will provide students with “real world” experiences under the guidance of a practicing certified athletic trainer. Graduates will possess knowledge and skills to analyze movement, diagnose injury, prescribe exercises, provide counseling to prevent injuries, and coordinate medical coverage at athletic events. The proposed program will prepare graduates to sit for the comprehensive certification test administered by the Board of Certification, Inc. (<http://www.bocatac.org/about-us>). Radford developed all new courses for the proposed program.

The proposed degree program is designed to be accredited by the Commission on Accreditation of Athletic Training Education (CAATE). RU indicates that the institution will “submit a Substantive Change document which is a process that allows accredited programs to ‘transfer’ their accreditation from the BS level to the MS level.” RU plans to submit the CAATE substantive change in summer/fall 2020 and anticipates formal approval of the substantive change will be granted prior to the first cohort entering the program in summer 2021.

The program would require 64 credit hours of coursework. All students would be required to complete: 39 credit hours of coursework in core courses; seven credit hours for competency-based assessment; 15 credits of practicum coursework; and three credit hours for a capstone project.

Justification for the Proposed Program

RU notes that the proposed program responds to a change in the degree level needed to become an athletic trainer. In 2015, the National Athletic Trainers’ Association (NATA) Board of Directors and the Commissioners of the Commission on Accreditation of Athletic Training Education (CAATE), with the support of the Board of Certification and the NATA Research & Education Foundation “agreed to establish the professional degree in athletic training at the master’s level”

(<https://www.atstrategicalliance.org/strategic-alliance-degree-statement>). These groups formed the “AT Strategic Alliance” which believes that “the changing nature of healthcare and an increased emphasis on inter-professional practice will make the master’s level of education very important to the profession’s future” (<https://www.nata.org/career-education/education/resources-tools/degree-change-faqs>).

The proposed program responds to current needs for athletic trainers in Virginia and the nation as a whole. Certified athletic trainers are needed to care for young athletes and participate in efforts to prevent, treat, and manage concussions. The Virginia High School League (VHSL) reported that in 2018-2019, nearly “174,000 students participated in VHSL athletic activities” (<https://www.vhsl.org/about-vhsl/>). A 2017 article, “Athletic Trainer Services in Public and Private Secondary Schools,” contends that “the presence of athletic trainers (ATs) in secondary schools to provide medical care is crucial, especially with the rise in sports participation and resulting high volume of injuries” (<https://natajournals.org/doi/10.4085/1062-6050-51.11.15>). RU affirms that the proposed program will “produce athletic trainers who can meet this need in the wide variety of youth sport programs found in secondary schools.”

Student Demand

In spring 2019, RU surveyed undergraduate student aides working with Certified Athletic Trainers in the Virginia Tech Sports Medicine program. Students were asked if they would enroll in the proposed program. Of the 54 respondents, three (approximately 5.5%) indicated “strongly agree” and eight (approximately 15%) indicated “agree”.

In fall 2019, RU surveyed undergraduate students enrolled in two classes at the university: ESHE 201, Introduction to Athletic Injuries and ESHE 450, Research Methods. Of the 57 respondents, 25 were juniors and 26 were seniors. Of the 51 students, one student (approximately 2%) “strongly agreed” and eight (approximately 16%) “agreed” that they would enroll if the proposed degree program were offered.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 16 in the program’s first year (2021-22). The projections continue as follows: FTES 2022-23, 32.0; 2023-24, 32.0; and 2024-25, 32.0. RU anticipates having 15 graduates each year beginning in 2025-26. If these projections are met, this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

RU notes that graduates of the proposed program will be qualified to work as athletic trainers in a variety of settings, including professional sport teams, university and secondary school athletic programs, and health and wellness clinics. Employment announcements show demand for Master-level graduates in Virginia and nationally. The Bureau of Labor Statistics (BLS) projects between 2018 and 2028 employment of athletic trainers is projected to grow 19 percent or “much faster than the average for all

occupations” (<https://www.bls.gov/ooh/healthcare/athletic-trainers.htm#tab-6>). The BLS indicates that “because athletic trainers are usually on site with athletes and are often the first responders when injuries occur, the demand for trainers in schools should continue to increase.” The Virginia Employment Commission (VEC) projects that between 2016 and 2026 employment of athletic trainers is expected to increase 28.61% or 24 positions annually (<https://virginiaworks.com/occupational-projections?page79862=1&size79862=12&page80257=1&size80257=12&page81630=1&size81630=12&search79862=athletic%20trainers>).

Issues of Duplication

Four public institutions (George Mason University, James Madison University, Old Dominion University and University of Virginia) offer a similar or related degree programs. The curriculum requirements are typically similar in that the degree programs must meet standards established by Commission on Accreditation of Athletic Training Education (CAATE).

GMU offers a 65-credit MS in Athletic Training degree program. GMU’s program is similar to the proposed program in that coursework is required in athletic training foundations, functional anatomy, emergency care, administration in athletic training, and research methods. Both programs require a practicum. GMU’s program differs in that it requires core coursework in pharmacology and pediatric sports medicine, whereas the proposed program requires a general medical course. GMU’s program requires six credit hours of assessment coursework whereas RU’s program requires nine credits of assessment coursework, specifically for a course covering assessment of the head, neck, and thorax.

JMU offers a 72-73 credit hour MSAT in Athletic Training. JMU’s program is similar to the proposed program in that coursework is required in administration of athletic training programs, human anatomy, and emergency management of injuries. Both programs require coursework in lower extremity, upper extremity, and head, spine and thorax injuries. Four practicum courses are required in JMU’s program and in the proposed program. JMU’s program differs in that it requires two courses in evidence-based practice and two general medicine courses; RU’s proposed program requires one course in research methods and one general medical course. JMU’s program requires 24-25 credit hours for practicum, whereas the proposed program will require 15 credit hours.

ODU offers a MS in Athletic Training that requires 69 credit hours. ODU’s program is similar to the proposed program in that both programs require four practicum courses and coursework in human anatomy, emergency management, and assessment courses in lower extremity, upper extremity, and head, spine and thorax. ODU’s program differs from the proposed program in that it requires coursework in pharmacology and behavioral health. RU’s program will use competency-based assessments to reinforce basic competencies in these areas. ODU’s program incorporates the therapeutic interventions aspect of athletic training within a three credit hour assessment course. RU’s proposed program requires three classes (nine credit hours) that cover therapeutic interventions.

UVA offers a MS in Athletic Training that requires 67 credit hours. UVA's program and the proposed program require core coursework in functional anatomy, general medical conditions, research methods, administration in athletic training, and therapeutic interventions. Both programs require courses to prepare students to evaluate and treat injuries of the upper and lower extremities and head, thorax, and spine. Practicum coursework is required for both programs. UVA's program differs from the proposed program in that coursework in pharmacology and radiology are required, whereas the proposed program requires a general medical course. UVA's program also requires courses in evidence-based sports medicine, psychosocial aspects of injury, human performance in sports medicine, and principals of strength and conditioning in sports medicine, which RU will not offer in the proposed program. However, RU's program will require seven credits of on-line Competency Based Learning that will cover some of the areas in the courses in UVA's program.

Resource Needs

The proposed program will be funded through reallocations in the Department of Health and Human Performance. Funds will be reallocated to support adjunct faculty and pay stipends provided for preceptors supervising students. None of the reallocations will have a negative effect on "any existing degree program." The institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The RU Board of Visitors approved the proposed program on May 4, 2018.

Staff Recommendation

Based on a review of the application, staff presents the **Master of Science in Athletic Training (M.S.A.T.) degree program in Athletic Training (CIP code: 51.0903)** 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 Radford University to initiate a Master of Science in Athletic Training (M.S.A.T.) degree program in Athletic Training (CIP code: 51.0903), effective summer 2021.

Virginia Commonwealth University
Bachelor of Science (B.S.) in Finance (CIP: 52.0801)

Program Description

Virginia Commonwealth University (VCU) is proposing the creation of a Bachelor of Science (BS) degree program in Finance to be initiated fall 2020. The purpose of the proposed program is to train students in the use of financial modelling, scientific computation, optimization, simulation and data analytics to support effective and ethical financial decisions. The proposed program will provide students with the knowledge and skills to use relational databases, spreadsheets, and financial systems; to apply the fundamentals of finance, planning and budgeting to support organizational planning; and to communicate financial analyses effectively. Graduates of the program will be prepared for careers in a range of financial occupations, including financial management, financial planning and analysis, financial sales, business lending, credit analysis and management, treasury operations, risk management, securities analysis, and investment management.

The proposed program would offer two curricular options: one without a concentration and one with a concentration in Risk Management and Insurance. The Risk Management and Insurance concentration shares a quantitative core with the general finance option, but differs in preparing students to work in more specialized risk management settings.

The BS in Finance would require 120 credit hours for graduation: 31-34 credit hours of general education; 30 credits of business foundation requirements; 24 credits of finance core courses, and 32-35 credits of finance (no concentration) or risk management concentration requirements.

Justification for the Proposed Program

VCU contends that there is evidence of significant demand for the proposed degree program as demonstrated by data from professional organizations. The National Association of Colleges and Employers (NACE) conducts an annual survey of employers to forecast their hiring intentions. NACE surveys from 2017, 2018, and 2019 indicate that the bachelor degree in finance has the highest demand among all bachelor degrees (<https://www.tougaloo.edu/sites/default/files/page-files/2017-nace-job-outlook-full-report.pdf>); in 2017, Finance was ranked number one in Top Degrees in Demand at the bachelor degree level. A 2018 study by Bankrate.com based on the US Census Bureau's American Community Survey reports that finance is one of the top 10 undergraduate degrees with respect to financial value and employment prospects (<https://ceoworld.biz/2018/09/13/the-top-25-most-valuable-college-majors-rankings-for-2018/>). The U.S. Bureau of Labor Statistics (BLS) verifies that the bachelor degree is the typical entry-level education required for such occupations as financial analyst, financial examiner, personal financial advisor, budget analyst, insurance underwriter and loan officer.

Student Demand

VCU documented student demand for the proposed program from two sources of data: 1) letters of interest from prospective students, and 2) enrollment in the existing finance concentration within the VCU BS in business. Enrollment in the finance concentration has trended upward since 2014-15, from 195 to 259.

Enrollment projections show a full-time equated student enrollment (FTES) of 68 in the program's first year (2020-21). The projections continue as follows: FTES 2021-22, 126; 2022-23, 175; and 2024-25, 210. VCU anticipates 49 graduates each year beginning in 2024-25. If these enrollment and graduation projections are met, then this program will meet Council's productivity/viability standards within five years, as required.

Market/Employer Demand

Graduates of the proposed program would be qualified to perform in roles related to financial analysis and planning, financial management, financial advisor, and financial sales in corporations, nonprofit organizations, and government agencies.

The most recent BLS projections (2018-28) predict growth for relevant occupations that is equal to or greater than the average for all occupations (6%)—specifically: financial analysts, 6%; financial examiners, 7%; loan officers, 8%; and personal finance advisors, 7%. The most recent projections (2016-26) from the Virginia Employment Commission (VEC) are also above average—specifically: financial examiners, 18%; loan officers, 14%; and personal finance advisors, 22%.

Issues of Duplication

Four public institutions (George Mason University, James Madison University, Old Dominion University and Radford University) have degree programs that are similar to the proposed program.

The GMU program is similar to the proposed program in that both offer electives relevant to the job market demands; coursework covers principles of investment, financial institutions, firm valuations, advanced financial management, and contemporary topics in finance. The primary difference between the two programs is that GMU does not include a risk management concentration.

The JMU program is similar to the proposed program in that it also offers a risk management concentration, and JMU's financial analysis concentration is similar to the proposed program's no-concentration option. JMU's program also requires job market relevant courses like investments, and intermediate financial management. The primary difference is that JMU requires a financial modelling course only if students select the risk management concentration, whereas requires this course for all finance majors.

ODU's program requires similar coursework to the proposed program. Both programs require investments, intermediate financial management and decision making, and allow 18 credit hours of major electives. The primary difference between the two programs is that ODU does not require a financial modelling course, whereas VCU requires this course for all finance majors.

RU's program is similar to VCU's in that both require 24 credit hours of major coursework; both programs include job market relevant courses such as investments,

and intermediate financial management. RU's program does not require a financial modeling course, whereas VCU's proposed program requires this course for all finance majors. RU offers a concentration in insurance and real estate whereas the proposed program would offer a concentration in risk management.

Resource

Needs

The Department of Finance, Insurance and Real Estate will reallocate funds to support the proposed program. All resources used for the existing finance concentration within the BS in Business will be used to support the proposed program. The reallocation of funds will have no further impact on existing programs. VCU affirms that the institution will not seek additional state resources to initiate and sustain the program

Board Approval

The VCU Board of Visitors approved the proposed program on December 13, 2019.

Staff Recommendation

Based on a review of the application, staff presents the **Bachelor of Science (B.S.) degree program in Finance (CIP: 52.0801)** 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 Virginia Commonwealth University to initiate a Bachelor of Science (B.S.) degree program in Finance (CIP code: 52.0801), effective fall 2020.

State Council of Higher Education for Virginia

Agenda Item

Item: #VI.B. – Action on Bachelor Degree Programs in Teacher Education at Public Institutions

Date of Meeting: May 19, 2020

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

Most Recent Review/Action:

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

Date:

Action:

Purpose of the Agenda Item: The purpose of this agenda item is to present seven new degree programs for Council approval or disapproval, in accord with its 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: In 2018, in response to chronic teacher shortages, the General Assembly passed legislation that permits undergraduate programs in education to serve as teacher preparation programs. Previously, except for certain narrowly defined exceptions, students had to receive an undergraduate degree in a subject matter discipline or interdisciplinary studies. The new enablement broadened institutions’ options for how to do teacher preparation and encouraged the development of four-year pathways to teacher licensure (as opposed to five-year bachelors/masters pathways). During the 2018-19 academic year, and following consultation with the Secretary of Education, Virginia Department of Education (VDOE), and institutions of higher education, SCHEV issued specialized guidance for public institutions to request new teacher preparation bachelor degree programs. That process resulted in Council’s May 2019 approval of 25 degree programs from seven institutions to commence in Fall 2019. SCHEV has again issued special guidance for the 2019-20 academic year, for programs to begin in Fall 2020. Accordingly, this agenda item advances seven new bachelor degree programs in teacher education from four public institutions.

Materials Provided:

Table: Programs/Endorsements by Institution, with Projected Increase in Teacher Production.

Financial Impact: The financial impact of the programs presented here will vary from institution to institution, and in some cases the full impact may not be known for several

years. Generally speaking, existing faculty resources will be refocused from the graduate level to the undergraduate level, and from liberal arts and sciences to teacher education. The financial impact on students should be to reduce the cost of achieving initial licensure.

Timetable for Further Review/Action: No further action by Council will be required for the programs under consideration today. Some four-year public institutions may seek approval of new bachelor's degree teacher preparation programs for fall 2021. If so, this would involve Council action on an additional slate of bachelor programs during the 2020-21 academic year.

Resolution: Based on a full review of institutional submissions, staff presents to the Academic Affairs Committee for approval seven new bachelor degree programs in teacher education, from four institutions: James Madison University, Longwood University, Norfolk State University and the University of Mary Washington. The proposed programs will train teacher candidates for initial licensure in Virginia, in multiple endorsements.

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 seven institutions listed below to implement the specified bachelor degree programs in teacher education, effective fall 2020.

Inst.	Degree	Program Name	CIP
JMU	Bachelor of Science (BS)	Teaching English to Speakers of Other Languages	13.1401
LU	Bachelor of Science (BS)	Early Childhood Education	13.1210
LU	Bachelor of Science (BS)	Elementary Education and Teaching	13.1202
LU	Bachelor of Science (BS)	Elementary and Middle School Education and Teaching	13.1206
NSU	Bachelor of Science in Education (BSEd)	Elementary Education	13.1202
NSU	Bachelor of Science in Education (BSEd)	Special Education	13.1001
UMW	Bachelor of Science in Education (BSEd)	Elementary Education	13.1202

Table: Programs/Endorsements by Institution, with Projected Increase in Teacher Production.

Institution	Award	Title	CIP	Initial License and Endorsements	Increase in Annual Teacher Production
JMU	BS	Teaching English to Speakers of Other Languages	13.1401	English as a Second Language PreK-12	10
LU	BS	Early Childhood Education	13.1210	Early/Primary Education PreK-3	9
LU	BS	Elementary Education and Teaching	13.1202	Elementary Education PreK-6	12
LU	BS	Elementary and Middle School Education and Teaching	13.1206	Elementary Education PreK-6, <i>plus one of the following middle school endorsements:</i> Middle Education English Middle Education History & Social Science Middle Education Mathematics Middle Education Science	12
NSU	BSEd	Elementary Education	13.1202	Elementary Education PreK-6	23
NSU	BSEd	Special Education	13.1001	Special Education General Curriculum K-12	13
UMW	BSEd	Elementary Education	13.1202	Elementary Education PreK-6	7

Projected Increases in Annual Teacher Production by Endorsement:

- ESL 10
- Special Education 13
- Elementary 54
- Early Childhood 9
- Middle School 12

State Council of Higher Education for Virginia Agenda Item

Item: #VI.C. – Action on Private Postsecondary Institution Certifications

Date of Meeting: May 19, 2020

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

Most Recent Review/Action:

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

Date:

Action:

Purpose of the Agenda Item: The purpose of the agenda item is to present two postsecondary institutions for certification by Council, in accord with Code of Virginia §23.1-219.

Background Information/Summary of Major Elements: Eastern Nazarene College, a regionally accredited out of state school based in Massachusetts, is seeking initial certification to operate in the Commonwealth of Virginia. Southside College of Health Sciences is an existing degree-granting school in Colonial Heights that must seek new certification due to a change in ownership.

Materials Provided:

- Eastern Nazarene College application summary.
- Southside College of Health Sciences application summary

Financial Impact:

Both colleges under consideration have submitted the required certification fee to operate as a postsecondary institution in Virginia.

Timetable for Further Review/Action: N/A

Relationship to Goals of the Virginia plan for Higher Education: Council's consideration of new higher education institutions for certification is related to Goals 2 and 4 of the Virginia Plan:

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

Resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Eastern Nazarene College to operate a degree-granting postsecondary institution in the Commonwealth of Virginia, effective May 19, 2020.

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Southside College of Health Sciences to operate a degree-granting postsecondary institution within the Commonwealth of Virginia, effective May 19, 2020.

Eastern Nazarene College

Application Summary

School Overview

Eastern Nazarene College is an out-of-state private nonprofit postsecondary institution of higher education opening a location in Virginia. Eastern Nazarene College is owned and operated by the Trustees for Eastern Nazarene College. Eastern Nazarene College is regionally accredited by the New England Commission of Higher Education and is approved as an independent institution by the Massachusetts Department of Higher Education.

School Officers

President, Jack Connell

School Mission Statement

Eastern Nazarene College's mission statement is as follows:

The mission of Eastern Nazarene College is to serve God, the Church, and the World by providing a quality liberal arts education to students of all ages. Eastern Nazarene College seeks to create and maintain a Wesleyan environment which awakens and fosters truth, righteousness, justice, and holiness as made possible by God's transforming grace through Jesus Christ.

Proposed Educational Programs and Credentials

- Bachelor of Arts – Management
- Bachelor of Science – Business Administration
- Master of Science – Management

Proposed Location

The campus will operate from:

6851 Courthouse Road
Chesterfield, VA 23832

Financial Stability Indicator

Eastern Nazarene College submitted a projected accounting budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 2.6 out of a possible 3.0 for 2019, which indicates the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

Eastern Nazarene College has submitted a \$20,000 surety bond, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of a school closure, pursuant to Virginia Administrative Code section 8VAC40-31-160(I).

Evidence of Compliance

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

Staff Recommendation

Based on a thorough review of the application, staff presents the certification of **Eastern Nazarene College** 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 certifies Eastern Nazarene College to operate a degree-granting postsecondary institution within the Commonwealth of Virginia, effective May 19, 2020.

Southside College of Health Sciences

Application Summary

School Overview

Southside College of Health Sciences was initially certified by SCHEV in October 2005 as a non-degree postsecondary school, and was granted approval to confer degrees in 2010. The college has been acquired by Bon Secours Mercy Health Petersburg, LLC, and thus a new certification is required as Virginia law requires that certification is not automatically transferable from one school proprietor to another following a change of ownership. Southside College of Health Sciences is accredited by the Accrediting Bureau of Health Education Schools (ABHES).

School Officers

President (Interim), Donald J. Emery

School Mission Statement

Southside College of Health Science's mission statement is as follows:

The mission of the College is to provide quality health education programs to individuals in communities we serve. The College offers individuals the opportunity to acquire knowledge, skills, and competencies necessary for practice in their chosen health discipline. The College promotes an environment that fosters individual learning and excellence in practice.

Proposed Educational Programs and Credentials

- Associate of Applied Science – Diagnostic Medical Sonography
- Associate of Applied Science – Radiologic Technology
- Associate of Applied Science – Registered Nurse
- Bachelor of Science – RN-BSN
- Bachelor of Science – Advanced Medical Imaging

Proposed Location

The campus will operate from:

430 Clairmont Court, Suite 200
Colonial Heights, VA 23834

Financial Stability Indicator

Southside College of Health Sciences submitted a projected accounting budget developed by SCHEV staff. Using the information provided by the school, SCHEV staff calculated the school's financial composite score as 2.8 out of a possible 3.0 for 2019, which indicates the institution demonstrates overall financial health, as defined by the U.S. Department of Education.

Guaranty Instrument

Southside College of Health Sciences has submitted a \$370,378.10 surety bond, which is adequate to provide refunds to students for the unearned non-Title IV portion of tuition and fees for any given enrollment period in the event of a school closure, pursuant to Virginia Administrative Code section 8VAC40-31-160(I).

Evidence of Compliance

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

Staff Recommendation

Based on a thorough review of the application, staff presents the certification of **Southside College of Health Sciences** 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 certifies Southside College of Health Sciences to operate a degree-granting postsecondary institution within the Commonwealth of Virginia, effective May 19, 2020.

State Council of Higher Education for Virginia

Agenda Item

Item: #VI.D. – Action on Process to Revoke Medical Learning Center’s Certificate to Operate

Date of Meeting: May 19, 2020

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

Most Recent Review/Action:

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

Date: Action:

Purpose of the Agenda Item: The purpose of this agenda item is to request Council authorization to initiate revocation against Medical Learning Center (MLC), a certified school that has failed to provide requested information in connection with an attempted audit by SCHEV staff on January 22, 2020. The school’s refusal to cooperate with SCHEV violates 8VAC40-31-195, which states that among reasons for which Council “may suspend or revoke a school’s certificate to operate” is:

Failure to provide the council or council staff within a reasonable timeframe any information, record, or files pertaining to the operation of the school....

Background Information/Summary of Major Elements: MLC is a non-degree school that offers three allied health programs, including a practical nursing program that is also overseen by the Virginia Board of Nursing (VBoN). Of the three programs, only the practical nursing program is required to have SCHEV certification.

On November 19, 2019, the VBoN withdrew MLC’s approval to offer a practical nursing program, effective September 10, 2019. MLC was cited for violating more than a dozen VBoN regulatory requirements that affect the quality of education. MLC has appealed this decision.

I. Medical Learning Center’s Violation of 8VAC40-31-195 Justifies Revocation. On December 31, 2019, Mr. Alphonso A. Wells of SCHEV wrote to Ms. Gullalai Safi, proprietor of MLC, to request the following items of information in preparation for an audit to occur during the month of January 2020:

- List of all students enrolled in the practical nursing program.
- Start date and anticipated completion date for students currently enrolled in the practical nursing program.

- List of start dates for the practical nursing program during January 1-March 31, 2020.
- List of all prospective students for the practical nursing program during January 1-March 31, 2020.

The reason for requesting these specific items was to enable SCHEV to oversee the closing of the practical nursing program following the removal of its approval by the VBoN. This oversight is standard operating procedure, to ensure protection of students of any program that is closing or likely to close. In his letter, Mr. Wells specified January 9, 2020, as the deadline for the submission of this information. Ms. Safi failed to provide the requested information by the January 9 deadline. Indeed, the requested information has still not been provided as of the writing of this agenda item. This failure violates 8VAC40-31-195, and thus SCHEV's pursuit of revocation is justified.

II. Additional Context Indicates MLC has Chronic Issues of Poor Quality and Resistance to SCHEV Oversight.

A. SCHEV had good reasons for seeking to audit MLC in January 2020

SCHEV announced to Ms. Safi in December 2019 that it intended to conduct an audit of MLC in January 2020. This intention was motivated by three factors, each of which was sufficient by itself to prompt an audit:

- on November 19, 2019, the VBoN revoked MLC's approval to offer a practical nursing program on grounds of chronic poor performance and low quality;
- SCHEV's last audit of MLC in July 2018 identified several items of non-compliance, for which a follow-up audit was now overdue;
- three recent student complaints against MLC alleging predatory practices remained unresolved.

B. MLC's Resistance to SCHEV Oversight

As noted above, MLC has violated 8VAC40-31-195 by failing to provide information about the operation of the school requested in Mr. Wells' letter. This failure, however, is just one instance of a pattern of resistance to SCHEV oversight by Ms. Safi and her attorney Mr. Michael Lau. Specifically:

i. Mr. Lau's first intervention. Mr. Lau intervened with SCHEV's first attempt to schedule a January 2020 audit, asserting in a letter received on December 10 that since *he* was not available in January the audit would need to be rescheduled to March 2020.

Note:

- ***audits are not administrative proceedings, and entail no right for the physical presence of an attorney;***
- ***no school has ever requested an attorney to be present at an audit within memory of any current SCHEV staff;***
- ***postponing an audit another two months was unacceptable to SCHEV staff given that final closure of the practical nursing program was now likely.***

ii. Mr. Lau's second intervention. Ms. Sylvia Rosa-Casanova of SCHEV then informed MLC that the audit must occur in January, and that it would now occur at an unspecified date within the month of January. Mr. Lau intervened again,

contending (1) that SCHEV was not authorized to conduct an “unannounced” audit and (2) that MLC had the right to counsel at the audit because it was an “administrative hearing.”

Note:

- **contrary to Mr. Lau’s assertion, Virginia regulation governing postsecondary education does not prohibit unannounced audits— in fact, SCHEV is under no restrictions at all with regard to providing advance notice;**
- **contrary to Mr. Lau’s assertion, a compliance audit by a regulating agency is not an administrative hearing—there is no right to have counsel present at an audit, much less to reschedule an audit solely to enable counsel’s attendance;**
- **SCHEV has conducted unannounced audits in the past, when there have been issues of urgency and/or reason to believe that a school may use advance notice to thwart disclosure of information.**

iii. SCHEV’s unsuccessful attempt to audit MLC on January 22, 2020.

a) Two SCHEV auditing staff reported to MLC at approximately 8:40 AM on the morning of Wednesday January 22, 2020, to conduct the on-site audit. (Note that according to its public postings MLC is open seven days a week: 8 AM to 6 PM Monday to Friday, and 8 AM to 3 PM on Saturday and Sunday.) At 9:45 AM, Ms. Sandra Freeman of SCHEV notified MLC that SCHEV would be conducting an audit of the school that day and the next. While waiting in the car, SCHEV auditors witnessed the arrival of a person they assumed was the school proprietor, Ms. Gullalai Safi, at approximately 9:50 AM. SCHEV staff knocked on the door and received no response although they could see someone in the office talking on the phone. SCHEV staff called the phone number posted on the door and received no response. At 10:05, two women arrived at MLC and knocked on the door to the school. They were not admitted although one told the auditors she had a 10:00 AM appointment. The auditors left the premises and came back on two other occasions that morning, knocking on the door to obtain admittance into the school. No one responded. At 10:43 AM, Ms. Safi sent SCHEV an email asserting that she was not at the school that day. SCHEV staff left MLC’s premises at approximately 11 AM and returned to the office.

b) The next day, January 23, Mr. Lau sent an email to SCHEV in which he said the following: “MLC is private. Unless given permission, no one is entitled to enter, regardless whether someone is inside or not. The law protects you and MLC in the same way. Just like arriving unannounced and waiting by your doorstep does not entitle that person to enter your home, your agents (sic) arrival and waiting at the doorstep of MLC does not entitle (sic) them to enter MLC.”

Note:

- **SCHEV staff appeared at the school within the time period (i.e., the month of January) announced to MLC more than a month previously, and thirteen days after the January 9 deadline for MLC to submit information about its practical nursing program;**

- ***SCHEV staff appeared at the school within normal working hours on a weekday, with good reason to believe the school proprietor was present despite her emailed assertion to the contrary.***

Materials Provided

- February 5, 2020: SCHEV letter to Medical Learning Center
- September 25, 2019: Virginia Board of Nursing Informal Fact Finding Results
- September 7, 2018: SCHEV Report of Audit

Financial Impact: N/A

Timetable for Further Review/Action: If Council approves the resolution to pursue revocation, Medical Learning Center is entitled to further administrative steps, including an informal fact-finding conference and a formal hearing before an officer appointed by the Supreme Court of Virginia. Once those administrative processes have been fulfilled, the matter would be referred back to Council for final determination.

Relationship to Goals of the Virginia Plan for Higher Education: Council's consideration of new higher education institutions for certification is related to Goals 2 and 4 of the Virginia Plan:

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

Resolution: Based on a full review of circumstances related to Medical Learning Center's failure to provide information to SCHEV, pursuant to 8VAC40-31-195, staff presents to the Academic Affairs Committee a resolution to institute revocation against the school.

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 Medical Learning Center's certificate to operate, in accordance with requirements of the Administrative Process Act.



COMMONWEALTH of VIRGINIA
STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219

Peter Blake
Director

(804) 225-2600
www.schev.edu

February 5, 2020

Gullalai Safi
Medical Learning Center, Inc.
2720 Prosperity Avenue, suite 400
Fairfax, VA 22031

Via Certified Mail: 7018 0360 0000 6304 6943

Dear Ms. Safi:


This letter comes to inform you that the State Council of Higher Education for Virginia (SCHEV) will provide a summary of Medical Learning Center's (MLC) recent actions at the Council meeting scheduled for March 16-17, 2020. This meeting will take place at Radford University, 801 East Main St., Radford, Virginia 24142. We will provide additional information regarding the Council agenda the week prior to the meeting.

Pursuant to 8VAC40-31-195(A) (11) of the *Virginia Administrative Code*, Council may revoke a certificate to operate (CTO) if the school fails "to provide the council or council staff within a reasonable timeframe any information, records, or files pertaining to the operation of the school or recruitment and enrollment of students or in response to an audit." In view of MLC's decision to be uncooperative with staff attempting to conduct an audit, we will present the following information to Council and recommend revocation of MLC's CTO:

- On July 18, 2018, SCHEV conducted an audit of MLC. The Report of Audit reflected eight items of non-compliance and one item of concern. When schools have major issues on non-compliance, SCHEV typically schedules a follow-up audit within six months. MLC was not scheduled for a follow-up audit in six months due to an ongoing, unresolved issue it was having with the Virginia Board of Nursing (VBoN).
- On November 26, 2019, VBoN issued an order to withdraw MLC's approval for its Practical Nursing program.
- On December 9, 2019, SCHEV scheduled an audit of MLC for January 9-10, 2020. The school sent an email agreeing with the date of audit. The auditor requested that MLC send specific items to SCHEV two weeks prior to the scheduled audit.
- On December 10, 2019, Mr. Michael Lau, attorney for the school, sent a letter to SCHEV stating that the scheduled date for the audit was not convenient for him. He requested that SCHEV re-schedule the visit for March 2020.

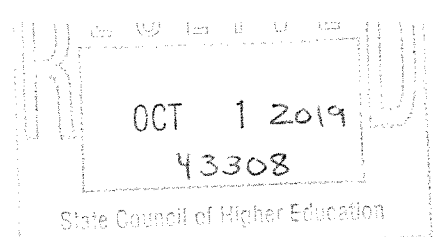
- On December 17, 2019, SCHEV notified MLC that it would conduct an unannounced audit in January 2020 due to concerns about (1) MLC's Practical Nursing Program; (2) three complaints against MLC and their resolutions; and (3) as a follow-up to MLC's July 2018 audit.
- In an email, dated January 3, 2020, I informed MLC that an audit is not an administrative hearing where a school requires representation by counsel. Indeed SCHEV had not recommended revocation of the certificate to operate. SCHEV simply wished to conduct a compliance audit after which we would prepare a report and provide MLC with a copy. MLC and its counsel remained uncooperative.
- SCHEV again asked MLC to submit the pre-audit items requested by the auditor. MLC did not comply.
- SCHEV did not conduct the audit because MLC did not grant the auditors admission to the location.
- As MLC did not provide the requested documents and did not grant admission to the school for an audit, SCHEV staff will report the matter to Council pursuant to 8VAC40-31-195(A)(11) of the Virginia Administrative Code with a recommendation to revoke MLC's certificate to operate. Council will decide whether to proceed with revocation in accordance with the Administrative Process Act (§ 2.2-4000 et seq. of the Code of Virginia).

Sincerely,



Sylvia Rosa-Casanova
Director, Private Postsecondary Education

C: Robin L. Hills, DNP, RN, VBoN
Jacquelyn Wilmoth, RN, MSN, VBoN
Michael Lau, Attorney



COMMONWEALTH of VIRGINIA

David E. Brown, D.C.
Director

Department of Health Professions

Perimeter Center
9960 Mayland Drive, Suite 300
Henrico, Virginia 23233-1463

www.dhp.virginia.gov
TEL (804) 367- 4400
FAX (804) 527- 4475

September 25, 2019

Joy Bowman Peck, RN, BSN, M.ED
Medical Learning Center, Inc.
2720 Prosperity Avenue, Suite 400
Fairfax, VA 22031

Certified Article Number

9414 7266 9904 2125 4177 51

SENDER'S RECORD

RE: Case Number 194362, 186363

Dear Ms. Peck:

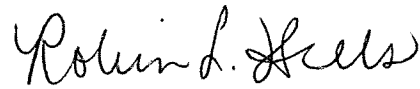
Thank you for meeting with the Education Special Conference Committee delegated by the Virginia Board of Nursing ("Board") at your Informal Conference on September 10, 2019.

Enclosed is the recommendation of the Education Special Conference Committee. This recommendation will be considered by the Board on November 19, 2019. At its meeting, the Board may accept, reject, or modify the recommended decision, or refer the matter to a formal hearing. You will be notified in writing of the Board's decision after its meeting.

Since you participated in the Informal Conference, pursuant to Virginia Code § 2.2-4021 you have the opportunity to respond either in person or in writing at the time the Board considers this recommendation. Your response is limited to addressing the recommended findings of fact, conclusions of law and disposition, contained in the attached Recommendation. If you choose to respond in person, you will be allotted five minutes to address the Recommendation with the Board. *No new information should be provided in either a written response or personal appearance, as no new or additional information will be considered.* Written responses must be received in the Board office by November 12, 2019. Please understand that any written response received after said date will not be considered by the Board. If you plan to appear, you must confirm your appointment by close of business on November 12, 2019.

If you have any questions regarding this matter, please contact our office at (804) 367-4634.

Sincerely,

A handwritten signature in black ink that reads "Robin L. Hills". The signature is fluid and cursive, with the first name "Robin" and last name "Hills" clearly legible.

Robin L. Hills, DNP, RN, WHNP
Deputy Executive Director
Virginia Board of Nursing

cc: Michael Lau, Attorney
Anne Joseph, Adjudication Specialist
Patricia Dewey, Former Senior Investigator, Enforcement Division
Gullalai Safi, Program Administrator
Jacquelyn Wilmoth, Nursing Education Program Manager
Susan Yale, Compliance Investigator SCHEV
Peter Blake, Director, SCHEV

BEFORE THE VIRGINIA BOARD OF NURSING

IN RE: MEDICAL LEARNING CENTER PRACTICAL NURSING EDUCATION PROGRAM
Program Code: US28110500
Case Numbers: 194362, 186363

REPORT AND RECOMMENDATION OF EDUCATION SPECIAL CONFERENCE COMMITTEE

Jurisdiction and Procedural History

Pursuant to Virginia Code §§ 2.2-4019 and 54.1-2400(10), the Education Special Conference Committee (“Committee”) of the Virginia Board of Nursing (“Board”) held an informal conference on September 10, 2019 in Henrico County, Virginia, to inquire into evidence that Medical Learning Center Practical Nursing Education Program (“MLC-PN”) may have violated certain laws and regulations governing the operation of a practical nursing education program in the Commonwealth of Virginia and to determine MLC-PN’s approval status to operate a practical nursing education program.

Joyce Peck, R.N., M.A., M.Ed., Director of Nursing Education, MLC-PN, appeared at this proceeding on behalf of the program. Also present was Gullali Safi, Administrator. The program was represented by Michael Lau, Esquire.

Upon consideration of the evidence, the Committee makes the following Findings of Fact and Conclusions of Law and recommends that the Board adopt the following Order.

Notice

By letter dated April 3, 2019, the Board sent a Notice of Informal Conference (“Notice”) to MLC-PN notifying it that an informal conference would be held on May 9, 2019. The Notice was sent by certified and first class mail to the legal address of record on file with the Board. At MLC-PN’s request, the informal conference was continued to July 10, 2019. The informal conference was again continued at MLC-PN’s request.

Recommended Findings of Fact and Conclusions of Law

1. MLC-PN was granted initial approval to operate a practical nursing education program in the Commonwealth of Virginia effective August 5, 2016.
2. MLC-PN violated 18 VAC 90-27-130(B)(1)(b) and 90-27-140(A)(4) of the Regulations for Nursing Education Programs (“Regulations”) in that it has failed to submit evidence of progression toward full approval and to progress students through its weekend program in accordance with the timeframe it submitted to the Board in its application for initial approval. The approved timeframe indicated that the full program would consist of three trimesters, with the first cohort starting the program in March of each year and completing the program in February of the following year for a total of 12 months. The second cohort was to start in November and complete the program in June of the following year, for a total of 8 months. However:
 - a. The 2018-2019 student handbook and student enrollment agreements signed in December 2017 indicate that the weekend program would take approximately 16 months and run from December 2017 to March 2019.
 - b. Students’ stated start dates were inconsistent with the approved timeframe and across multiple program documents. According to student enrollment agreements, the third cohort’s start date was December 2, 2017. The 2018 – 2019 student handbook indicated that the start of spring classes was “January – March.” According to the program director, the cohort’s start date was January 2018. According to student transcripts and the quarterly report received July 3, 2018, the cohort’s start date was February 2018.
 - c. Students’ stated completion dates were inconsistent with the approved timeframe and across multiple program documents:

i. According to the quarterly report received January 10, 2018, the first cohort was due to complete the program in May 2018. The completion date was changed to July 2018 and then August 2018. According to student enrollment agreements, students were expected to complete the program at the end of March 2019. According to student transcripts, the students in this first cohort started in February 2017 and graduated in December 2018.

ii. The second cohort, which started in May 2017, was scheduled to complete the program in July 2018. The completion date was later changed to August 2018 and then to October 2018. According to student transcripts, the students in this cohort graduated in January 2019.

d. Students were allowed to join a cohort two months or more into the program. At the informal conference, Dr. Safi stated that these students were already CNAs who were familiar with nursing fundamentals and they were able to catch up; however, no written policy to this effect was provided.

3. At the informal conference, Ms. Peck and Dr. Safi revealed that the discrepancy between proposed and actual graduation dates was based on the fact that the 88-hour Professional Development course listed in the third trimester is not actually taught at MLC by MLC faculty on a particular timeframe, but is taught by the Nursing Review Center at a different facility in Maryland. Students sign up for and complete this class on their own schedule. When asked how long students have to take this final class, Ms. Peck said there was no time limit. When asked if she would allow a student to take the final class one year after completing all other classes, she said that she probably would not allow it, but that there is no written policy to this effect.

4. MLC-PN violated 18 VAC 90-27-140(A)(1) and 18 VAC 90-27-80(A)(5) and (B) of the Regulations in that as revealed during a site visit to its new location on November 7, 2018, it did not have sufficient resources to meet the objectives of the program and the needs of the students.

Specifically, there was no technology equipment in the classrooms and the lab lacked privacy curtains, adequate supplies, over-bed wall mounts, a learning resource center, and computers. At the informal conference MLC-PN's representatives said that the visit took place while the program was transitioning from one facility to another. At the informal conference, MLC-PN submitted photographs of the skills lab taken in the Fall of 2018 but no updated photographs that demonstrate compliance were submitted.

5. MLC-PN violated 18 VAC 90-27-140(A)(1), 18 VAC 90-27-90(B)(1), and 18 VAC 90-27-100(D)(2) of the Regulations in that not all students in the first cohort were provided direct client care nursing experience in pediatrics, as evidenced by the following: nine students obtained their pediatric clinical experience at Higher Horizons Daycare Center, where they did not participate in any qualifying activities and not all objectives were met. Students were assigned to non-nursing daycare staff and observed these staff members making assessments of the children. Students did not participate in any hands-on care. More than 50% of the clinical experience portion of the course was provided through simulation. Regarding pediatric course content, MLC-PN representatives reported at the informal conference that monitoring vital signs in pediatric patients and care of the neonate are not taught in the didactic or clinical pediatric courses.

6. MLC-PN violated 18 VAC 90-27-140(A)(1), 18 VAC 90-27-100(D)(4), and 18 VAC 90-27-60(A)(2) of the Regulations in that the faculty member assigned to teach the pediatrics clinical simulation is not qualified to provide instruction in pediatrics. The faculty member's curriculum vitae indicates that she taught pediatric simulation courses in the past, but there is no indication she has any actual pediatric clinical experience.

7. MLC-PN violated 18 VAC 90-27-140(A)(1) and 18 VAC 90-27-110(G) of the Regulations in that although a preceptor was used in the maternity/gynecology clinical setting, the program failed to provide any information regarding its use of preceptors. At the informal conference,

MLC-PN representatives agreed with this allegation and stated that no formal orientation was provided to preceptors. Utilization of preceptors was not included in MLC-PN's initial application.

8. MLC-PN violated 18 VAC 90-27-140(A)(1) and 18 VAC 90-27-40(D)(2) of the Regulations in that the program administrator, not the program director, oversees the admission of students into the program. Dr. Safi shared during the informal conference that she conducts the initial round of applicant screening interviews.

9. MLC-PN violated 18 VAC 90-27-140(A)(1), 18 VAC 90-27-40(D)(1), and 18 VAC 90-27-60(C)(2) of the Regulations in that the program administrator dictates the subject matter to be taught, the teaching plan, and the content of tests rather than allowing the program director and faculty members to carry out these duties.

10. MLC-PN violated 18 VAC 90-27-140(A)(1) and 18 VAC 90-27-80(C) in that it did not provide applicants information regarding the program, admission and graduation requirements, fees and expenses, tuition refund policy, education facilities, curriculum plan, course descriptions, and school calendar prior to admission. For example, the enrollment agreement states that fees for books are separate from tuition. Students complained that when they left the program, they struggled with Dr. Safi about refunds. At the informal conference, MLC-PN representatives explained that if a student leaves during their first semester they have to return the books, and if they insist on keeping the books, MLC-PN charges them for the books. However, this policy does not appear in the enrollment agreement or the student handbook.

11. MLC-PN violated 18 VAC 90-27-140(A)(1) and 18 VAC 90-27-60(A)(1) in that one instructor held only single-state licenses in Maryland and the District of Columbia and was not licensed or privileged to practice nursing in the Commonwealth of Virginia. At the informal conference, Ms. Peck

stated that this was an oversight and that when it was determined that the instructor did not have a Virginia license, her employment was terminated.

12. At the informal conference, MLC confirmed that 23 students were enrolled in the first two cohorts. In the first cohort, four students graduated and three took and passed the NCLEX. In the second cohort, four students graduated, and three took and passed the NCLEX.

Recommended Order

Based on the foregoing Findings of Fact and Conclusions of Law, the Committee recommends that the Board issue an Order as follows:

1. The approval of Medical Learning Center Practical Nursing Education Program to operate a practical nursing education program in Virginia is WITHDRAWN effective the date of entry of this Order. The program shall cease operations no later than June 30, 2020, when all students shall either have graduated or transferred to an approved program.

2. From the date of entry of this Order until closure, MLC-PN shall comply with the following terms and conditions:

a. The program shall comply with its NCLEX success plan as submitted to the Board.

b. The program shall comply with the Board's regulations for maintaining an approved practical nursing education program.

c. The program shall submit to the Board a report regarding its progress in meeting the regulations for closure and the status of all remaining students no later than 30 days after entry of this Order.

3. MLC-PN shall comply with the requirements of 18 VAC 90-27-240 of the Regulations for closure of a nursing education program as follows:

- a. The program shall not admit any new or transfer students.
- b. The program shall cease operations no later than June 30, 2020, when all students shall either have graduated or transferred to an approved program.
- c. In accordance with 18 VAC 90-27-240(B)(2) of the Regulations, the program shall provide to the Board a list of the names of students who have transferred to approved programs and the date on which the last student was transferred no later than June 30, 2020.
- d. In accordance with 18 VAC 90-27-240(C)(1) and (2) of the Regulations, the governing institution shall inform the Board of the arrangements made to safeguard the records and, if the governing institution ceased to exist, the academic transcript of each student and graduate shall be transferred by the institution to the Board for safekeeping no later than July 31, 2020.

Reviewed and approved
By Ethlyn McQueen-Gibson, DNP, MSN, RN-BC
Chair, Education Special Conference Committee



COMMONWEALTH of VIRGINIA
STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219

Peter Blake
Director

(804) 225-2600
FAX (804) 225-2604
www.schev.edu

September 7, 2018

Ms. Gullalai Safi
Medical Learning Center
2812 Old Lee Highway, Suite 301
Fairfax, VA 22031

Dear Ms. Safi,

Enclosed, please find a copy of the *Report of Audit* which summarizes the July 17 & 18, 2018, audit of Medical Learning Center located in Fairfax, Virginia. The report reflects eight "Findings of Non-Compliance," "One item of concern and the corrective action required ensuring full compliance with the regulations. Based upon the number of findings it will be necessary to conduct a follow-up audit within six months.

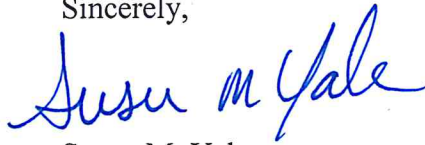
- A "Finding of Non-compliance" is a determination that an institution has failed to provide substantive evidence that its activities meet a corresponding criterion for certification in Virginia or that a school policy or action is in direct violation of a certification standard.
- An "Item of Concern" denotes an area wherein, while the institution is meeting the specific Virginia criterion, SCHEV staff believes that:
 - (a) the institution could make improvements; and/or
 - (b) if left unchecked, it could damage the academic quality of the institution.

Medical Learning Center must correct the areas discussed in the *Report of Audit* by submitting the required documentation within 60 calendar days of this letter. Documentation of all corrective actions must be submitted to the POPE unit of the State Council of Higher Education for Virginia no later than **Tuesday, November 6, 2018**. Failure to submit documentation of the corrective action by the date indicated above may lead to adverse administrative action, which may include suspension or revocation of the certificate to operate.

Although the review was thorough, it cannot be assumed to be all-inclusive. The absence of statements in the report concerning Medical Learning Center's specific practices and procedures must not be construed as acceptance, approval, or endorsement of those specific practices and procedures. Furthermore, it does not relieve Medical Learning Center of its obligation to comply with all statutory and regulatory provisions governed by 8 VAC 40-31 et seq. of the Virginia Administrative Code.

If you have questions or concerns regarding this report, its' findings, or Virginia's institutional certification standards, please contact me at (804) 225-2620 or via email at susanyale@schev.edu.

Sincerely,



Susan M. Yale
Compliance Investigator

cc: P. Saxby, VBON

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

Report of Audit **Medical Learning Center** **Audit Date: July 17 & 18, 2018**

Report Date: September 6, 2018

ITEMS OF NON-COMPLIANCE

1. INSTITUTION DOES NOT MEET ADVERTISING REQUIREMENTS

8 VAC 40-31-30(B)(i)

A school certified to operate by council in accordance with this chapter shall include a clear statement that the council has certified the school to operate in Virginia in all publicity, advertisement, and promotional materials distributed to current or prospective students.

Finding:

The school does not have the statement “Certified to Operate by SCHEV” on the school’s Facebook page. All promotional materials and sites must include the statement “Certified to operate by the State Council of Higher Education for Virginia” according to Virginia regulation. The school’s flyers & mailers use the word “Approved” not “Certified”, all promotional materials must state “Certified”.

Required Action:

Medical Learning Center must update the school’s Facebook page and website to include the statement “Certified to operate by SCHEV.” In additional all flyers and mailers must be updated using the word “Certified” Please send a copy of the updated pages and materials to the PPE unit of SCHEV.

2. ENROLLMENT AGREEMENTS AND START DATES DO NOT MATCH

8 VAC 40-31-160 (E)(1)

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. Admissions records must be maintained by the school, its successors, or its assigns for a minimum of three years after the student's last date of attendance.

Finding:

The auditor reviewed the files of students enrolled at Medical Learning Center and found the signed enrollment agreements do not always match the dates the students began classes. The student files did not reflect current student status and did not have accurately documented changes or alterations.

Required Action:

Medical Learning Center must have accurate start dates on enrollment agreements and the student documents must accurately reflect the current status of all students. Please send a document to SCHEV stating all student information will be accurate in the student files and will be updated to reflect changes if any changes occur. Please send a copy of this document to the PPE unit of SCHEV.

3. INSTITUTION DOES NOT HAVE ALL ITEMS JUSTIFYING ADMISSION

8 VAC 40-31-160(E)(1)

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. Admissions records must be maintained by the school, its successors, or its assigns for a minimum of three years after the student's last date of attendance.

Finding:

The auditor reviewed the files of students enrolled at Medical Learning Center and found documentation missing justifying admission. The students take an admissions test but there is no indication in the file if the exam was passed or failed. No final grade is indicated. In addition, the school does not record or document if the required interview has been completed.

Required Action:

Medical Learning Center must adhere to the school's admissions policy published in the catalog. The school must record and keep all documentation in the student file justifying admission to the school. The school must provide a statement to SCHEV stating they will follow the school's admissions policy in the future. Please send a copy of the statement to the PPE unit of SCHEV.

4. INSTITUTION DOES NOT MAINTAIN A RECORD OF FINANCIAL TRANSACTIONS FOR EACH STUDENT

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

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. Fiscal records must be maintained for a minimum of three years after

the student's last date of attendance. 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:

Medical Learning Center does not keep all information about student payments and refunds on the student ledger card. The ledger card states the monthly payments not method of payment or if a refund has been given once a student withdraws. In addition, Medical Learning Center does not maintain financial records of students. Virginia regulation states that all financial records must be maintained for a minimum of three years after the student's last day of attendance.

Required Action:

Medical Learning Center must update current student files to include a record of all financial transactions and keep a copy in the student's file. In addition, the school must send a statement to the PPE unit of SCHEV confirming all financial records will be kept for a minimum of three years after the student's last day of attendance.

5. SCHOOL CATALOG MISSING REQUIRED STATEMENTS

8 VAC 40-31-160 (D) (5)

A school certified to operate by the council in accordance with this chapter shall include in any print and electronic catalogs:

- The established grievance process of the school, which shall include a provision that students will not be subjected to adverse actions by any school officials as a result of initiating a complaint.

Finding:

Medical Learning Center is missing one item required to be in writing in a catalog, bulletin or brochure. The catalog does not include:

- a. A statement that students will not be subject to unfair treatment by the school as a result of initiating a complaint. The catalog states, "Students will not be subjected to adverse actions by any school official at MLC as a result of initiating a complaint with the BON or SCHEV." The policy should be for all grievances not just complaints with BON or SCHEV.

Required Action:

Medical Learning Center must update the non-retaliation statement in the catalog and send an updated version to the PPE unit of SCHEV.

6. INSTITUTION DOES NOT HAVE A PLAN IN PLACE TO ENSURE THE INTERACTION BETWEEN STUDENTS AND INSTRUCTORS

8 VAC 40-31-160(J)

A plan is in place that ensures interaction between student and faculty, and among students.

Finding:

Medical Learning Center does not have a written policy outlining that faculty is accessible to students for information outside of regularly scheduled class time and throughout the period the course is being offered.

Required Action:

Medical Learning Center must develop and publish a statement which outlines a policy on the interaction between faculty and students outside of class time. Please send a copy of the statement to the PPE unit of SCHEV.

7. INSTITUTION'S REFUND POLICY IS NOT IN COMPLIANCE WITH VIRGINIA REGULATION

8VAC 40-31-160 (N)

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.

Finding:

Medical Learning Center is currently using a refund policy that does not meet the Virginia regulations. The current policy states that the school has a \$50 non-refundable application fee and \$100 non-refundable entrance exam fee. According to Virginia regulations \$100 is the maximum a school can designate as non-refundable.

Required Action:

Medical Learning Center must update their refund policy published on the enrollment agreement and in the school's catalog. Please send an updated copy of both documents to the PPE unit of SCHEV.

8. INSTITUTION DOES NOT HAVE A PROCESS IN PLACE TO EVALUATE SCHOOL EFFECTIVENESS

8VAC 40-31-160 (G)(2-3)

The school must have a clearly defined process by which the curriculum is established, reviewed and evaluated. Evaluation of school effectiveness must be completed on a regular basis and must include, but not be limited to:

1. An explanation of how each program is consistent with the mission of the school.
2. An explanation of the written process for evaluating each degree level and program, or career-technical program, once initiated and an explanation of the procedures for assessing the extent to which the educational goals are being achieved.

3. Documented use of the results of these evaluations to improve the degree and career-technical programs offered by the school.

Finding:

Medical Learning Center does not have a clearly defined process to review programs; the school needs to develop a written document with goals, methods of assessing the goals and documented results of surveys conducted. In addition, the Virginia Board of Nursing requires the school to have an advisory committee to include community members.

Required Action:

Medical Learning Center must develop a process to review and evaluate their curriculum. The evaluation process must be completed on a regular basis (monthly, quarterly or yearly). Medical Learning Center must send a statement defining the evaluation process and how the new process will be implemented. In addition, community members must be added to the school's advisory committee. Please submit documentation to the POPE unit of SCHEV.

ITEM OF CONCERN

1. The SCHEV faculty qualification forms need to be signed by a school administrator and the instructor. All of the instructor qualification forms were not signed.

State Council of Higher Education for Virginia Agenda Item

Item: #VI.E. – Action on Draft Report on Establishing a Process for an Inventory of Research and Development (R&D) Assets.

Date of Meeting: May 19, 2020

Presenter: Emily Salmon
Senior Associate for Research Investment
emilysalmon@schev.edu

Most Recent Review/Action:

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

Date:

Action:

Purpose of this agenda item and effort: This agenda item serves to provide context for the Research and Development (R&D) Inventory effort as well as a summary of activities leading up to the report. (A state-level R&D inventory is a mechanism to catalog a state's research strengths and corresponding assets, which can include equipment and faculty/researcher endeavors, among other topics.)

Background Information/Summary of Major Elements: In fulfillment of a new statutory responsibility for Council, SCHEV staff spent much of 2019 developing the Commonwealth Research and Technology Roadmap (the Roadmap), which Council, the Virginia Research Investment Committee (VRIC) and Governor Northam ultimately approved. (Note that the SCHEV director chairs VRIC; thus, agency staff support the work of the committee.)

The [Commonwealth Research and Technology Strategic Roadmap](#) (the Roadmap) offers options of what an R&D inventory could include but does not formally establish a process to maintain such a catalog. Fulfilling a [statutory](#) requirement of the Roadmap, this report serves to establish a process for maintaining an inventory of the "Commonwealth's current research and development endeavors in both the public and private sectors that can be used to attract research and commercialization excellence in the Commonwealth."

VRIC members articulated a statewide need – and their support – for such an effort and charged SCHEV with this responsibility. SCHEV staff agreed to present findings and a formal report by June 2020 on recommendations for establishing an inventory process. (See the draft minutes of VRIC's December 2019 meeting at

<https://schev.edu/docs/default-source/VRIC/2019-12-10/vric-draft-minutes-12-10-2019.pdf>.) This report incorporates SCHEV research on model inventories from other states from which the Commonwealth can learn, input from higher education, economic development and industry stakeholders along with guidance from the research and development inventory advisory committee established to assist with this project.

A timeline summarizing associated activities follows.

2020 Timeline:

- January-February: Conduct stakeholder interviews on potential needs, scope and uses for the inventory. Identify emergent themes – COMPLETED.
- March: Convene inventory advisory committee on emergent themes and achieve consensus on use(s) and scope of inventory – COMPLETED.
- April-May: Prepare a draft report; seek Council's action and incorporate Council's input.
- June: Present report to VRIC, modify based on input and transmit to various parties as appropriate.

Materials Provided: Draft Report on SCHEV's Research and Development Inventory Effort.

Financial Impact: No estimated impact at this time.

Relationship to Goals of The Virginia Plan for Higher Education: This item relates to the goal of "advancing economic and cultural prosperity within the Commonwealth and its regions" through the following strategies: targeting resources for research and development; catalyzing entrepreneurship; and demonstrating the impact of higher education on state and regional economic development.

Timetable for Further Review/Action: Today, staff proposes Council approval of the draft R&D Inventory report. Following Council action (and any revisions requested by Council), the report will go before VRIC for formal action in June.

Resolution:

WHEREAS the State Council of Higher Education for Virginia finds the draft Report on Establishing a Research and Development Inventory to provide a clear process for creating a catalog of R&D assets within the Commonwealth in compliance with statutory requirements; and

THEREFORE, BE IT RESOLVED that the Council approves the draft Report on Establishing a Research and Development Inventory and following any revisions requested by Council," encourages its submission to the Virginia Research Investment Committee for review and approval.

Report on SCHEV's Research and Development Inventory Effort

May 2020

May 2020



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EXECUTIVE SUMMARY

A state-level R&D inventory is a mechanism to catalog a state's research strengths and corresponding assets, which can include equipment and faculty research endeavors, among other topics. The Commonwealth possesses abundant and diverse R&D assets but no central, coordinated mechanism to catalog these strengths. The development of this report amidst a global pandemic further elucidates the importance of such a catalog on many fronts: from limited resource appropriations, to objective research bench strengths and identification of experts engaged in related and complimentary activities.

The [Commonwealth Research and Technology Strategic Roadmap](#) (the Roadmap) offers options of what an R&D inventory could include but does not formally establish a process to maintain such a catalog. Fulfilling a [statutory](#) requirement of the Roadmap, this report serves to establish a process for maintaining an inventory of the "Commonwealth's current research and development endeavors in both the public and private sectors that can be used to attract research and commercialization excellence in the Commonwealth."

In December 2019, the Virginia Research Investment Committee (VRIC) expressed the need and support for an inventory and charged SCHEV with obtaining stakeholder input on establishing an inventory process, including findings and recommendations to conclude with a formal report. VRIC requested the report on establishing an R&D inventory effort by their June 2020 meeting.

This report incorporates SCHEV research on model inventories from other states from which the Commonwealth can learn, input from higher education, economic development and industry stakeholders along with guidance from the research and development inventory advisory committee established to assist with this project.

Summary of Findings

Common themes from SCHEV research and input from stakeholders focused on the need for an R&D inventory, potential uses for the inventory, along with scope and scaling of the R&D inventory effort to include funding strategies and return on investment metrics. Core themes are summarized below.

- External uses/needs for an R&D inventory: To identify points of contact, available equipment, expertise, programmatic resources, top research areas and corresponding assets. This includes information an external (public) user can access.
- Internal uses/needs for an R&D inventory: Benchmarking within and across institutions and the state, objective assessment and identification of potential collaborators. This includes information an internal user can access.
- Inventory scope: An inventory should focus on breadth of content versus depth.
- Inventory scale: Consider core focus areas (Roadmap) with the ability to drill down to additional details from those areas.
- Return on Investment: Demonstrating use and impact is critical to success and sustainability of such a resource. Establishing performance metrics and reporting on those impacts will support continued funding.

Summary of Recommendations

The seven-member R&D inventory advisory committee reviewed common and divergent stakeholder input and derived the following recommendations. The R&D inventory should:

- Serve multiple uses (industry, economic development and higher education) beyond statutory requirements.
- Possess different publicly- and internally-facing components in order to best meet the needs of multiple types of users. AND

- Demonstrate use and prove value/return on investment. The committee discussed a process to launch an initial, limited-scope pilot followed by assessment and scale up accordingly.

Upon obtaining Council's input, SCHEV will incorporate feedback into the final report presented to VRIC in June for formal action. Next steps to implement this process are included in the report and most immediately concern identifying the entity that will lead implementation.

DRAFT

INTRODUCTION

in·ven·to·ry: an itemized list of current assets (source: [Merriam Webster Dictionary](#)).

The Commonwealth of Virginia benefits from many diverse and strong research and development assets and capabilities. However, no central repository exists that catalogs these various assets. Having such an inventory available publicly would aid higher education, private industry, economic development and policy interests in specific and important ways. The research and development inventory effort focuses on establishing a process to maintain such a catalog. This effort builds on and from high-level inventory input provided in the Commonwealth Research and Technology Strategic Roadmap (the Roadmap). The statutory goal of the inventory is to “attract research and commercialization excellence to the Commonwealth.”

The research and development inventory effort lays out the process for establishing and maintaining a catalog of the Commonwealth's research and development assets (these can be human and physical). The effort focuses on the needs and potential uses for the inventory – using that input to derive proper scope and scale for the endeavor. Such focus is critical to ensure the end product is something that is not only used but has demonstrated impact.

This report provides an overview of the effort, its context within the [Commonwealth Research and Technology Strategic Roadmap](#) along with common themes from stakeholder input and recommendations made by an established advisory committee, the State Council of Higher Education for Virginia (SCHEV) and the Virginia Research Investment Committee (VRIC).

CONTEXT AND PROCESS

Why an Inventory?

To identify the need for such a catalog, consider the types of questions an R&D inventory could answer for the Commonwealth, for industry and for higher education. During this unprecedented time relative to COVID-19, answers to these questions are particularly noteworthy. Policymakers and officials might ask which faculty in Virginia have expertise in infectious diseases, public health epidemiology, vaccine research or immunotherapy. If those questions were asked today, each individual company in Virginia and higher education institution's website would be scoured for this information. Most of that information would be housed in different places within multiple websites, using different terminology with varying details relative to points of contact and useful information. Simply put, it would be an hours long exercise at best. Imagine if instead, state researchers could run a 60-second query that identified key researchers and experts in these areas that could then be quickly contacted and plugged into key testing, task force or recovery efforts.

Taking another use case, during the Commonwealth's budget cycles and specific appropriation requests, an inventory could aid in assessing higher education research funding requests helping to make "apples to apples" comparisons. An inventory tool or platform could identify complimentary or divergent foci of the requests; synergies could be more easily identified, reducing duplication of efforts while offering the potential for collaboration between institutions where and when it makes sense.

A final example pertains to start-ups. A lean start up needs non-routine access to a mass spectrometer. If that need exists today, the company would either need to reach out to any existing contacts it has at a given university or start blindly contacting various labs and faculty to ascertain availability and terms of use. Each institution would likely have different points of contact and legal terms for such equipment use. Streamlining this process would

assist industry with their needs “at the speed of business” which also offers the ability for businesses and higher education to interface and spur further collaboration.

Right now in the Commonwealth, these scenarios play out differently; no central repository exists for this type of information. A void also exists relative to showcasing the Commonwealth's research and development strengths on a comprehensive statewide basis. A tremendous amount of groundbreaking work occurs within Virginia but aside from individual institutions or entities highlighting their news, there is no central place to highlight Virginia's research endeavors and commercialization activities. To continue to attract and grow such excellence, some level of outreach and messaging on existing assets must ensue. A statewide research and development inventory has the potential to address any and all of the above needs and more. The following sections provide additional context for an R&D effort in the Commonwealth.

Strategic Roadmap

In 2019, SCHEV developed the [Commonwealth Research and Technology Strategic Roadmap](#), as part of its [statutory](#) obligation. The Roadmap serves to identify research areas worthy of institutional, economic development and private sector focus. The Roadmap's goal is to create a framework for fostering collaboration between higher education, private sector industry and economic development around those identified research areas of focus.

One of the statutory requirements of the Roadmap is to “establish a process for maintaining an inventory of the Commonwealth's current research and development endeavors in both the public and private sectors that can be used to attract research and commercialization excellence in the Commonwealth.” The roadmap offers many options for what an inventory can look like but does not formally establish an inventory process. Some inventory options identified by higher education, economic development and private sector stakeholders through the Roadmap development process are summarized below. For additional information, refer to Appendix A at the end of this report.

Research Inventory Options for Collaboration

Develop a portal and identify equipment, biorepository, core labs and other assets for sharing/use. Connect with relevant, existing sites and buildings inventories.

Develop an inventory portal of statewide available technologies and intellectual property (IP).

Explore state purchase and licensing of a research, development and commercialization inventory web-based platform.

Create a comprehensive and cohesive research and development inventory. This would enable identification of faculty by area of focus and research activity along with available IP, shared equipment, clinical trial information and startups.

These high-level inventory options show just how broad or narrow the scope of an R&D inventory can be. The scope of the inventory in turn influences use and ultimately return on investment which warrants continued support for an inventory system. In other words, the entire feedback loop for such a system must be considered at the onset of establishing an inventory process.

Virginia Research Investment Committee

In December 2019, VRIC members weighed in on establishing an inventory process. The committee supported the need for a research and development inventory of some sort. VRIC charged SCHEV with obtaining stakeholder input, researching various inventory systems that exist in other states and reporting on findings and recommendations for establishing a statewide R&D inventory. The committee requested updates and a draft report by the June VRIC meeting. Input from the committee will be incorporated into the final report.

R&D Inventory System Use Case Studies

Over the past 18 months as part of the Roadmap development process, SCHEV identified and assessed a variety of R&D inventory systems used by other states. Appendix B provides a list of various “model” inventory systems from other states along with detailed insight on those models relative to scope and use. A few noteworthy points emerged from this research.

The R&D inventory landscape has changed substantially over the last 18 plus months. Many of the “best in class models” two years ago have now become obsolete. Other states that launched inventory platforms during that same time now migrated their once internally developed and managed efforts to vendor platforms. SCHEV's analysis identified three critical components to an inventory effort:

1. Automated, scrapable public data. This requires significantly less verification time and human factor errors in manually updating any data. Such data also imposes a level of uniformity – creating a clean method to query various data points.
2. Outreach and awareness. In order to promote use and demonstrate impact, successful inventories not only have an outward marketing component but must also be marketed to potential users such as economic development, higher education institutions and private sector businesses. How entities may use an inventory varies widely by state and respective inventory system. States with successful inventory systems provided outreach at the onset to raise awareness and increase use of their respective inventories. Such efforts cannot be understated.
3. Impact. To demonstrate return on investment, inventories must be used and through that use, impact must be documented and conveyed. Impacts can include quantitative and qualitative components. For example, how many times a unique user accesses the inventory, time spent in the inventory and data accessed. Quantitative impacts could also include use of available lab and research equipment, number of industry/higher education collaborations, increased research funding and more. Qualitative impacts might identify a specific partnership or collaboration that came about from inventory use and how such relationships resulted in an innovation, discovery or some other tangible outcome. Methods and metrics to determine impact should be defined when establishing a statewide inventory process.

The following chart summarizes a few of the inventory models assessed. Details on each system can be found in Appendix B.

State Model	Inventory Scope
Florida ExpertNet	Experts, speakers, projects, research centers/institutes, technology and licensing, innovation exchange.*
Georgia Research Alliance	Eminent scholars, portfolio companies, core facilities, publications and featured breakthroughs.
University of Missouri System	Experts, publications, grants, clinical trials, patents, awards.
Michigan Corporate Relations Network	Experts, research grants, publications, clinical trials, patents, industry and researcher networks.
Ohio Innovation Exchange	Experts, equipment, patents, services and innovation exchange.*

*Innovation exchange platforms offer customized matchmaking and assistance between the private sector and higher education research faculty for collaboration.

Virginia Higher Education Inventory Systems

A few of Virginia's higher education institutions possess some sort of portal or system to track faculty research activity. These efforts are not consistent within or between institutions. For example, not all research efforts within an institution may be documented and the scope of information varies from institution to institution. Some of these systems may only be accessed internally. Below is a listing of Virginia institutions' existing efforts. These portals along with institutions' websites can provide a backbone of scrapable data and a potential framework from which to build a statewide R&D inventory. Additionally, several institutions subscribe to specific data platforms to gauge faculty activity. Compiling a statewide inventory offers an economy of scale versus individual institutions incurring separate costs for this information without access to data across institutions.

[Virginia Tech LINK](#) (internal)

[University of Virginia 3 Cavaliers](#) (set to go University-wide)

Stakeholder Outreach

As part of the R&D inventory effort, SCHEV reached out to roughly 25 stakeholders/groups and potential inventory users for input on a core set of questions.

Core interview questions:

1. Need. What are the needs driving the inventory? What questions can/should the inventory answer for higher education, business, and economic development? Policy makers?
2. Use. Who will use this and what is their lens? How will they use it? How frequently do they anticipate using it? What activities and decisions will it inform?
3. Scope. How narrow or broad (all encompassing) should the R&D inventory be? What types of information should be included?
4. ROI. How will success be defined and demonstrated?
5. Sustainability. Offer ideas on potential funding mechanisms to ensure sustainability.

SCHEV requested input from the following stakeholders/groups within the Commonwealth:

- Higher education institutions;
- Federal research labs;
- State economic development entities;
- Entrepreneurial resource centers;
- Regional technology councils;
- Private industry (startups to large corporations); and
- Chief research officers, faculty, entrepreneurs, technology transfer experts, researchers, business leaders/executives and economic developers.

Advisory Committee Formation

SCHEV established a research and development inventory advisory committee to weigh in on emergent themes from stakeholder interviews and offer recommendations for establishing

a R&D inventory process. The advisory committee members represent a cross section of R&D interests in the Commonwealth and possess a core understanding of an R&D inventory.

Research and Development Advisory Committee members:

1. Dr. Deborah Crawford, Vice President for Research, Innovation and Economic Impact, George Mason University;
2. Dr. Keith Holland, Vice Provost for Research and Scholarship, James Madison University;
3. Nathalie Molliet-Ribet, Vice President of Research, Virginia Economic Development Partnership;
4. Nick Pesce, Senior Strategic IT Advisor, MITRE Corporation;
5. Nancy Vorona, Vice President Research Investment, Center for Innovative Technology;
6. Dr. Drew Weisenburger, Chief Technology Officer, Jefferson Labs; and
7. Dr. William Wasilenko, Vice Dean for Research, Eastern Virginia Medical School.

The committee members individually provided input on the core interview questions. Once all stakeholder outreach was complete, the committee convened on March 2 to review and discuss emergent themes and to achieve committee consensus on the use(s) of the inventory, scope and scale.

COMMON THEMES

Stakeholder response to the R&D inventory questions posed during individual interviews revealed common and divergent themes noted in the subsequent sections.

Inventory Uses and Needs

Framing question: Who will use the inventory and how will they use it?

	Access Available Equipment/Expertise	Assess R&D Strengths	Identify Programmatic Resources	Identify Potential Collaborators	Identify Intellectual Property
Higher Education	X	X		x	x
Industry	X	X	X	x	x
Economic Development	x	X	X		

X = common themes from collective stakeholder input.

x = divergent themes from collective stakeholder input.

Access to available equipment and/or expertise: Laboratory and research equipment available for use by other institutions or business. This may also include biorepositories and space available for businesses to lease.

Assess R&D strengths: An objective means to identify Virginia's and its respective higher education institutions' true research capabilities and strengths. This should focus on a short bench of strengths supporting research excellence not a mere listing of overall research activity. Simply put, in what research areas does Virginia lead or have a competitive advantage?

Programmatic resources: This may include identification of subject matter experts, high-level identification of faculty research activity, associated courses or academic programs as well as graduate research students associated with a particular lab/faculty member.

Collaboration: The ability to identify researchers and faculty performing complimentary research that opens the door for potential collaboration.

Intellectual property: Patent activity associated with a researcher, faculty member or other individual. This serves to identify complimentary technologies and to bundle IP, enhancing overall portfolio value.

Emergent themes from input centered on using an R&D inventory to identify and obtain access to available lab equipment, space or facilities; objectively assess R&D strengths within the Commonwealth and specific institutions and to identify programmatic resources.

Programmatic resources include subject matter experts, faculty research activity and associated assets (graduate students, labs, institutes etc.).

Framing question: What questions should the inventory help answer for higher education, industry and economic development?

Stakeholder Type	Input - Questions the inventory should answer
Higher Education	<ol style="list-style-type: none"> 1. Who is engaged in relevant research in Virginia and might be interested in collaborating? 2. What research/testing equipment, lab space, core facilities are available, and who do I contact to gain access to them? 3. What companion technologies have I not considered as being relevant to my research or commercialization efforts? 4. What related IP can I bundle with my IP to improve portfolio value?
Industry	<ol style="list-style-type: none"> 1. What research/testing equipment, lab space, core facilities are available, and whom do I contact to gain access to them? 2. Where can I find technical talent (graduates and faculty) to improve my product and grow my business? 3. How can I identify potential collaborators or subject matter experts? 4. What related technology under development can improve my product's functionality? 5. What technologies are available to license and build new products?
Economic Development	<ol style="list-style-type: none"> 1. What programmatic resources and expertise are available relative to a specific industry? 2. What are Virginia's top research areas? 3. Where can I find a list of research assets related to a specific industry or focus area for existing or prospective clients? 4. How can I identify institutional and other resources for startups to leverage in the state or a specific region?

Common responses.

Infrequent/divergent responses.

Sourced from questions provided by various stakeholders.

Questions the inventory should answer focus on available lab equipment, space or facilities; objective R&D strengths within the Commonwealth and specific institutions as well as associated programmatic resources.

Inventory Scope and Scale

Framing question: How narrow or broad should the R&D inventory be?

Stakeholders from industry, higher education and economic development largely emphasized the need for inventory breadth versus depth. The inventory should serve multiple uses in addition to the statutory use of attracting research and commercialization excellence. The common uses identified: available equipment and lab space; R&D strengths and programmatic resources as well as the statutory aspect of attracting excellence comprise a potentially broad scope.

From a depth perspective, all users conveyed the need to quickly obtain key information as well as proper points of contact for further details. A divergent opinion expressed by industry conveyed the need for one point of contact to assist with their needs instead of requiring them to perform detailed, independent searches. Innovation exchange platforms from the University of Florida and Ohio use this model, offering custom assistance to business essentially performing the necessary legwork and searches on their behalf.

Framing question: What types of information should be included?

An emergent theme focused on sourcing from available public data via existing databases, spreadsheets and web-based data feeds. This too focused on breadth over depth with high-level information as a priority. Emphasis on available equipment, objective research strengths or researchers/experts including their associated patents, awards, programs and labs/institutes as well as points of contact instead of an exhaustive list of individual publications, citations or coursework or extensive details about available equipment.

Additional details can be obtained via the identified point of contact. Stakeholders indicated the importance of identifying the right point of contact and sufficient summary information in as few steps (or clicks) as possible. The inventory should source from data that requires little if any validation and automated updates.

Scale

The inventory should include an array of research areas not just limiting to one or a few. An efficient and clear taxonomic structure to the inventory is critical for ease of use; stakeholders referenced the Roadmap's six research areas of focus as a potential taxonomy backbone with the ability to query more specific areas from those foci. Addition input referenced the benefit of including all higher education research such as from liberal arts, perhaps as a phase two, to lend credence to those research activities and assets as well.

Return on Investment and Sustainability

Framing questions: How will success be defined and demonstrated? What potential funding mechanisms should be employed to ensure sustainability?

Those interviewed tended to address both questions simultaneously, acknowledging the relationship between the two topics – return on investment and sustainability. The inventory process should include metrics to measure success – use and impact - reporting on such metrics will in turn support sustainability. Suggested metrics to measure use and impact included the following.

- Equipment and lab use;
- Collaboration resulting in new grant funding and research outputs;
- Improved human condition resulting from R& D activities via marketing and success stories;
- Eminent researcher activities such as awards, clinical trials, IP and startups; and
- Inventions and successful matches via technology licensing and bundled IP.

Many of the above metrics may not derive solely from use of the R&D inventory. However, reporting on these and/or other established metrics gives credence to the R&D inventory. Annual methods of reporting on those uses and impacts will support sustainability. Lack of clear and adequate metrics have imperiled R&D inventories from other states.

Stakeholders offered three primary and divergent funding mechanisms:

- Revenue generation via inventory use.
- Cost-sharing among primary entities using the resource.
- Shouldering the financial responsibility solely by the Commonwealth.

A few additional insights from other state R&D inventory models are highlighted below and should be considered when determining funding sources for the Commonwealth's R&D inventory effort.

- State internal development of an inventory platform can generate large up-front costs and ongoing maintenance and update costs. Both up-front and ongoing maintenance fees can be substantial depending on the scope of the inventory and automation of data feeds and updates.
- Sourcing via existing commercial platforms will generate minimal up-front costs and annual platform subscription fees. These fees include built in updates, patches and data feeds. Ranges for such platform subscriptions vary widely.
- Specific points of contact from one or multiple entities will likely devote time to promoting use and reporting outcomes. This also includes personnel involved with any innovation exchange capabilities of the inventory- offering matchmaking and customized business assistance. Such time can generate additional personnel costs and should be factored into the budget.
- State sponsored inventories have struggled to demonstrate sizable impacts necessary to secure follow on funding compared to cost-sharing counterparts.
- Some states have obtained grant funds to seed R&D inventory efforts. Once the grant funding ends, states have been reluctant to provide follow-on funding to continue the efforts.

RECOMMENDATIONS

SCHEV presented common themes and findings from stakeholder interviews to the R&D inventory advisory committee at the March 2 convening. The committee discussed these themes and subsequently achieved consensus on the inventory's uses and scope by answering probing questions.

Probing Questions:

- 1) Should the inventory address multiple uses and needs or one primary use/need? If multiple uses/needs, how many? Which ones? (Scope). **The committee determined that the R&D inventory should have multiple uses beyond the statutory use of "attracting research and commercialization excellence to the Commonwealth."** These uses should serve higher education, private industry and economic development. Uses include:
 - *Access available research equipment, labs and other space;*
 - *Quantify research bench strengths by institution and Commonwealth-wide; and*
 - *Identify subject matter experts. Data includes high level, scrapable data on research funding, activities, IP, startups and associated programmatic resources. Programmatic resources can include research labs, core facilities, centers of excellence, corresponding graduate programs/courses.*
- 2) Should the inventory encompass all R&D areas or pilot with a core focus? (Scale) Much discussion prevailed on the inventory's order of magnitude. **The committee achieved consensus on demonstrating use and impact as well as establishing ROI metrics and a funding strategy via launch of a pilot inventory. The pilot inventory will consist of one primary research focus area based on the Commonwealth Research and Technology Strategic Roadmap and will address the multiple uses identified above.** The pilot will validate use and enable adjustments to the platform data, presentation and scope (depth and breadth) before launching the full-scale inventory. The committee expressed that this

allows an efficient means to test the inventory framework and demonstrate early use and impacts to shore up support for the full-scale effort. The group offered cybersecurity (including the Commonwealth Cyber Initiative) as a potential pilot focus.

- 3) What depth of information should be provided for identified uses/needs? **The committee recommended more breadth of information (to include proper points of contact for further information) versus depth.** For example, high-level (scrapable) data on available equipment, research centers and faculty activity (IP, funded projects, graduate students etc.) queryable by research focus area and by institution. Such a balance of breadth vs. depth will most effectively serve a variety of users.
- 4) Should the inventory look/function different for internal vs. external users? **The committee concurred that the inventory should look and function differently for different users.** For example, a public-facing inventory could dually serve a marketing function (for industry, economic development and higher education) while the internal components could assist the state and higher education with benchmarking R&D activities by areas of focus and by institution – serving as an assessment tool. Additionally, the platform should function differently for businesses offering a point of contact at each higher education institution to assist with individual needs. The platform can also offer businesses a means to query the inventory directly if they so choose. How different users (internal vs. external) access the inventory should inform its funding mechanism. Internal users can access additional details and “back end” reports and for such privileges may be required to pay for these capabilities via a membership or pro-rata subscription.

NEXT STEPS

The critical next step is to determine the entity responsible for implementing this effort. This report offers guidance for implementation. Once a lead entity assumes responsibility, the following steps should take place.

1. Develop an inventory implementation work plan including timeline, key milestones and staff responsible for delivery.
2. Identify appropriate internal and external contacts/options for inventory development to ballpark costs including a pilot.
3. Determine whether a pilot or full-scale inventory should be launched based on ballpark costs for both options.
4. Draft a budget including any personnel costs, outreach costs and recurring costs over the next 2-5 years for planning purposes. This may include two budgets – for a pilot (if applicable) and for the comprehensive inventory.
5. Produce a request for proposals (if outside platform vendor desired) and follow necessary state procurement guidelines related to such.
6. Select vendor via state approval process if commercial platform desired OR work with appropriate internal staff to develop and launch platform following prescribed work plan.

ACKNOWLEDGEMENTS

SCHEV and VRIC extend sincere gratitude to all of the participants from higher education, industry and economic development for their perspectives on this endeavor. In particular, SCHEV and VRIC want to recognize the Research and Development Inventory Advisory Committee for their time and thoughtful recommendations that serve as the foundation for implementing a statewide R&D inventory.

DRAFT

APPENDICES

DRAFT

Appendix A: Research Inventory Excerpts from the Roadmap

The Roadmap statute requires establishment of a research and development inventory. After completion and approval of the [Roadmap](#), and consistent with existing code requirements, SCHEV will follow a similar process to develop the research inventory.

The scope of an inventory can vary widely. The implementation of an inventory can also inform future roadmaps and areas of focus for the Commonwealth as well as tie into and support the other core categories of options for collaboration.

Research Inventory Options for Collaboration

Develop a portal and identify equipment, biorepository, core labs and other assets for sharing/use. Connect with relevant, existing sites and building inventories where appropriate.

- The Virginia Catalyst has already begun this effort via a memorandum of understanding with various higher education institutions. The inventory could build on this work and broaden the scope.
- The portal could also list state authority-owned properties – for flex, lab, wet lab and other space for startups. One model mentioned is George Tech's Advanced Technology Development Center.

Develop a portal of statewide available technologies and IP.

- This can build up over time and focus initially on roadmap sectors.
- Additional use as an industry attraction tool.
- Refer to economic development and commercialization Roadmap sections for more information.
- Explore state purchase and licensing of a research, development and commercialization inventory web-based platform.

Create a comprehensive and cohesive research and development inventory. This would enable identification of faculty by area of focus and research activity along with available IP, shared equipment, clinical trial information, associated startups and a marketing component. For this tool, clear, uniform taxonomy is essential for use.

- Georgia Research Alliance is a commonly reference model.
- Implementing a comprehensive approach (the entire above plus “site miners” or human components to facilitate engagement and ease of use). Extremely time and cost intensive. Ohio Innovation Exchange is such a model.
- Academic Analytics, Wellspring, Digital Science, Reed Elsevier and others offer robust inventory platforms. Crunchbase by Wellspring offers investor-scouting capabilities and market research for associated startups.


Provide dedicated resources to develop the research and development inventory.

Appendix B: Other States' R&D Inventory Systems

State Model	Inventory Scope	Platform Development	Funding Source	Additional Notes
Florida ExpertNet (est. 1999)	Experts, speakers, projects, research centers/institutes, technology, licensing, postsecondary instructional programs, and innovation exchange.* Platform includes Leading Edge section devoted to high priority areas of research.	Produced through Clearinghouse for Applied Research. Operated by the Center for Information Management and Educational Services at The Florida State University.	State University System of Florida.	Florida ExpertNet Advisory Committee meets quarterly to guide staff on marketing and use strategies. Committee includes economic development, higher education and industry representation.
Georgia Research Alliance (est. 1990)	Eminent scholars, portfolio companies, core facilities, publications and featured breakthroughs.	Internally developed by Georgia Research Alliance.	Operational funding through industry and foundation contributions to the Alliance.	Includes staffing for marketing and communications.
University of Missouri System (portal est. 2019)	Experts, publications, grants, clinical trials, patents, awards.	Platform developed by Academic Analytics.	University of Missouri system.	
Michigan Corporate Relations Network (est. 2011; portal est. in 2019)	Experts, research grants, publications, clinical trials, patents, industry and researcher networks.	Platform developed by Wellspring.	Michigan Economic Development Corporation Entrepreneurship & Innovation Initiative.	Platform offers visualization tools identifying collaborative networks by research area. MRCN also offers a small business internship award.
Ohio Innovation Exchange	Experts, equipment, patents, services and innovation exchange.*	Internally developed by Ohio Manufacturing Institute.	Led by Ohio Dept. of Higher Education in collaboration with four Ohio universities and industry support from Ohio Manufacturing Institute.	Offers case studies and also different means to navigate based on the type of user (industry, higher education, etc.)

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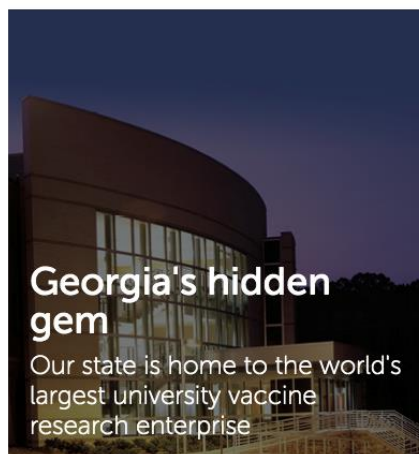
- What is the Innovation Exchange?
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- What is an Expert?
- What is a Technology for Licensing?
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- What is the briefcase?
- What universities are participating?
- Who do I contact for assistance?

Source: [Florida ExpertNet](https://www.floridapartners.com/expertnet)

Georgia Research Alliance

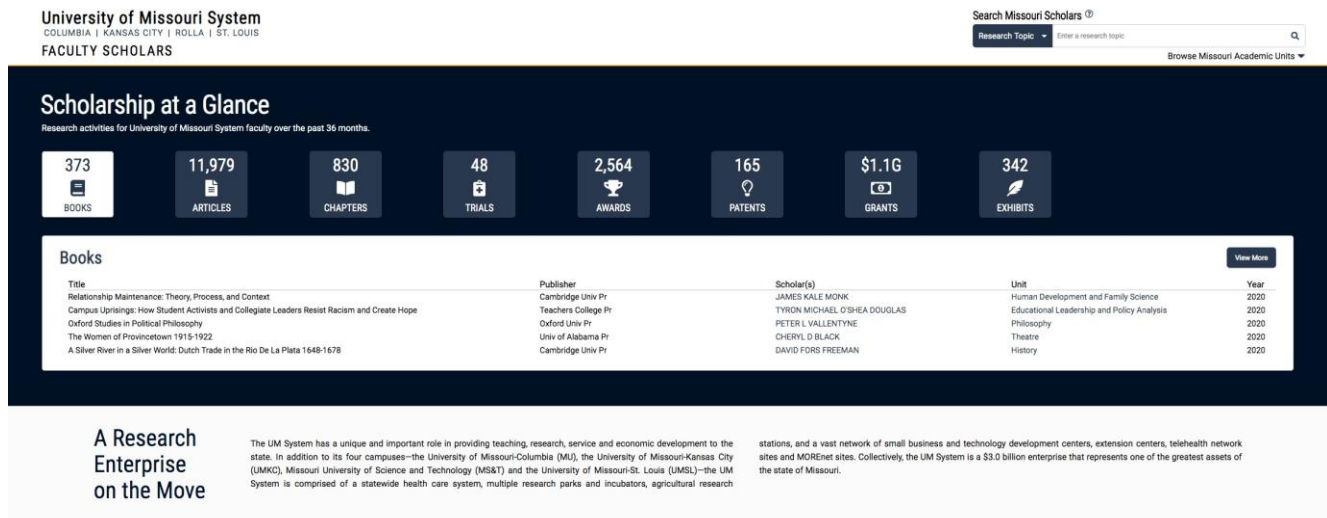


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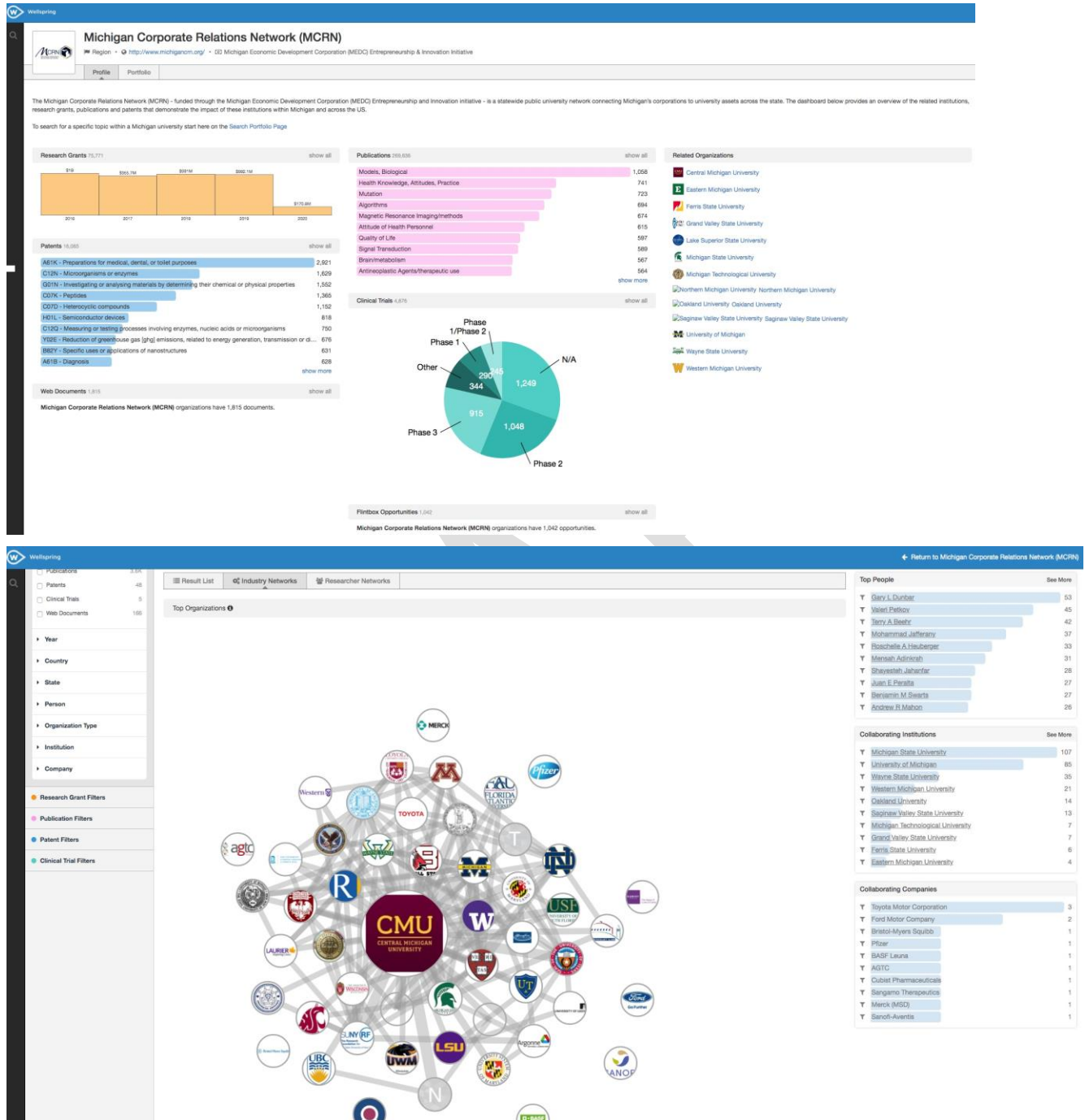
Source: [Georgia Research Alliance](#)

University of Missouri System - Faculty Scholars



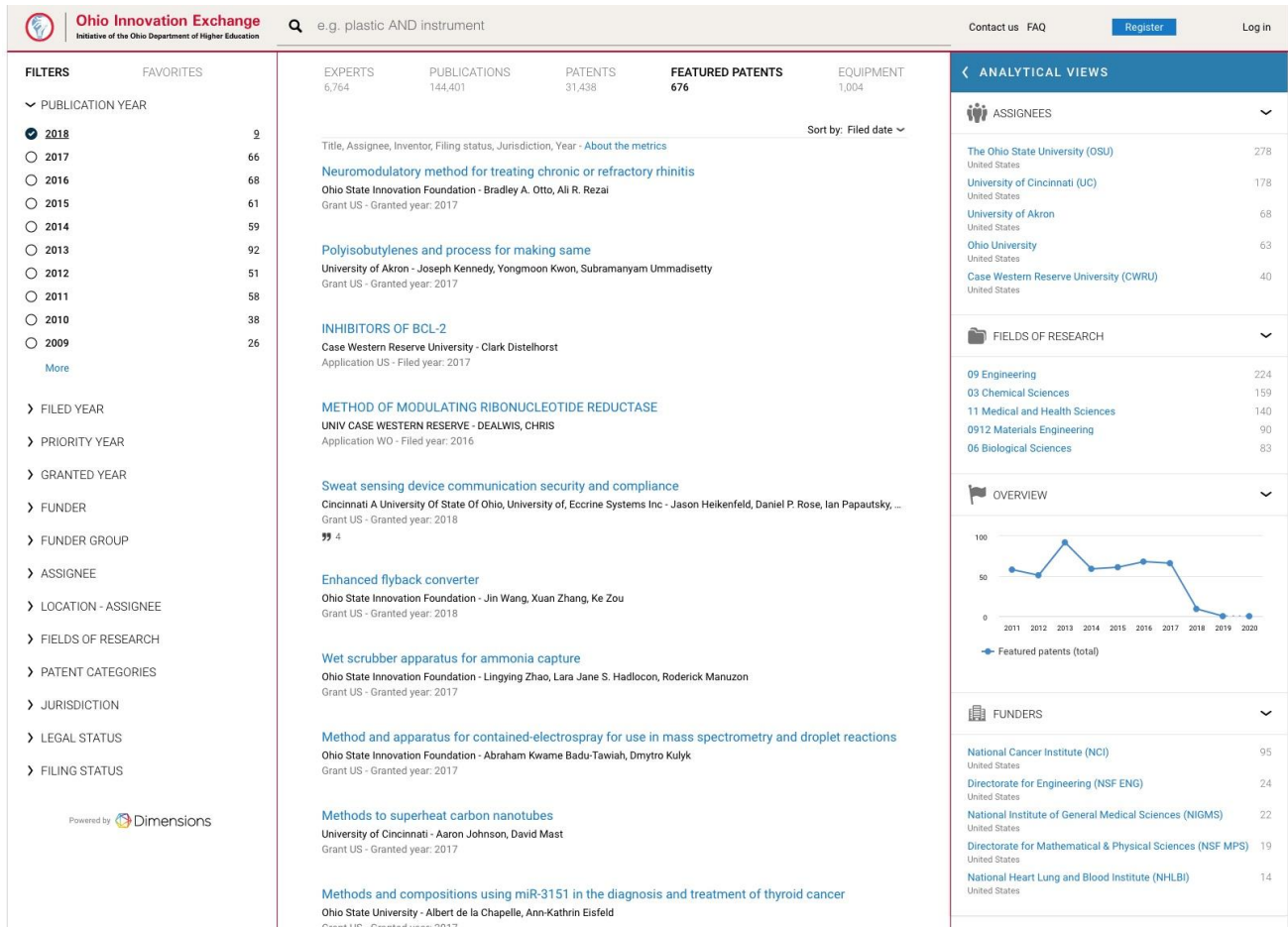
Source: [University of Missouri Faculty Scholars Portal](#)

Michigan Corporate Relations Network



Source: [Michigan Corporate Relations Network](https://www.michigan.gov/mcrn)

Ohio Innovation Exchange



Source: [Ohio Innovation Exchange](https://ohioinnovationexchange.org/)

State Council of Higher Education for Virginia Agenda Item

Item: #VII.A. – Briefing on Graduate Outcome Survey

Date of Meeting: May 19, 2020

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

Most Recent Review/Action:

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

Date: January 7, 2020

Action: Council received an update on the graduate outcomes survey and discussed potential survey questions.

Purpose of the Agenda Item: The purpose of this agenda item is to inform the Academic Affairs committee of the current status of the project to conduct a comprehensive survey of graduates of Virginia public institutions, as funded by the 2019 General Assembly.

Background Information/Summary of Major Elements: The 2019 General Assembly passed an amended budget allocating \$750,000 for the administration of a one-time survey of graduates of public institutions of higher education. This funding allocation was based on a request from Council for \$1.25 million for a survey to determine the success of Virginia graduates in securing employment, earning wages, and contributing to the civic life of their communities. Council is seeking additional funding from the public colleges and universities and other potential partners.

SCHEV has entered into a Memorandum of Understanding (MOU) with the VCU Survey and Research Evaluation Laboratory (SERL) to conduct the survey and analyze and report on its results. An update will be provided on the current status of SERL's progress toward design and implementation of the survey.

Materials Provided: PowerPoint presentation will be provided at the meeting.

Financial Impact: N/A

Timetable for Further Review/Action: Continuing updates will be provided at Council meetings through 2020.

Relationship to Goals of the Virginia Plan for Higher Education: The post-college outcomes survey is related to Goals 2 and 4 of the Virginia Plan:

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

The survey is expected to have an impact on multiple strategies related to these two goals, including the following:

Goal 2:

- Strengthen curricular options to ensure that graduates are prepared with the competencies necessary for employment and civic engagement
- Engage adults and veterans in certificate and degree completion and lifelong learning

Goal 4:

- Build a competitive, future-ready workforce for all regions
- Demonstrate the impact of higher education on state and regional economic development

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

Item: #VII.B. – Briefing on Fall 2019 Enrollment at Public Two-Year Institutions and Independent Four-year Institutions

Date of Meeting: May 19, 2020

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

Most Recent Review/Action:

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

Date:

Action:

Purpose of the Agenda Item: The purpose of this agenda item is to present information on enrollment at public associate-degree-granting institutions and private non-profit institutions from Fall 2019. No Council action is required.

Background Information/Summary of Major Elements: In January, Council received a report on enrollment at public baccalaureate institutions. This item is the corresponding report for public two-year institutions and independent institutions.

Materials Provided: Included in the item is a Fall 2019 enrollment update. The data also are available on the SCHEV website's Research section (<https://research.schev.edu/info/Reports.Guide-to-the-Fall-Headcount-Enrollment-Reports>). Staff is providing only a high-level overview as the Commonwealth and the nation are in a highly fluid situation where the enrollment for last fall seems like it may be completely unrelated to what happens in the coming fall.

Financial Impact: None.

Timetable for Further Review/Action: Additional and updated information on Fall 2019 enrollment will be posted on the SCHEV website.

Resolution: None.

Fall 2019 Enrollment Update

These and other data related to enrollment can be found on the SCHEV research website: (<https://research.schev.edu/info/Reports.Guide-to-the-Fall-Headcount-Enrollment-Reports>).

Two-Year Colleges

Enrollment in the public two-year colleges has continued to decline following its highest point ever in 2011. In Fall 2019, total enrollment in the sector was 160,427 or 3,518 students fewer (-2.1%) than the prior year. Losses were spread across the colleges, with only four institutions experiencing increased enrollment. The enrollment declines of the last eight years reflect national trends and appear to be related to an improving economy and dropping unemployment. They also may be influenced by smaller growth in the number of recent high school graduates.

Public Two-year Colleges, Changes in Fall Headcount Fall 2018 - Fall 2019
Total

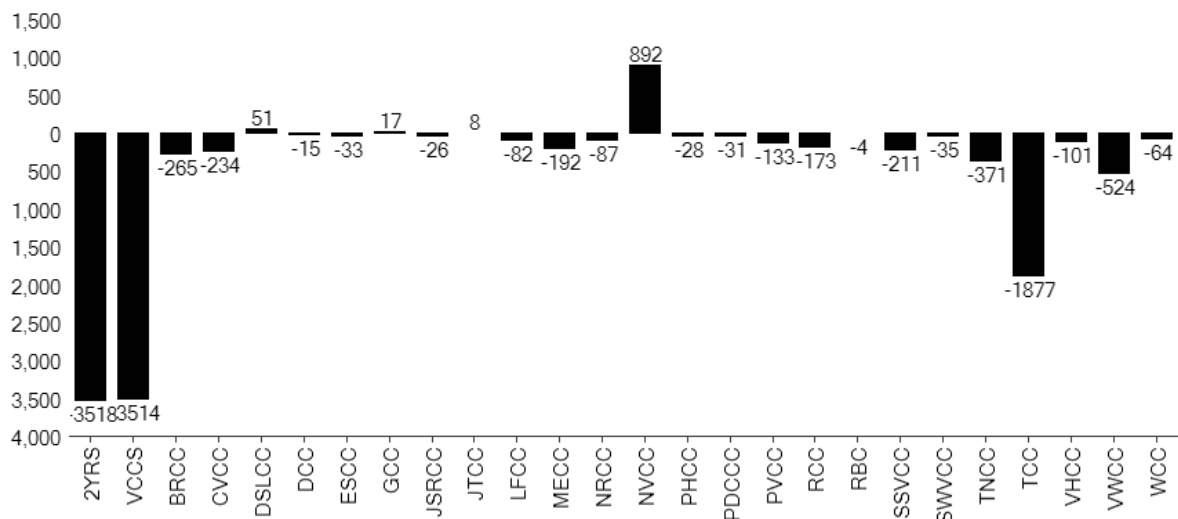


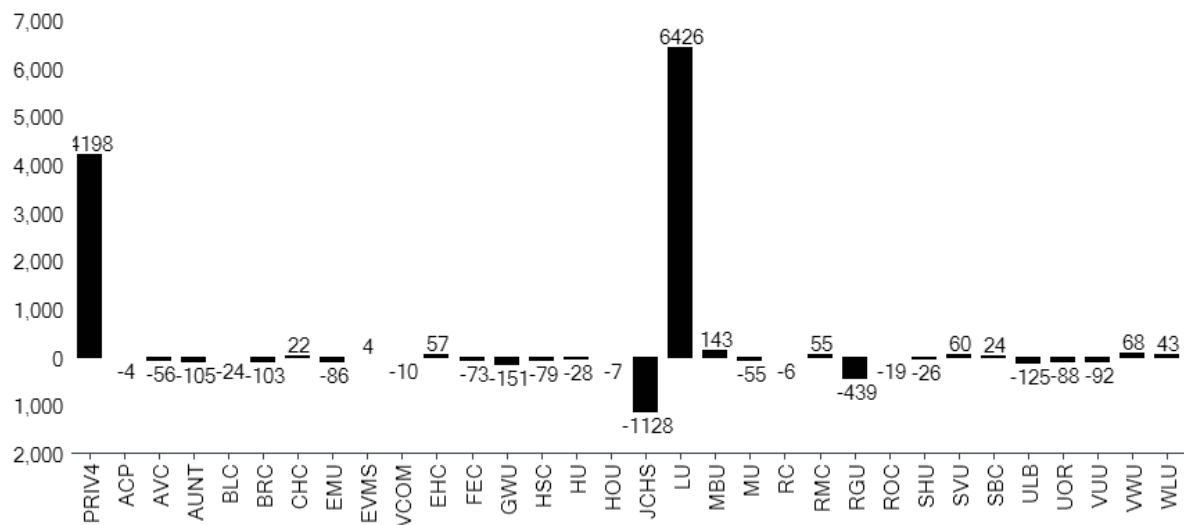
Table 1: Public Two-Year Colleges			
Institution	In-State	Out-of-State	Total
Total Public Two-Year Institutions	152,578	7,849	160,427
Richard Bland College	2,281	73	2,354
Virginia Community College System	150,297	7,776	158,073
Blue Ridge Community College	3,734	100	3,834
Central Virginia Community College	3,730	83	3,813
Dabney S. Lancaster Community College	1,025	7	1,032
Danville Community College	2,779	34	2,813
Eastern Shore Community College	603	18	621
Germanna Community College	7,026	199	7,225
J Sargeant Reynolds Community College	8,411	300	8,711
John Tyler Community College	9,893	259	10,152
Lord Fairfax Community College	6,544	172	6,716
Mountain Empire Community College	2,264	49	2,313
New River Community College	4,131	201	4,332
Northern Virginia Community College	47,912	3,909	51,821
Patrick Henry Community College	2,162	76	2,238
Paul D Camp Community College	1,223	34	1,257
Piedmont Virginia Community College	5,115	197	5,312
Rappahannock Community College	2,884	25	2,909
Southside Virginia Community College	3,200	19	3,219
Southwest Virginia Community College	2,310	28	2,338
Thomas Nelson Community College	6,911	403	7,314
Tidewater Community College	17,664	1,400	19,064
Virginia Highlands Community College	2,194	92	2,286
Virginia Western Community College	6,169	134	6,303
Wytheville Community College	2,413	37	2,450

Private Non-profit Colleges and Universities

Enrollment at the private non-profit colleges and university – focusing on those participating in the Virginia Tuition Assistance Grant Program – increased to 141,470 in Fall 2019, or 4,198 more students (3.1%) than the previous fall. Most institutions experienced decreases with the bulk of the net increase supported by an increase of 6,426 students at Liberty University.

Table 2: Four-Year Independent Colleges and Universities				
	Under-graduates	Graduate Students	First Professionals	Total
Total Private, Nonprofit, Four-Year Institutions	85,475	48,518	7,477	141,470
Appalachian College of Pharmacy	0	0	217	217
Averett University	896	0	0	896
Averett University Non-Traditional	211	272	0	483
Bluefield College	956	210	0	1,166
Bridgewater College	1,713	41	0	1,754
Christendom College	493	115	0	608
Eastern Mennonite University	978	342	38	1,358
Eastern Virginia Medical School	0	768	619	1,387
Edward Via College of Osteopathic Medicine	0	0	722	722
Emory & Henry College	1,025	273	0	1,298
Ferrum College	1,046	0	0	1,046
George Washington University	603	971	0	1,574
Hampden-Sydney College	993	0	0	993
Hampton University	3,714	423	156	4,293
Hollins University	668	130	0	798
Liberty University	47,025	35,260	3,301	85,586
Mary Baldwin University	1,476	567	0	2,043
Marymount University	2,158	1,205	0	3,363
Randolph College	565	52	0	617
Randolph-Macon College	1,543	0	0	1,543
Regent University	4,452	5,092	876	10,420
Roanoke College	2,014	0	0	2,014
Shenandoah University	2,040	1,238	513	3,791
Southern Virginia University	1,039	0	0	1,039
Sweet Briar College	351	3	0	354
University of Lynchburg	1,935	1,021	0	2,956
University of Richmond	3,161	351	402	3,914
Virginia Union University	1,153	86	229	1,468
Virginia Wesleyan University	1,408	98	0	1,506
Washington and Lee University	1,859	0	404	2,263

Private Four-year Colleges and Universities, Changes in Fall Headcount Fall 2018 - Fall 2019 Total



Summary

In a normal year, staff would present these data, with greater detail, as a status report on the condition of enrollment at Virginia's colleges and universities. However, in the spring of 2020 and during the COVID-19 pandemic and the sudden transition from traditional face-to-face education to remote education, these data are not a status report. They are a starting point from which to assess the changes in enrollment, persistence of students and credential completion at a time of great change in Virginia and nationally.

State Council of Higher Education for Virginia Agenda Item

Item: #VII.C. Briefing on Launch of SCHEV Insights

Date of Meeting: May 19, 2020

Presenter: Tom Allison
Senior Associate of Finance Policy and Innovation
tomallison@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 update of other topics of interest for the Resource and Planning Committee and Council that will be addressed at future Council meetings.

Background Information/Summary of Major Elements: Virginia is a national leader in postsecondary data collection. SCHEV hosts a wealth of information on the “Higher Ed Data for Virginia” website (<https://research.schev.edu/>). The site hosts hundreds of customizable reports aggregating over a decade of SCHEV’s student-level data collection. In order to improve communication and awareness of SCHEV data to legislators, policy makers, the media and administrators at institutions of higher education, SCHEV staff plans to launch a new platform for analysis of trending higher education topics. Called *Insights*, this new platform will help inform budget and policy decisions at the student, institutional and policy levels.

In 2019, the Council’s [Ad Hoc Committee on Data and Policy](#) identified the need to improve the communication and awareness of SCHEV data resources. The committee undertook an extensive review of SCHEV’s current reports available on the research website, research.schev.edu. The existing reports are designed with institutional use in mind, to allow easy access to comparable data that differs little from internal reporting. They are not, however, friendly to the occasional user – including students and families, the media and even policymakers.

The committee surveyed regular users of SCHEV’s data website, including how respondents would like to see data communicated. The most frequent response was dashboards, social media notifications, subscriptions and email/data newsletters. SCHEV staff, therefore, plan on communicating *Insights* via these channels.

Designed to inform legislators, policymakers, higher education leadership, higher education advocates and the media, SCHEV staff plans to publish *Insights* six to eight times per year on the SCHEV website under a new tab (Insights) in the Research & Publications section.

Prior to COVID-19, SCHEV staff planned to focus on the questions posed as part of the Ad Hoc Committee on Data and Policy's final report. This included the topics of financial aid, post-graduation (ROI, wages, earnings by major, employment), student success (graduation rates, admissions, completion, retention), equity and diversity (graduation rates, college-going rates, debt), state funding, student debt, transfer and more. In addition, staff planned to highlight Council initiatives, ongoing agency projects, and advisory committees coordinated by SCHEV; however, in light of COVID-19, SCHEV staff plans to adjust topics as needed to ensure that the data provided are relevant to the current situation.

During the Council meeting, staff will seek feedback on this concept and input from Council members of potential topics for consideration.

Materials Provided: None.

Financial Impact: None.

Relationship to Goals of The Virginia Plan for Higher Education: *Insights* will support all of the goals of The Virginia Plan for Higher Education by focusing on topics that align with the goals, strategies and initiatives.

Timetable for Further Review/Action: N/A.

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: #VII.D. – Briefing on Higher Education and Workforce Alignment Project
Emergent Themes and Recommended Actions

Date of Meeting: May 19, 2020

Presenter: Emily Salmon
Senior Associate for Research Investment
emilysalmon@schev.edu

Most Recent Review/Action:

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

Date: January 7, 2020

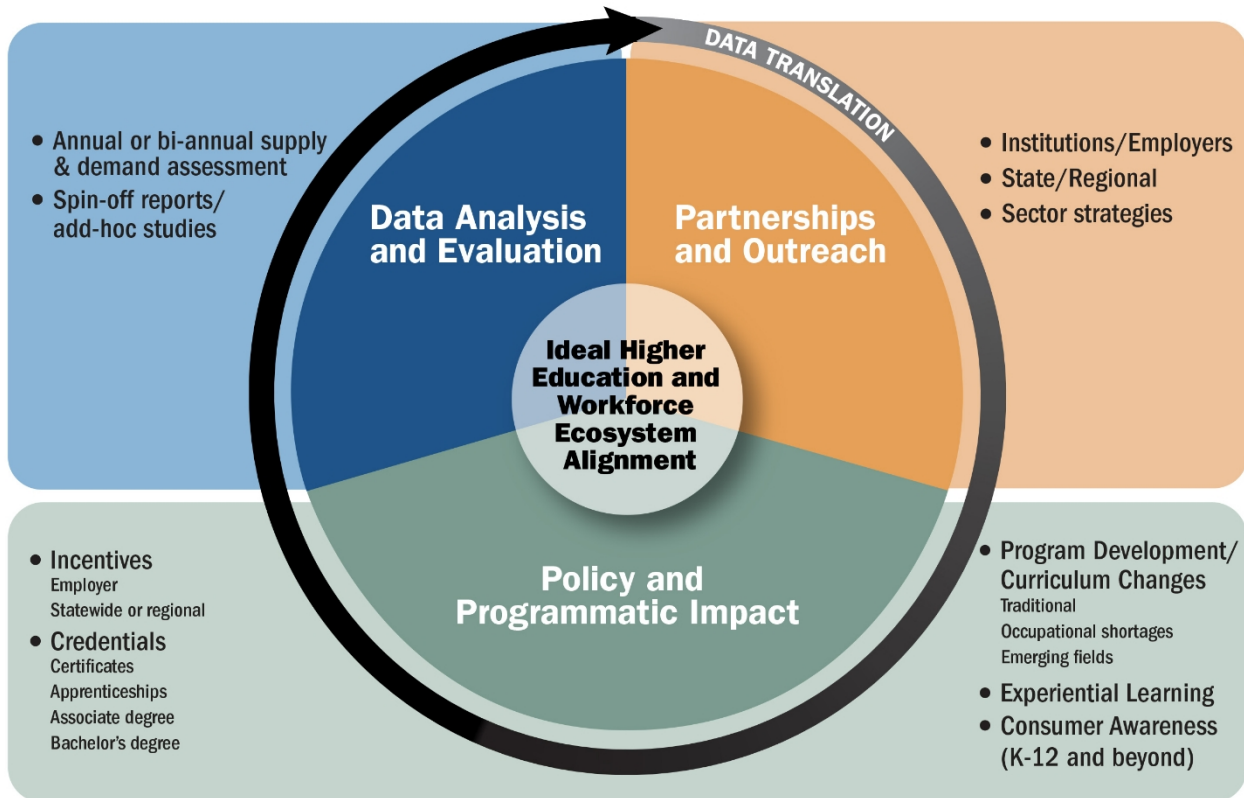
Action: Update on alignment project presented to Council

Purpose of this agenda item and project: This agenda item presents themes and recommendations from the higher education and workforce alignment project. Themes derive from research, interviews with other states, Virginia workforce and higher education stakeholders. Recommendations derive from stakeholder input and reflect the current COVID-19 impacted higher education and workforce development landscapes. This project focuses on improving the alignment between workforce needs and higher education academic programs to reduce occupational shortages, address workforce surpluses and to support individuals as they seek meaningful careers. Such can be achieved through connecting and strengthening the Commonwealth's various higher education and workforce alignment ecosystem elements.

Background Information/Summary of Major Elements: A summary of prior activities conducted for this project can be found in Council's March 2020 agenda book on pages 192-199 ([https://schev.edu/docs/default-source/about-section/council-files/2020-council-files/march/revised-agenda-book-\(3-12-20\)-\(1\).pdf](https://schev.edu/docs/default-source/about-section/council-files/2020-council-files/march/revised-agenda-book-(3-12-20)-(1).pdf)). Activities included outreach and interviews with other states, national organizations, and Virginia higher education and workforce stakeholders as well as SCHEV advisory groups.

The alignment project intends to foster a coordinated, comprehensive higher education and workforce alignment ecosystem within the Commonwealth.

The figure below represents ideal alignment with details on the core components/emergent themes: data analysis and evaluation; data translation; partnerships and outreach; and policy and programmatic impact. The impacts of COVID-19 further validate the importance of these components. This ideal alignment coupled with input from stakeholders, other state models and research findings serves



as the foundation for a set of near term and longer-term recommendations.

Proposed Near-Term Recommendations and Actions (~3-6 months)

The Governor's Economic Strikeforce, a coordinated COVID response, and its three core components addressing economic data, workforce recovery, and small businesses can serve as a framework for building out capacity and coordination of the existing workforce and higher education ecosystem. The totality of the following short-term actions will foster low/no-cost movement towards a statewide coordinated, comprehensive alignment strategy.

Labor Market Data Analysis, Evaluation and Translation

A near term recommendation supports work with Virginia's Rapid Response efforts and the Economic Strikeforce data taskforce to leverage additional, critical workforce analytics tools and data translation capacity to fulfill COVID-related responsibilities and beyond; piloting an effort to address this ecosystem need.

Partnerships/Employer Outreach

A near term recommendation supports coordinated, strategic outreach to employers for input which may include 1) an understanding of employment layoffs vs. shortages by

sector and region and/or 2) input pertaining to online academic programs and certificate programs for use in re-skilling and up-skilling.

Improved Ecosystem Coordination

COVID has precipitated the need for the various workforce and higher education stakeholders to come together and develop coordinated recovery efforts. The current workforce recovery taskforce is substantial in size. Moving forward, a paired down version can translate into a higher education and workforce alignment taskforce. A near term, post-COVID, recommendation supports formation of the Virginia Higher Education and Workforce Alignment Taskforce and short-term deliverables outlined below.

Short-term deliverables from an alignment taskforce may include:

1. Cataloging existing data analysis, employer outreach, institutional engagement and alignment initiatives by stakeholder/partner.
2. Identifying disjointed and duplicative data analysis, employer outreach/engagement and alignment activities.
3. Evaluating ways to streamline and coordinate actions referenced in 1 and 2 via formal agreement on coordinated data sources and actions.

Longer Term Recommendations and Actions (1 year to 18 months)

The expected longer-term outcome from this project includes additional work from the Virginia Higher Education and Workforce Alignment Taskforce. The Taskforce will build off and from near term actions as well as the findings and recommendations identified through this project and will work to develop a unified state strategy.

Materials Provided: N/A

Financial Impact: No estimated impact at this time.

Relationship to Goals of The Virginia Plan for Higher Education: This item relates to the goal of “advancing economic and cultural prosperity with the strategy of building a competitive, future-ready workforce for all regions.” It also fulfills one of the Council’s recently established priority initiatives, to “establish the means by which policy makers can assess, align and publicize employer demand and postsecondary education programs and graduates.”

Timetable for Further Review/Action:

Timeline:

- April-May 2020: Present key findings and recommendations to Council.
- May-June 2020: Incorporate Council’s input on the recommendations into the Alignment project report draft.
- July 2020: Staff will present the report at the July Council meeting

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

Item: #VIII – Receipt of Items Delegated to Staff

Date of Meeting: May 19, 2020 (from the canceled March 17, 2020, meeting)

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:

☐ No previous Council review/action

☒ Previous review/action

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

Action: The Council approved delegation of certain items to staff

Purpose of Agenda Item: The purpose of this agenda item is to keep Council apprised of the items it delegated to staff.

Background Information/Summary of Major Elements: Council delegated certain items to staff for approval and reporting to the Council on a regular basis.

Materials Provided:

Degree Program Actions

George Mason University

Virginia Commonwealth University

Virginia Polytechnic Institute and State University

Diploma, Certificate, Discontinued and Modified Programs

George Mason University

University of Virginia

Virginia Commonwealth University

Virginia Polytechnic Institute and State University

Virginia State University

Policies and Procedures for Internal and Off-Campus Organizational Changes

George Mason University

Virginia Polytechnic Institute and State University

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

Randolph College

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

Augusta Health School of Clinical Laboratory Science (Instructional location)
Cookology21 Professional Culinary School
Data N Tech Institute of Information Technology
Excella Training
Inova Histology Program
Intellectual Point (additional site)
Jazz Barber & Hairstyling Academy
Rapp Center for Education
SyLearn
TMOG Learning Center
Williams Academy of Medical Coding

Change in Mission Statement
Virginia Polytechnic Institute and State University

Conflict of Interest Act Exception Policy Approvals
William & Mary

Financial Impact: N/A

Timetable for Further Review/Action: N/A

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

Resolution: N/A

Items Delegated to Director/Staff

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

Degree Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	CIP Code Change Approved: Change the CIP code of the Bachelor of Arts degree program in Communication from 23.1304 to 09.0101	Summer 2020
George Mason University	Name Change Approved: Change the name of the Master of Science degree program in Computer Forensics (43.0403) to Digital Forensics (43.0403)	Summer 2020
Virginia Commonwealth University	Facilitated Staff Approval: Doctor of Philosophy degree program in Special Education (13.1001)	Fall 2020
Virginia Polytechnic Institute and State University	CIP Code Change Approved: Change the CIP code of the Master of Science (M.S.) in Architecture and the Master of Architecture (M.Arch.) in Architecture from 04.0201 to 04.0902	Spring 2020

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

Diploma, Certificate, Discontinued and Modified Programs

Institution	Degree/Program/CIP	Effective Date
George Mason University	<p>Program Discontinuances: Discontinue the following:</p> <p><u>Degree Programs:</u></p> <ul style="list-style-type: none"> • Bachelor of Arts in Latin American Studies (05.0107) [Council Approval: March 8, 2005] • Master of Arts in History of Decorative Arts (50.0799) [Council Approval: March 11, 2011] • Master of Science in Management of Secure Information Systems (43.0303) [Council Approval: July 19, 2011] 	Summer 2020

Institution	Degree/Program/CIP	Effective Date
	<ul style="list-style-type: none"> Doctor of Arts in Community College Education (13.1299) [Council Approval: May 2, 1990] <u>Certificate Programs:</u> <ul style="list-style-type: none"> Post-baccalaureate in Signal Processing (14.1001) Post-baccalaureate in Wireless Communications (11.0901) 	
George Mason University	Initiate a new Graduate Certificate program in Science Communication (09.0908)	Fall 2020
University of Virginia	Initiate a new Graduate Certificate in Real Estate Design and Development (04.1001)	Fall 2020
Virginia Commonwealth University	Program Discontinuances: Discontinue the following: <u>Certificate Programs</u> <ul style="list-style-type: none"> Post-baccalaureate in Autism Spectrum Disorder (13.1013) Post-baccalaureate in College Student Development (13.1102) 	Fall 2020
Virginia Polytechnic Institute and State University	Initiate a new Graduate Certificate program in Construction Management (52.2001)	Summer 2020
Virginia Polytechnic Institute and State University	Program Discontinuance: Discontinue the Bachelor of Science degree program in Engineering Science and Mechanics (14.1101) [Council Approval: BCHE]	Summer 2020
Virginia State University	Simple Program Modification: Add an online delivery format to the Doctor of Education in Educational Administration and Supervision (13.0401)	Fall 2020

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

Institution	Change/Site	Effective Date
George Mason University	Create the Department of Cyber Security Engineering . The Department will reside in the Volgenau School of Engineering. The creation of the Department will provide the infrastructure for the management of academic	March 1, 2020

Institution	Change/Site	Effective Date
	programs and demonstrate the University's dedication to education and research in cyber security engineering. The Department will also provide synergy to "facilitate faculty collaboration and promote a cohesive academic focus."	
George Mason University	Rename the Prince William Campus, an off-campus site in Manassas, VA to the Science and Technology Campus . The off-campus site has been re-named to provide a precise description of the academic programs located at the site and accurately identify and brand the site as "the science and technology hub of the university."	February 17, 2020
Virginia Polytechnic Institute and State University	Change of Address of the Virginia Tech Newport News Center Off-Campus Site : <u>New address:</u> Virginia Tech Newport News Center, 700 Tech Center Parkway, Suite 305, Newport News, VA 23606	February 25, 2020

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

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

Institution	Effective Date
Randolph College	February 18, 2020

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

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

Institution	Location	Effective Date
Augusta Health School of Clinical Laboratory Science (Instructional location)	Fishersville, VA	12/16/2019

Institution	Location	Effective Date
Cookology21 Professional Culinary School	Arlington, VA	8/19/2019
Data N Tech Institute of Information Technology	Alexandria, VA	12/16/2019
Excella Training	Arlington, VA Herndon, VA	1/10/2020
Inova Histology Program	Fairfax, VA	12/13/2019
Intellectual Point (additional site)	Sterling, VA	11/06/2019
Jazz Barber & Hairstyling Academy	Petersburg, VA	9/16/2019
Rapp Center for Education	Sperryville, VA	10/24/2019
SyLearn	Arlington, VA	1/10/2020
TMOG Learning Center	Virginia Beach, VA	9/20/2019
Williams Academy of Medical Coding	Virginia Beach, VA	1/22/2020

Pursuant to the Code of Virginia, Section § 23.1-203 and Council's policy "Mission Statement Changes at Public Institutions," the following item was approved as delegated to staff. As specified in code, the new mission statement will take effect 30 days following the adjournment of the next General Assembly Session following SCHEV approval.

Virginia Polytechnic Institute and State University (Virginia Tech)

Previous Mission Statement:

Virginia Polytechnic Institute and State University (Virginia Tech) is a public land-grant university serving the Commonwealth of Virginia, the nation, and the world community. The discovery and dissemination of new knowledge are central to its mission. Through its focus on teaching and learning, research and discovery, and outreach and engagement, the university creates, conveys, and applies knowledge to expand personal growth and opportunity, advance social and community development, foster economic competitiveness, and improve the quality of life.

New Mission Statement:

Inspired by our land-grant identity and guided by our motto, Ut Prosim (That I May Serve), Virginia Tech is an inclusive community of knowledge, discovery, and creativity dedicated to improving the quality of life and the human condition within the Commonwealth of Virginia and throughout the world.

COIA-Exception Policy Approvals

Institution	Policy	Effective Date
William & Mary	Policy on Financial Conflict of Interest	January 3, 2020

State Council of Higher Education for Virginia Agenda Item

Item: #VIII – Receipt of Items Delegated to Staff

Date of Meeting: May 19, 2020

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:

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

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

Action: The Council approved delegation of certain items to staff

Purpose of Agenda Item: The purpose of this agenda item is to keep Council apprised of the items it delegated to staff.

Background Information/Summary of Major Elements: Council delegated certain items to staff for approval and reporting to the Council on a regular basis.

Materials Provided:

Degree Program Actions

The College of William and Mary in Virginia
George Mason University
Tidewater Community College
University of Virginia
Virginia Commonwealth University
Virginia Polytechnic Institute and State University

Diploma, Certificate, Discontinued and Modified Programs

George Mason University
University of Virginia
Virginia Commonwealth University
Virginia Polytechnic Institute and State University
Virginia State University

Policies and Procedures for Internal and Off-Campus Organizational Changes

George Mason University
University of Mary Washington
Virginia Commonwealth University
Virginia Polytechnic Institute and State University

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

Augusta Health School of Clinical Laboratory Science (instructional location)

Cookology21 Professional Culinary School

Daniels Institute of Massage and the Healing Arts

Data N Tech Institute of Information Technology

Excella Training

Inova Histology Program

Intellectual Point (additional site)

Jazz Barber & Hairstyling Academy

Rapp Center for Education

Stylez & Kutz School of Barbering & Cosmetology

SyLearn

TMOG Learning Center

Williams Academy of Medical Coding

ZioTek Institute of Technology

Change in Mission Statement

Virginia Polytechnic Institute and State University

Financial Impact: N/A

Timetable for Further Review/Action: N/A

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

Resolution: N/A

Items Delegated to Director/Staff

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

Degree Program Actions

Institution	Degree/Program/CIP	Effective Date
The College of William and Mary in Virginia	Facilitated Staff Approval: Bachelor of Science degree program in Data Science (30.7001)	Fall 2020
George Mason University	Name Change Approved: Change the name of the Master of Science degree program in Computer Forensics (43.0403) to Digital Forensics (43.0403)	Summer 2020
George Mason University	Facilitated Staff Approval: Master of Science degree program in Cyber Security Engineering (43.0303)	Fall 2020
Tidewater Community College	Facilitated Staff Approval: Associate of Applied Science degree program in Cyber Security (11.1003)	Summer 2020
University of Virginia	CIP Code Changes Approved: <ul style="list-style-type: none"> Master of Arts degree program in Economics from 45.0601 to 45.0603 Doctor of Philosophy degree program in Economics from 45.0601 to 45.0603 	Spring 2020
Virginia Commonwealth University	Degree Designation Discontinuance: Discontinue the Master of Bioinformatics (MBIN) degree designation. The institution will continue to offer the Master of Science (MS) in Bioinformatics (26.1103)	Summer 2020
Virginia Commonwealth University	Facilitated Staff Approval: Doctor of Philosophy degree program in Special Education (13.1001)	Fall 2020
Virginia Polytechnic Institute and State University	CIP Code Change Approved: Change the CIP code of the Master of Science (M.S.) in Architecture and the Master of Architecture (M.Arch.) in Architecture from 04.0201 to 04.0902	Spring 2020

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

Diploma, Certificate, Discontinued and Modified Programs

Institution	Degree/Program/CIP	Effective Date
George Mason University	Program Discontinuances: <u>Degree Programs:</u> <ul style="list-style-type: none"> • Bachelor of Arts in Latin American Studies (05.0107) [Council Approval: March 8, 2005] • Master of Arts in History of Decorative Arts (50.0799) [Council Approval: March 11, 2011] • Master of Science in Management of Secure Information Systems (43.0303) [Council Approval: July 19, 2011] • Doctor of Arts in Community College Education (13.1299) [Council Approval: May 2, 1990] <u>Certificate Programs:</u> <ul style="list-style-type: none"> • Certificate in Foreign Language Licensure (13.1306) • Post-baccalaureate in Signal Processing (14.1001) • Post-baccalaureate in Wireless Communications (11.0901) 	Summer 2020
George Mason University	Initiate a new Graduate Certificate program in Science Communication (09.0908)	Fall 2020
University of Virginia	Initiate a new Graduate Certificate in Real Estate Design and Development (04.1001)	Fall 2020
Virginia Commonwealth University	New Certificate Programs: <ul style="list-style-type: none"> • Baccalaureate in Disability Studies (05.0210) • Post-baccalaureate in Clinical Research (51.0719) • Graduate in Health Care Innovation (51.0722) 	Fall 2020
Virginia Commonwealth University	Program Discontinuances: <u>Post-baccalaureate Certificate Programs</u> <ul style="list-style-type: none"> • Autism Spectrum Disorder (13.1013) • College Student Development (13.1102) 	Fall 2020

Institution	Degree/Program/CIP	Effective Date
Virginia Polytechnic Institute and State University	New Graduate Certificate Programs: <ul style="list-style-type: none"> Construction Management (52.2001) Leadership for an Aging Society (19.0702) 	Summer 2020
Virginia Polytechnic Institute and State University	Discontinue the Bachelor of Science degree program in Engineering Science and Mechanics (14.1101) [Council Approval: BCHE]	Summer 2020
Virginia State University	Simple Program Modification: Add an online delivery format to the Doctor of Education in Educational Administration and Supervision (13.0401)	Fall 2020

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 are approved as delegated to staff:

Institution	Change/Site	Effective Date
George Mason University	Create the Department of Cyber Security Engineering . The Department will reside in the Volgenau School of Engineering. The creation of the Department will provide the infrastructure for the management of academic programs and demonstrate the University's dedication to education and research in cyber security engineering. The Department will also provide synergy to "facilitate faculty collaboration and promote a cohesive academic focus."	March 1, 2020
George Mason University	Rename the Prince William Campus, an off-campus site in Manassas, VA to the Science and Technology Campus . The off-campus site has been re-named to provide a precise description of the academic programs located at the site and accurately identify and brand the site as "the science and technology hub of the university."	February 17, 2020
University of Mary Washington	Create the Department of Chemistry and Physics from the reorganization of the Department of Chemistry and the Department of Physics. The Department will reside in the College of Arts and Sciences. The reorganization will allow for administrative efficiency and a decrease in operation cost. The establishment of one	July 1, 2020

Institution	Change/Site	Effective Date
	academic unit will support the sharing of common resources and “provide opportunities for collaborative research” among faculty “in areas of shared interest.”	
University of Mary Washington	Reorganize the Department of English, Linguistics, and Communication to create two departments: the Department of English and Linguistics and, the Department of Communication and Digital Studies . The Departments will reside in the College of Arts and Sciences. The reorganization will allow the institution to create two distinct academic units that will improve administration of resources and academic programming offered by the departments. The establishment of separate departments will also create “a department home based on disciplinary needs for the faculty and students.”	July 1, 2020
Virginia Commonwealth University	Rename the Department of Clinical Laboratory Sciences to the Department of Medical Laboratory Sciences . The Department has been renamed to “reflect current certification nomenclature for the profession.” VCU indicates that the new name “will align with the names of similar departments at VCU’s SCHEV peer institutions.”	August 1, 2020
Virginia Polytechnic Institute and State University	Change of Address for the Virginia Tech Newport News Center Off-Campus Site: <u>New address:</u> Virginia Tech Newport News Center, 700 Tech Center Parkway, Suite 305, Newport News, VA 23606	February 25, 2020

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

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

Institution	Location	Effective Date
Augusta Health School of Clinical Laboratory Science (Instructional location)	Fishersville, VA	12/16/2019
Cookology21 Professional Culinary School	Arlington, VA	8/19/2019
Daniels Institute of Massage and the Healing Arts	Roanoke, VA	4/16/2020
Data N Tech Institute of Information Technology	Alexandria, VA	12/16/2019
Excella Training	Arlington, VA Herndon, VA	1/10/2020
Inova Histology Program	Fairfax, VA	12/13/2019
Intellectual Point (additional site)	Sterling, VA	11/06/2019
Jazz Barber & Hairstyling Academy	Petersburg, VA	9/16/2019
Rapp Center for Education	Sperryville, VA	10/24/2019
Stylez & Kutz School of Barbering & Cosmetology	Portsmouth, VA	4/16/2020
SyLearn	Arlington, VA	1/10/2020
TMOG Learning Center	Virginia Beach, VA	9/20/2019
Williams Academy of Medical Coding	Virginia Beach, VA	1/22/2020
ZioTek Institute of Technology	Vienna, VA	3/2/2020

Pursuant to the Code of Virginia, Section § 23.1-203 and Council’s policy “Mission Statement Changes at Public Institutions,” the following item was approved as delegated to staff. As specified in code, the new mission statement will take effect 30 days following the adjournment of the next General Assembly Session following SCHEV approval.

Virginia Polytechnic Institute and State University (Virginia Tech)

Previous Mission Statement:

Virginia Polytechnic Institute and State University (Virginia Tech) is a public land-grant university serving the Commonwealth of Virginia, the nation, and the world community. The discovery and dissemination of new knowledge are central to its mission. Through its focus on teaching and learning, research and discovery, and outreach and engagement, the university creates, conveys, and applies knowledge to expand personal growth and opportunity, advance social and community development, foster economic competitiveness, and improve the quality of life.

New Mission Statement:

Inspired by our land-grant identity and guided by our motto, Ut Prosim (That I May Serve), Virginia Tech is an inclusive community of knowledge, discovery, and creativity dedicated to improving the quality of life and the human condition within the Commonwealth of Virginia and throughout the world.

State Council of Higher Education for Virginia Agenda Item

Item: #X.A. – Report on the Nominating Process/Council Elections

Date of Meeting: May 19, 2020

Presenter: Dr. Carlyle Ramsey
Chair, Nominating Process

Most Recent Review/Action:

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

Date:

Action:

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

Materials Provided: None.

Financial Impact: None.

Timetable for Further Review/Action: None.

Resolution: Resolutions will be presented at the meeting.

State Council of Higher Education for Virginia Agenda Item

Item: #X.B. – Preliminary Discussion of 2021 Meeting Schedule and Locations

Date of Meeting: May 19, 2020

Presenter: Peter Blake
Director
peterblake@schev.edu

Most Recent Review/Action:

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

Date:

Action:

Background Information/Summary of Major Elements: The Council meets regularly in the months of January, March, May, July, September and October. Additional meetings may be held with reasonable public notice for ad hoc committee meetings and/or retreats at the call of the Council chair.

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

The General Assembly session begins on Wednesday, January 13, 2021.

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

Meetings generally are held on the third Monday/Tuesdays except for all-day meetings and as follows:

- The January options are Tuesday, January 12 or Tuesday, January 19. The Martin Luther King holiday is on Monday, January 18.
- Staff chose the October 25-26 date to allow additional time between the September and October meetings to prepare final budget recommendations.

Staff recommends the following institutions to host the meetings on the designated dates and has collaborated with the Council of Independent Colleges in Virginia on the private college location for the May 17-18 meetings.

PROPOSED 2020 SCHEDULE:

January 11 – SCHEV

March 15-16 – Radford University (tentative)

May 17-18 – Virginia Wesleyan (confirmed through CICV - tentative)

July 13 – Piedmont Community College or Germanna Community College if July 13, 2020 is a virtual meeting (tentative)

September 13-14 – Longwood University or University of Virginia if September 14-15, 2020 is a virtual meeting (tentative)

October 25-26 - SCHEV

Materials Provided: None.

Financial Impact: None.

Timetable for Further Review/Action: The Council will approve the final schedule at the July meeting.

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: #X.C. – Action of resolution regarding Council Director

Date of Meeting: May 19, 2020

Presenter: Heywood Fralin
Chair, State Council of Higher Education

Most Recent Review/Action:

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

Date:

Purpose of the Agenda Item: The purpose of this agenda item adjust the Council's agenda to evaluate its director and to take any salary or bonus actions authorized by the Appropriation Act.

Background Information/Summary of Major Elements: The Council annually evaluates the performance of its director at the May meeting. At the May meeting, the Council also considers any salary or bonus actions authorized by the Appropriation Act. Because the Council is not meeting in person, the actions normally taken in May will be delayed until September.

In addition, the Council's contract with the director expires at the end of June 2020. By resolution, the contract will be extended to September 30, 2020.

Materials Provided: None.

Financial Impact: None.

Timetable for Further Review/Action: The Council will delay action ordinarily taken in May until September.

Resolution:

BE IT RESOLVED that the Council delays until September 2020 the evaluation of its director and any salary or bonus actions authorized in the Chapter 1283 of the 2020 General Assembly, also known as the Appropriation Act; and

BE IT FURTHER RESOLVED that the Council extends the employment contract with its director from June 30, 2020, to September 30, 2020.